EDITORIAL

Advances in Physiology Education: My Journal and Yours Too?

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On January 1, 2020, I had the honor of assuming a new role of Editor-in-Chief for Advances in Physiology Education. Advances is a reputable peer-reviewed journal that is always free online and is respected globally. I see Advances as being THE journal to publish articles written by physiology educators related to all that they do in their professional lives. I realize that not all physiology educators are trained as physiologists, and that many physiology educators teach courses/disciplines outside of physiology. I will guide Advances to publish more papers related to the number of other responsibilities that many educators have, such as: advising and mentoring students and other faculty; faculty development; training in evidence-based best practices for teaching and student learning; career development for faculty, students, and early career scientists; grant opportunities to support educational research initiatives; etc.

Readers of Advances would like to learn about all areas of scholarship in which educators are involved. I have been an author or coauthor on Staying Current articles (3, 6, 8, 17); How We Teach articles describing new courses or new teaching ideas (11–13, 15); How We Teach articles describing curriculum development (14) and institutional outreach programs (4); Meeting Reports (1, 10); grant-related content updates (2); Editorials (2, 5, 16, 20); an Illumination (18); and an Invited Review for the Best Practices series (9). As the director of INBRE (Institutional Development Award Program Networks of Biomedical Research Excellence), the NIH (National Institutes of Health) infrastructure grant to South Dakota to enhance biomedical research support for faculty and students from predominantly undergraduate institutions, I am pleased that three other INBRE programs have contributed their outcomes papers to Advances (18, 20, 21).

 Whereas just this list of manuscripts that I have chosen to publish or encourage publishing in Advances may seem diverse, there are many types of articles that are sought for publication in Advances (https://www.physiology.org/advances/article-types): How We Teach: Generalizable Education Research, How We Teach: Classroom and Laboratory Research Projects, Sourcebook of Laboratory Activities in Physiology, Historical Perspectives, Personal Views, Staying Current, Illuminations, Editorials, Letters to the Editor, Meeting Reports, Claude Bernard Distinguished Lectures, Best Practices, and Mini-Reviews. As one of the organizers for the American Physiological Society’s Institutes on Teaching and Learning, I will continue to encourage its invited speakers and participants to contribute to Advances. I also plan on expanding efforts to broaden the accepted manuscripts globally by soliciting papers and assisting authors with strengthening their papers for publication.

I started my physiology career as a respiratory membrane transport physiologist. My bench research involved investigations of active transport across the pulmonary alveolar epithelium, leading to the clearance of solutes and water from the alveolar spaces in either isolated mammalian lungs or primary cultured rat alveolar epithelial cells. I was invited to join the Editorial Board of Advances in 1999 by then Editor-in-Chief Penny Hansen and began to review education manuscripts and to learn how education scholarship works. Subsequently, I was invited to become an Associate Editor for Advances by Editor-in-Chief Dee Silverthorn in 2001 and have remained as an Associate Editor and recently as Deputy Editor since that time. I participated in my first International Union of Physiological Sciences Teaching Workshop at Lincoln University in New Zealand in 2001 and began to get to know the international physiology education community. I have also participated in IUPS Teaching Workshops in 2005, 2009, 2013, and 2017. Back in 2001, my dean offered me the opportunity to concentrate my scholarship on education instead of bench research to see if I could establish my career as a recognized physiology educator. Since that time, I have mostly shared my scholarly activities through Advances.

Thus I hope that Advances in Physiology Education will become YOUR journal just like it is mine. Advances will strive to recognize and support all that you do as physiology educators. If I can be of further assistance to you, feel free to contact me at barb.goodman@usd.edu.

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DISCLAIMERS

The content is solely the responsibility of the author and does not necessarily represent the official views of the National Institutes of Health.

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AUTHOR CONTRIBUTIONS

B.E.G. conceived and designed research; drafted manuscript; edited and revised manuscript; approved final version of manuscript.

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