

# Introduction

Catholic higher education institutions, in their various forms and contexts, share many similar concerns and interests. Although these Catholic colleges and universities vary in size, in scope, and by geographic region, they focus much time and energy on matters related to Catholic identity, governance, academic affairs, Catholic Social Teaching integration, and student characteristics. In keeping with this focus, this issue is a compilation of articles on such topic areas, addressing issues that are broad in scope and deep in meaning.

To open the issue, Sr. Amata Miller discusses a faculty-led and faculty-driven approach for strengthening Catholic identity on a college / university campus. Shared with a national audience of Catholic higher education leaders at the 2011 ACCU Annual Meeting, this innovative “infusion approach” calls for broad engagement across the institution and among the faculty and staff who work most directly with students.

Rev. Sean Sheridan then tackles the topic of juridic personality and maintains that because of its special bond with the Church, a Catholic university is subject to canonical rights and obligations even if it is not established as a distinct juridic person.

Two articles on the subject of academic affairs and liberal arts explore the role of and unique challenges and opportunities offered within Catholic higher education. Leonard Franchi presents the notion that, in the context of Catholic higher education, the liberal arts are a valid and worthwhile force for the common good and therefore require intellectual space in society for the mutual benefit of the Church and the Academy. Richard Jacobs explains the results of his study, which shows how a group of faculty leaders define academic freedom and its practice in classroom speech. The article offers suggestions for understanding academic freedom in the context of the university’s religious mission as well as in light of the American Association of University Professors’ policy and *Ex corde Ecclesiae*.

The next three articles focus on the Catholic Social Teachings (CST) of the Church in the context of Catholic higher education. Roger Bergman sets the foundation for the section with his article’s exploration of the Church’s history of educating for justice. Using two major sources from the tradition of Catholic higher education, Blessed John Henry Cardinal

Newman and Saint Ignatius of Loyola, Bergman demonstrates that concern for social justice has long been a fundamental dimension of the Catholic university, beginning well before the publication of the Church's social teaching in the late nineteenth century. Next, Denise Doyle and Robert Connelly tell the story of one Catholic university's initiative to provide faculty with the tools and knowledge necessary to embed CST throughout their course curricula. To conclude the section, Susan Crawford Sullivan and Margaret Post present a case example of how courses on topics such as leadership, community organizing, and social movements were effective mechanisms for integrating CST and for providing moral and ethical foundations for active citizenship into adulthood.

To close the issue, Br. Daniel Horan and Melissa Cidade share the results of their study, which examines emerging trends among millennial undergraduates who earned degrees in philosophy or theology. Their findings show that this cohort exhibits a greater interest in the formal study of philosophy and theology than previous generations, which has implications for how Catholic colleges / universities might respond with programming customized to reach this new generation.

I trust that the depth of discussion and breadth of scope this issue offers will provide you with ideas and practical methods with which to apply, to strengthen, and to promote understanding for your particular tradition and Catholic mission within Catholic higher education.

Lorraine Sloma-Williams, Ed.D., Associate Editor