



# Southern Discourse in the Center

A Journal of Multiliteracy and Innovation

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*Southern Discourse in the Center: A Journal of Multiliteracy and Innovation* (*SDC*) is a peer-reviewed scholarly journal published twice per year by the [Southeastern Writing Center Association](http://www.southeasternwritingcenter.org) (SWCA, [www.southeasternwritingcenter.org](http://www.southeasternwritingcenter.org)). As a forum for practitioners in writing centers, speaking centers, digital centers, and multiliteracy centers, *SDC* publishes articles from administrators, consultants, and other scholars concerned with issues related to training, consulting, labor, administration, theory, and innovative practices.

Feel free to send queries, ideas, and proposals to us at [southerndiscoursejournal@gmail.com](mailto:southerndiscoursejournal@gmail.com).

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## From the Editors

Scott Pleasant

Devon Ralston



Both of us are honored to be trusted with the task of editing this publication. When we took over as co-editors at the end of Karen Head’s term as editor, our main goal was to continue the excellent work she and her team did by publishing peer-reviewed scholarship along with book reviews, tutoring insights, and profiles of writing centers in the SWCA region. As we go forward, we hope to expand the readership of the journal and feature authors from all IWCA regions.

We hope you will agree that this issue contains some fine examples of scholarly research and other article that will be of interest to *SDC* subscribers and others who work in writing centers or related areas.

Lauren Beard’s article, “Diversifying Consultant Skill Sets: Refiguring Peer-to-Peer Feedback through Feminist Disability Pedagogy,” shows how tutoring practice can be more effective by incorporating a philosophy of and strategies for inclusion.

“Establishing the Writing Center’s Educational Role in the Academy by Stressing Peer Tutor Development,” by Bonnie Devet, examines the work of writing centers in the institutions they are part of and encourages administrators and tutors to consider how they fit into the academic structures of those institutions.

In “Keeping a Clear Head: Enhancing Graduate Student Wellness through Meditation and Journaling in the Writing Center,” Janine Morris, Veronica Diaz, and Noemi Nunez discuss the importance of the affective domain and self-care for writing center tutors.

Jordan Lang and Katherine Tucker provide a thorough overview of the Transylvania University Writing Center, with particular focus on how

the TUWC contributes to a campus culture of creativity and collaboration.

Emily Harbin's review of *Out in the Center: Public Controversies and Private Struggles* provides insightful commentary on a book that looks at various kinds of identity issues in the writing center context.

Taken together, the pieces published in this issue share the goal of shaping our practices and informing our views on some of the most important issues writing center professionals face. We hope this issue contributes in a positive way to the work you do, and we look forward to hearing feedback from subscribers.

We also want to encourage readers to become involved in the journal by joining the list of reviewers or submitting a manuscript for publication. On the final page of this issue, you will find a call for submissions for our next two issues. The Fall 2019 issue will serve as a retrospective on the 2019 SWCA Conference in Myrtle Beach, SC, and will feature the keynote and plenary addresses as well as papers that grew from presentations given at the conference. We may continue to publish similar conference retrospective issues after future SWCA conferences if this upcoming issue is as successful and well-received as we hope it will be.

Thank you for supporting this journal and the SWCA organization as a whole. We look forward to hearing from all of you as we work to make *SDC* an important part of the professional and scholarly life of SWCA members and others who work in the writing center field.