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Voices of Reform: Editor Statement

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It has been exactly one year since the launch of the inaugural issue of *Voices of Reform: Educational Research to Inform and Reform*. Since publication, our journal has been downloaded over 2,000 times, and has been distributed at both national and international conferences. Our scope has led to a very high-quality second issue, which our team is excited to share with all of you, our readers. We believe that this issue will continue the discussion around issues in education reform, both in P-12 education and higher education. One of the unique things about this particular issue is the backgrounds of our authors. Although our journal is an education journal, four of our articles come from outside of the field of education, from two business professors, an English professor, an Arts and Sciences Dean (formerly a counseling professor), and a mathematics professor. We feel this articulates how educational issues impact everyone, no matter the terminal area of expertise. We encourage our readers to read this issue in its entirety with this idea in mind, and reflect upon how education impacts all facets of life.

Our first article comes from Rick Ferris and Robert Sweeney, business professors at the University of Charleston and Wright State University, respectively. In their article, “Future of the Professoriate,” Ferris and Sweeney reflect on the increasing number of adjunct and contingent faculty and the impact that has had on higher education. Ferris and Sweeney assert that the very structure of the professoriate and the tenure process has the potential to be permanently changed, and that faculty should not take this for granted.

Masha Krsmanovic examines higher education in Florida, correlating first-year seminar courses with the growing priority on performance funding at state institutions in “Using First-Year Seminar Courses to Improve Performance outcomes – A Case Study of the State of Florida.” Although less than half of the states are currently using models for performance funding in their yearly budgets, the growing emphasis on graduation rate and undergraduate student outcomes may indicate a national emphasis on this funding system in future years.

James Machell, Professor of Educational Leadership, and Cheryl Evans, Associate Professor of Educational Leadership in the College of Education and Professional Studies at the University of Central Oklahoma, offer their take on the extremely controversial issue of school consolidation and closure in “Right-Sizing” Oklahoma School Districts: Examining District Size, Enrollment, and Superintendent Compensation in Oklahoma School Districts.” While this issue has been no

stranger to Oklahoma, being the 20th largest state in the United States by area, yet, serving 521 school districts, the 6th most in the United States, there are critical implications for district consolidation and superintendent consolidation throughout the United States. Machell and Evans highlight this through the lens of executive compensation, specifically addressing superintendent salaries. Sometimes, in order for change to happen, one must “follow the money,” which is highlighted in this article.

In 2018, esteemed University of Southern Mississippi professor Hani Morgan authored a book entitled, *The World's Highest Scoring Students: How Their Nations Led Them to Excellence*. In his book, Morgan highlighted the different strengths of eight different countries and their systems used for P-12 education. In critiquing the United States, one of Morgan's main concerns was early childhood education and the lack of high-quality preschool programs. In his article, “Why is it So Hard to Send My Kid to a Good Preschool? The Shocking Truth about Early Education in America,” Morgan offers solutions to fix one of the fundamental problems in the P-12 education system in the United States. This piece serves as an excellent companion to Morgan's book, and extends his critiques and discussion.

Finally, the last article in our traditional journal section comes from Boston University Lecturer Hyo Kyung Woo entitled “Teaching Asian-American Literature and Multiculturalism in Singapore.” Woo's perspective is uniquely different; as she is a non-native English speaker teaching English in a country where English is not the primary language. This article highlights those struggles and offers suggestions in advancing multiculturalism throughout the world.

One of the visions of our journal is to provide timely articles from practitioners to highlight high-impact practices throughout P-12 and higher education. We call this section of the journal, *Voices from the Field*. Director of the Academic Success/STAR Center at Seminole State College, Huston writes about the importance of academic support in an ever-increasing era of accountability in higher education. Huston parallels the changes in higher education to his experience as a P-12 mathematics teacher and reflects upon changing expectations for higher education performance.

Lastly, beginning with this issue, we intend to include a book review of a current publication related to reform. Former Stetson University professor and current Dean of the School of Health and Human Services at Nazareth College, Brigid Noonan, shares a review of Ginicola, Smith, and Filmore's *Affirmative Counseling With LGBTQI+ People*.

Please sit back and enjoy Issue #2 of *Voices of Reform: Educational Research to Inform and Reform*. We welcome your submissions for upcoming issues, and welcome any questions for our editorial board or for our authors.

Dr. Lou L. Sabina

Editor-in-Chief

Voices of Reform