



ACCESS AND ENGLISH STUDIES

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Introduction from the Editors

We are thrilled to present this special issue, **Access Necessarily Precedes Success: Multilingual Student Writers in Higher Education**, which focuses on how access remains a crucial factor for the academic achievement of multilingual student writers. This special issue also offers suggestions and recommendations for writing instructors and programs to enhance the access and inclusion of multilingual student writers.

We thank **Jagadish Paudel** of The University of Texas at El Paso for proposing this special topic and serving as this special issue's editor-in-chief. It has been a pleasure working with and learning from him.

In addition, we are deeply grateful to Associate Editor **Yanni Angelis** of Colorado State University for his knowledgeable, meticulous work in making line edits and producing the proofs for this issue.

Finally, we thank **Michael Palmquist** and the **WAC Clearinghouse** for their timely support and continued investment in the publication of *Open Words*.

Open Words seeks to facilitate conversations about how different types of access, such as linguistic, cultural, and institutional, shape the experiences and outcomes of these multilingual students in higher education settings.

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