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## EDITOR'S STATEMENT

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Greetings. As your professional association, the National Association of Academic Advisors for Athletics continues to strive for excellence in providing its membership with current, relevant research. As such, Volume 18, Number 1 of the *Academic Athletic Journal* brings you four new articles that are both diverse in their scope as well as their approach.

The first article by Douglas Muccio provides a phenomenological approach to looking at how college athletes cope with retiring from sport following their collegiate careers. Muccio identified four major themes as well as several sub-themes, which may be used by student-athletes, advisors, counselors, and coaches, to better understand this important developmental process in the lives of these students. The second article by Jennifer Bruening looks at the academic stereotypes of African-American female collegiate student-athletes at a large Midwestern university. This researcher also used the structured interview approach to identify several important perceived academic stereotypes from the vantage point of the student-athletes themselves. The author's discussion includes implications for athletic-academic counselors, coaches, faculty and administrators, as they attempt to provide a supportive community for this student population. Article three, by Daniel Kissinger and Joshua Watson, provides us with an excellent conceptualization of how the "Working Alliance Model," originally proposed by Bordin (1979), can be used by academic counselors and other professionals working with student athletes. Kissinger and Watson indicate that this very dynamic model may be very compatible for use with collegiate student-athletes as advising and counseling professionals assist them in navigating the developmental challenges they face. Article four by Marilyn Kaff, Adrienne Leslie-Toogood, and Teresa Miller explores support services that can be provided to college student-athletes with diagnosed learning disabilities. These authors provide an excellent foundation of self-advocacy training and strategy instruction as their premise for helping this important student-athlete population to reach its potential.

The authors, editors, and I hope you enjoy and find useful this eighteenth volume of the *Academic Athletic Journal*. I hope you are able to "Create a Balance" for yourselves professionally by taking a moment to read this journal, learn a little something more about the students you work with, and try something innovative in your work.