

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. As always, we thank you for your continued interest and support of the journal. In its eighth year of publication, JETHE has published 15 issues, including one special issue focused on racial justice topics in teaching and learning in higher education in 2021. The articles included in this issue contribute to a critical discussion of teaching and learning from a variety of perspectives and methodologies.

Given JETHE's growth in interest and submissions in recent years, JETHE has adopted a new publishing model, the Partnership for Open Publishing (POP) developed by the University of North Carolina Press. Using this new publishing model, we are excited to continue to publish our journal open-access as well as provide authors with cutting-edge online peer-review tools available on POP's editorial platform, *Janeway*. Ultimately, we believe that our partnership with POP will further JETHE's goal of celebrating high-quality SoTL scholarship and disseminating that research via an open-access platform. We greatly appreciate your patience and continued support for JETHE throughout this transition.

Vol 8 Issue 1 features articles that cover a range of timely and relevant topics for instructors in higher education. Perhaps most broadly, the article by Goode explores common themes of "excellent" teaching as told by highly respected practitioners. Using data from the perspective of instructors, Vuković et al. present a model designed to support positive attitudes towards teaching for instructors in higher education institutions. Especially timely, Ashton examines the ethical use of AI and the development of post-traditional assessments.

Two articles focus on improving how students experience and make meaning of their time in higher education. The article by Schepers et al. discusses the importance of understanding and engaging with students' future possible selves in higher education. Motivated by increasing mental health concerns reported by students in higher education, Severino and Oswald focus on the social and emotional well-being of students.

Thank you for your interest in *JETHE*. We hope this issue encourages continued engagement in the advancement of evidence-based teaching in higher education, and we welcome your future contributions to *JETHE*.

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  
Professor, Service-Learning Coordinator | School of Social Work  
Coeditor, *Journal of Effective Teaching in Higher Education* (*JETHE*)

**Editor Bios:**

**Nadine Suzanne Gibson, PhD** (she/her) is the associate director for the scholarship of teaching and learning in the Center for Teaching Excellence and an associate 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.