Dear Colleagues,

When my students asked me to write a book that was understandable and engaging in the 1990s, the result was the first edition of the book you have adopted, Microbiology with Diseases by Taxonomy. Since then, I write each new edition with the students in mind, because they are the driving force behind the book.

I have upgraded this edition to incorporate advances and discoveries in microbiology and pedagogy. I trust that your students will agree with mine that this book presents microbiology in fun, interesting, and practical ways. I am eager to share with you several unique features of this edition that have increased the enthusiasm and learning of my students:

1. **Solve the Problem** case studies are problem-based learning platforms that encourage critical thinking and problem solving. Each **Solve the Problem** starts with a real world case that can be solved in a number of ways. Students are challenged to consider all aspects of the problem and derive a possible solution by paying attention to diverse viewpoints. The case is extended with more information and an expanding scenario in Mastering Microbiology to provide the students with a challenging and engaging way to learn and apply microbial principles.

2. Many first-year microbiology texts for the health care professions focus almost entirely on pathogens, leaving students with a negative impression of microbes. The **Beneficial Microbes** boxed feature presents positive aspects of microorganisms in our lives.

3. I am also excited about the **Dynamic Study Modules** in Mastering Microbiology. These modules are adaptive, allowing students to learn and review material at their own pace. My students’ comprehension and exam scores have increased as a direct result of their utilization of DSMs.

As you may know, there have been many advances in our understanding of learning within the past decade. To keep in step with these advances, I have incorporated four features in every chapter to increase learning and retention:

1. **Before You Begin** questions refresh students’ critical chemistry and general biology knowledge from prerequisite courses and previous chapters for success in the course. In Mastering and the eText, the Before You Begin questions are interactive and provide wrong and correct answer feedback with embedded hints that fill in students’ individual skill gaps.

2. **MicroChecks** provide an intuitive check in for students to ensure mastery of the new chapter content. Assignable in Mastering and the eText, these interactive questions provide immediate feedback for students as they read their text.
3. **Learning Outcomes** focus the students' attention to the important concepts to be grasped and understood in each section of every chapter.

4. **Tell Me Why** is a higher level thinking exercise that challenges the student to apply knowledge acquired in the chapter, and appears at the end of every major section in every chapter.

I have taught for over 31 years with one goal in mind: to help my students succeed. That was the driving force for the creation of the Bauman *Microbiology* texts, that is the driving force in my teaching, and that will remain the driving force for updates and new editions.

Thank you for adopting the 6th edition of *Microbiology with Diseases by Taxonomy* for your students.

Yours,

Robert Bauman