

EDITORS' NOTES

Over a decade has passed since the last time the International Center for Supplemental Instruction partnered with Jossey-Bass to publish an issue of *New Directions for Teaching and Learning* on Supplemental Instruction (SI). Much has changed since 1994; the world is a very different place. Yet SI appears to have adapted quite well to the changing needs of students and to the continually evolving state of higher education. In fact, in recent years, we have experienced an unprecedented expansion of SI—both geographically and philosophically—into uncharted horizons. This is a very exciting period of time for this movement, and we are pleased to be able to share some of the developments with you in this publication, *Supplemental Instruction: New Visions for Empowering Student Learning*.

We developed this volume in order to examine the wealth of knowledge we have uncovered over the last three decades, since the inception of SI, and to use this understanding to contemplate how SI can best serve the changing needs of today's students. We further wanted to take this time to seriously reflect on how SI might evolve from this point forward. What are the next logical paths for SI? Where are we heading?

We begin the publication by outlining the current educational climate. In Chapter One, Saundra Yancy McGuire discusses the students we serve today and how they have changed in the thirty-plus years since SI began. She also presents an overview of the recent thinking on how students learn.

The topics of the rest of the volume fit into several larger themes. The first set of chapters provides a solid foundational look at SI for the reader less familiar with the model and its adaptations. These chapters not only present the “nuts and bolts” of the now well-established student support model but offer a great deal of insight from the authors' vast collective experiences from the field. Chapter Two, by Maureen Hurley, Glen Jacobs, and Melinda Gilbert, provides a general overview of the SI model, including the SI philosophy, essential components, program structures, key roles, outcomes, and evaluation. In Chapter Three, Joyce Ship Zaritsky and Andi Toce provide a unique perspective from an urban community college program. Chapter Four, by Sally A. Lipsky, discusses the design and components of a training course for SI leaders, and Chapter Five, by Maureen Hurley, Kay Lutjen Patterson, and Kim Wilcox, examines Video-based Supplemental Instruction (VSI), a variation of the SI model. Even seasoned veterans will find valuable and novel information in these chapters.

The second set of chapters addresses the benefits of SI to leaders, faculty, and administrators—individuals not often mentioned in publications about SI. Historically, the literature has focused predominately on the benefits to

students. However, in more recent years, we have become aware that SI can offer many advantages to others as well. In Chapter Six, M. Lisa Stout and Amelia McDaniel offer a broad overview of the benefits attained by SI leaders as a result of their participation in SI leadership activities. In Chapter Seven, Sandra Zerger, Cathy Clark-Unite, and Liesl Smith explain how SI can affect faculty and staff development through informal discussions, workshops, trainings, and coursework, and provide institutional benefits as well.

The third set of chapters focuses on current innovations and exciting future possibilities of SI. In Chapter Eight, Sonny L. Painter, Rebecca Bailey, Melinda Gilbert, and John Prior look at ways to use SI in teaching-learning centers and learning communities, and in other technologically advanced adaptations. In Chapter Nine, Carin Muhr and Deanna C. Martin discuss TeamSI, an ambitious attempt to improve both students' deep understanding of their knowledge in a professional discipline—neuroscience—and their self-development as more mature learners and leaders. In Chapter Ten, Glen Jacobs, Marion E. Stone, and M. Lisa Stout address our vision for the future of SI, including exploring the potential for launching SI into the business sector, expanding our worldwide network, and reaching out to developing countries through the dissemination of the VSI model.

We wish to extend our personal thanks to a great number of people who made this volume possible. This was a collective effort on every level. It not only required extensive effort from our authors across the nation and around the world—but nearly every staff member at our center has become involved in some way as well. Special thanks go to Bonnie Painter for hours of meticulous assistance with editing. Additional editorial gratitude is owed to several of our CAD authors: Dr. Maureen Hurley, Melinda Gilbert, and Amelia McDaniel. We appreciate the assistance of Rachel Hughes in preparing several of the figures used in this manuscript. Again, we wish to thank all of the authors who contributed to this review, and did so enthusiastically and punctually! It was a pleasure working with everyone involved.

We appreciate this opportunity to share our perception of the past and our vision for the future. We believe the prospect for SI is bright, filled with unique possibilities for enhanced learning in a more united populous.

Marion E. Stone
Glen Jacobs
Editors

MARION E. STONE is associate director and research coordinator of the Center for Academic Development and the International Center for Supplemental Instruction at the University of Missouri-Kansas City.

GLEN JACOBS is director of and a certified SI trainer at the Center for Academic Development and the International Center for Supplemental Instruction at the University of Missouri-Kansas City.