Editor's Note

A New Phase for *The Journal of Writing Analytics*

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This issue of *The Journal of Writing Analytics* begins a new phase for the journal. Beginning this year, we are transitioning to a rolling publication schedule to provide a shorter time to publication for authors and enable research to emerge in a more timely manner. This first quarter publication features three articles, with more to come later this year. We have also revised the length specifications for articles and research notes—please visit the About the Journal page for more specific information.

This issue features three articles that employ analytics in a variety of ways. Kristen E. Black's "Mapping the Conversation" uses descriptive and inferential network analysis to examine text-referencing patterns of students in a pre-college access program. Black's results indicate how network analysis may be used in both citation analysis and program assessment. Alex Rudniy's "Artificial Intelligence for Automated Scoring and Feedback in Chemistry Courses" explores the use of neural network models to assist with the evaluation of lab reports in introductory chemistry courses. While Rudniy's work represents early steps in what we currently term "human-AI teaming," it provides directions for researchers who are confronting the issue of how more writing instruction and feedback may be integrated into undergraduate STEM programs. Finally, Saurabh Anand's research note, which discusses how he extracted and analyzed data from the First-Year Composition Archive, serves as an accessible, replicable activity for those newer to writing analytics.

These three texts demonstrate a fraction of potential uses of writing analytics. As AI tools continue to mature, a nexus of those tools with established analytics software promises to open up new research possibilities and applications. We look forward to bringing those to you in this and future volumes.