

In this issue of *WLN*, authors focus on the power of human connection and thinking outside of the box to promote transformative learning. Writing centers have a reputation for being accommodating, accessible, and welcoming. Our field's focus on one-to-one tutoring prioritizes individualized instruction and recognizing what each writer brings to the conversation. However, as the articles in this issue make clear, we do not always interrogate our practices to know the extent to which we are living up to our social and pedagogical values. Each piece in issue 49.4 invites readers to consider ways writing centers might rethink instructional practices to provide a more personalized learning experience for writers that contributes to their growth and sense of belonging.

In "Invitational Rhetoric as a Method for Supporting Multilingual Writers in the Writing Center," Lin Li addresses the needs of multilingual writers and tutors, focusing on the importance of intentionally nurturing a "spirit of welcoming" in the writing center. Li's article addresses a gap in writing center scholarship: while there is literature on supporting multilingual writers, this scholarship rarely focuses on the experiences and perspectives of multilingual writing *tutors* who engage in this work. Li explores how the feminist framework of invitational rhetoric can help multilingual writing tutors "navigate linguistic differences and complex cultural dynamics about authority, teaching, and learning." Li's self-reflective study offers concrete examples of how to offer perspective in a way that promotes writers' agency and safety.

Alana Kuhlman and Amy Rushall also focus on developing supportive relationships with writers through course-based supplemental writing instruction. In "A Glimpse into the Possibilities of Credit-Bearing Writing Support Courses: Students' Perspectives," they present the findings of a survey study, arguing that credit-bearing supplemental writing support courses offer the opportunity for writers to improve their skills and confidence over time. These kinds of recurring meetings provide structure and accountability for writers' growth by offering optimal conditions for students to build rapport with tutors and address specific areas of need over time.

Personalized pedagogy requires in-depth knowledge of institutional trends and student needs. In "Writing Center as Genre Microcosm," Margaret Ervin, Gabrielle Stanley, and Olivia Mathers argue that writing centers operate as "microcosms" within universities. Their qualitative study provides insight into their university's understanding of genres, including students' genre comprehension and how genres are used in various disciplines. Their findings suggest that disciplinary uses of genre do not always align with the metagenres and categories described in past genre research. The authors make a compelling case for re-examining traditional notions of genre to empower writing centers to provide more targeted support for students and, in the case of faculty, professional development in the teaching of writing in and across the disciplines.

Timóteo Pereira Neves's Tutors' Column, "Harnessing the Power of GenAI," makes the case that human connection and the use of technological tools can go hand in hand in the writing center.

Using anecdotes from his own tutoring experience as well as writing center scholarship as support, Pereira Neves shows how tools such as GenAI, when used ethically and appropriately, can “enhance human relationships and increase accessibility in writing.” He concludes by offering several practical ways to integrate GenAI technology into tutoring sessions to promote “humanistic inquiry,” creativity, and a focus on writing as a personalized process.

As we approach the summer months, our hope is that this issue will inspire and energize you to continue to center the human in your writing center work.