

EDITOR'S STATEMENT

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Success begins with knowing what we want, and then taking the necessary actions to get there. Along the way, we of course encounter numerous obstacles, temptations for taking shortcuts, and people who are there to teach us...by positive and sometimes negative example. And we know that, *if* we don't face those obstacles head-on, *if* we choose to take shortcuts, or *if* we ignore those teachers along the way, the journey often becomes rocky and appears to be insurmountable. If we challenge ourselves to step into the unknown, to raise the level of what is possible, and follow that with honest effort, action, and persistence, success will be manifest.

So it is not only in our lives, but in the lives of every student-athlete we encounter in our daily work. The tools we provide which empower our student-athletes to be successful academically, athletically, and in life, are crucial to not just their futures, but to the futures of those they will, in turn encounter. This volume of the *Academic Athletic Journal* (Volume 19, Number 1, Fall, 2006), provides informed research and commentary regarding some of these obstacles and tools. We invite you to read these articles, and to take what is useful to you and your student-athletes as you continue on your journey together.

The first article by Tebbe and Petrie examines the effectiveness of a learning strategies course in supporting at-risk first year student-athletes to improve their academic performance. Not only did these student-athletes perform as well as their regularly admitted counterparts, these researchers found a predictive relationship with the extent to which students took responsibility for their learning and their final course grades. The second article by Kane and Dale examines various concepts of theories of motivation for their predictability of student-athlete academic achievement. The authors found that of all variables studied, the concept of goal difficulty made the strongest unique contribution to student-athlete achievement. The authors also offer strategies for athletic academic counselors who wish to use academic goal setting as a tool for success. The third article by Comeaux and Harrison takes us in a different direction, as they explore gender and the effect this has

upon student-athletes' faculty contact and meaningful relationships, as well as how this mitigates academic success. The authors discuss the implications of their findings as they relate to how faculty and advisors can establish meaningful relationships with student-athletes. The fourth article by Lubker takes a look at the isolation that student-athletes often experience on our campuses, and how the physical campus environment and design can exacerbate this isolation for our students. Lubker provides food for thought regarding the unhealthy "protection" that this isolation provides, when student-athletes refuse to use other campus services, instead relying solely on the athletic department to provide the support they need. Our guest editorial, by Ken Baron, asks us to consider how we might more incorporate a study abroad experience for our student-athletes. He also provides helpful strategies for our use as we help our students to navigate these waters, which may seem impossible to them, but are in reality very probable growth producing experiences for our students.

The authors, editors and I hope you enjoy and benefit from this, the Nineteenth Volume of the *Academic Athletic Journal*. Best wishes for continued inspiration and professional growth.