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Editors' Introduction

An Ode to Change

Gary Poole will tell you that he has a somewhat ambivalent relationship with change. On the one hand, change invigorates him. He has had a number of times in his career when significant change has been truly motivating and enlivening. On the other hand, Gary finds comfort in stability—relying on what T. S. Eliot called "certain certainties." Routines are good things, according to Gary, whether they include the crossword puzzle in the morning or a particular way of filing emails. Stability can help us make sense of the world.

Here at *TLI,* we have our routines that help us manage the rigors of running the journal. At the same time, we welcome change. Nancy Chick—for whom change is a kind of stability—has moved from Alberta to Florida, we have (for the first time a professional copyeditor working with us, and we have a new Editorial Manager in Katie Pearce, who has caught on remarkably quickly to all that is involved in the EM job. These are wonderful changes.

So, with this issue of *TLI,* and all of the changes associated with it, we took the time to review our routines as well, to make sure they were in place. And here, not unlike the autumn arrival of the afternoon thundershowers in Florida and the rains at the west coast of Canada, we have issue 6.2 of *TLI.* (It needs to be said that the Canadian rains will be particularly welcome this year, as we hope 6.2 will be!)

Through all of these adventures, it occurred to us that the balance between stability and change is very much part of what we explore in the scholarship of teaching and learning. After all, learning inherently involves a change in knowledge, skill, or belief, and the best learning involves integrating the new into a solid foundation. Here at *TLI,* we receive many papers from people who have implemented change into their pedagogy and curriculum, and they report on those experiences from their own and their students' perspectives. In other cases, SoTL research documents learning environments that support a kind of stability where students can reflect and thrive, and the reports send an "it ain't broke" message.

When to change? When to stay the same? How do both occur at the same time? Important questions for SoTL and, we suppose, for life. In higher education, we often look to our students to provide us with vital answers to those two questions. Fundamentally, that might be what SoTL is all about.

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