



Editorial

Comments from the Editor

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Welcome to the second issue of the *CSPA-NYS Journal of Student Affairs*, volume 11, number 2. Our excitement when the inaugural issue was published in April was tempered by the realization that the journal was not a one-time-only publication. We immediately began preparation for the November issue. I again wish to thank managing editor, Danielle LaMarre, and copy editor, Dr. Logan Hazen, for the hard work that resulted in this November issue. To allow for all manuscripts to be reviewed by three peer reviewers, we expanded the editorial board by adding seven new members to the founding board. They represent public and private institutions and organizations; they are faculty members, senior student affairs professionals, and researchers; and they come from across New York State. Welcome to Dr. Kevin Hearn (Niagara University), Dr. Sara Klein (Wagner College), Dr. Kimberly Kline (Buffalo State College), Dr. Margaret McCarthy (Canisius College), Dr. Patrick Mizak (Canisius College), Wendy Neifeld-Wheeler (The College of St. Rose), and Dr. Kim Yousey-Elsener (CampusLabs).

As a new journal we are continuing to work to establish ourselves as a venue for scholarship and reflection that is relevant to the work of student affairs professionals at colleges and universities. This issue of the journal contains one research article and one reflection piece that continues the discussion of *Envisioning the Future* that was begun in our inaugural issue. Both articles invite further discussion and research on the findings they present.

In their article, “Reflecting on the Past; Shaping the Future of Student Affairs,” Michael Stebleton and Marina Aleixo continue the discussion of *Envisioning the Future*. They connect the themes in *Envisioning the Future* to the needs and aspirations of traditionally underserved and diverse populations, including immigrants. They also connect the themes in *Envisioning the Future*, particularly its focus on student success, to the traditional values of the student affairs profession. They remind us that it is our goal to ensure that *all* of our students are successful, and they argue that student affairs professionals “play key roles in helping to understand the needs, issues, and goals of historically underserved groups.” They argue that the profession’s commitment to traditional themes and values such as “developing the whole student” and “student involvement” require a social justice perspective.

This journal is one venue where the discussion of *Envisioning the Future* has continued beyond the question of the consolidation of ACPA and NASPA. As Stebleton and Aleixo have shown, the challenges of the document go far beyond that specific issue. I hope that others will join the conversation we have started in this journal and engage other themes raised in *Envisioning the Future* that affect the future of higher education in general and student affairs in particular.

Jorg Vianden, a member of the faculty, and Kerri Smith, a residence life professional, collaborated on research that studied the experience of faculty members who were involved in

out-of-class academic initiatives with students. They found that faculty members were often unsure and uncomfortable in unstructured out-of-class experiences. They provide helpful advice for student affairs professionals who wish to involve faculty members in such experiences. Their research was conducted at a large research institution, and they invite others to conduct similar studies at other types of institutions. Studying effective student affairs/faculty collaboration is a theme that is very appropriate for a theory-to-practice journal such as this and could be an area where we can make a significant contribution.

I am very pleased with the quality of the articles presented in this issue. In future issues I hope that research and reflection will continue and be joined by descriptions of best practices and model programs. I would ask our readers to consider sharing innovative programs and activities that they are engaged in on their campuses by writing about them in the pages of this journal. We will be looking for connection to relevant literature, a description of the program, and how it was assessed. Our next issue is scheduled for April 2012.

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