

## From the Editorial Board

We welcome you to the fifteenth volume of the *International Journal of Process Education* in which we present the collaborative research efforts of a collection of Process Educators. The Editorial Board continues our endeavor to create a community of practice encompassing scholars and educators dedicated to transforming higher education. Within this volume we explore a model to examine an individual's growth cycle, discover a set of criteria for an individual to begin an exploration of quality of life (QoL) criteria, uncover how mindset, consciousness and motivation influence an individual's self-growth journey, and study the critical issues and challenges in a human-to-human relationship model that can lead to student and teacher success.

We begin with the piece, **Transforming Deming's Cycle to a Growth Cycle**. In this article, El-Sayed, Burke, Onodipe, Apple, and Ellis establish a framework for personal and organizational growth. The authors detail how they leverage the stages of Deming's OPDSA model to create a framework for both individual and organizational growth.

Onodipe, Shenk, and Burke explore **A Starting Point for Choosing QoL Criteria for Self-Growth** in our second piece. Using data from a survey of Self-Growth Institute attendees and PE Expert Project participants, the authors examine the quality-of-life criteria indicated by the participants to create a set of domains and dimensions for individuals to begin creating their own quality of life criteria.

Our third piece in this year's volume is **The Self-Growth Journey: Transforming Mindset, Consciousness and Motivation**. Here, Leise, Apple, and Ellis develop a Four-Anchor model to summarize the components of self-growth and explore how mindset, consciousness, and motivation influence each anchor in the model. This is exemplified through 12 narratives that highlight Process Education resources.

In our fourth piece, **Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success**, Romann-Aas and Hintze argue that it is the relationship and rapport developed between the teacher and the student that is the key to success by leveraging the phases of Joyce Travelbee's human-to-human relationship theory. They reveal the critical issues and challenges in each phase of this relational pedagogy model, exploring how aspects of Process Education are reflected throughout.

As this is our fifteenth volume, we have decided to also include a retrospective of the work within the IJPE, highlighting the wide variety of articles we have published from authors affiliated with institutions around the world. We also present a resource from the *eFaculty Guidebook* that leverages the ongoing work of the IJPE.

It is our hope that you will enjoy reading our latest issue. We look forward to receiving your feedback as well as your future research contributions.

Sincerely,

Kathleen Burke

Chief Editor, *International Journal of Process Education*