

From the Editorial Board

Welcome to the third volume of the *International Journal of Process Education*. In this issue, we are focusing on continuous improvement, which is a prime component of our philosophy. In addition, the authors have collaborated across different disciplines, organizational types, and geographical regions on topics that range from personal development to team and program development to the transformation of teaching and learning on a macro scale.

The first two articles discuss processes in the context of individual self-development:

Our opening article features Desjarlais and Smith discussing “A Comparative Analysis of Reflection and Self-Assessment.” The focus is to provide a thorough understanding of the practices of both processes and to provide a method to gauge the effectiveness of each.

In “Classification of Life Enrichment Skills,” Leise develops a new set of learning skills with inherent “themes” that build on each other: enhancing health and wellness, developing identity, enhancing quality of achievements, increasing the effectiveness of community involvement, and transforming meaning. This classification is intended as a guide to building skills related to living a satisfying and meaningful life.

The next two articles transition from individual development to broader interactions with groups internal and external to the institution:

“Ecological Leadership” by Harms and Leise discusses a systems perspective of integrating leadership performance with organizational priorities so that organizational goals are reached through an inclusive process. It suggests that by harnessing the knowledge and skills of individuals across the campus, better decisions and outcomes are possible.

In “A Methodology for Team Teaching with Field Experts,” Dong, El-Sayed, and El-Sayed share best practices for teaming with practicing professionals outside of the organization to provide students with a richer classroom experience. Collaborating with experts on the cutting edge of their discipline brings perspective through interaction and real life examples.

The next two papers focus on the continuous improvement of programs:

In “Faculty Efficacy in Creating Productive Learning Environments: Universal Design and the Lens of Students with Disabilities,” Utschig, Moon, Todd, and Bozzorg discuss a U.S. Department of Education-sponsored program which promotes the accessibility of science, technology, engineering, and mathematics (STEM) education for students with disabilities. The authors’ focus is to understand how this affects educators’ understanding and use of the concepts of universal design in their own classrooms.

In the other, “Lean Program and Course Assessments for Quality Improvement,” El-Sayed, El-Sayed, Morgan, and Cameron discuss lean principles within the context of program assessment as a process with the driving goal of improved quality.

The final paper, by Hintze-Yates, Beyerlein, Apple, and Holmes, deals with “The Transformation of Education: 14 Aspects.” This provides a view of foundational changes underway in higher education to improve understanding and vision for teaching and learning as a whole.

It is our hope that you will enjoy reading the contributions to our newest issue as much as we enjoyed working on them. As it is also part of our philosophy at the IJPE, I encourage you to send us any ideas or insights that you may have.

Sincerely,

Jacqueline El-Sayed, Chief Editor, *International Journal of Process Education*