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Letter from the Editor

My how our world has changed since the spring issue of *The Journal of College and University Student Housing* was published! I have been thinking of my colleagues and friends in housing all over the U.S. and around the world during this pandemic. I know you have all been working around the clock to care for students, reinvent and reimagine the logistics of move-out and move-in, train and support staff, and balance the changes in your day-to-day work and personal lives. While this pandemic has made many things more difficult and challenging, I believe it has also brought many things to light—the important role our profession serves in the lives of students and our campuses, the meaning the residential experience holds for students’ college experience, the value our services provide for our students and the community at large, and the need for student affairs professionals across the board. Thank you so much for the work you do and the care you show for students and the field of higher education. Truly, we couldn’t have gotten by without you over the course of the last six months. Please know your work is important and valued, and the research and assessment work contained in the pages of this journal continue to highlight what housing and housing professionals bring to the proverbial (and socially distanced!) table.

In this issue, readers will find a blend of articles that mostly center around identity, student development, and the student experience in residence halls. Julie Koch, Lindsay Murrell, Douglas Knutson, and Dillion Federici point out the prominent roles that residence life staff play in promoting college students’ mental health and responding to their concerns. Their study explores the relationships between students’ character strengths, subjective well-being, and social group participation as they relate to student mental well-being. Benjamin Meagher focuses on place identity and lends support to the idea that adaptable housing, wherein students customize and personalize their living spaces, is associated with multiple psychological benefits. Jordan Fullam and Andrew Hughes investigate how residential

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students experienced a recently established faculty-in-residence (FIR) program and how relationship development within the FIR experience helped students understand lifelong learning and address the big questions of life. Samuel Wonson, Lori Moore, Pauline Wade, Dustin Grabsch, Kasey Martinez, and Andrea Ogilvie explore student identity development and how it is tied to participating in a field-specific LLC. Finally, Elsie Li Chen Ong, Albert Chau, and Robert Chung examine how student relationships with hall mates, tutors, and hall staff might impact student outcomes.

As always, 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*. I would like to give a special shout out to the volunteers for this issue, as they have given of their time and energy during a period when both of those are especially precious. The associate editors—Denise Davidson, Kerri Smith, Jamie Penven, and Phil Badaszewski—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. Jennifer Shoffey Forsythe shared her talents as the graphic designer for this issue. Finally, the staff in the Educational Leadership and College Student Affairs Department at Bloomsburg University 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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