

9-1-2022

Comments from the Editor

Robert M. Mangione

Stony Brook University, robert.mangione@stonybrook.edu

Susan V. Iverson

Manhattanville College, susan.iverson@mville.edu

Follow this and additional works at: <https://commons.library.stonybrook.edu/nyjsa>



Part of the [Community College Leadership Commons](#), [Higher Education Administration Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Mangione, R. M., & Iverson, S. V. (2022). Comments from the Editor. *New York Journal of Student Affairs*, 22(1). Retrieved from <https://commons.library.stonybrook.edu/nyjsa/vol22/iss1/1>

This Editor Note is brought to you for free and open access by Academic Commons. It has been accepted for inclusion in *New York Journal of Student Affairs* by an authorized editor of Academic Commons. For more information, please contact mona.ramonetti@stonybrook.edu, hu.wang.2@stonybrook.edu.



NEW YORK JOURNAL {OF}
STUDENT AFFAIRS

New York Journal of Student Affairs
Editorial

Volume 22, Issue 1, 2022

Comments from the Editor

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.

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*!

Robert M. Mangione, EdD

Co-Editor, *New York Journal of Student Affairs: The Journal of the College Student Personnel Association of New York State*

Executive Director of Educational Programs and Curriculum, Faculty Director, Higher Educational Administration Program

School of Professional Development, Stony Brook University

Susan VanDeventer Iverson, EdD

Co-Editor, *New York Journal of Student Affairs: The Journal of the College Student Personnel Association of New York State*.

Professor of Higher Education Leadership, Director of the Doctoral Program in Educational Leadership, Coordinator of the Higher Education Concentration

School of Education, Manhattanville College

