

Editor's Statement

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From time to time, prospective authors ask me if the *Academic Athletic Journal* is an appropriate place to submit manuscripts they have written or are considering writing. This question frequently comes from new N4A members and non-members who have an interest in issues affecting student-athletes. My answer to this question is almost always "yes," followed by an attempt to explain what the scope of the *AAJ* is. Perhaps now is an appropriate time to articulate in greater detail what the editorial policy is.

While the audience of the *AAJ* is a diverse, all readers are bound by their common interest in working with student-athletes. Similarly, the scope of content appropriate for the journal is broad; the primary requirements are that manuscripts address issues having an impact on the experience of student-athletes, and that the implications for counselors and advisors working with student-athletes are fully discussed. This includes formal research papers and papers of an applied nature. Manuscripts that describe innovative support programs and methods of service delivery are always welcome, as are those describing research performed with student-athlete populations to better understand their personal, social, academic, and athletic experiences. Discussions of social and cultural factors affecting the student-athlete experience are appropriate as well, provided that such papers clearly address the implications of those factors for counselors and advisors working with student-athletes. Some would argue that discussions of such factors are better left to sociology journals, but because current models of student-athlete support services view student-athletes as holistic beings with concerns spanning many domains, it is important to examine relevant social and cultural influences in this journal.

The present issue offers an excellent illustration of the scope of content, with the articles by Hollis and by Andersen and his colleagues discussing important social factors and their implications for athletic counselors and advisors, while Hickmann and her colleagues describe a focused intervention program for student-athlete academic success. The *AAJ* is also an appropriate forum for sharing research conducted with professionals working in various advising and counseling capacities with student-athletes. Included here would be surveys of advisors and counselors that explore their training and experience, and their reactions to various aspects of their work with student-athletes. This is not an exhaustive list, but it does illustrate the types of manuscripts that are likely to appear in the journal.

There are other topics that provide excellent opportunities for publishing in the *AAJ*. One area of increasing significance is the role of technology, particularly electronic learning resources, in student-athlete support services. Discussions of the ways various institutions have developed their electronic learning programs for student-athletes would be most welcome. As always, the *AAJ* is interested in outcome studies. The desire to learn about new interventions and their effectiveness is clearly evident at professional meetings and in eavesdropping on on-line discussions. Because the literature on student-athlete services is sorely lacking in this important area, there are many publication opportunities available.

In closing, there are many topics waiting to be explored and discussed, whether in extended articles, or shorter submissions. The most important criterion used in judging a paper's worthiness for acceptance is clearly linking the topic in a meaningful way to our work with student-athletes. As long as that is done, almost any subject is fair game.