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## Preface, Volume 21 (2002)

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# Preface

The 2001 POD Conference was held only one month after the tragic events of September 11. These events and their aftermath were discussed in many different ways by POD members before, during, and after the conference. The impact that those of us working in higher education have on society cannot be overlooked, and this fact became apparent in the reaction of our educational community to these events. Section I of this volume contains chapters that focus on the events of September 11, 2001, and the overarching theme of internationalization within our educational community. Sections II and III contain chapters that are more “traditional” within faculty development and focus on faculty roles within a student-centered philosophy. The chapters in Section IV grapple with some deeply rooted philosophical issues and how newer technologies may affect higher education.

The continuing high quality of *To Improve the Academy* requires that excellent manuscripts be submitted by members of the higher education community. I would like to thank the authors whose articles are contained within this volume. In addition, I would like to thank the work done by the reviewers for Volume 21. These include Phyllis Blumberg, Lesley Cafarelli, Nancy Diamond, Karen Gustavson, Judith Miller, Edward Nuhfer, Donna Qualters, Michael Rodgers, Lynn Sorenson, and Linda von Hoene. I would like to add special thanks to Sandra Chadwick-Blossey, Associate Editor. She not only reviewed and edited manuscripts, she also offered support and wonderful ideas throughout this process. Finally, I would like to thank Carolyn Dumore and the staff at Anker Publishing for their tireless answering of questions and their wonderful technological expertise.

Much of the work on this volume was done while I was Associate Vice President for Academic and Student Affairs at Stephens College. I wish to extend my appreciation to members of the Stephens College community, without whose support I would not have been able to edit this volume. As with many small colleges, Stephens College has a very limited number of individuals directly involved with faculty development and there are no staff members whose time is allocated to faculty development. As a result, many of my colleagues have helped in a variety of ways. Robert S. Badal, Provost, has been (and continues to be) encouraging of my work with POD. In addition, both Deborah Hume and Lois Bichler have been tremendously supportive of faculty development and my work with this year's edition. I would also like to

thank Rosemary Barrow and Jim Hertel, faculty members within my department, for taking over some of the psychology department's administrative work so that I could focus on this year's volume.

Finally, I would like to thank my family, George, Trevor, and Brooke, for their unwavering love, support, and encouragement.

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