


6-2018

## Letter from the Editors

Administrative Issues Journal Editors

Follow this and additional works at: <https://dc.swosu.edu/aij>

 Part of the [Health and Medical Administration Commons](#), [Higher Education Administration Commons](#), and the [Public Administration Commons](#)

---

### Recommended Citation

Administrative Issues Journal Editors (2018) "Letter from the Editor," Administrative Issues Journal: Vol. 8 : Iss. 1 , Article 1. Available at: <https://dc.swosu.edu/aij/vol8/iss1/1>

This Article is brought to you for free and open access by the Journals at SWOSU Digital Commons. It has been accepted for inclusion in Administrative Issues Journal by an authorized editor of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact [phillip.fitzsimmons@swosu.edu](mailto:phillip.fitzsimmons@swosu.edu).



## **Vol. 8, Issue 1, 2018**

The Summer 2018 issue of the AIJ focuses on challenges and opportunities in our educational system. In *School board governance in changing times: A School's transition to policy governance*, Katherine Curry, Sean Kinder, Tania Benoiton and Jessica Noonan present a case study on the implementation of a new governance structure in a private school, and explore the challenges in creating and sustaining such a structure over a prolonged period of time. *Enhancing the cultural competency of prospective leaders via a study abroad experience* by Douglas Hermond, Mathias R. Vairez, Jr., and Tyrone Tanner explores cultural competence and the effects experiential learning opportunities may have on improving cultural intelligence. Justin D. Walton describes the results of a qualitative case study on the development of students' oral communication in "*Your fears are appreciated here*": *Exploring a humanistic approach to public speaking instruction*, and Sheri Williams presents a study of the practices and impacts of redesigning curriculum at a university in the United States in *Developing the capacity of culturally competent leaders to redress inequitable outcomes: Increasing opportunities for historically marginalized students*.