



## EDITOR'S INTRODUCTION

# Becoming *Teaching & Learning Inquiry*

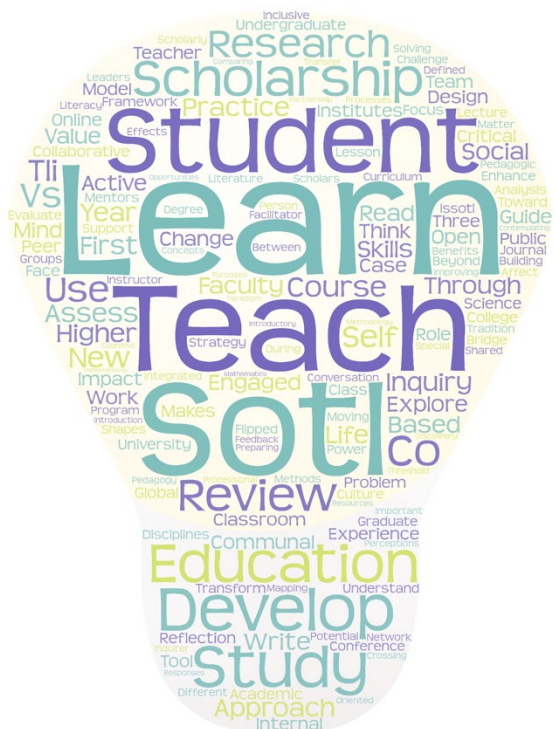
Celebrating Our 10<sup>th</sup> Anniversary

In the first issue of *Teaching & Learning Inquiry* (TLI), founding co-editors Nancy Chick and Gary Poole introduced a journal that aimed to “publish insightful research, theory, commentary, and other scholarly works that document or facilitate investigations of teaching and learning in higher education” (Chick and Poole 2013, 1). The journal was also designed to showcase the “breadth of the interdisciplinary field of SoTL in its explicit methodological pluralism, its call for traditional and new genres, and its international authorship from across career stages” (Chick and Poole 2013, 1). As we mark this important anniversary with the launch of volume 10, we take a moment to reflect on the body of work published to date.

From the initial issue through 2021, TLI has published more than 200 articles written by over 500 authors from 19 countries. During that time, TLI transitioned from a print publication to an online, open access journal as part of a deliberate strategy to ensure that quality, peer-reviewed international SoTL scholarship would be shared broadly as a “public good” (Costello et al. 2019, 2). It is our aim and vision to continue contributing substantively to the expansion of SoTL across disciplines, institutions, and regions for the benefit of teaching and learning in higher education. To that end, TLI now publishes

more than 40 articles annually and in the past year alone, has seen a 65% increase in submissions, a 47% increase in downloads, and a 27% increase in citations.

We took this moment of growth and change as an opportunity to reflect on the mission and successes of the journal. This word cloud created from all TLI article titles to date highlights the ongoing focus on teaching and learning while keeping students at the center. The research and reflections published in TLI emphasize a range of methods, approaches, disciplines, and frameworks while also exploring SoTL and teaching practices from a variety of perspectives, including collaboration, problem solving, mentoring, and transformation. At the same time, TLI has adapted to the many changes in higher education and in our world as demonstrated by the more recent focus on online learning, flipped classrooms, gamification, ungrading, and responses to the COVID-19 pandemic.



A review of published articles offers the opportunity to celebrate continuity as well as growth and change, demonstrating the ongoing commitment to SoTL dialogue and discourse. The articles in the year ahead focus on literacy, critical thinking, feedback, problem-based learning, first year experiences, academic motivation, students as partners, differentiated instruction, diversity, self-efficacy, and the role of audience in student projects as well as many other topics.

As a special feature, we will publish TLI 10th Anniversary Invited Reflections throughout the year. These short reflective pieces from scholars in different SoTL contexts will reflect on various aspects of the past 10 years of TLI and SoTL while also looking ahead to the future. As part of these reflections, we have engaged colleagues in a conversation about SoTL for the future: How do we define and understand SoTL in 2022? How is it approached or implemented? How does it change across national and disciplinary contexts? We invite others to join this conversation as well.

Volume 10 also marks a shift to rolling publication. Articles will be published throughout the year as they complete the production process, so watch for new publications via the [TLI website](#), Twitter ([@TLI\\_ISSOTL](#)), and the monthly ISSOTL member newsletter. Articles will be featured on the ISSOTL [blog](#) with author reflections on how they started their SoTL work as well as processes, implications for practice, and/or key lessons learned.

Finally, we want to take this opportunity to thank the founding co-editors, Nancy Chick and Gary Poole. TLI would not be here today without their vision, passion, knowledge, resilience, and hard work. In their honor, TLI recently announced two new [awards](#): the Gary Poole Distinguished Reviewer Award and the Nancy Chick Article of the Year Award. In 2021, Lauren Scharff (United States Air Force Academy) and Jonathan Mark Gallimore (University of Wisconsin, Madison) received the inaugural Distinguished Reviewer Award. Nominations for the 2022 award should be sent to [tli@issotl.com](mailto:tli@issotl.com) by May 1, 2022. The first Nancy Chick Article of the Year Award will be announced at the annual ISSOTL conference in 2022.

There are many reasons to be excited about the year ahead. We hope you will continue to join TLI on this journey and help us shape the field for the next 10 years. As Fanghanel et al. (2016) write: “SoTL’s richness is not in the model originally devised by Boyer, but in what it has become” (15). And it is still becoming.

## REFERENCES

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