

JoSoTL Mission

The Journal of Scholarship of Teaching and Learning seeks to encourage all instructors to engage in the discussion of the Scholarship of Teaching and Learning (SoTL), and to become involved in the sharing of knowledge and learning about the teaching-learning process. Any report about an investigation into what works (or doesn't work) for a particular teaching-learning context will be considered for publication. Those submissions that include reflective commentary about the result of the investigation will be considered of greater value to our readership and more appealing for publication. The journal shall also consider submissions that offer opinion, thoughtful reflection, commentary, or theoretical ideas related to SoTL.

While we welcome submissions from people working in any discipline, we most strongly encourage submissions that provide useful insights and a significant potential impact across disciplines. Papers narrowly focused on a single discipline are unlikely to be accepted; authors of such papers should probably target discipline-specific journals.

The Journal is intended to provide support for those already engaged in exploring SoTL, as well as encouraging those new to the topic to become involved. The support will come in a variety of forms:

- **Shared Results**
As with any journal, the readership shall gain by learning through the experiences of others published in **JoSoTL**
- **Editorial Process**
Submissions will be reviewed by at least two reviewers using a double-blind process. Feedback gained from the reviews, as well as comments from the **Editorial Board**, should help guide authors as they continue work in the field
- **Examples**
Published work provides models for those considering involvement in this field
- **Community**
The readership will have a means for interacting with editorial staff, authors, and each other in a convenient and timely manner. The community of scholars interested in a shared field should be greatly enhanced by the presence of the journal on the Internet.

Classroom action research, descriptive or qualitative research, quantitative studies, case studies, and other forms of research addressing SoTL are all acceptable for consideration in **JoSoTL**. Brief reports of projects are welcome and will be considered for publication in the interest of fostering community comment on the work. The **Editorial Board** will evaluate the general quality of the work, the value of the reflective content included by the author, and the relative appeal of the report for the readership of the journal.

SoTL is an evolving topic for study. There is continued need to simply think about it, suggest theory regarding it, or comment on existing notions about it. Therefore, **JoSoTL** will also accept submissions that do not report on completed research or experimentation. These **submissions** will also undergo a double-blind review process and editorial evaluation