

# Jesuit Higher Education: A Journal

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Volume 8 | Number 2

Article 1

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12-2019

## Editorial

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## Recommended Citation

Kloos, Kari. "Editorial." *Jesuit Higher Education: A Journal* 8, 2 (2019). doi:-.

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## Editorial

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It is an exciting time to be working in Jesuit higher education. Earlier this year, the Society of Jesus announced its four “[Universal Apostolic Preferences](#)” (UAPs), intended to guide all Jesuit works in the next ten years. The preferences emerged from a two-year, worldwide discernment process, rooted in listening sessions with Jesuits and lay collaborators alike. In forming the new preferences, the Society considered how participants spoke of the treasured gifts in the Jesuit tradition as well as the pressing, current needs in our shared global work.

Like all of the works of the Society, Jesuit colleges and universities are asked to consider how they might advance these four UAP’s in ways proper to their activity:

1. Showing the way to God through the Spiritual Exercises and discernment
2. Walking with the excluded in a mission of reconciliation and justice
3. Journeying with youth in the creation of a hope-filled future
4. Collaborating in the care of our common home, creation

This issue of *Jesuit Higher Education* provides scholarly and practical resources for engaging these preferences more deeply. In “Another Ignatian History: Including Women in the Story of Jesuit Mission,” Julia Dowd examines the consequences of telling the story of Jesuit mission in ways that exclude the historical contributions of women, noting that “when women’s stories are excluded from official institutional history, women themselves are rendered invisible and irrelevant.” However, including women in this history transforms it into “a tale of flourishing in community, rather than flourishing apart.” As she notes, how we invite colleagues into this story matters, particularly for engaging spirituality and justice.

Christopher Pramuk further explores how lay colleagues are invited and empowered in mission, exploring how “the key to an authentic sense of kinship within the Ignatian tradition...is the heart.” Flourishing as a community into an uncertain future for Jesuit higher education will require building a “lay *esprit de corps*” that is rooted in freedom, imagination, and desire, one that is willing to engage tensions creatively. Tom Kelly’s article on the immersion experiences of the Ignatian Colleagues Program as formation in the “school of the poor” further develops the connections between Ignatian spirituality, the commitment to justice for the poor and excluded, and developing Ignatian leadership at our universities.

As Dowd, Pramuk, and Kelly highlight connections between the first and second Universal Apostolic preferences, other authors help us to imagine connections between the four UAP’s more concretely. Articles by Darby Ratliff and by Michael Di Bianca, Perrin Robinson, and Mary Jo Coiro examine education for justice at two American Jesuit universities, pointing us toward more transformative practices. Monica Harendita et al. consider how a distinctively Jesuit education in Indonesia is perceived by students, noting strengths as well as areas for growth.

Audrey Hudgins et al. take us into the evolving dynamics of a commitment to reconciliation and justice through a Seattle University immersion program in Tijuana, Mexico, noting the program’s development over 25 years to ensure mutuality between the community partners, Esperanza International and Fundación Esperanza de México, and the university, and to add community-based participatory action research to the student learning experience. With sections authored by community partners, students, and faculty, the article itself models mutuality and solidarity.

In the previous issue of *JHE* ([volume 8, no. 1](#)), three articles launched a new series on the Ignatian Pedagogy for Sustainability. We are delighted to develop this series with two new praxis articles by Erin Robinson and Andrew Baruth. Jesuit universities, with their multi- and interdisciplinary expertise and transformative pedagogy, are particularly poised to address the fourth UAP: caring for creation.

Finally, two articles examine how pedagogy and research might deepen a commitment to justice and solidarity. Victor Carmona-Galindo and Tizziana Valdivieso Carmona suggest ways to promote research and educational partnerships that connect STEM researchers in developed and developing countries and promote social and environmental justice. Eric Kowalik, Leatha Miles-Edmonson, and Vicki Rosen share reflections on their online asynchronous course for librarians in Jesuit history, education, and Ignatian pedagogy, with special attention connecting research instruction to social justice.

As 2019 draws to a close, those observing Advent are drawn into practices of waiting and hoping for transformation. In the northern hemisphere, the long nights will soon give way to the increasing light. For all of us, the world presents enormous challenges, including uncertainties in the landscape of higher education. The Society's UAPs ask us to face these challenges with hope, being rooted in a spirituality of freedom and discernment, through accompaniment with youth and with each other, for reconciliation and justice for our beautiful and suffering world. *JHE* will continue to offer scholarly and practical resources for our common work. 