

Dear Contributors, Reviewers, and Readers:

Each new academic year brings about change and new folks to work with, to teach, and to our campuses. In Fall 2023, we welcomed a new co-editor to the *Journal of Effective Teaching in Higher Education (JETHE)*: Associate Professor of English at the University of North Carolina Wilmington (UNCW), Dr. Anthony (Tony) Atkins. Tony is an accomplished teacher, scholar, and leader at UNCW, and we are excited for the experience and new leadership he brings to the journal.

As we transition to new leadership of the journal, we wanted to review data from the first 6+ years of *JETHE* publications and reflect on the future of the journal. Prior to the current issue (Fall 2023), *JETHE* has published a total of 12 issues, including one special issue focused on racial justice topics in teaching and learning in higher education in 2021. The 12 issues have included 75 articles that have been full text downloaded a total of over 43,000 times. Full-text downloads from *JETHE* average over 570 per article with a range of 106 (article from Spring 2023) to over 4000 (article from Spring 2021)—including six articles with over 1100 downloads each. 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 97 “cited by” and an article by Perrotta and Bohan (2020) that focuses on teaching experiences in online courses with 79 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.

When we first launched *JETHE* in 2017 we did not know what to expect in terms of interest from either authors seeking to publish or an audience seeking to read our publications. We have been humbled by the ongoing support and interest in the journal over the last 6+ years, and it is clear from our review that there is growing interest both in contributing to the journal and in utilizing publications from *JETHE* to advance scholarship of teaching and learning (SOTL) in higher education. We hope to continue to provide a space for disseminating high quality SOTL research from interdisciplinary and international scholars across a diverse range of topics—that are all connected by clear implications and recommendations useful in practice across a similarly diverse range of contexts.

To support our ongoing efforts, we are currently seeking individuals to join us for the positions of Associate Editor and Editorial Board Members. We are

seeking a diverse group of scholars from different disciplines, different parts of the world, and different methodological expertise. The full call for applications is available on our website and applications close on February 2, 2024: <http://jethe.org>. Please consider applying to serve in one of these roles and help us to shape the future of the journal!

Included in Volume 6, issue 2 of *JETHE* are five (5) articles focused on a broad range of SOTL topics relevant in higher education today. The first two articles included in this issue are focused on outcomes from using specific practices in higher education courses. First, Boswell's article on "Students' Use and Perceptions of a Due Date Extension Policy" discusses benefits to students from flexible due date policies but notes some considerations and limitations for use. Waity, Sellon, and Williams share their experiences using a design-thinking approach in Sociology and Social Work courses in their article titled "Using Design Thinking to Solve Real-World Problems: A Pedagogical Approach to Encourage Student Growth."

The next two articles included in this issue focus on different aspects of identity and the related impacts on teaching and learning. In the first article, Jones and colleagues from the University of North Carolina at Pembroke (UNCP) discuss "Indigenous Cultures and Communities in Higher Education Teaching and Learning" and include examples from multiple courses at their institution. Montelongo and Lenzy utilize duo-ethnography to explore "Teaching Spirituality in Higher Education Graduate Programs" in the next article included in this issue. Both articles include considerations and recommendations for addressing identity in the classroom.

The Fall 2023 issue concludes with a critical literature review by Myatt and Kennette that focuses on "Incorporating Positive Psychology into the Post-Secondary Classroom." The authors examine the literature on positive psychology and its implementation across multiple modalities (i.e., in-person v. online) and share strategies and tips for implementation.

Thank you for your continued interest in and support of our efforts at *JETHE*. We are currently accepting submissions for our Spring 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 applying for the Associate Editor and Editorial Board Member Positions currently open and thank you for your continued support of the journal!

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Coeditors, *JETHE*