

It is not good form for an editor to contribute a paper to her or his own journal. *Quis custodiet ipsos custodes?*, which translates freely into "who edits the editor down to size?" A word of explanation is therefore in order. As some of our readers know, I have for many years been deeply concerned with, and variously pontificated about, faculty roles and rewards. Most recently my work on this issue has been intensified in two ways. I have been involved with Russ Edgerton, Clara Lovett, and now Gene Rice at the American Association for Higher Education in its Forum on Faculty Roles and Rewards. I am also working for Ernest Boyer on the preparation of a follow-up report to *Scholarship Reconsidered*. The working title of this second report is *Scholarship Assessed*, and it will focus on some of the issues mentioned in my article: the shared characteristics of all forms of scholarship, the common criteria of quality which can be applied, and the similarity of the necessary documentation. That is why Clara Lovett, Guest Editor for this issue, asked me to contribute - - and that is also why, in spite of being the journal's editor, I jumped at the opportunity.

Clara carried out her responsibilities as guest editor in spite of the fact that after being immersed for many months in the preparation for the second national conference of the AAHE Forum on Faculty Roles and Rewards, she soon after this event assumed the presidency of Northern Arizona University. It is a great pleasure to express to Clara Lovett both a profound gratitude for her work on this issue and best wishes in her new position.

With my article I am already taking up more than enough space in this issue with which we begin the fifth year of our quarterly publication. No editorializing, this time; only one brief comment about the theme of the issue. We all know that change in the academy is, at best, slow to the point of being imperceptible. But after attending the two national meetings of the AAHE Forum which have been held to date and noting both the numbers and the commitment of participants, after visiting many campuses and witnessing the growing attention to the nature of scholarship and the faculty reward system throughout the country, and knowing the astonishing circulation of *Scholarship Reconsidered* (well into five figures), I am convinced that we are witnessing the first stirrings of a real change. Those who will be around at the turn of the century will, I am quite certain, witness then a marked difference from the state of affairs, say, in 1990. Looking back, they will recognize that the nineties have been a decade of a marked reordering of priorities and values in higher education. But to make this optimistic projection come true, much work by many people is needed. I hope that this will happen, for without that reordering, the academy will be in great difficulties.