

From the Editor

The two invited articles in this issue are written by people who are participants in the **NACADA Journal** Symposium that is part of the National Conference.

Last October, on the same day that Anita Hill was first heard at the Clarence Thomas confirmation hearings for the Supreme Court, Billie Wright Dziech, an expert on sexual harassment, addressed the NACADA membership. In this *Journal* issue Professor Dziech draws our attention to the serious problem of sexual harassment on campus. Since the first printing of her coauthored book, *The Lecherous Professor*, the prevalence of sexual harassment has been further documented and brought into the open on many campuses. In one cited study, for instance, over 10% of undergraduate women and over 22% of graduate women on a major research university campus reported instances of sexual harassment. Ten percent of 12,000 undergraduate women is a large number! By highlighting this campus issue, I hope that advisors will be encouraged to play an active role in helping students (and faculty, for that matter) address these problems on their campuses.

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The second invited article in this issue is by Wendy Kopp. In her 1989 Princeton University senior thesis, Wendy researched the prospect of a privately funded, nonprofit, national teacher corps. As founder of Teach For America, the organization that grew from this thesis, Wendy Kopp will address our 1992 National Convention to talk about her venture and the students of her generation who participate in this venture. Her article in this *Journal* issue outlines her experiences and her insights into the motivations of her peers and colleagues.

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Evaluation of the various aspects of advising (such as advisor effectiveness, program effec-

tiveness, administrative effectiveness, and student satisfaction) is an issue that many advisors confront, either personally or administratively. The *Journal* frequently receives manuscripts that address such questions as "What do students want?" and "How satisfied are students with . . .?" Student satisfaction is but one facet of advisor effectiveness. For example, if we were able to guarantee our advisees high grades, easy entry into the job market, and happy lives from the minute they left our offices, they would most likely report high satisfaction. But would that mean our advising had been effective? I think that neither the Association nor the literature adequately addresses this issue, and I welcome submissions to the *Journal* that do so.

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A short story: Last May, about a week before graduation, I was walking across campus and ran into a graduating senior I had worked with, on and off, during her undergraduate career. Usually we would have semesterly conversations about whatever advising/vocational/strategy-forming issues she brought to our meeting. I am not an "official" campus advisor. Students who seek advice from me get this advice without any strings; I have no authority over them and no access to their records.

We had a brief conversation—"What are your plans after graduation, blah, blah, blah . . ."—and parted in our different directions. After ten steps I heard, "Hey, Howie." I turned around to see her facing me 20 feet away (a scene lifted directly from a 60s European film, I thought). She smiled, called out "Thanks," turned, and kept going on her way.

That thanks is the only true way that I know that I have done a good job. How can that kind of experience be incorporated into a statistic?

Howard K. Schein