

Note from The Editor-in-Chief

By Rebecca E. Gibbons

As the Editor-in-Chief for 2022-2023, I am excited to share the Summer 2023 issue of *Intersection: A Journal at the Intersection of Assessment and Learning*, with you. *Intersection* is The Association for the Assessment of Learning in Higher Education (AALHE)'s biannual peer-reviewed publication. AALHE expanded its commitment to *Intersection* this year by formalizing *Intersection* as a Committee. The Committee members have worked tirelessly to collect articles, review, and edit manuscripts to create the issue I am so glad to share today.



The topics covered in this issue span the scope of *Intersection*, from faculty and practitioner perceptions related to assessment and equity to the use of specific assessment tools within classrooms and programs. The images representing these articles online are trees; this issue represents the growth of the journal and of our assessment field while remaining grounded in our ideals of scholarship. This issue explores at its heart the responsiveness of assessment as a practice to the student and faculty voice.

When assessment practice reflects the inclusivity it purports to center, assessment tools and data become more useful for course, program, and institutional improvement. For example, Berry & Singer-Freeman and Sloan & Frank share stories of the incorporation of student self-assessment into assessment systems in higher education, both at the course and program level. These articles show that considering the student's perception helps not only for the student to improve their learning, but holding the student self-assessment as a respected piece of information in the program or class assessment system can help improve the accuracy of faculty and staff understandings of learning. Brazhkin & Strakos further explore the use of student self-report to design the best assessment systems.

Not only is the student voice centered in this issue, but we see calls to communicate more deeply between institutional professionals like assessment practitioners, institutional researchers, and faculty members. Bennett, Sloan, & Varner remind us of the challenges that occur for both assessment professionals and faculty members when parking in assessment activities through the lenses of improvement and accountability. They remind assessment practitioners that perceptions, like assessment's impact on academic freedom, remain in the experiences of faculty, and they provide considerations to maximize assessment impact. Ziskin & Young bring our attention to the ways that assessment practitioners and other institutional stakeholders see equity work unfolding at their institutions, and how equity-mindedness can help stakeholders move the needle by improving their institutional systems that hinder equity.

We were fortunate to have submissions to this issue that reflect the growth and expansion of our shared field. As you read this edition, consider future submissions to the journal from your classrooms, programs, and institutions! I am so grateful to these author teams and to our readers, as well as the committee members listed on the next page as I end my tenure as Editor-in-Chief.

As a note, no committee member is involved with their submissions to *Intersection*.

Intersection Committee AY 2022-2023

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