

# The Scholarship of Teaching and Learning at EMU

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## Acknowledgments

Jeffrey L. Bernstein

*Eastern Michigan University, jbernstei@emich.edu*

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## ACKNOWLEDGMENTS

This is the second time I have had the pleasure of editing a volume of scholarly studies on teaching and learning for the Bruce K. Nelson Faculty Development Center at Eastern Michigan University. Based on lessons learned from the first volume, the process this time worked better to facilitate the authors' work. But, as I will detail below, none of this would have worked without the assistance of the people mentioned in these acknowledgements.

The authors of chapters in last year's volume no doubt were frustrated by the tight deadlines imposed on them for completing initial drafts of their chapters. So, this year, we extended the deadline for original submissions by almost one month, without changing the date that the book would appear in print. The extra time at the front end afforded the authors more opportunity to examine, analyze and reflect upon the evidence they had amassed on student learning during the winter 2008 semester; the chapters are no doubt richer as a result.

On the suggestion of Karen Busch, Director of the Bruce K. Nelson Faculty Development Center, we also instituted an external peer-review process this year. All submitted chapters were reviewed by myself, by Karen, and by one reviewer external to Eastern Michigan University. Writing a first draft for an audience that included external reviewers who are accomplished scholars of teaching and learning no doubt contributed to the quality of the chapters that appear here.

Providing more time for the original submissions, and creating an external review process, required significant effort from three groups of people so that that the book would be finished on schedule. First, on the production side, Kristina Brown did the copyediting and layout for the book last year, and left behind a helpful template and plan that aided our efforts this year. Meredith Miracle helped lay some of the groundwork for the project during the 2007-08 academic year. Amandine Williams did some copyediting and layout for this volume, and Rahul Bharadwaj did a fine job helping with some formatting issues on the tables. My greatest debt is owed to Shikha Choudhuri, who

came in at the last minute and brought this project home. Her formatting help and production assistance under tight deadlines helped turn this into a professional-looking publication. I am grateful to Shikha for her hard work on this book.

I also owe a tremendous debt of gratitude to the eight external reviewers. All of them offered the authors of this book helpful guidance in how to frame and express their arguments. Their comments were uniformly supportive and helpful; their constructive criticism has made a tangible difference in how the chapters have emerged in this volume. The external reviewers deserve to be recognized by name; they are:

Curtis Bennett, Professor and Chair, Department of Mathematics, Loyola Marymount University

Mark C. Carnes, Ann Whitney Olin Professor of History, Barnard College/Columbia University

Lorraine Fleming, Professor of Engineering, Howard University

Bettie Higgs, Senior Lecturer, Department of Geology and Coordinator of Support for Teaching and Learning, University College Cork

Joanne Gozawa, Assistant Professor, Transformative Studies, California Institute of Integral Studies

Renee Michel, Professor of Psychology, Rockhurst University

Rebecca S. Nowacek, Assistant Professor of Rhetoric and Composition, Marquette University

Dale Winter, Department of Mathematical Sciences, Carnegie Mellon University

On behalf of the authors, I am grateful to all of these people for what they have done to improve this book.

But if finishing the book required strong efforts on the part of the staff of the Bruce K. Nelson Faculty Development Center and the external reviewers, the greatest effort was given by the contributors. They all responded cheerfully (mostly) to the deadlines, the frequent

reminders of the deadlines, and the increasingly tight turnaround time for subsequent drafts. Every single one of the authors in this volume gave generously of their time and expertise to not only improve their own chapters, but also to improve the work of their colleagues. I have enjoyed getting to know every one of them and learning so much from their projects, and from the community we created this year. Regular get-togethers with true scholars of teaching and learning are remarkably restorative in helping us all see that we have allies in our efforts to do the right thing for our students.

Among the authors, I owe a special debt of gratitude to Jiang Lu, who designed the book's cover. I find the cover to be both attractive and provocative and appreciate Jiang's efforts in creating it.

In addition to the contributors to the volume, I want to acknowledge Jon Margerum-Leys and Sarah Fabian. Jon and Sarah were part of our faculty development seminar this year and contributed a great deal to the work that appears in this volume. Although circumstances beyond their control led to their not being able to contribute to the book, I have learned a lot from them as well, and appreciate their contributions to our seminar.

As was the case last year, my greatest debt of gratitude goes to Karen Busch, Director of the Faculty Development Center at Eastern Michigan University. Karen once again provided me the opportunity to facilitate this seminar, and has borne cheerfully the myriad costs (in terms of finances, staff time, and grief and aggravation) associated with producing a book such as this one. Karen reviewed all eight chapters in the book multiple times, and is behind many of the good ideas and careful presentations of results herein. On a personal level, I continue to enjoy the opportunities we have to work together in building a hospitable home for the scholarship of teaching and learning at Eastern Michigan University. Thank you, Karen, for all you are doing to help this happen.

Jeffrey L. Bernstein  
August 2008