



Editor's Note: Reintroducing *Art History Pedagogy & Practice*

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Reintroducing *Art History Pedagogy & Practice*

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After three years of hiatus, we are delighted to share issue 1, volume 9 of *Art History Pedagogy & Practice* (*AHPP*) as the new co-editors-in-chief of the journal. Over the past several years, we have worked with the journal's founders, Ginger Spivey and Renee McGarry, to transfer the journal to its new home at Rutgers, The State University of New Jersey, where it is co-sponsored by the Rutgers University Libraries and the Department of Art History. We owe much gratitude to the tireless efforts of Ginger and Renee, who launched the journal in 2016 and, in doing so, created a dedicated space for essential scholarly conversations about teaching and learning in art history. Much thanks are also due to our colleagues at the Rutgers University Libraries, especially Rhonda Marker and Yang Yu, and the Department of Art History, especially Eric Thunø, Laura Weigert, and Carla Yanni, who welcomed the journal as department chairs.

The mission of the journal remains the same. We as editors are committed to cultivating a generative space for new thinking about the teaching of art history across various educational levels and spaces. In recent years, we have seen exciting growth in the Scholarship of Teaching and Learning (SoTL) in art history, from increased conference panels to new publication venues, resources, and scholarly dialogues. In the time since the journal's hiatus, the circumstances shaping our classrooms have shifted dramatically. Educators have grappled (and continue to grapple) with the repercussions of the COVID-19 pandemic, contentious political climates, challenges to DEI within and without in higher education, and the widespread emergence of generative AI. These circumstances have only heightened the essential role of open and accessible spaces for critical engagement with our craft as art history educators.

To actuate the expansion of this space, we have introduced additional genres for writing in the journal. Potential authors are still welcome to submit formal, long-form SoTL articles. We also invite authors to share short-form exploratory reflections that might feature works in progress, provocations, or responses to previous articles. Making use of our digital format, we also accept proposals for multi-modal and/or digital projects designed in consultation with the editorial team. Across these submission types, we welcome single authored essays or co-authored or otherwise collaboratively crafted submissions.

With our current issue, the editors, editorial board, and advisory board are pleased to

share writing engaging a wide range of topics, from the value of alternative assessment modalities in the art history survey course and the role of embodiment in the teaching of performance art to short-form reflections exploring a video podcast assignment as a form of authentic assessment and a timely reflection on a National Endowment for the Humanities workshop devoted to Latinx art.

As editors-in-chief, we are grateful for the opportunity to cultivate critical examination of our practice as art history educators through *AHPP*. To that end, whether you are a newcomer to art history SoTL or a seasoned scholar with education research experience, we are available for consultations about potential essays or projects.

We hope this issue's contributions encourage readers to reflect on their classroom practice and consider contributing to the expanding field of art history SoTL.

-Jenevieve DeLosSantos and Kathleen Pierce, editors-in-chief