

From the Editorial Board

Welcome to the sixth volume of the *International Journal of Process Education*. In this issue, we present an exciting collection of scholarship. The collaborative research presented in this volume ranges from scholarship examining classroom techniques to examinations of program and institutional objectives.

Our first article examines the development of programming that supports teaching assistants using a more student-centered and process-oriented approach is the focus of Utschig, Carnasciali, and Sullivan's article, *Helping Teaching Assistants Foster Student-Centered Learning*. Additionally, the authors describe how survey and focus group data can be used to assist transformation in both campus-wide and specific departmental programs preparing teaching assistants for their classroom roles.

Graham and Burke examine the students' view of a class that has both blended and flipped components to the learning structure in our second article, *Students' Perceptions on a Blended and Flipped Classroom*. Most students enjoy the structure and learning techniques involved, but the authors found that achieving student buy-in early in the process is a key to success.

In our third article, *Online Professional Development for Process Educators*, Beyerlein, Burke, Mutiysa, and Cordon discuss the structure and benefits of a new series of professional development opportunities. Through the innovative structure of these outreach sessions the Academy seeks to provide year-round community building amongst process educators that supports continuous improvement in process-oriented teaching/learning as well as scholarly activity on Process Education itself.

In their article, *Achieving Lifelong Learning Outcomes in Professional Degree Programs*, El-Sayed and El-Sayed examine the role that lifelong learning plays as one of the specified outcomes for accreditation of many professional programs. Through a case study the authors show how the progression in the developmental phases of the cognitive, affective, and psychomotor domains of Bloom's taxonomy are utilized to help to identify the areas to be targeted for continued growth, refined performance, and maturity.

Finally, using a statistical technique to analyze survey data, Mutisya, Osler, Bitting, and Rotich show the need to strengthen institutional leadership and shared governance due to a lack of correlation between the level of collegiality, the ability to influence policy, and the degree to which important information is broadly communicated in *The Need for a Conceptual Framework for Leadership and Shared Governance between Faculty and Administrators*. They further discuss how the Process Education-based Compass of Higher Education can be utilized as a conceptual framework for diffusing current tensions surrounding shared governance and growing effective leadership in an institution.

It is our hope that you will enjoy reading the contributions to our newest issue as much as we enjoyed working with the authors to bring the research to fruition. We look forward to receiving your feedback as well as your future research contributions.

Sincerely,

Kathleen Burke, Chief Editor, *International Journal of Process Education*