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Preface

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PREFACE

This inaugural edition of the HSU SoTL journal represents numerous beginnings. It is the first edition. It is the beginning of HSU's concentrated participation in the international discourse on scholarly informed teaching and the scholarship of teaching and learning. It is the beginning of what we hope is a movement toward SoTL within its home institution. It is also the beginning of an organizational commitment that represents collective effort for collective impact. We want to take the opportunity to orient the reader to the rationale that frames this beginning. We encourage readers to join us in an exploration of what dialogue on teaching and learning in higher education is and can be. Consequently, we intentionally characterize this inaugural work as one that canvases the widest range of approaches to teaching and learning from as many points of view as possible. Our intent, however, is to open the doors to a wider range of authors who see themselves as educators yet may not be traditionally perceived as such.

There is a spectrum of scholarship relevant to teaching and learning in higher education. At one end of the spectrum is the work of those who regularly utilize existing scholarship to inform one's practice. From reading to trial and error informed practice, methods vary and are characterized by personal exploration and curiosity to add value to the learning ecosystem in informed, but non-experimental ways. At the other end is what has been formally established as the scholarship of teaching

and learning (SoTL), which is based on taking systematic and experimental approaches to identifying those curricular and pedagogical interventions that empirically shift student behavior and thinking. Whether quantitative, qualitative, or mixed, formal methodological approaches are defined and implemented in experimental conditions. Since much of our work as educators is informed by personal experience, this inaugural edition seeks to celebrate the spectrum and broaden the range of contributions.

We emphasize that an "educator" involves anyone who is working to further life-long learners in mindful and meaningful ways. From adjuncts to full professors, from library faculty to support staff, from administration to students, the contributions to evidence-informed instruction is much more robust when it includes a full range of voices. It is in relation to this body of work that we have found our bearing and inspiration for this first edition.

We believe that this edition can highlight the diversity of this work as well as be more inclusive of voices that are often implied or marginalized. It is certain that as the journal evolves so to will its compass points, but any changes will be consistent with its core mission to provide a venue for educators of any group to begin their journeys as authors.

Editorial Board

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