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## Editorial

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## Editorial

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### In this issue

As tempting as it is to characterize the variety of topics in this issue “As usual...” we must acknowledge that the hallmarks of *Jesuit Higher Education* featured here are anything but usual. Distinctive. Challenging. Humbling. Transformative. But not “usual” in our puzzling, frustrating, beautifully diverse world.

Two **Reflections** tap international experience to explore the transformations that are essential to genuine learning. Lee reflects on “Intersections” that arise between her early experience as a Peace Corps volunteer in Ethiopia and a recently completed return to that country as a Fulbright Scholar. The other reflection features a commencement celebration from a Jesuit Worldwide Learning (JWL) site.

Both of the **Scholarship** articles in this issue explore issues and challenges of justice in our academic institutions—all too clearly reflecting the larger social and political environment within which we live. Aldrich describes Occupational Therapy as a vehicle to enable engagement and participation in everyday society. Buchanan, Clark and Rawls explore the tension between Catholic social teaching and the widespread use of contingent or adjunct faculty as universities face market changes and economic constraints.

Our **Praxis** articles delve into the usual wide range of teaching disciplines, delivery methods, and responses to varying student experiences and needs. Mescher’s “Teaching Magis at College” bridges the social justice topics explored in the scholarly articles back into the classroom with a definition and examples that “aim to rescue *magis*

from banal jargon like striving for ‘excellence’ or ‘generosity.’” Other Praxis articles treat topics ranging from sports to military students, exploring a broad understanding of potential barriers to learning and a deeper understanding of compassion, offering practical examples from real classrooms to enhance our practice.

### Gratitude

This is my valedictory message as managing co-editor of *Jesuit Higher Education* and it comes with my profound gratitude for the authors, reviewers, readers, and especially the editorial team who have made seven volumes (to-date) possible. I was graced with the opportunity to work with the small group that began nearly nine years ago with an idea—an online, open-access, peer-reviewed journal that focuses on higher education in the Jesuit paradigm. One that offers an explicit opportunity to share and explore practice (praxis) as well as more formal scholarship. For the past eight issues, I’ve been privileged to work with Janet Lee as co-editor.

To quote an editorial from early in my time at this helm, “The very human need to find a pattern comes to the fore when contemplating an editorial introduction to each new issue of *Jesuit Higher Education*, even when it is not an officially themed issue. And given the variety and range of topics that properly fall within the purview of this journal, that need is regularly challenged. It is a source of continuing wonder, amazement, delight and gratitude to read the articles that come to us, and then to read the thoughtful, constructive, and generous feedback from reviewers. This editor’s job feeds the intellect and the spirit!” (vol. 4, no. 2, 2015)

I have been well-fed, and I am grateful for the many people who have given generously of their time and talents to build this journal into a remarkable publication. *Jesuit Higher Education* will continue to grow, to share and explore, and to celebrate the challenges and successes of our collective vocation. Blessings to all who continue in this work. HJE