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Editor's Comment

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_International Journal for the Scholarship of Teaching & Learning_ (IJ-SoTL) aspires to be an agent and catalyst for SoTL’s transforming work for a renewed awareness of and attentiveness to teaching and learning, for questioning assumptions and thinking about teaching, and for systematic and effective ways to improve learning and teaching in higher/tertiary education. IJ-SoTL’s goal is to serve as a crucible or nexus for creating international contacts, conversations, contemplation, and collaborations in connection with SoTL.

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As of the publication of this issue, over 4,774 people from 114 countries have requested email notification about new issues (twice a year).

In this issue authors are from Australia, Canada, Fiji, Ireland, Korea, New Zealand, United Kingdom, and the United States. Authors from various parts of the world are encouraged to send their work to IJ-SoTL so that it becomes increasingly international in scope.

I also want to thank all the authors who submitted manuscripts that were not accepted for publication. I hope the review process and the reviewers' comments have been of benefit to their SoTL work. Those submissions came from Argentina, Australia, Bahrain, Bangladesh, Canada, China, Cyprus, Hungary, Iran, New Zealand, Nigeria, Qatar, South Africa, Singapore, Sweden, Trinidad & Tobago, Turkey, United Arab Emirates, United Kingdom, United States, and Uzbekistan.

The acceptance rate for Volume 3, Number 2 was 18%.

This issue contains:

1) **7 Invited Essays** by people with reputations for advocacy of SoTL,
2) **15 Research Articles** that demonstrate the research-led, evidence-based nature of SoTL and its applications for improving learning,
3) **5 Essays About SoTL** that focus on various roles and potentials for SoTL in academic contexts and communities,
4) **4 Personal Reflections**,  
5) **1 Book Review**, and  
6) ways for readers to join the reflections and conversations about SoTL.

Those ways include contacting authors via their email addresses to discuss their articles and essays; writing critical responses to articles or essays for possible inclusion in the “Readers’ Responses” section of the subsequent issue; joining the IJ-SoTL listserv for
asynchronous conversations about SoTL (currently about 465 international subscribers), and sending your suggestions for improving IJ-SoTL to aaltany@georgiasouthern.edu.

The 7th issue of IJ-SoTL (Volume 4, Number 1) will be published in January 2010. The deadline for submitting articles and essays for the Volume 4 Number 1 issue is November 15, 2009. See Call for Papers and Submitting Manuscripts for details. Thank you for reading this issue of IJ-SoTL.

Alan Altany, Editor