

Dear Contributors, Reviewers, and Readers:

Thank you for your continued interest in and support for the *Journal of Effective Teaching in Higher Education (JETHE)*. We are consistently impressed by the volume and quality of submissions that we receive from scholars from around the world each year as well as by the commitment of reviewers in providing rich and meaningful feedback. At the University of North Carolina Wilmington (UNCW), which hosts *JETHE*, we will be working this summer to expand the editorial board and supports for the journal to continue to provide you—our contributors, reviewers, and readers of *JETHE*—with an efficient process and quality publication.

As of June 1, 2024, *JETHE* has published a total of 13 issues, including one special issue focused on racial justice topics in teaching and learning in higher education in 2021. The 13 issues have included 80 articles that have been full text downloaded a total of over 53,000 times. Full-text downloads from *JETHE* average over 665 per article with a range of 151 (article from Spring 2023) to over 5300 (article from Spring 2021)—including seven articles with over 1000 downloads each and four that have been downloaded over 2000 times. We found impressive rates of citations for articles published in *JETHE* as well, including an article on Universal Design for Learning by Kennette and Wilson from 2019 that currently boasts 117 “cited by” and an article by Perrotta and Bohan (2020) that focuses on teaching experiences in online courses with 92 currently “cited by” according to Google Scholar. Dozens of articles from our regular and special issues have several “cited by” as well—despite their recent publication dates.

We anticipate that the seven (7) articles included in Volume 7, issue 1 of *JETHE* will generate similar levels of interest in both readership and reference as our previous issues. The articles in this issue are clustered around three themes of scholarship of teaching and learning (SoTL). The first three articles are focused on various aspects of experiential learning. Iskandarova’s article focuses on “A Case Study for Experiential Teaching and Learning” that examines doctoral-level student engagement in experiential learning via an externship experience. The second article by Meade explores a newly created andragogy method in “Forming Optimal Classroom Environments Through Bandura’s Mastery Experiences,” while Viscogliosi and

colleagues share outcomes from a transnational collaboration between Canadian and Haitian students in their article on “Engaging Global Health Pedagogy (PBL).”

The next two articles included in this issue are focused on different aspects of assessment of student learning. Unger and Lecher share their work on “How Assessment Choice Affects Student Perception and Performance” with findings that suggest choice can positively impact student engagement and perceptions of instructors. Woods and collaborating authors utilized a SMART goal framework to help with “Assessing Student Focus Areas for Self-Directed Metacognition and Self-Improvement.”

The final set of articles in this issue of *JETHE* focus on how institutions can provide training and leadership to support effective teaching practices. Baker attempts to answer the question “does having a college professor trained in how to teach matter?” in their piece on “The Impact of Learning How to Teach for College Professors.” Finally, Haynes and colleagues reflect on the qualities and skills that can be developed through training in “Excellence in College Teaching and Beyond: Morrill Professors as Relational Leaders.”

Thanks again for your continued interest in and support of our efforts at *JETHE*. We are currently accepting submissions for our Fall 2024 and future issues and invite you to contribute your own work to the journal. To submit an article and/or download full-text copies of current and past issues please visit <http://jethe.org>. Finally, please consider registering as a reviewer with the journal—we can always use additional scholars to contribute their perspectives and expertise to their peers via the review process.

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