

Now in its fourth year, The Journal of Critical Thought and Praxis (JCTP) remains committed to developmental review, interdisciplinarity and social justice. We are also growing. In the past year alone, we have had nearly 5,000 manuscript downloads, and, based on new download mapping technology, can see that our readership is truly global. We hope to continue to draw readers and authors that span academic disciplines as well as to encourage more submissions from activists engaged in the grassroots work of building social justice movements and practitioners who work in the broad field of social change. The 2015 Winter Issue reflects these commitments. This Issue contains six manuscripts and one book review. As I delved into each of these papers, I found two key themes that emerged, which serve as an organizing concept.

The first theme centers on the notion of being welcome and how visual artifacts, social movements, and identity based resource centers all negotiate this complexity. Shannon Archibeque-Engle's piece, *Visual Ethnography Assessment of Departments of Animal Sciences at Three Land Grant Universities: Who is Welcome?*, explores how visual symbols may signify powerful racial narratives about who is welcome in these institutions. In Chris Linder and Rachael C. Johnson's piece, *Exploring the Complexities of Men as Allies in Feminist Movements*, we hear a critical narrative that examines men as allies in feminist movements and how their inclusion can reinforce oppressive dynamics that inhibit social change work. Finally, we have a piece by Erich Pitcher, *Another World is Possible: Envisioning an Intersectional Social Justice Student Affairs Praxis*, where the author explores identity based student affairs centers that do not adequately address intersectionality, particularly as it relates to the complex needs of transgender college students.

The second theme that emerged from these manuscripts focuses on liberatory research and pedagogical practice. Mitsu Narui, Kimberly A. Truong and Tryan L. McMickens, in their piece, *Independent Study: How Three Doctoral Students Tackled Issues Recruiting Participants and Collecting Data with Historically Underrepresented Populations*, explore the challenge of working with historically underrepresented populations. Their article provides recommendations on how to modify recruiting and data collection phases by acknowledging historical dynamics in conducting research with participants who have been underrepresented and who have often been systematically exploited through the research process. In the piece, *Applying a Freirian Lens on Social Justice Education: One Practitioner's Perspective*, D. Scott Tharp focuses on how to better embody and integrate Paulo Freire's work in higher education teaching and learning. Our final manuscript, *Sustaining Social Justice Learning: What Teacher Educators Can Do.*, by Ann S. Ticknor, examines how social justice can be further integrated into the development of K-12 pre-service teacher identity. We have also included a review of Rosamund Sutherland's book, *Education and Social Justice in a Digital Age*, written by Rachel Arteaga.

JCTP endeavors to fill a gap in critical scholarship that spans disciplines and further promotes scholars, activists and practitioners who are dedicated to bridging their theory with practice with an overarching focus on how to better integrate social justice in their work. I encourage our readers to continue to submit pieces that span multiple disciplines and that move beyond the ivory tower. By doing so, you will help us continue to be relevant in the field of social justice. As I step away from my role as Editor, I am excited to watch as JCTP continues to evolve as a powerful forum for social justice scholarship.