

## Letter from the Editor

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### Recommended Citation

Reysen, Rebekah () "Letter from the Editor," *Journal of Academic Underperformance*: Vol. 1: Iss. 1, Article 1.

Available at: <https://egrove.olemiss.edu/jau/vol1/iss1/1>

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Dear Readers,

It is with great pleasure that I announce that this is the very first issue of the *Journal of Academic Underperformance*. Welcome to *the JAU*! My 12-year career working with college students on academic probation, suspension, and dismissal at the University of Mississippi is what inspired me to create this journal. Each student I encountered had their own unique story and served as a means of inspiration for me personally. In so many cases, what on the surface appeared to be a need for study skills help was much deeper and required a holistic approach to student support. This holistic approach oftentimes included not just academic support but also a focus on the total person: mental health, career, financial, and social support, to name a few.

You may be asking yourself what “underperformance” means specifically for this journal. Underperformance can mean a lot of different things. For college students, this can mean having a grade point average (GPA) that is too low to graduate, which is typically considered less than a 2.0 at many institutions. However, students who underperform can be found within any stage of educational development. For the purpose of this journal, *underperforming students are those who are performing at a level that is lower what is expected for their particular student population, level of education, and specific institution or organization*. Researchers may submit articles for review on underperforming students at any level of education: those enrolled in Pre-K through 12<sup>th</sup> grade, 2-year institutions, 4-year institutions, and graduate degree programs.

I’d also like to clarify that this is by no means a topic that is meant to stigmatize underperforming students. In fact, quite the opposite. Knowledge is power, and the more we know about underperforming students, the better equipped faculty, staff, and administrators will be to better advocate for this important student population.

I’m indebted to many people for being willing to walk this journey with me. Many thanks to the amazing Editorial Board members of the *Journal of Academic Performance*: Dr.’s Mariana Allushuski, Suzanne Degges-White, LaTanya Dixon, Jennifer Fos, Nino Jakhiaia, Cheryl Justice, Brent Marsh, Susan McClelland, Ann Monroe, Amelia binti Mohd Noor, LaQuita Smith-Parker, Patrick Perry, Matthew Reysen, Stephen Reysen, Kevin Stoltz, and Sumedha Therthani. Thanks as well to our Editorial Assistant, Kayla VonBurg-King. They have welcomed this journey with open arms and have been 100% supportive of this endeavor. Thanks to you, the reader, for being invested in this topic. Thanks to our authors who have also taken the brave steps to be the very first to be published in a new peer-reviewed journal. And of course, thank you to the students who inspired this work.

With immense gratitude,

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