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Welcome to the 2022 Volume of the New York Journal of Student Affairs!

Thank you for visiting the New York Journal of Student Affairs. This is the second volume edited by this editorial team and hosted by the Higher Education Administration (HEA) Program at Stony Brook University, The State University of New York (SUNY).

The first article in this volume, “Conceptualizing the Campus Culture: The Significance of Cultural Artifacts,” was submitted by Ryan Theroux (Curry College) and Derek Furukawa (University of Hawaii). Theroux and Furukawa describe how cultural artifacts convey meanings and messages to campus communities, while providing insights into the culture of a college or university. This multidisciplinary literature review considers anthropological, organizational, and academic perspectives that are reinforced with institutional examples to better understand how students learn about the culture which impacts their college choice. The authors contend that a greater awareness of the multiple meanings of physical, verbal, affective, and behavioral artifacts can allow staff, administrators, and others in the campus community to reinforce values including key artifacts such as traditions, rituals, symbols, language, and architecture.

Our second piece is a book review, submitted by a team that includes Kayla Hood (Davidson College), Rashawn McKenzie (Clemson University), Drew Johnson (Syracuse University), and Michelle Boettcher (Clemson University). In this piece, they review Brandon Taylor’s Real Life: A Novel (2020), which is a compelling book. The authors seek to support contemporary graduate students and challenge practitioners in a conversation about student development inclusive of popular culture. This team addresses the implications of identity...
development for higher education and student affairs with emphasis on addressing racism, past trauma, and internal conflict. They consider the implications for graduate students and student affairs professionals, especially those who hold diverse identities.

The third article is a study, submitted by Joshua Bishop (Hobart and William Smith Colleges), on positive workplace adaptations made during the COVID-19 pandemic within the higher education setting. Bishop surveyed groups of professionals in the field and reported on options such as work from home, schedule flexibility, and increased sustainability. This author ultimately concluded that, despite the negative aspects of the pandemic, many professionals were able to create positive change not only for themselves, but also for their institutions and students.

We hope that you enjoy this edition, and we appreciate that you are visiting the *New York Journal of Student Affairs*. We invite you to check out our website for the latest articles as they are published online. As always, we encourage you to consider doing research on student affairs topics important to you, and of course submitting them to *NYJSA*!

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