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Editorial

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Editorial

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In this issue, we are proud to feature a collection of eight articles on Jesuit international higher education. In November 2018, the authors first presented their work at the Association of Jesuit Colleges and Universities (AJCU) International Education conference at Creighton University, revised their work in summer 2019, and submitted to this journal in August 2019. At the time, few would have anticipated a global pandemic that has dramatically altered how we live and has underscored vital global connections and vulnerabilities alike.


Now—in May 2020, as we confront the pandemic of COVID-19 with no clear end in sight—the articles that began in 2018 are even more acutely relevant. Daily we rely on technology for synchronous online learning among students in different regions and time zones. We see unjust health disparities and lack of access to computer technology for marginalized populations. We reconsider the environmental impact of travel and the urgent need for compassionate global leadership. It is, in short, an urgent time to ask how and why we engage the global connections that ground modern life, and how we can do better.

Dr. René Padilla's opening reflection asks us to consider the value and impact of Jesuit international education programs for local residents, using the lens of the Universal Apostolic Preferences of the Society of Jesus to pose critical questions for these programs.¹ In turn, authors from the collection take up some of these questions, adding scholarship, research projects,

and practices to explore how these programs might be more mutually collaborative, transformative for students as well as transformed by relationships with international partners and local communities.

The articles suggest possibilities: Martha Habash and Susie Mossman-Riva explore Jesuit university partnership with refugees in Jesuit Worldwide Learning, while Diane Ceo-DiFrancesco and her co-authors examine mutuality in Spanish and English language study via virtual exchange among universities in five countries. Tom Kelly and Kate Nolt present research evaluating the impact of service learning in the Dominican Republic, while several articles discuss discipline- and program-specific partnerships with universities in China. Finally, Van Houweling and Miller as well as Brayden and Ormond examine better use of existing technologies and pedagogies to promote access, solidarity, and companionship.

In addition to this collection, this issue features articles on how to better integrate Ignatian principles into institutional structures, professional development programs, and global citizenship.

“Great love produces great hope,” wrote the Jesuit Jon Sobrino about his colleague and Jesuit brother, Ignacio Ellacuría.² Both men frequently urged their international university partners to better understand the reality of the majority of the world's peoples. Now, as the pandemic reveals both our global connectedness and enduring injustice, may our love for transformative education produce great hope for our world. 

Notes

¹ Society of Jesus, *Universal Apostolic Preferences*, accessed May 16, 2020, <https://jesuits.global/en/about-us/universal-apostolic-preferences>.

² Jon Sobrino, S.J., Ignacio Ellacuría, and others, *Companions of Jesus: The Jesuit Martyrs of El Salvador* (New York: Orbis, 1990), 56.