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## Preface, Volume 19 (2001)

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# Preface

The theme of this year's *To Improve the Academy* is reflective of the POD conference 2000: "The Brave New Millennium." The chapters in this year's volume speak to the best in current and new trends in the field of faculty development. We have thoughtfully constructed this year's volume so that each of the three sections addresses areas in which the field of faculty development is greatly invested. Furthermore, the articles contained within this volume are balanced between application and practice and theory. All articles were selected through a rigorous blind review process. Section I is devoted to five of the areas that will be of primary concern to faculty developers as we enter the 21<sup>st</sup> century. Section II is devoted to how students learn and what roles faculty developers play in this process. Section III is devoted to the faculty developer's role in delivering support to faculty in their efforts to achieve professional development.

*To Improve the Academy* (Volume 19) required the efforts of many individuals who contributed to the outstanding quality of this volume. First and foremost, the contributing authors must be recognized. As you read through this volume, you will find yourself underlining the concepts put forth in many of the articles as well as copying the articles for colleagues at your institution with the intent of replicating ideas and programs on your own campuses. This would not be possible without the commitment of these authors to produce scholarship of faculty development. In a period when we each have little time to reflect on our own practice, conduct action research, study our own works, and contribute to a larger body of knowledge, these authors have met the scholarly challenge and have taken the time and effort to advance the field of faculty development. The authors in this volume deserve our praise, thanks, and recognition for their efforts to advance the field.

In particular, I wish to thank my associate editor, Catherine Wehlburg, for supporting me throughout the process of delivering this volume. The role of associate editor is critical in delivering a product such as *To Improve the Academy*. Also, the quality of this volume speaks to all the reviewers who took the time and effort to read, comment on, and give feedback to

each person who submitted an article. Their contributions were immense. The reviewers for this volume are William Cashin, Julie Furst-Bowe, Madelyn Healy, Edmund Hansen, William Timpson, Ben Ward, Leslie Cafarelli, Nancy Diamond, Tricia Kalivoda, Ann Kovalchick, Sabrina Marschall, Judith Miller, Ed Nuhfer, Daniel Pratt, Laurel Willingham-McLain, Dina Wills, Kenneth Baldwin, and Douglas Robertson.

It takes hundreds of hours for an editor to produce a publication such as *To Improve the Academy*. Without the support of upper-level administrators at my home institution, I would not have been able to edit this volume. I would like to recognize the following individuals for the support they offered me: President Dan Bernstine, Provost Mary Kathryn Tetreault, and Vice Provost Sherwin Davidson. When leaders in the university recognize the importance of faculty development to the success of the university, they validate the time and effort it takes to assume editorial responsibilities for work such as *To Improve the Academy*. Under their leadership, my scholarly work in faculty development has been validated and rewarded.

I also wish to thank individuals on my campus who helped me with the process of completing this volume. Dawn Roznovsky, Office Specialist, Center for Academic Excellence, kept me organized, interacted with reviewers, and kept my editorial compass pointed in the right direction. Ann Rivinus, my assistant for campus initiatives, reviewed articles for APA style and citation veracity. Donna Bergh, Executive Assistant to the Provost, helped with editing and organizing this volume. Without these three individuals, I surely would have become mired and overwhelmed by process details. Also, I would like to recognize the importance of working with a publisher who is supportive of its editors. Anker Publishing was there when I needed them. They answered questions, offered encouragement, and when met with obstacles, suggested alternative strategies for completing this volume. I have never worked with an easier, more responsive, or more collaborative publisher.

I would be remiss if I did not thank my husband (Roger) and children (Alicea and Emery Rose) for the encouragement they gave me to work many hours and days on *To Improve the Academy* (Volume 19). Not often is a wife and mother as fortunate as I to have such endless familial support.

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