

Introduction

This issue of the *Journal of Catholic Higher Education* continues the conversation on Catholic Social Teaching (CST) that we initiated in the Journal last year, in issue 27.1. It explores the wisdom CST offers to business education and to macro issues such as globalization and sustainability at Catholic colleges and universities.

Stephen Porth, John McCall, and Joseph DiAngelo examine a central question that has relevance and implications for all dimensions of Catholic higher education: Is business education at Catholic colleges and universities different than business education at secular institutions? The authors examine this question in the presentation of the findings of their empirical study on this issue.

Michael Naughton continues the conversation with the proposition that the key to a mission-driven business education at Catholic universities rests in a correct understanding of the Catholic social tradition as an exercise in practical wisdom.

Many Catholic colleges and universities assist the integration of CST principles in curricular programming by offering mission educational opportunities for faculty. Yet, a challenge emerges when many institutions rely on adjunct faculty who may not receive such opportunities. Doug Gambrall and Mark Newcomb present the findings of their study that quantifies how dependent Catholic colleges and universities are on adjunct instructors for accelerated business courses, and suggest some ways that adjunct faculty formation might be undertaken for better inculcating principles of CST among adult learners.

Two articles speak to the importance of linking CST to wide-ranging social implications. James Ball, Zaida Martinez, and Brian Toyne argue that CST can help present globalization's broader impact on societies, providing an essential element in the moral education of future business leaders. Steven Kolmes and Russell Butkus anchor the notion of sustainability at Catholic colleges and universities in CST. To do this, they present The Natural Step, a process developed to help businesses and communities move toward sustainability. They reveal findings from a gathering of 27 scholars and professionals who discuss

how four system conditions apply in the Catholic higher education context.

May this issue continue to enrich your good work in Catholic higher education.

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