Editorial

I am pleased to present Issue 6.3. Articles in this issue focus on aspects of teaching. Sara Sohr-Preston and colleagues examine the student rating of professors. In their empirical work, the authors demonstrate that there are multiple factors, some of which are not under the control of the professor, influence student ratings; this suggests that ratings should be used by faculty and administrators cautiously in any administrative decision process. David Giacalone provides results of a study showing the value of case-based scenarios and audience response systems to improve student learning. We are pleased to publish these works that further scholarship related to learning.

As we come to the last quarter of the year, I wanted to let you know that, in 2017, we are going to shift our publication strategy somewhat. We are going to reduce to two issues per year, one that publishes in June and the other in December. To ensure that articles are available throughout the year, we will begin publishing on a rolling basis. This means that once we receive a manuscript, and it is accepted for publication, it will be published online right away. Published articles will then be collected and put into an issue twice each year. We hope that this, along with our goal to continue to reduce the time to publication, will allow you to showcase your work right away to the larger academic and professional communities.

We thank you for your readership of the Higher Learning Research Communications journal and encourage you to consider our journal for your publication needs.

Gary J Burkholder, Ph.D.
Editor in Chief

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