

## Introduction

Welcome to the inaugural issue of the *Journal of Catholic Higher Education*. We are hopeful that the new name and cover, expanded size, inclusion of article abstracts, and a rigorous blind peer-review process will strengthen the readability, scholarship, and distinctiveness of the *Journal*. We celebrate the great work of Catholic higher education that has been shared through this publication since the summer of 1975, first by the semiannual publication of *Occasional Papers*, then since the summer of 1980 as *Current Issues in Catholic Higher Education*, and henceforth as the *Journal of Catholic Higher Education*.

During the past eighteen months, we have been working behind the scenes to secure more than 150 peer reviewers, comprised of faculty members, administrators, and content experts across 50 subject areas related to Catholic higher education. In addition, we have contracted with one of the largest and most respected national publishers of academic journals: The Sheridan Press/Dartmouth Journal Services. We believe this cohort of scholars and a nationally recognized academic publisher will strengthen the credibility and visibility of the *Journal*.

We commit ourselves to continuous improvement of the *Journal*, especially with regard to processes of submission and review, as well as research potential. To that end, we are pleased to announce that we have contracted with EJ Press as our new electronic submission and peer review software system (see ACCU website for details). Finally, in the year to come, we plan to have the *Journal* available on-line in a fully searchable format.

In this issue, the *Journal of Catholic Higher Education* celebrates the theme of Catholic Social Teaching (CST) and its application in Catholic higher education. This rich treasure of wisdom provides grounding and direction for scholarship and professional training in our colleges and universities. We begin with an article based on a talk given by Renato Raffaele Cardinal Martino, in which he presents the *Compendium of the Social Doctrine of the Church* and how it can be implemented at Catholic colleges and universities.

Two articles review the challenges and opportunities involved in integrating CST into professional education programs. Mary Ann Brenden examines how professional education programs can fulfill the mission of sponsoring institutions and specific professions. Linda Plitt

Donaldson describes efforts to integrate CST into a graduate social work seminar on social justice and social change.

Service-learning is explored by Jennifer Reed-Bouley. She examines how service-learning courses can teach students CST by engaging students in a process of social analysis.

CST in the context of business education is considered in two articles. Joseph F. Castellano and Victor Forlani present a model for integrating CST into a business core curriculum. Traci B. Warrington, Arlene J. Nicholas, and Judith Keenan provide a case study of how a business studies and economics department integrated the Mercy mission within a service-learning program.

Mary Lynne Gasaway Hill and Andrew J. Hill identify how Catholic colleges and universities can animate their service and teaching missions by developing initiatives which ground a service commitment to their communities in the teaching of shared values as articulated in CST.

Two articles examine the topic of law and CST. Andrew Skotnicki presents the tension concerning law and judgment in the Catholic tradition and suggests how insights from CST offer some clarity. William George contends that Catholic universities should vigorously engage international law and explains how international law is an apt and critical dialogue partner for CST.

The issue concludes with an article by Mary S. Laver, who asserts that Catholic nongovernmental organizations are excellent resources for Catholic colleges and universities seeking to integrate social justice into educational programs and institutional practices.

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

Michael Galligan-Stierle, Ph.D., Editor