



LETTER FROM THE EDITOR

The Journal Board is proud to bring you the Fall 2022 issue of *The Journal of College and University Student Housing*. I hope your quarter or semester is off to a good start and you are starting to enjoy the beautiful weather and sights of fall. This was not a special theme issue, but, interestingly, all the manuscripts ready for publication as we were putting this issue together use qualitative approaches and focus on a diverse range of student experiences in housing and residence life. Each manuscript offers important implications for research and practice in our field regarding this critical and timely topic. We encourage you to read and reflect on the contents of this issue and how these insights can help us as we process all the changes we are experiencing in our profession. Reflect on the contents, share it with others, and see where the conversation leads.

Maximilian Schuster and Rachel Stalker start us off with their qualitative study that helps fill a gap in the literature by reporting the experiences of 21 resident assistants with minoritized identities attending four different 4-year higher education institutions in the United States. Next, Matt Nadler, Sonia Saeed, and Dustin Grabsch focus on multicultural residential communities and how the residential experience of students connects to the competencies outlined by the National Association of Colleges and Employers (NACE). The third article, written by Wonjin Sim and Jessica Stahl, presents the perspectives of 15 female international students who reside in a multicultural living-learning community; the findings reveal benefits and challenges that students experience in multicultural LLCs, along with factors that helped facilitate roommate relationships. Next, Genia Bettencourt and Brittany Perez examine how working-class RAs perceive social class and classism within residential life, revealing a series of tension points where RAs provide important support for working-class students and offering suggestions to better support them in their positions. Finally, Ezinne Ofoegbu, Jamie Puglin, and Chester Miller, Jr. round out this issue with a paper that discusses the factors that should be considered when designing living-learning communities for students who identify as LGBTQ+.

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As in every issue, we owe many thanks to the volunteers and devoted staff who contribute to the process of publishing *The Journal of College and University Student Housing*. Our associate editors carefully guide and mold the process, overseeing teams of talented and dedicated reviewers. Our copy editor for this issue (and many past issues), Christine Freeman, carefully, quickly, and professionally handles this important step towards publication. Ellen Gray shared her creative talents as the graphic designer for this issue. Finally, Katie Boone, Christopher Heasley, Zachary Bevis, Tony Cawthon, and Amy Paciej-Woodruff provided thoughtful and insightful discussion questions for each article in this issue. I am confident there is something useful here for everyone who reads it. Enjoy the articles, utilize the discussion questions, and be thoughtful about how you can use and apply the information you learn from these pages.

Sarah Gordon, Editor

The Journal of College and University Student Housing

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