
Editorial

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Biographical notes: Elizabeth A. Cudney is an Associate Professor in the Engineering Management and Systems Engineering Department at Missouri University of Science and Technology. She received her BS in Industrial Engineering from North Carolina State University, Master of Engineering in Mechanical Engineering and Master of Business Administration from the University of Hartford, and her doctorate in Engineering Management from the University of Missouri – Rolla. In 2014, she was elected as an ASEM Fellow. In 2013, she was elected as an ASQ Fellow. In 2010, she was inducted into the International Academy for Quality. She received the 2008 ASQ A.V. Feigenbaum Medal and the 2006 SME Outstanding Young Manufacturing Engineering Award. She has published four books and over 40 journal papers. She is an ASQ Certified Quality Engineer, Manager of Quality/Operational Excellence, and Certified Six Sigma Black Belt. She is a member of the ASEE, ASEM, ASQ, IIE, and the Japan Quality Engineering Society (JQES).

Since the introduction of Six Sigma at Motorola in 1986, the methodology has been adopted globally in a wide range of industries. Six Sigma is now widely used in manufacturing, healthcare, service, and numerous other industries to reduce process and product variation and increase customer satisfaction. As industry need grew for individuals with experience in Six Sigma, higher education responded with programs and courses to prepare students to fill the needs of industry. This special issue of the *International Journal of Six Sigma and Competitive Advantage* is devoted to Six Sigma in education. The articles contribute to the existing body of knowledge and provide new insights/perspectives on the application of Six Sigma in academia. The authors employ a variety of methods utilising Six Sigma in academic settings through theoretical and empirical research investigations. This issue is targeted for academics in the areas of quality, Six Sigma, and continuous improvement.

In the first article, Cudney, Elrod, and Stanley provide a systematic review of the current literature on Six Sigma in education, which provides insights on trends and best practices. Ozelkan and Mayhorn present an approach that utilises Lean Six Sigma to execute departmental initiatives for continuous improvement within the department as part of course projects. In the third article, Yeung proposes the integration of Determine, Link, Define, Design, and Communicate (DLDDC) into Design for Six Sigma to reduce variation in program delivery by aligning the mission and requirements of accreditation with curriculum design. Kovach, Ramos and Carden provide an innovative methodology using a ‘flipped classroom’ to provide an interactive delivery format for Lean Six Sigma that offers flexibility and convenience for students balancing professional requirements

and academic pursuits. In the final article, Vijaya Sunder proposes a model to implement and deploy Six Sigma in higher education to achieve quality excellence through the involvement of student teams.

I would like to give a special thanks to Editor-in-Chief Dr. Justin Chimka for this opportunity to bring relevant and timely papers on Six Sigma in education to the *International Journal of Six Sigma and Competitive Advantage*.