



EDITORS' INTRODUCTION

A Milestone in the Life of a Journal

The inaugural issue of *Teaching & Learning Inquiry* launched in 2013 after careful planning to define the focus, scope, design, ethos, editorial process, and review criteria. The founding co-editors, Nancy Chick and Gary Poole, created the journal we know today, one that encourages diverse voices across disciplines, institutions, and continents.

Chick and Poole carefully cultivated the developmental, mentoring approach that embodies the journal. A *TLI* author recently commented, “I was so impressed by the attention of the journal and its helpful review process that I decided to send this latest manuscript to you above other journals. It is co-written with a relatively early career researcher and the thoughtful, but nevertheless high standards you offer with your reviews I hope will help him ... and me ... to further develop our research.” This nicely captures the *TLI* ethos — past, present, and future.

Gary Poole retired as co-editor in 2019, and in December 2020, Nancy Chick ended her term as well, after 8 years of tremendous dedication and commitment. The new editorial team is committed to honoring their legacy while at the same time introducing new ideas to move *TLI* forward.

In January 2021, [Kelly Schrum](#) (George Mason University, USA) joined Katarina Mårtensson as co-editor. Schrum has been an associate editor at *TLI* since 2019. During this time of new beginnings, we thank former associate editors Lucy Mercer-Mapstone and Stephen Bloch-Shulman for all of their hard work as they transition off of the editorial team. And we welcome two new associate editors: [Susannah McGowan](#) at Georgetown University, USA, and [Ketevan Kupatadze](#) at Elon University, USA, as well as the new editorial assistant, Anna Wood, an undergraduate at George Mason University.

TLI's distinguished [Editorial Board](#) has committed to a new term of service (2021-2023). They provide an invaluable sounding board, and we are grateful for their expertise and commitment to supporting the continued work of the journal.

TLI has seen a steady increase in submissions in recent years, including during 2020. For some, the pandemic appears to have opened up new questions about teaching and learning and for others, it has provided inspiration to write about SoTL research. We are delighted to see a growing number of submissions from authors around the world, including many who are new to SoTL. We hope that this enthusiasm continues to grow as we look forward to a global recovery from the pandemic. If you are interested in [joining *TLI* as a reviewer](#), please let us know.

The new editorial team looks forward to an exciting year ahead as we seek to further expand the diversity of voices, contexts, disciplines, and genres in *TLI* and to explore new strategies for including digital and visual scholarship. We plan to offer writing support, including synchronous and asynchronous online workshops, and will continue to share new initiatives in the months ahead.

As we follow the Swedish saying and become “warm in our clothes,” we look forward to continuing the traditions of *Teaching and Learning Inquiry*, an international, open access, journal

dedicated to scholarly excellence, and to celebrating diverse approaches to understanding teaching and learning in creative and conventional ways.



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