

Dear Contributors, Reviewers, and Readers:

In many ways, the Fall 2022 issue of the *Journal of Effective Teaching in Higher Education (JETHE)* reflects the ongoing efforts of faculty in higher education to return to a “new normal” as a result of the COVID-19 pandemic. We continue to experience delays with the review and publication process but remain grateful for the work completed by our authors and reviewers who continue to contribute to *JETHE*. Readers will observe a notable theme in the Fall 2022 issue, namely the increased emphasis on online and hybrid approaches to teaching.

In the first article in Volume 5, Issue 2, Craig, Bergstrom, Brooks and Bichard focus on “Navigating the New Normal: Teaching in the Time of COVID.” The three articles that follow address other aspects of online teaching and learning: Leibold and Schwarz examine “Student Perceptions of Teacher Online Feedback,” Love and Marshall focus on “Video Feedback and Instructor Social Presence in an Asynchronous Online Course,” and Gullo discusses “Supporting Students with Disabilities in Online Learning Environments.”

The two additional articles focus on perceptions and assessments of student learning. Elhage, Black-Parker, and Laoesebikan utilized survey methods to examine Chicago State University Alumni experiences in their piece focused on student perceptions of educational efficacy at a Predominantly Black Institution (PBI). Dandotkar, Cruz, and Britt detail the relationship they found between students’ beliefs about the speed of knowledge acquisition and their memory for critical argument elements. As always, these articles include implications for the practice of teaching across disciplines—a central feature of all articles in *JETHE*.

Despite the ongoing struggles we encountered as we seek a “new normal” in our work—and in higher education more generally—we are honored to present the contributions of the authors included in the current issue. We hope to see our audience engage with the articles and thank you all for your continued interest in and support of our efforts at *JETHE*. We are currently accepting submissions for our Spring 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>.

Finally, we would like to 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](mailto: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.

Thank you for your continued support of *JETHE*!

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