

Dear Contributors, Reviewers, and Readers:

Spring 2020 has been an uncertain and difficult time for higher education around the world. The effects of COVID-19 have been far-reaching, and we hope that during these times you have been able to stay safe and healthy as you support your students, colleagues, and communities.

Despite the obstacles, we are grateful for the efforts of reviewers and authors to help us produce a spring issue of the *Journal of Effective Teaching in Higher Education (JETHE)*. Although originally intended to be published in April 2020, the current issue was slightly delayed. We want to thank our colleagues from around the world who have submitted articles for consideration and served as reviewers—especially in the midst of the global pandemic. Thank you!

We also want to thank those who downloaded and read the articles published in our first three issues (November 2018, April 2019, & November 2019). The interest in publishing with *JETHE* has been incredible, and the overall acceptance rate for articles is 30.3%. Interest in articles published in *JETHE* has been equally impressive with over 3100 full-text downloads of articles published in our first three issues. On average, articles have been downloaded approximately 150 times each.

We believe that our current issue demonstrates our continued commitment to high quality, data driven scholarship as represented in the four pieces included in volume 3 issue 1. The four articles focus on a range of topics relevant to teaching in higher education today. The first two articles in this issue examine the syllabus and coteaching, respectively, while the third article analyzes the implementation of metacognitive note-taking (MNT) at an institution in Vietnam. We chose to close this issue with a dialogic reflection on online teaching—a topic that resonates with the current climate within higher education. Each piece provides meaningful implications for the practice of teaching across disciplines—an important contribution that is emphasized in *JETHE*. We invite you to engage with the pieces in our May 2020 issue and consider making your own contributions to this work.

We also invite you to become a reviewer for *JETHE*. If you are interested in reviewing, please send an email to the editors at jethe@uncw.edu indicating the subjects related to SoTL in higher education that most interest you and about which you have expertise. Please also attach your CV to that email.

Our next issue will be published in November 2020, and we look forward to working with some of you as authors and reviewers in production of that and future issues of *JETHE*. To submit an article or download full-text copies of current and past issues please visit <http://jethe.org>.

Please stay safe and well!

James DeVita and Colleen Reilly, Coeditors, *JETHE*