

Reviewer Number (Please do not list your name)

Article Title

Article Number

About the Review

The NACADA Review puts theory-based application center stage. The Review's editors subscribe to the interpretation of scholarship as suggested by Ernest Boyer (1990) in which the creation and integration of new knowledge go hand in hand with a commitment to its application and dissemination. This dynamic relationship between theory and practice, known as PRAXIS, is the process that moves advising's scholar practitioners from theory to practice, from reflective thought to action. It is through PRAXIS that new knowledge and theoretical frameworks help practice evolve and improve.

Articles published in the NACADA Review contribute to PRAXIS by presenting HOW practice can be understood in terms of theory, and HOW theory can inform practice. As such, articles may:

- Begin with advising practice (describing and modeling local practice), connect practice to identified theory or model, and address how shared ideas can be applied to contexts other than your own;
- Identify and explain a theory or model, discuss how the theory or model applies to advising, and address how shared ideas can be applied to diverse advising contexts;
- Explore the process, conditions, and relevance of praxis as it relates to advising as a scholarly profession that spans institutions, the advising profession, or higher education in general.

In this rubric we use a scale to score the way in which a certain item has been dealt with, ranging from **absent**, **insufficient**, through **sufficient** to **comprehensive**. Each score has its own column with boxes that can be checked. It may be that for certain types of articles an item does not apply, for which there is a separate column. For a manuscript to be accepted, most or all items should score at least **sufficient**. With more **absent** and/or **insufficient** scores, the chances increase that your manuscript will not be accepted, or only after minor or major revisions.

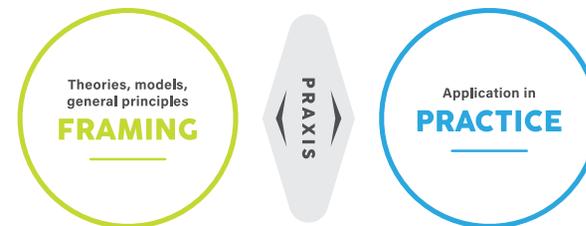
Not Applicable	<i>not necessary or relevant for this type of article</i>
Absent	<i>is not present at all while it should be</i>
Insufficient	<i>there is some of this, but not enough to work or make sense</i>
Sufficient	<i>what should be there is there, yet very basic</i>
Comprehensive	<i>nothing is missing, provides clear understanding</i>



Explore the praxis of advising by analyzing a local case: take it apart and show how it fits existing or new research, theories, and models. Use analysis to explain how those frameworks can be applied in contexts other than your own.



Engage in the praxis of advising by showing how frameworks (existing or new research, theories, models) help advisors analyze and improve the way they work: explain the framework, explore how it relates to advising as a profession, and discuss how it applies to the advising practice.



Explore the process, conditions, and relevance of the praxis of advising: develop, support, or challenge the idea that good advising benefits from a scholarly approach, in which practice is shaped by research, models, and theories.

Presenting Practice and Theory

Not Applicable
Absent
Insufficient
Sufficient
Comprehensive

This section deals with the way in which new knowledge and ideas on academic advising were developed, and how they relate to other ideas and theories. Here the case from the local advising practice, or the theory or model that formed the starting point for the article need to be presented and analyzed. It should be clear for the reader how a certain case fits into a theoretical framework, or why a theory is relevant for the field.

Analysis of a case means that it is 'taken apart' into the various elements that together define it: e.g. the specific population, the problems and processes involved, the relevant institutional characteristics.

Relating a case to a theory means to show how these various elements are brought together in a theoretical framework, e.g. how they are relevant empirical data, or how they can be understood as the kind of causes or effects, or contributing factors that are mentioned in the theory.

Starting from local practice

1. There is a clear and concise presentation of the case or issue and its context
2. The relevance of the case for fellow practitioners has been described
3. The case is presented in terms of themes, elements and concepts (e.g. freshmen retention, available data, affective engagement)
4. It is clear how the case or issue in local practice was approached in a systematic way, and why a specific approach was chosen. This can be done in more than one way, e.g. placing the case in the context of existing theory, developing new theory on the basis of local practice, engaging in action research towards developing new approaches and solutions.

Comments for Authors

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Starting from theory or Framing practice within theory

	Not Applicable	Absent	Insufficient	Sufficient	Comprehensive
1. The general principle of the theory, or the way the model 'works' is clearly described					
2. The relevance of the theory or model for the field of advising is made clear and acceptable					
3. There is sufficient and sound support for the general principle(s), based on literature and/or own reasoning					
4. A rationale is provided for which type of empirical material would be suitable for analysis or application using the proposed theory or model, and if available, this material is presented					
5. There is proper verification for the empirical material: how was it gathered, why is it acceptable, etc.					
6. The data and the general principle(s) are logically connected, there is relevance of one for the other					
7. The strength of the conclusion or claims in the article are clear: are they always true, or very often, or under certain conditions?					
8. The limitations of the theory or model are presented					

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On Praxis: exploring the relationship between theory and practice

Articles published in the NACADA Review are always about praxis: implicitly, (1) when they make transferable lessons learned from local practice, by the use of theory or models, or (2) when they show how a theory can be applied to the advising practice, or explicitly, when (3) they discuss the relationship between theory and practice itself. Articles of the latter type may include elements that are listed above, but will always need to pay attention to these items:

1.	A clear argument is presented about the relationship between theory and practice (e.g. that there are certain conditions, limitations, preferred approaches)						
2.	The argument includes a conclusion or thesis, and one or more premises or elements that support that conclusion or thesis						
3.	Theories or research discussed in the article are sufficiently presented and explained to be understood without the need for 'further reading'						
4.	A clear perspective on the practice of advising ('what it is that advisors do') is part of the argument						

Comments for Authors

Not Applicable	Absent	Insufficient	Sufficient	Comprehensive
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Application

Although there are fewer items here than in the previous section, the aspect of 'application' is critical for the NACADA Review. Here it needs to be made clear how the elevation of one's own advising practice to the level of theory, the systematic scholarly approach that was taken, or the theory that is being used as a starting point furthers the advising practice. In other words, it needs to be made evident how general ideas about advising translate into concrete practical application. How do theories and models help advisors improve and develop the way they work? Application of theory in the NACADA Review should be evidence-based, and should allow interpretation and application across many different contexts of advising.



Relevance for the profession

- | | Not Applicable | Absent | Insufficient | Sufficient | Comprehensive |
|---|----------------|--------|--------------|------------|---------------|
| 1. Recommendations or examples of applicability beyond just one specific context are given; suggestions for operationalizing concepts, or for identifying their applicability in various contexts | | | | | |
| 2. It is clear from the article how the theoretical and/or research framework helped understand practice and develop new approaches, strategies, etc. | | | | | |
| 3. An evaluation is given of the effectiveness of the new strategies and approaches that were developed on the basis of theory, models, or action research | | | | | |

Comments for Authors

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General remarks and style

Teaching is often seen as actively facilitating learning. Articles in the NACADA Review should do just that. This means that in addition to the various items for review mentioned in the above sections, the article should be accesible, written in a straightforward and inviting style. Illustrations should be chosen with care and should be clear and contribute to understanding the ideas brought forward in the article.

Not Applicable
Absent
Insufficient
Sufficient
Comprehensive

- 1. The style of the article is accessible to the intended audience of practitioners - technical terms are used where relevant and explained where necessary
- 2. The article is preceded by a clear abstract
- 3. The article is cleary structured: the order and subject matter of the various sections (e.g. introduction, literature review, method, conclusion) are clear
- 4. Graphs, tables, etc. are clear and add to/illustrate/support the written text
- 5. Referencing: all resources that have been used are properly referenced using APA style - see the general information for authors on the NACADA Review webpages.
- 6. Grammar, spelling, punctuation are in order

Comments for Authors

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