

Dear Contributors, Reviewers, and Readers:

In 2017, we were invited by the Director of the Center for Teaching Excellence (CTE) at our home institution, the University of North Carolina Wilmington (UNCW), to bring new leadership to a journal on teaching and learning that was housed in the unit. At that time, the journal was known as the *Journal of Effective Teaching (JET)* and was published in print and online although the online archive remains incomplete. When we became co-editors of the journal, we saw the potential to shift the focus of the journal to its current emphasis on scholarship of teaching and learning (SoTL) in higher education and relaunched it as the online, open-access *Journal of Effective Teaching in Higher Education (JETHE)*.

When we first launched *JETHE*, we didn't know what to expect in terms of interest from potential authors or audiences. We have been humbled by the ongoing support and interest in the journal over the last 6+ years, and it has been a joy to work collaboratively as co-editors in this effort. After publishing our Spring 2023 issue (Volume 6, issue 1), Dr. Colleen Reilly will be stepping down as co-editor of *JETHE* to pursue another leadership position at UNCW. Her contributions to the journal are immeasurable and without her support we simply would not have the journal we do today. While she will be sorely missed as co-editor, Colleen will remain a part of the editorial board, and we are grateful for all her efforts on behalf of *JETHE* past, present, and future.

This summer, we will be posting a call for individuals interested in joining *JETHE* as a co-editor, associate editor, and/or editorial board members. We will seek a diverse group of scholars from different disciplines, parts of the world, and methodological expertise—and we hope you will consider applying to serve in one of these roles and help us to shape the future of the journal. Thanks again for your ongoing support, and we hope you enjoy the current issue of *JETHE*.

Included in Volume 6, issue 1 of *JETHE* are six (6) articles focused on a range of SoTL topics that relate to critical issues in higher education today. The first article by Suart, Cassidy-Neumiller, and Harvey explores “Modalities of Faculty Engagement with the Scholarship of Teaching and Learning” at a university in Canada. In addition to providing a summary of findings from their research, Suart et al. provide recommendations for other institutions seeking to support faculty engagement in SoTL.

The next two (2) articles in the issue examine experiences of specific populations in higher education and seek to identify strategies for supporting these students' learning. Ricci and French are "Aiming for Alignment: Faculty and Student Perspectives on Effectively Teaching First-Generation Students," while Baker and Tukhvatulina share "Reflections of Adult Learners in Asynchronous Online Degree Programs." Both articles offer key insights into supporting the respective student populations in their research.

The two (2) articles that follow focus on methods of course delivery across various modalities. Akkaraju discusses their use of "The Oral Exam— Learning for Mastery and Appreciating It" in an online course. Thibault and Schroeder discuss their research comparing "Traditional, Mixed-Mode, and Online Instruction for Microbial Metabolism Before and During COVID-19"— and seek to answer a question faced by many instructors about the most effective modality for instruction.

The last article included in the issue focuses on an emerging topic in higher education: trauma-informed approaches to education. Wells shares findings from "Creating Trauma-Informed Higher Education Classrooms: Exploring Undergraduate and Graduate Student Perceptions" and asks some important questions about how higher education is integrating trauma-informed approaches into teaching and learning.

Thank you for your continued interest in and support of our efforts at *JETHE*. We are currently accepting submissions for our Fall 2023 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>. We hope you find this issue engaging and meaningful to your own work in the classroom and as a scholar. Finally, please stay on the lookout for our call for new editors and editorial board members for *JETHE* and thank you for your continued support of the journal!

James DeVita and Colleen Reilly  
Coeditors, *JETHE*