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Comments from the Editor

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Editorial

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Comments from the Editor

Welcome to the 2023 Volume of the *New York Journal of Student Affairs*!

Thank you for visiting the *New York Journal of Student Affairs*. This is the third volume 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, “Increasing Study Abroad Participation Among Historically Excluded Students,” was submitted by Daniel J. Scanlon (Iowa State University) and Kimberly A. Kline (SUNY Buffalo State College). This qualitative study examines faculty and staff experiences in the development of study abroad programs as part of an effort to better understand the causes of inequity in participation rates among racially minoritized and first generation, historically excluded students. The authors note disparities in social and cultural capital, as well as the neglect of identity-related experiences, as factors for consideration.

Our second piece is a literature review that focuses on LGBTQ community college students. It is titled “LGBTQ Community College Students’ Decreased Sense of Belonging,” and was submitted by Joseph Falco and Michael Sparrow of New Jersey City College. These authors seek to determine the root causes of decreased sense of belonging with a focus on three themes: heteronormative and cisnormative campus and classroom climates; a lack of LGBTQ-specific training for administrators, faculty and staff; and a lack of LGBTQ-specific programming and services on campus. Ultimately, the pair assert that creating a LGBTQ Task Force to promote affirmation, inclusion, safety, and visibility could help to address this concern.



The third article takes on another two important issues in higher education: accommodating undergraduate students with autism spectrum disorder (ASD) while better supporting the increasing number of adjunct faculty employed by institutions of higher education. Tamara Faure (Farmingdale University) and Pietro Sasso, PhD (Stephen A. Austin State University) offer “Collaborative Challenges Between Educational Accessibility Coordinators and Adjunct Faculty in Support of Autism Spectrum Students.” Their descriptive phenomenological study explores the perceptions and experiences of educational accessibility coordinators with adjunct faculty in their implementation of learning accommodations. The duo suggest that professional development is needed to assist adjunct faculty in addressing a lack of readiness among students with ASD as well as a limited commitment to cooperation that is exacerbated by short-term employment.

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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