

From the Editors

The *NACADA Journal's* development over the past nine years has been a close mirror of our organization. Both have been growing and evolving over the years since they began, and both have focused much attention on the mission, definition, and tasks of academic advising. Our first editor, Edward L. Jones, accomplished the admirable task of putting together a journal that addressed the issues of a fledgling organization whose membership was in search of colleagues, of a conceptual base, of shared successes, and of recognition of the professional status of advisors within the academic community. Our second editor, Edward J. Danis, continued this direction for the Journal, reformatted it, and guided it toward the social science orientation it now has. In undertaking the "third phase," we plan to move toward broadening the nature of the articles we publish in recognition of the wide diversity of needs and interests of NACADA members. We also plan to solicit and support the submission of research-oriented articles that provide verifiable evidence for many of the assertions we make about advising.

One type of statement that we frequently hear, for instance, addresses the benefits of good academic advising, e.g., increased retention, better adjusted students, greater levels of satisfaction with the institution. But when administrators ask for hard data to substantiate these claims, we are at a loss. These data are hard to find. As editors, we want to encourage the publication of quantitative studies; we, as a profession, cannot afford to rely on personal insight and intuition to form a credible structure for our knowledge base. We need objective studies to justify these beliefs.

On the other hand, many of our ideas have their developmental roots in "thought papers," those papers where authors describe conceptual structures that form the necessary guidelines for our hands-on, day-to-day interactions with our students. Such papers, which are not necessarily

data-based, are also necessary and will be welcomed in the Journal.

To complete this balance, we are also looking for descriptions/evaluations of new, exciting programs that have transferable components within the field of advising.

To address the eclectic nature of our membership, we plan to introduce articles that address the broad concerns of advisors and their students. In this issue, for instance, Sheila Tobias's article on math anxiety has implications for students in many disciplines and implications in relation to gender, as well. In our next issue we plan to publish articles that address issues of how institutions and programs are ranked; program assessment; and college athletics, race, and advising. We welcome suggestions, inquiries, and submissions of articles that will be germane to the interests of academic advisors.

In this same vein, we are soliciting books for review from a wide variety of publishers on the assumption that the advisor's toolbox is best stocked with materials from both the academic and the popular press. We also assume that advisors are better equipped if they are familiar with the books that are marketed for their students, as well as those marketed for an academic audience. The "how to" book market can frequently provide us with resources for helping students address such issues as resume writing, assessing job and postgraduate study options, application procedures, and the like. And publications from the academic book market that describe student life can surely give us valuable insights into the needs and visions of the students we serve.

As editors, we invite you to explore your ideas with us as you think about preparing manuscripts, and we invite your suggestions for change and innovation. We plan to publish a journal that has many components: research, theory, controversy, breadth, and service. Please be a critical readership. Your input is central to our success.

Howard Schein and Patricia Bowers

NATIONAL CLEARINGHOUSE FOR ACADEMIC ADVISING

A Repository and Distribution Center for Information About All Aspects of Academic Advising

Question: Who can use this clearinghouse?

Answer: Any person with a professional interest in academic advising may contribute to or request information from this clearinghouse.

Question: What does the Clearinghouse contain?

Answer: Information about advising topics, including bibliographies, books, serials, other printed materials, and nonprint resources.

Examples of topics for which information is needed **and/or** available:

- Administrative Models
- Advisor Evaluation
- Advisor Training
- Advising Special Populations such as
 - Adult Students
 - Athletes
 - Honors Students
 - International Students
 - Undecided Students
- Career Advising, including
 - Career Decision-Making
 - Career Development
- Developmental Advising
- Peer Advising
- Student Development

Question: What does the Clearinghouse charge for its services?

Answer: Only the cost of providing information to those who request it (i.e., duplicating and postage). The Clearinghouse is a nonprofit organization committed to serving professionals who need information about academic advising.

Question: Who operates the Clearinghouse?

Answer: The National Clearinghouse for Academic Advising was established by University College and The Ohio State University and is cosponsored by the National Academic Advising Association

The Ohio State University
The National Clearinghouse for Academic Advising
University College
206 **Enarson** Hall
154 West 12th Avenue
Columbus, OH 43210-1390