

Editor's Note

Andrea Efthymiou
Queens College, CUNY

Our second issue of volume 49 marks a close to the fall semester, while also looking forward, presenting a range of administrative models and insights that could support various writing center contexts. As I prepare to write this, my first editor's note since joining the board in 2023, I'm struck by the range of assessment and staff development initiatives that authors offer to our field.

In "When a Measure Becomes a Target: The Dangers of Using Grades in Writing Center Assessment," Bruce Bowles complicates both quantitative and qualitative methods of assessment for how they center effectiveness as the ultimate goal. Bowles advocates for a mixed-method approach in writing center assessment that shifts from "proving effectiveness" to "*improving effectiveness*" (6, emphasis in original) through collaborative efforts with experienced tutoring staff.

The current issue also considers various approaches to staff education. In "Everything Counts': Impacts of Centering Social Justice in a Writing Center," Graham Stowe examines "how tutors see their evolving self-conceptions, mindsets, and actions as socially responsible citizens inside and outside the writing center" (11). To assess the impact of a tutor education course grounded in Paolo Friere's concept of radical love, Stowe interviewed ten tutors and considered the ways tutors named the impact of a social justice curriculum on their lives beyond the center. Stowe explores the less common occurrence of tutors who did not immediately see a connection between their social justice work in the writing center and in their lives beyond the institution, leading to an engaging discussion of the influence of inequity and trauma in tutors' lives.

Layli Miron further focuses on staff education in "Sustaining and Incentivizing Tutor Education through Self-Paced Modules." Miron describes leveraging a learning management system to develop self-paced modules for staff education that included videos, reading, reflection prompts for discussion boards, and ePortfolios. Their article offers a sustainable approach to professional development by focusing on the design of an intercultural communication training unit, one of five self-paced modules that newly hired consultants complete over a single semester during shift hours. Miron offers adaptable takeaways for writing center administrators.

In their Tutors' Column, titled "Rethinking Consultant Training for a Prison-Based Writing Center," Nathan Gilmore, Grady Hudson, and seventeen of their consultant colleagues in the Calvin Prison Initiative (CPI) describe the history of The Rhetoric Center, CPI's writing center founded in 2018. The nineteen consultant co-authors note the range in ages and educational backgrounds of CPI's student body, highlighting that non-directive methods of student support often favored in writing centers outside of prisons do not serve CPI students well. Gilmore et al. provide content areas for



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staff education that “will be useful to writing center staff at other [prison education programs]” (25) as well as to nontraditional students more broadly.