

Celebrating Ten Years of NYS TESOL Journal!

I am happy to introduce Volume 10, Issue 1 as our 10th Anniversary issue. In editorial circles, the practical wisdom goes like this: “The first ten years are the most challenging; after that you are going to be fine!” For this anniversary issue, I invited some of our earlier contributors to reflect on the past ten years in their field and to engage the state-of-the-art in TESOL. It is my hope that the readers will find the contributions for the anniversary issue thought provoking.

Looking back at the last ten years, *NYS TESOL Journal* has a lot to be proud of: we have put out over 150 articles, and almost 1,300 pages, reflecting the scholarship of over 200 authors. Our greatest achievement has been the hundreds of thank you notes from the contributors and authors who have enjoyed working with various journal teams over the years. But most of all, we are grateful for hundreds of letters from our readers who have enjoyed the many types of submissions and the varied content we have continuously provided, high quality and across the TESOL topic spectrum. Equally importantly, this journal has become the venue for many NY state scholars to publish their work and move forward with their professional success and career growth.

NYS TESOL Journal has built a reputation for being extremely supportive of junior scholars, for providing unusually detailed, helpful and positive feedback so authors can grow and benefit from the process, and for timeliness and diverse levels of expertise our reviewers have provided. This anniversary is an appropriate occasion to once again thank all the hundreds of reviewers who have donated their time, efforts and knowledge to make *NYS TESOL Journal* publications high quality and in high demand. This is also the time to thank many team members who have worked tirelessly over the ten-year period to build the journal, to enhance its reputation, and to ensure the submissions are ready for publication. *NYS TESOL Journal* has opened up opportunities for many scholars to showcase their ideas in the form of special themed issues, and to lead in the research and scholarship agenda by serving as editors. I wish to thank them all for their commitment to excellence and to helping our field. They are: Carolin Fuchs, Catherine Di Felice Box, Roger Frantz, Sarah Creider, Ravneet Parmar, Brooke R. Schreiber, Clara Bauler, Rebekah Johnson, and Laura Baecher, as in-house team and the following guest editors: Renee Greenfield, Kara Mitchel Viesca, Luciana De Oliveira, Lesley Painter-Ferrell, and Mike Chick. The sheer number of editors over such a short period in a journal’s life is a testimony to our commitment to access, fairness, sharing platforms and supporting each other as scholars, researchers and leaders.

We are at a challenging time for not only our field, but also the world; therefore, we must also acknowledge other important aspects of academia. The beauty and value of *NYS TESOL Journal* lies in its scholarly independence: the journal is self-governed and supported as such by our wonderful mother organization, NYS TESOL. All scholarship relies on, and is dependent on, the freedom of expression and independent thought. This setting has allowed the journal to offer equal opportunity to all to submit any scholarly topic to the journal and be considered fairly, based on their work. We hope that in the years ahead, the Journal will continue to be able to promote freedom of expression in scholarship and will be guided by scholars, authors, and readers.

Additionally, our audience has continuously provided support and encouragement through their Reader Response submissions. For that we are grateful. We, on our part, have strived to offer the readership a broad range of topics by covering a broad range of topics, always nominated by our authors and readers. To this end, the *NYS TESOL Journal* has featured topics on pedagogies and teaching practices, materials development, common core curriculum, technology in the classroom, translanguaging, bilingual, multilingual and dual-language education, ESL and special education needs, second language writing, ESL in higher education, state advocacy, and ESOL policies across the educational spectrum.

Taking leave from the *Journal*, I feel a great sense of pride for all things accomplished and am particularly happy to pass the baton to my three colleagues who have worked with me over the past year as incoming editors: Scott Grapin, Joan Lachance and Erik Voss! We have had a year-long collaboration and I know they will continue providing great leadership for the subsequent issues. It is with confidence that I wish them "smooth sailing" in the years ahead.

Lubie Grujicic-Alatriste
March 2023

