

From the Editor

The Fall 1990 issue of the *NACADA Journal* is about six months late. There is a very basic reason for this: We do not have a backlog of articles that we can utilize when the publication date rolls around. In order to **generate** the number of journal pages necessary to form a complete issue, we need a minimum number of manuscript pages. When the May 1990 production deadline rolled around, we did not have these pages. We did not have them until we reached the December 1990 production deadline for the Spring 1991 issue. And, at that time, authors who were shooting for this date also sent in final copy giving us enough pages for two issues.

This combined Fall 1990/Spring 1991 issue is the result of that erratic **pattern** of our receiving final copy for the *Journal*. We are now seeing the emergence of a more stable pattern of submission of articles and hope that this will enable us to meet our publication schedule.

In this issue, we are introducing a new section to the *Journal*. Virginia Gordon of The National Clearinghouse for Academic Advising has prepared an annotated listing of citations of recently published articles from a wide variety of journals that are of potential interest to advisors. These references to the literature are meant to help advisors keep up with current research. This listing will become a regular feature in subsequent issues of the *Journal*. Occasionally, she will also provide us with extensive bibliographies to supplement key articles.

Another unique feature, in Volume 11(1), is David Webster's guide to quality ratings of graduate programs. How frequently are you asked to help students identify quality graduate programs in a wide variety of areas? This annotated

listing of quality ratings may be just the resource you need.

We are open to readers' suggestions about the types of articles and features that would be interesting and useful. I frequently solicit articles on specific subjects that I think you would like to read.

As editor, I am particularly interested in receiving articles that address the "developmental" of developmental academic advising. We advisors throw this adjective around quite a bit, and most of us have a personal definition that seems to work. But I am not convinced that users of this adjective share a common definition. The concepts that we attach to what we refer to as developmental advising make intuitive sense; who could argue that paying attention to students' developmental needs falls outside the advising realm? But our literature is not conclusive on the merits and values of the processes that we label as being developmental academic advising.

Some studies conclude that students want close, personal relationships with advisors; other studies conclude that students do not want these relationships. So what! Are we in the business of giving students what they want? Instructors load on the homework without giving a second thought to what their students want. The questions I would like to see addressed revolve around what students need and to what end.

Will developmental advising increase retention, satisfaction with education, and quality of education? I assume so. But when my dean is allocating funding, these assumptions must have a basis in proven cases. Do you have evidence? Please share it.

Howard K. Schein