9-28-2009

Acknowledgements From the Editor

Jeffrey L. Bernstein  
*Eastern Michigan University, jbernstei@emich.edu*

Follow this and additional works at: [http://commons.emich.edu/sotl](http://commons.emich.edu/sotl)

**Recommended Citation**  
Bernstein, Jeffrey L. (2007) "Acknowledgements From the Editor," *The Scholarship of Teaching and Learning at EMU*: Vol. 1, Article 1. Available at: [http://commons.emich.edu/sotl/vol1/iss1/1](http://commons.emich.edu/sotl/vol1/iss1/1)

This Article is brought to you for free and open access by the Bruce K. Nelson Faculty Development Center at DigitalCommons@EMU. It has been accepted for inclusion in The Scholarship of Teaching and Learning at EMU by an authorized administrator of DigitalCommons@EMU. For more information, please contact lib-ir@emich.edu.
As this volume goes to press, I wish to acknowledge many people who were helpful in bringing it to fruition. The greatest debt is owed to the contributors. They all worked extremely hard during the 2006-07 academic year on their projects, and cheerily completed their chapter drafts and the multiple rounds of revisions that led to this volume. I have learned a great deal from each of them about teaching and learning in their respective disciplines, and about eclectic ways of thinking about big issues in teaching and learning. In *The Advancement of Learning*, Mary Huber and Pat Hutchings talk about how the scholarship of teaching and learning would be advanced with the presence of “trading zones” in which scholars can come together to share what they know and guide each other to learn more. I am pleased, and honored, to have been part of such a community during this past year; I hope readers can see in this volume evidence that such a community is well within reach on most campuses.

In addition to the contributors, I also gratefully acknowledge Stephen Mucher and Ed Etter, both of whom were part of our seminar for much of the year (circumstances beyond their control led to their leaving the seminar before being able to contribute chapters to this book). Many of the projects in this book reflect advice received from Stephen and Ed, and I am grateful for their intellectual generosity that helped improve the projects displayed here.

Shikha Choudhuri did a wonderful job in preparing this volume for publication – she helped select the cover, arranged a myriad of details associated with the printing, and skillfully handled so many other issues (many of which I’m sure I don’t even know about!) that came up in the publication process. I am grateful for her hard work and the care she has given to this volume.

Kristina Brown came into this project as it was nearing completion and did superb work in carefully editing the chapters, after the point at which I was too close to the chapters to effectively edit them anymore. Her subtle contributions have helped each of these chapters read better than they did before she worked her magic on them; every book should have an editor as good!
My greatest debt of gratitude goes to Karen Busch, Director of the Faculty Development Center at Eastern Michigan University. From the beginning of our friendship and working relationship, I have appreciated Karen’s vision of faculty development as creating opportunities for doing advanced work in teaching and learning. Karen embraced the scholarship of teaching and learning early on as something that should be of interest to our institution; her support, financial and intellectual, for the faculty development seminar and for this volume is greatly appreciated. This volume would not have happened without her expertise and guidance.

Jeffrey L. Bernstein
July 2007