

Dear Contributors, Reviewers, and Readers:

As you will note from the delayed publication of the Fall 2021 issue of the *Journal of Effective Teaching in Higher Education (JETHE)*, the ongoing effects of COVID-19 continue to delay the review and publication process for scholarly journals like ours. Despite the delays, we are grateful for the work completed by our authors and reviewers during these difficult times and believe that the nine articles included in this issue reflect the resiliency of higher education faculty and scholars throughout the world.

Volume 4, Issue 3 of *JETHE* includes nine articles on critical and emerging issues in teaching and learning from scholars in the US and Canada. The first three articles included in this issue focus on topics related to inclusive teaching in higher education. The first article, "Creating an Inclusive Learning Community to Better Serve Minority Students" by Lin and Kennette, is the first literature review we have published in *JETHE*. In addition to serving as an example for other authors seeking to publish in this format, Lin and Kennette provide a useful overview of approaches to creating more inclusive classrooms in higher education. In the second article, Calkins and Rivnay examine outcomes from using an inclusive learning approach (i.e., jigsaw design) in a nursing class to promote cooperative problem-solving. Lopez, Penner-Williams, and Carpenter de Cortina research the use of culturally responsive teaching in an online course in the third article included in this issue.

The fourth and fifth articles included in *JETHE* 4.3 focus on interdisciplinary approaches to learning. Rima and Rodriguez focus on the assessment of an interdisciplinary project in psychology and criminal justice, while Gastreich and Milakovic explored how new knowledge was generated in interdisciplinary work in science, poetics and immersive field ecology. The next two articles focus on the use of technology in teaching, including Litton's article on the relationship between using videos in online courses and student performance as well as Iluzada, Wakefield, and Alford's evaluation of student learning, attention, and satisfaction from using personal technology. The final two articles demonstrate the diverse topics and approaches we value and publish in *JETHE*. Yeo and Lafave's article titled "A Play in Three Acts: Confused, Conflicted and Convinced (Learning to Reflect in Athletic Therapy)" highlights the benefits of creativity and reflection in teaching in higher education. The final article by Kosal focuses on mindfulness in the college classroom and examines the effects of mindful practices on student performance. As always, all articles include implications for the practice of teaching across disciplines—an important contribution that is emphasized in *JETHE*.

Despite the challenges of the pandemic, we were able to publish three quality issues of *JETHE* for the first-time in one calendar year. In addition to reviewing the nine articles included in Volume 4, Issue 3 published in Fall 2021, we also want to remind readers of our special issue (4.2) titled "*In the Along*": *Curricular and Pedagogical Imperatives for Black Matter*" that was co-edited by Dr. Wilson

Okello, UNCW, and Dr. TJ Stewart, Iowa State University. In just over two months since its publication in mid-Fall 2021, articles from the special issue have been downloaded over 1,500 times at an average rate of 175+ times per article. Demand for articles from the Spring 2021 issue (4.1) of *JETHE* further represents the growing reach of the journal with downloads exceeding 3,100 at an average rate of 350 full-text downloads per article. We want to thank you all for your interest in and support of our efforts at *JETHE* and invite you to continue to contribute your own work to the journal. To submit an article or download full-text copies of current and past issues please visit <http://jethe.org>.

Finally, we would like to 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](mailto: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.

Thank you for your continued support of *JETHE*!

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Coeditors, *JETHE*