



*Editorial*

*Comments from the Editor*

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Welcome to the second issue of the twelfth volume of the *CSPA-NYS Journal of Student Affairs*. This issue closes the second volume of the journal's new life online since its re-establishment in 2009. As always, I would like to thank all those who submitted and reviewed manuscripts. I also would like to thank Danielle LaMarre, managing editor, and Dr. Logan Hazen, copy editor, in particular, for their ongoing hard work to make this journal a reality.

Two fine articles comprise this volume. They each reflect the theory-to-practice philosophy of this journal. While not intentional, the two articles share a theme of providing what Sharon Daloz Parks termed a "mentoring community" on campus to two specific populations...veterans and African American men. Both articles address issues of "access" and "student success," two important watchwords common in higher education discussions today.

Each article in its own way demonstrates how complex these issues are. Each article points to a paradox in contemporary education. As education becomes more “high tech” and asynchronous, students crave more “high touch” and connection. These articles demonstrate that getting to know students as individuals and making connections with them still is essential for turning “access” into “success.” The work done by student affairs professionals in this regard continues to be an important element in the “education of the whole student.”

Jorg Vianden, John A. Kuykendall, Robert E. Mock, and Rachel Korb did a qualitative study of 10 African American men at a predominantly white research institution. They learned that these men wrestled with “distracting messages” from family, friends, schools, and communities that challenged their potential success at the institution. They offer suggestions for supporting college-bound African American men. In the second article, Mark Bauman and Denise L. Davidson utilize the 1944 work of E. G. Williamson, then president of the American College Personnel Association (ACPA), as a framework for addressing the contemporary needs of returning veterans. Williamson reflected on the implications of the “new” G.I. Bill for veterans returning from World War II and offered suggestions for colleges and universities to address the needs of this population. Bauman and Davidson find that his reflections remain relevant today for veterans returning from the Iraq and Afghanistan wars.