

Editor's Note

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Welcome to Volume 50 of *WLN: A Journal of Writing Center Scholarship*. On behalf of the current and all former co-editors, as well as our editor-in-chief Muriel (Mickey) Harris, we are delighted to celebrate 50 years of *WLN* and share issue 50.1 with you.

In this issue of *WLN*, each author focuses on an important aspect of intentionality in writing center practice. Megan Connor calls for integrating growth mindset theory into tutor education. Destiny Brugman and Cameron Cavaliere propose a sustainable and mission-driven approach to social media postings. Liliana Naydan's review of Genie Giaimo's *Unwell Writing Centers* underscores the need for systemic wellness initiatives. And, finally, Brady Hall invites us to consider linguistic equity for English learners when utilizing generativeAI in the writing center. In each article, the authors offer strategies and frameworks for intentional approaches that enhance the experiences of tutors and writers.



In "Benefits of Discussing Growth Mindset as Part of Writing Center Consultant Education," Megan Connor explores the value of incorporating growth mindset theory into tutor education to encourage tutors to reflect on their beliefs and assumptions about writers and writing. Growth mindset theory, Connor suggests, helps tutors challenge their own and writers' implicit biases. Connor also provides examples of how tutor education might encourage growth mindset through reflection and discussion activities.

In "Creating Functional Social Media Practices in the Writing Center," Destiny Brugman and Cameron Cavaliere offer tools to help writer centers assess their social media presence based on a center's principles and goals. Their article discusses how they conducted an audit of their social media practices, leading to the creation of a checklist that other centers can use to streamline their social media posting.

Liliana M. Naydan reviews Genie Giaimo's *Unwell Writing Centers: Searching for Wellness in Neoliberal Educational Institutions and Beyond*, highlighting Giaimo's critique of superficial, neoliberal approaches to wellness. Giaimo instead frames wellness as a labor justice issue. Their longitudinal study pinpoints tutors' stressors and the need for meaningful and practical interventions and approaches to wellness. *Unwell Writing Centers*, Naydan suggests, "brilliantly challenges the largely empty wellness initiatives that institutions have foisted upon workers who are struggling with everything from everyday stressors to major burnout."

In "Generative AI and Linguistic Equity for EL Writers Across Disciplines," Brady Hall's Tutor Column urges writing centers to consider linguistic equity arguments for integrating genAI to support English learners (EL). Hall walks us through a challenging writing center appointment with a Biology student, who was learning English language conventions. Hall and the student used AI

in a limited capacity during the appointment; after the session, Hall reflects on whether denying EL students use of a tool that can make writing in a new language easier might reinforce racist practices that writing centers have tried to challenge.

The authors in this first issue of our 50th volume offer useful frameworks and interventions for the future of writing center work. To mark 50 years of contributions to our writing center community, we encourage readers to return for a special celebratory issue in the spring.