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Editorial

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Editorial

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The bumper sticker says, “It’s the journey, not the destination,” and sets up yet another polarity that points us toward the extremes rather than the common ground somewhere nearer the center. Education and life itself is indeed a journey, a process of change and becoming ever something different. Yet, we celebrate the milestones and treat them as destinations: acceptance into college and graduation, marriage and family events, jobs and promotions and retirement, birth and death. Some are carefully selected goals; others are thrust upon us or are serendipitous opportunities ripe for plucking. The plans, responses, and choices become our individual and intertwined journeys, playing assorted roles in current events as they concatenate into history. We need the milestones to pause and assess progress — or lack thereof — and to occasionally recalibrate our GPS.

The mileposts offer perspective. Reflection is a powerful tool for gaining and sometimes changing perspective, whether part of a daily *examen* or an institutional review or something in-between. It’s no accident that “Reflections” is the name of a formal, continuing section of this journal; it is as essential to the processes of *Jesuit Higher Education* as Scholarship and Praxis. In this issue we have more than the usual number of reflections, collected with more formal scholarship examining the events and aftermath of the extraordinary events surrounding “Occupy SLU” at St. Louis University in October, 2014, and the resulting Clock Tower Accords — a journey with a destination that is, in turn, a new journey for the university and the surrounding communities. The collection, curated by SLU faculty Greg Beabout and Bonnie Wilson, examines the events from a

variety of perspectives, and it provides an opportunity to hear uncomfortable and challenging points of view with both discouraged and hopeful responses. It’s powerful stuff, wrapped around a peaceable resolution.

The Resources section in this issue describes the Georgetown Slavery Collection and a summary of the Report of the Working Group, another case of history invading current events and redirecting the journey.

The Occupy SLU collection and Georgetown resources would by themselves make for a respectable single issue. However, unconstrained by page limits or printing costs, thanks to the flexibility of online publication, we also offer the usual eclectic blend of scholarship and praxis in articles ranging from a “Consumption Challenge” based on *Laudato Si’*, to a teaching collection of Santos from the southwestern U.S. and around the world, to technology-based tactics for avoiding bias in evaluating student essays, to an examination of faculty assumptions about student engagement. Eclectic, but all focused on a common theme of student learning and (trans)formation.

Patience for the journey; respect for both the process and the participants; perspective developed from honest reflection; thoughtful choices and deliberate action. All useful bumper stickers or bullet points to guide us from one milestone to the next. 