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## Editorial

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## Editorial

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What is Jesuit higher education? Not this journal, but the process — and the result — that we engage in, report on, and celebrate as our vocation. This question arises repeatedly in the pages of this journal and this issue is no exception. Indeed, it may be more tightly focused than ever.

Fr. Barton Geger explores “Myths and Misconceptions” that have collected around the life and writings of St. Ignatius, encouraging us to “watch for errors and undue biases that will inevitably arise in the course of our work.” Geger adds that “spiritual ideas are powerful,” yet in the following article, Daniel Justin points out Charles Taylor’s observation, “How is it...that whereas non-belief was virtually impossible 500 years ago, we have come to a point today in which theistic belief is recognized as but one of many life options — and frequently one of the more difficult?” Indeed, our work in Jesuit higher education is challenging, sometimes contradictory, and deeply rewarding, as illustrated in the remaining articles in this issue.

In the opening interview, Dr. Pat Ladewig reflects on her 28 years with Regis University, retiring this spring as Provost. Other articles range from accounting ethics to zombies, with particular attention to mission, values, and responsible business practices throughout our teaching and administrative practices. Change, adaptation and collaboration in the service of social justice are constant themes running

through the Praxis articles and the JC-HEM update webinar. The closing Perspective challenges us to greater individual and institutional leadership in response to *Laudato Si*. The Resources section in this issue calls attention to the AJCU Institutional Examen, a shared national review process getting underway this spring.

Now entering the fifth year of publication, *Jesuit Higher Education* continues to explore, examine, and evaluate a rich abundance of activities and artifacts from this nearly five-century tradition. This journal offers a platform to share results of educational research and teaching practices, and to raise questions that challenge our sometimes comfortable understanding across the many disciplines represented in our Jesuit educational institutions. We hope you will continue to find answers to some of your own questions as well as questions to unsettle your assumptions, and that you will share your own continuing engagement with all of these topics. HJE