

EDITORIAL**Growing and evolving after twenty years of neuroscience education scholarship****Raddy L. Ramos***Department of Biomedical Sciences, College of Osteopathic Medicine, New York Institute of Technology, Old Westbury, NY 11568.*<https://doi.org/10.59390/ABRK8282>

Staying in business for 20 years in any industry while remaining true to your mission and core values should be considered an achievement. Such is the case for JUNE, which published its first issue in 2002 and has not changed in its mission to be a trusted source of scholarship and innovation in neuroscience education including pedagogy, curriculum, instructional resources and methods, assessment, mentoring, and faculty development. Over those 20 years, so much has changed and evolved in neuroscience education including the growth of new programs (Rochon et al. 2019) and most recently, a pandemic that altered how we teach and connect with our students. It is exciting to think about what the next 20 years will bring for neuroscience education and reassuring to know that JUNE will be there every step of the way for our neuroscience education community.

The spring 2022 issue of JUNE reflects the evolution and diversity of subject matter and instructional delivery methods unique to neuroscience education as well as chronicles those realities of teaching during the pandemic. For example, this issue contains a manuscript describing the use of novel electrophysiological recordings from snail nerve for in-person labs (Wyttenbach and Johnson, 2022). A number of other manuscripts describe resources for virtual/remote instruction (Broomell et al. 2022; Canal et al. 2022; Leung et al. 2022; Wolfe and Batoyun 2022; Jorgensen and Wright, 2022) and outreach activities (Gilbertson et al. 2022; Hipolit 2022). The work by Schreiber and Robinson-Drummer (2022) describes approaches to discuss diversity-related subjects in neuroscience courses. The current issue also features an “Amazing Papers” manuscript that highlights a paper that can be used in a remote seminar or journal-club type course (Hooper et al. 2022). Finally, this issue contains two book reviews (Hoy, 2022; Hu and Multhaup, 2022) and an editorial highlighting the 2020 and 2021 Faculty for Undergraduate Neuroscience (FUN) award recipients (Bayline et al. 2022) who could not be honored in-person due to the cancellation of the Society for Neuroscience annual meeting.

The pandemic not only affected education and research activities but has also impacted JUNE operations causing delays in the review, revision, and publication pipelines. I thank the JUNE editorial board, FUN, manuscript authors and reviewers, and Rachael Murdock for their work and support during these difficult times when JUNE is needed more than ever. This editorial marks the end of my tenure as the JUNE editor-in-chief and the start of the tenure of our colleague Elaine Reynolds, PhD of Lafayette University. It has been an honor and privilege to serve the neuroscience

education community through JUNE and FUN during my tenure.

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