

Dear contributors, reviewers, and readers:

Hosted by the University of North Carolina Wilmington (UNCW), the *Journal of Effective Teaching in Higher Education (JETHE)* is an open access electronic peer-reviewed journal focused on advancing the scholarship of teaching and learning (SoTL) in higher education. We thank you for your continued interest and support of the journal. In this issue, we are proud to publish important articles which encourage critical conversations about teaching and learning from a diverse set of disciplinary perspectives and methodological approaches.

During September, *JETHE* transitioned to a new editorial team composed of Nadine Suzanne Gibson, PhD, as managing editor, and Jacquelyn Lee, PhD, LCSW, as coeditor. We would like to express our sincere gratitude to *JETHE*'s former editors Drs. Colleen Reilly, James DeVita, and Anthony T. Atkins for their service in establishing *JETHE* as a leading international academic journal of SoTL research and for their dedication to the scholarship of teaching and learning. At UNCW, we will continue to celebrate high quality SoTL scholarship and disseminate that research via an open access platform. Maintaining open access to *JETHE*'s content has been integral to the success of the journal and will continue to be a priority moving forward.

In its seventh year of publication, *JETHE* has published 14 issues, including one special issue focused on racial justice topics in teaching and learning in higher education in 2021. To date, the 87 articles published in *JETHE* have been downloaded over 66,000 times. Our high number of reads is a reflection of *JETHE*'s high quality contribution to SoTL research.

The articles featured in Volume 7, issue 2 cover a range of topics of universal interest to instructors in higher education institutions. The articles by Gibson et al. and Jankens et al. explore issues related to inclusivity in the classroom. Baldwin et al. examine the impact of mobile devices in the classroom. Sleight et al. investigates how the tone of the wording in the Syllabus impacts students' willingness to communicate with their instructor. The article by Anderson studies student experiences with novel approaches to assessments necessitated by the COVID-19 pandemic. Shifting attention to instructors in higher education, Demetriou & Hrelac, explore how faculty are experiencing stress and navigating challenging institutional environments.

We thank you for your interest in *JETHE*. It is our sincerest hope that some of you will consider submitting a manuscript to *JETHE* for consideration in a future issue.

Warm Regards,

Drs. Gibson and Lee

Nadine Suzanne Gibson, PhD

Associate Director for the Scholarship of Teaching and Learning | Center for Teaching Excellence

Assistant Professor | Department of Public and International Affairs

Managing Editor, [Journal of Effective Teaching in Higher Education \(JETHE\)](#)

Jacquelyn J. Lee, PhD, LCSW

Director, Center for Teaching Excellence | Teaching, Learning and Library Services (TLLS)

Professor, Service-Learning Coordinator | School of Social Work

Coeditor, [Journal of Effective Teaching in Higher Education \(JETHE\)](#)

Editor Bios:

Nadine Suzanne Gibson (she/her) is the associate director for the scholarship of teaching and learning in the Center for Teaching Excellence and an assistant professor in the Department of Public and International Affairs at the University of North Carolina Wilmington (UNCW). She teaches undergraduate political science courses on research methods and American political behavior. Nadine holds a PhD in Government and an MS in Statistics from the University of Texas at Austin. Her SoTL research interests include marginalized students, research methods instruction, mindfulness-based pedagogies, and civic engagement.

Jacquelyn J. Lee, PhD, LCSW (she/her) is the director of the Center for Teaching Excellence as well as a professor and service-learning coordinator in the School of Social Work at the University of North Carolina Wilmington (UNCW). A licensed clinical social worker, Dr. Lee holds a PhD in social work and an Interdisciplinary Graduate Certificate in University Teaching from the University of Georgia. Her program of research includes a focus on pedagogical and curricular innovation; themes of interest include mindfulness-based pedagogy, civic learning and democratic engagement, experiential learning, critical thinking, and professional self-care.