



Comments from the Editor

Welcome to the fall 2015 edition of the journal. We are pleased to offer a very different piece in this edition. Most often pieces are research-based, but in this edition we showcase a very theoretical piece. Authors **Mark Frederick**, **Pietro Sasso**, and **Will Barratt** even coined the term *metathodal* to describe their thinking. They derive the term from multiple (meta) theories (the) and models (odel).

In this piece the authors start by making the case that that we must look beyond the prevailing externally driven persistence, retention, and graduation rate measures, and beyond current student development models that have not “arrived at the ideal regression equation which fully informs the development of services, supports, interventions, and programs” (Frederick, Sasso, & Barratt, 2015, pp. 4-5). Borrowing from diverse theories and models, they propose the dynamic student development metatheodal (DSDM) to address retention, persistence, graduation success, as well as academic and co-curricular experiences. The piece offers pragmatic application of the DSDM process. Read the article to discover the details of what they propose!

We are excited to get this edition of the *New York Journal of Student Affairs* to you. As always, we encourage you to consider doing research on student affairs topics important to you, and of course submitting them to NYJSA!

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