

Jesuit Higher Education: A Journal

Volume 10 | Number 2

Article 1

November 2021

Editorial

Kari Kloos
kkloos@regis.edu

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Recommended Citation

Kloos, Kari. "Editorial." *Jesuit Higher Education: A Journal* 10, 2 (2021). <https://epublications.regis.edu/jhe/vol10/iss2/1>

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Editorial

Kari Kloos

General Editor

Assistant Vice President for Mission and Professor of Religious Studies

Regis University

kkloos@regis.edu

As this issue of *Jesuit Higher Education: A Journal* is published, we are midway through the Ignatian Year. Remembering Ignatius's conversion and pilgrimage 500 years later, we reflect on his call to conversion, to spiritual transformation, to companionship, and to service, pondering its relevance to our work at Jesuit universities today. And while we can find many points of resonance with Ignatius's journey, we also live in a world markedly different from his.

Considering this modern global context, the special collection featured in this issue—**Loyola Marymount University's Solidarity and Global Citizenship Collection**—explores how a faculty immersion program in Costa Rica can illuminate Jesuit universities' commitment to solidarity. Following an **introduction and overview** by guest editors Elizabeth Reilly and Katherine Brown, LMU President Timothy Snyder considers in **"In Students We Trust"** what we might learn about solidarity from the current generation of traditional undergraduate students, which he calls the Solidarity Generation.

Building on Snyder's foundation, **"Mission and Mundialización"** by Brown and Reilly explores the distinction made by Fr. Arturo Sosa, Superior General of the Society of Jesus, between globalization and *mundialización*, honoring and engaging differences among human cultures as global citizens. Articles by Brown and Reilly on **pilgrimage**, John Sebastian on **social grace**, and Joseph Connelly on **Ignatian pedagogy in immersion experiences** further explore how immersion can develop solidarity and global citizenship. Finally, a **photo essay** offers short reflections from participants in the immersion featuring their insights on the topic.

This issue also continues another [special collection on the Universal Apostolic Preferences](#) of the Society of Jesus, exploring

how the Jesuit universities might engage them more deeply in thought and practice. Unpacking what a "preference" can be, David DeCosse argues for a **virtue ethics approach to integrating the UAPs** through practices. His reflection clarifies the preferences while also inviting us to be more intentional about developing practices. Susan Haarman and Annie Selak's **"An Examination of Alternative Break Trips and Whiteness in Jesuit Higher Education"** complements the LMU collection, exploring how alternative or service trips have evolved and yet still tend to operate from a colonizing perspective of whiteness. Their engagement with the UAPs of "walking with the excluded" and "accompanying youth" offer strategies to resist colonizing patterns.

In **"Educating for a Hope-Filled Future"** student Christo Fosse and professor Kathleen Smythe engage in a dialogue about how their course engaged the UAP to "journey with youth in the creation of a hope-filled future" by concretely providing lenses and practical approaches to seemingly intractable divisions and entrenchments. Finally, Mark Graceffo's comparison of **Ignatian discernment and Integral Yoga** offers a way to engage those who are drawn to yoga more than to traditional religion with the UAP of "showing the way to God through the Spiritual Exercises and discernment."

In addition to these two collections, we also include regular articles on **the Mission Priority Examen, the relationship between AJCU presidents and rectors, and Jesuit pedagogy and values in education programs, online learning, and social media engagement**. We hope that this issue provides resources to engage in the transformative journeys possible in Jesuit higher education, 500 years after Ignatius and counting. 