Letter from the Editor-in-Chief: Special Issue on Meeting the Challenges of Workplace English Communication in the 21ˢᵗ Century

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It is with great pleasure that I welcome readers to the first special issue of *The Journal of Writing Analytics*, devoted to examining the challenges of Workplace English Communication (WEC) in the 21ˢᵗ century. While much of the work in the emerging research specialization of writing analytics has been conducted in strictly educational settings, the editorial team and authors in this issue report the results of a multi-year, multi-pronged exploration of WEC. The timing couldn't be better; as we emerge from the effects of the COVID-19 pandemic, the location and nature of many of our workplaces have changed in ways few of us could have imagined. Organizations have re-envisioned both internal and external communication practices to meet stakeholders' needs, and this evolution will continue as each workplace transitions to a post-pandemic structure.

At the same time, post-secondary institutions are examining both educational and organizational practices. As many institutions continue the trend of downsizing first-year writing courses and programs, ceding these to various dual-credit options and/or allowing an increasing flexibility in transfer credit, teaching workplace communication genres is becoming the responsibility of courses within students' majors, often taught by those with little training or knowledge of productive pedagogy.

The scarcity of prior efforts to assess organizational communication, coupled with fewer opportunities to learn the knowledge, skills, and other attributes (KSAs) necessary to complete workplace writing tasks, creates an exigency for establishing sustained research programs in WEC. What follows in this special issue are pathways for doing so. I look forward to bringing subsequent research from these and other authors to *The Journal of Writing Analytics* in future issues and hope that you find these articles as interesting and insightful as I have.