

## Editor's Notes

**Norman A. Dolch, Editor-in-Chief**

*University of North Texas*

This issue coincides with the start of a new academic year. While we anticipated COVID retreating, that did not happen and nonprofit academic programs, like their universities and colleges, find themselves now dealing with the COVID-D variant. *JNEL* hopes to document the response to COVID with a themed issue and Helen Wise, Louisiana State University in Shreveport, is serving as the special editor. Please see the call for manuscripts at the end of this issue and consider writing an essay, case study, or report on research about the way that COVID has impacted your teaching or program.

The past academic year had George Floyd's death and the response to COVID underscore issues of racial and socioeconomic inequality. Also, gender inequality continued to get attention as it has over the past several years. How do we deal with these societal issues in nonprofit education courses? *JNEL* is interested in manuscripts that discuss how topics like this are included in courses. Relevancy has long been recognized as important for course content. How is the content of nonprofit education courses relevant to the challenges currently facing the United States? What about the world?

As a partial response to this observation, Donovan Branche, Mary Baldwin University, is serving as special editor for a themed issue on minorities in nonprofit education. Please see the call for papers at the end of this volume and consider submitting a manuscript. It might be an empirical piece, an essay, or the report of a class session as a case study. *JNEL* affords authors several modalities for publication including letters to the editor.

Pedagogy is an area with which all of us involved in nonprofit education should be concerned. How do we challenge our students to critically think and analyze information? How do we make them better communicators of ideas? How should we be preparing them for the challenges of leading the third sector? *JNEL* strives to be a place for exploration and discussion. Hopefully, it challenges your thinking about your teaching and suggests possible directions for research. May the various pieces in this issue do this for you.