

## Editor's Note

Ted Roggenbuck

This issue offers examples of writing center professionals attempting to examine multiple aspects of our work. Though what each author examines and their methods and even degrees of success vary, each exemplifies the importance of inquiry and reflection to our practice.

First, Lucie Moussu offers a compelling narrative of her efforts to record, transcribe, and study some of the important communication that goes beyond writing as well as how tutors cope with some of the emotional work that occurs within tutorials. She describes her mistakes and setbacks as well as what she gained from her attempt. During the COVID pandemic, many of us have experienced setbacks or feelings of failure at new levels (I know I have). So Moussu's frank accounting of what a messy project can feel like and how to recover from multiple setbacks seems particularly valuable at this time. As she argues, we have ample published examples of our successful projects but few examples of projects that haven't gone so well, although most of us have experienced those also, and we can learn from both.

Kimberly Peck presents her center's collaboration with students working on "Project-Based Learning" as class assignments, for which aspects of her center were the subject studied by two cohorts of students. Not only did her center benefit from suggestions students offered through those projects, but also the students involved in the projects became more familiar with the work of her center, raising her center's profile on campus.

Bonnie Devet describes the results of her national survey exploring peer undergraduates' experiences when their classmates learn that they work as writing tutors. She offers several examples of the pressures peer tutors face from their classmates and the tutors' responses to those pressures.

Finally, in our Tutors' Column, Kai Youngren describes how he ap-



plies the late psychologist Albert Bandura's theory of self-efficacy within writing tutorials. He offers a strategy for helping writers connect their current writing situation to non-writing experiences and guiding them to apply what they've learned from those experiences to their current rhetorical situation.

One note from the editorial team is that *WLN* is changing how we number our issues going forward. This is the first of four issues for the current volume. As usual, all previous volumes are available as open access on the journal's website.

## GET INVOLVED WITH WLN

**Interested in serving as a reviewer?** Contact Karen Gabrielle Johnson (KGJohnson@ship.edu), Ted Roggenbuck (troggenb@bloomu.edu), Lee Ann Glowzenski (laglowzenski@gmail.com), and Julia Bleakney (jbleakney@elon.edu).

**Interested in contributing news, announcements, or accounts of work in your writing center to the blog (photos welcomed)?** Contact Anna Sophia Habib (ahabib@gmu.edu).

**Interested in guest editing a special issue on a topic of your choice?** Contact Muriel Harris (harrism@purdue.edu).

**Interested in writing an article or Tutors' Column to submit to WLN?** Check the guidelines on the website: ([wlnjournal.org/submit.php](http://wlnjournal.org/submit.php)).