

Dear Contributors, Reviewers, and Readers:

We are incredibly grateful for the work of our contributors and reviewers during an uncertain and difficult time for higher education around the world. The effects of COVID-19 have touched nearly all aspects of life, including the review and publication process for scholarly journals. We want to reaffirm our hope that during these times you have been able to stay safe and healthy as you support your students, colleagues, communities, and families.

We want to thank our reviewers and authors who overcame the obstacles presented to us in 2020 and helped us to produce a fall issue of the *Journal of Effective Teaching in Higher Education (JETHE)*. Although originally intended to be published in November 2020, the current issue was slightly delayed and published in mid-December 2020. Although the global pandemic slowed us down, it did not prevent us from curating the five pieces included in *JETHE* volume 3, issue 2.

The current issue demonstrates our continued commitment to high quality, data driven scholarship as well as the diverse range of topics on the scholarship of teaching and learning (SOTL) that we publish in *JETHE*. Each article represents a distinct perspective on teaching and learning in higher education today. One article in this issue explores perceptions of culturally responsive teaching practices at a minority-serving institution. A second article examines curricular alignment with student learning outcomes in a teacher education program. Another contribution discusses transformative pedagogical practices that can be utilized to develop student voice in writing assignments, while a fourth article engages in an exploratory study of teaching personas. The fifth article included in the current issue analyzed student survey responses to examine skills developed in a Biology course. As always, all articles include implications for the practice of teaching across disciplines—an important contribution that is emphasized in *JETHE*.

We also want to give a special thanks to everyone who contributed feedback about the journal during an applied learning assessment project conducted this fall semester. We received over 70 responses to the survey we shared in October, which is approximately 20% of all registered users of the journal. Your responses have provided us with meaningful feedback that will help us to strengthen the journal in the future. Thank you!

Additionally, we want to highlight the continued demand for access to articles published in *JETHE*: as of December 2020, readers have completed nearly 5000 full-text downloads of articles published in our first three issues. On average, articles have been downloaded approximately 200 times/each. Beyond downloads, we are also seeing an increase in the citation of *JETHE* articles by other authors; notably, one article from our first issue boasts 15 additional cites with most cited by 1-2 other authors. Your help and support have been invaluable as we continue to develop the journal, and we hope to continue to engage an international audience with current issues in teaching and learning in higher education.

We invite you to engage with the pieces in our December 2020 issue and consider making your own contributions to this work. We also invite you to become a reviewer for *JETHE*. If you are interested in reviewing for our journal, please send an email to the editors at jethe@uncw.edu indicating the subjects related to SoTL in higher education that most interest you and about which you have expertise. Please also attach your CV to that email.

Our next issue will be published in April 2021, and we look forward to working with some of you as authors and reviewers in production of that and future issues of *JETHE*. To submit an article or download full-text copies of current and past issues please visit <http://jethe.org>.

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