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## Editor's Note

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## A Note from the Editor

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This new journal—*Experiential Learning & Teaching in Higher Education (ELTHE)*—began as I imagine many new journals begin, with the recognition of a need. In the summer of 2015, higher education professionals gathered at Brian Head, Utah, at the first Experiential Learning Leadership Institute, to share ideas and develop professional and personal relationships. Several attendees expressed to conference organizers a desire to continue their conversations after the conference ended, and shortly thereafter, a small group from Southern Utah University and the National Society for Experiential Education began discussing ways to keep the conversations going. Thus arose a recognition of the need for a journal where higher education professionals from all disciplines can share scholarly, peer-reviewed research and best practices on a regular basis.

Of course, many college and university faculty and staff have understood the value of experiential learning for years, and several excellent journals already exist wherein scholars can share their work. Among the publications devoted to experiential learning are the *Journal of Experiential Education*, *Journal of Higher Education Outreach and Engagement*, *New Directions for Adult and Continuing Education*, *Journal of Community Engagement and Scholarship*, *Academy of Management Learning and Education*, and the new *Journal of Experiential Learning*, to name just a few.

So why is there a need for another scholarly journal dedicated to experiential learning? The answer to that question is threefold: (1) to develop an international community of scholars dedicated to the promotion of experiential learning and teaching specifically in higher education; (2) to provide a space for interdisciplinary discussions, where higher education faculty and staff can learn from like-minded colleagues in other fields; and (3) to engender innovation in experiential pedagogy and practice in colleges and universities. *ELTHE* does not seek to supplant any of the fine journals dedicated to experiential education but to offer a place for those wishing to converse about issues specific to experiential learning and teaching in higher education. As I came to find in discussions with attendees and presenters at the second annual Experiential Learning Leadership Institute in June 2016, a significant audience exists, ready for such a journal.

A word about those associated with the journal and our goals: *ELTHE* is hosted by Southern Utah University's Experiential Learning Leadership Institute, published by the Southern Utah University Press, and endorsed by the National Society for Experiential Education; *ELTHE* Editorial Board members work at higher education institutions around the United States, mostly in the West. These associations might give the impression that *ELTHE* will be a regional or national journal. We have loftier goals for *ELTHE*: Our aim is to build an internationally recognized and oft-cited journal. We welcome scholarly work and reports related to the study, practice, and effectiveness of experiential learning and teaching in higher education from anywhere in the world. *ELTHE* will represent a range of interests, and all scholarly methods and theoretical perspectives that contribute to readers' knowledge about experiential learning and/or teaching within higher education are welcome for submission.

As the contents of this issue indicate, *ELTHE* aims to represent the best work in the field. David and Alice Kolb, who should need no introduction to the readers of this journal, have graciously written an essay about the application of experiential learning theory in higher education settings. Andrea Paras and Lynne Mitchell, from the University of Guelph, contribute findings from their research into intercultural competence development on a university study abroad program. And Marshall Welch, known by many for his work advancing service learning and community partnerships, advocates for broadening our perspective of experiential education at the college level by incorporating community engagement principles. I expect that you will not only benefit from the articles you read in *Experiential Learning & Teaching in Higher Education*, but I hope you will also consider publishing your own work in its pages.