Dear Contributors, Reviewers, and Readers:

One year ago we published our first issue of the *Journal of Effective Teaching in Higher Education*. We have been overwhelmed by the positive response to the journal and would like to thank our colleagues from around the world who have submitted articles for consideration, served as reviewers, and downloaded and read the articles published in our first two issues (November 2018 and April 2019). The interest in publishing with *JETHE* has been incredible with over 80 submissions in our first year. Similarly, the demand for access to articles published in *JETHE* has been equally impressive with nearly 2,000 full-text downloads of articles published in our first two issues. Your help and support have been invaluable as we continue to grow and develop the journal.

As part of our efforts to develop, we have recruited a diverse and committed group of scholars to serve on our editorial board. These individuals have graciously agreed to work with us to help to continue to deliver high quality, data driven articles contributing to the scholarship of teaching and learning (SoTL) in higher education, which is the primary goal of *JETHE*. We want to recognize those individuals for their willingness to serve with us in this role:

Deb Bennett, Mount Royal University, Calgary, AB Canada
Amy Fisher, University of Mississippi, Oxford, MS USA
Rosemary Fisher, Swinburne University of Technology, Victoria, Australia
Laura Pipe, University of North Carolina Greensboro, Greensboro, NC USA
Hillary Steiner, Kennesaw State University, Kennesaw, GA USA
Kathryn Wymer, North Carolina Central University, Durham, NC USA

We believe that our commitment to high quality, data driven scholarship is exemplified by the eight pieces included in volume 2 issue 2. These articles address a diverse range of topics relevant to teaching in higher education today and effectively utilize a range of qualitative, quantitative, and mixed methods. Articles in this issue cover topics related to online learning, including online courseware and community building. Additionally, authors in this issue explore teaching in a range of disciplines, including calculus, biology, and writing. The articles also explore teaching across institutional contexts, notably among US community colleges and at an institution in New Zealand. Finally, several articles examine the effectiveness of peer coaching models and strategies to enhance critical reflection.

We hope you find that this issue includes interesting and engaging examples of the scholarship of teaching and learning. All of the pieces provide 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 November 2019 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 for our journal, 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 April 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.

James DeVita and Colleen Reilly
Coeditors, *JETHE*