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RESULTS OF IMPLEMENTATION OF SUPPLEMENTAL INSTRUCTION
PROGRAMS FOR STUDENT-ATHLETES AT
THE UNIVERSITY OF RICHMOND

By

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INTRODUCTION

The transition from high school to college is difficult for many college students. This transition for the student-athlete can be especially difficult. He is faced with increased academic demands and a tremendous increase in the amount of time and effort required to participate in a college varsity sport. This places the student-athlete in a box; he is torn between wanting to do well for both his course professors and his varsity sports coaches. He physically does not have time, in most cases, to give both academics and athletics his best. Something has to suffer and many times this is academics.

Historically, student-athletes at the University of Richmond (UR) have gotten off to a slow start academically, both in percent of degree requirements completed the first year and with low grade point averages. They often had to attend summer school to improve their grade point averages and maintain eligibility. At the end of the fall 1983 semester 52 percent of the freshmen football student-athletes at the University of Richmond were on academic probation (less than 1.5 GPA).

Is there a way to solve the student-athlete's dilemma of being torn between academics and athletics and get him off to a better academic start? At the University of Richmond new methods of instruction and sequencing of academics with athletics are being tested as possible solutions to this problem. In the overall approach to solve this problem, considerations were given to the strong academic nature of the University, a desire not to develop special courses and degrees just for student-athletes, and ways to improve the overall academic performance of the student-athlete.

Consideration also had to be given to the National Collegiate Athletic Association's new legislation [Bylaw 5-1(j)-(6)-(ii)] effective August 1, 1985. This legislation makes a student-athlete ineligible for practice or competition in intercollegiate

athletics unless he maintains a grade point average that places him in good academic standing as established by the institution for all students who are at an equivalent stage of progress toward a degree.

Therefore, student-athletes will not have several semesters to turn things around academically. They must make acceptable grades in a program leading to a degree in order to maintain intercollegiate athletic eligibility.

The University of Richmond offers no developmental or remediation courses and there will be none offered in the future. Students enrolling in the University, and this includes student-athletes, are expected to be prepared to do college level work.

All new students enroll in courses the day before classes start. There is no preregistration for student-athletes or other groups. This causes many conflicts between academic classes and athletic practice-competition times. These conflicts may be resolved during the two week add/drop period after classes start. However, in an effort to avoid these conflicts, some student athletes find themselves enrolled in courses they did not intend to take.

Given the academic nature of the University, the programs offered, the registration procedures followed, the academic history of freshmen student-athletes, and changes in NCAA legislation, an overall University academic support plan for student-athletes was developed. This plan received a strong endorsement from the university administration.

RECRUITMENT

The first step in the academic support plan was a University statement of policy regarding academic requirements to be used in the recruitment of student-athletes. These established requirements incorporated both the University's admission requirements and some of the NCAA's requirements to be effective August 1, 1986 (Appendix A). These established academic requirements were used in the recruitment of student-athletes who enrolled in the University of Richmond in August 1984.

GROUP TESTING

The second step in the academic support plan was group testing and assessment. The incoming freshman athletes were tested in August before the semester had officially started. The purposes of testing were (1) to screen for deficiencies and (2) to aid in placing the students in courses. SAT scores and high school grade

point averages were already on file with the academic advisor, but additional information was needed pertaining to the basic skills.

The areas tested were reading, spelling, written English expression, and mathematics. The Nelson Denny Reading Test was administered to test vocabulary level and comprehension. This test is a predictor of success in handling college level textual material. The results of this assessment indicated a wide range of ability. The percentiles ranged from 95 to 10. The median was 47 and the average was 52.

An informal spelling assessment was administered which consisted of a list of 50 words on the eighth grade level. This list included both phonetically regular and phonetically irregular words. The scores are reported as percentages. The range was from 36% to 98%. An error analysis of items missed was filed on each student for future reference. The Multiple Assessment Program and Services assessment battery (MAPS) was chosen to test written English expression and the mathematics areas. The section on testing written expression required the student to identify errors in tense, pronouns, punctuations and word usage. The scores ranged from the 18th percentile to the 95th percentile. The MAPS battery for testing mathematics was made up of two separate instruments. The first assessed basic computation as well as fractions, decimals and percentages. The second instrument assessed arithmetic skills involved with the operations of whole numbers, fractions, decimals and percent. The percentiles for arithmetic skills ranged from 70 to 98 and for computation, 40 to 98.

INTERPRETATION OF SCORES

The scores were profiled for each student and those students with the lowest scores from the fiftieth percentile were given first consideration for placement in courses with supplemental instruction. The scores were also examined to pinpoint discrepancies that were intraindividual. Patterns which indicated stronger abilities in either mathematics or language were noted. If the discrepancy indicated a very low area, the student was individually tested at a later date.

INDIVIDUAL TESTING

Those students that were individually tested were given the Woodcock-Johnson Psycho-Educational Battery. The students who qualified for individual testing fell into several categories.

Those students who scored below the fiftieth percentile in reading, those who had a thirty point discrepancy between vocabulary levels and comprehension levels, and those who were lower on the verbal battery as opposed to the math assessment, were tested. The results of the testing were put into the student's individual file. If problems arose in class, the information would be disseminated to the instructor and adjustments would be made.

SUPPLEMENTAL INSTRUCTION

The third step in the support plan was the development of an educational model which would enable the student-athletes to build a solid foundation in basic academic courses from their first day of classes. Information received at the ACT National Center for the Advancement of Educational Practices Conferences, "How to Succeed with Academically Underprepared Students," Washington, D.C., February 7-8, 1984, and a book co-authored by Dr. D.C. Martin were used to form the foundation for the proposed University of Richmond Supplemental Instruction (SI) Model. Dr. Martin is the Director of the Student Learning Center at the University of Missouri at Kansas City (UMKC) and the developer of the SI Model.

The following description of Supplemental Instruction (SI) was extracted from pages 2 and 3 of Supplemental Instruction, A Model for Student Academic Support.

Supplemental Instruction is designed to assist students in mastering course concepts and, at the same time, to increase their competence in reading, reasoning, and study skills. Specialists (SI leaders) attend course lectures where they take notes and complete assigned readings. These leaders schedule and conduct three or four fifty-minute SI sessions each week at times convenient for the majority of students in the course. The course professor defines the leader's role in accordance with what the professor thinks is appropriate. This role varies somewhat according to the nature of the discipline and the professor's teaching style and priorities.

The leader is presented as a "student of the subject." As such, he/she presents an appropriate model of thinking and of using the concepts and language of the field. The leader's job is to demonstrate proficiency in the subject while providing instruction in the reading, writing, and thinking skills

necessary for content mastery.

Perhaps the most important aspect of SI is the leader's attention to reasoning and questioning skills. The leader makes a conscious effort to assess the quality of student questions and responses and to identify those students whose present levels of thinking appear to limit their mastery of a new concept. Recent research with a wide variety of high school populations indicates that substantial gains in the level of these skills can be achieved through appropriate strategies and techniques.

SI leaders use the materials of the subject discipline as the vehicle for skills instruction as they deal with specific problems. Student lecture and reading notes are reviewed as the SI leader observes and models appropriate note-taking techniques. Reviews of reading assignments allow the leader to introduce effective reading styles and procedures. Vocabulary development, mnemonics, and other techniques which promote storage and retrieval of information are also integrated into the content review. Additional specific test-taking assistance, i.e., careful reading and interpretation of essay and objective test questions and the construction of sample tests, are provided before exams and receive periodic emphasis throughout the semester. Particular attention is given to helping students design effective study schedules and to facilitating the formation of informal study groups. Finally, backup tutoring, either by the SI leader or through some other campus resource, is provided to students needing individual support. (Martin et al., 1983)

Over twenty higher education institutions have initiated SI. Each of these institutions had to make minor adjustments to accommodate the individual characteristics of its campus; however, these adjustments did not involve major changes in the SI Model's basic design (Martin et al., 1983 P. 5). The UR SI Model follows the UMKC SI Model's basic design with several modifications. First, student participation in the UMKC SI is voluntary. Participation in the UR SI is required of some designated students (all other students in the class may voluntarily participate in SI). Second, the UMKC SI Model is used with the entire student body and in courses ranging from freshman English to advance medical school classes. The UR SI Model initially concentrated on student-athletes and with lower level courses. The possibility of using SI in the future with other students will be evaluated on the basis of the pilot program. Third, mandatory class attendance

is not required in the UMKC SI. Students designated to participate in the UR SI are required to attend all classes and SI sessions unless they have approved excuses. (UR Intercollegiate Athletic Policies and Procedures Manual, 1984, pp. 3-6).

Supplemental Instruction was used in three subject areas: English, Speech, and Math, starting in the fall 1984 semester. These subject areas were selected for SI because research and observation show that content mastery in these areas allows the student to perform more effectively in other academic areas (Martin et al., 1983). Upperclass students were used as SI leaders in Speech and Math and an adjunct faculty member was used as the SI leader in English.

COURSE SELECTION AND SEQUENCING

The fourth step in the plan was the selection of courses and course professors, and sequencing of student-athletes in these courses. The course professor has to understand and support the SI concept. The courses selected for SI were English 101, Mathematics 102, and Speech 101. Student-athletes who were selected to participate in SI had university approval to be preregistered in designated courses. Care was taken to ensure that no more than one third of the members were preregistered SI participants.

FIRST SEMESTER SUPPLEMENTAL INSTRUCTION RESULTS

The comparison of the fall 1983 academic summary for freshman football student-athletes, (Table 1), with the fall 1984 academic summary for freshman football student-athletes, (Table 2), reveals the following:

1. Average grade point average increased from 1.512 to 2.264.
2. Average number of semester hours per student-athlete increased from 11.57 to 13.
3. Number of student-athletes suspended or on academic probation decreased from 52% to 10% (actually may be decreased to 5% if student number 19 converts incomplete English 101 course to passing grade).
4. No student-athlete dropped or failed an SI course.

CONCLUSIONS AND RECOMMENDATIONS

In analyzing the program itself and the effects of the program, several points were noted. Generally, the evaluation of the first semester's program of Supplemental Instruction indicated that

continued use and further expansion of the program with UR students were warranted. The SI program has continued into the spring 1985 semester and has been recommended for continuation and expansion in the number of courses and student athletes for the 1985-86 school year. It also appeared that SI with student-athletes at UR works best when upperclass student SI leaders are used.

For next year, some adjustments in the testing situation will be considered. The testing in mathematics appeared to be on a lower level than college. At present, other types of testing mathematics are being considered. The testing in written expression was weakened by the fact that there was no sample of spontaneous writing. A sample of writing will be added to the battery.

Student concerns about the testing cannot be overlooked. It is important to thoroughly explain the testing and impart the understanding that all incoming athletes are being tested and all information is considered and used only for placement. The testing should be explained in the framework that the University will do everything possible to help student-athletes succeed and is fully committed to them.

Tables, Appendix, and References follow.

TABLE 1
FALL 1983 ACADEMIC SUMMARY
UNIVERSITY OF RICHMOND FRESHMAN FOOTBALL STUDENT-ATHLETES

STUDENT	ACADEMIC SEMESTER HOURS COMPLETED	GRADE POINT AVERAGE	ACADEMIC STATUS
1	12	3.250	
2	12	3.270 ¹	
3	12	2.000	
4	9	2.000	
5	12	2.000	
6	12	2.000	
7	13	1.769	WARNING
8	13	1.692	WARNING
9	12	1.500	WARNING
10	9	1.500	WARNING

(Continued next page)

STUDENT	ACADEMIC SEMESTER HOURS COMPLETED	GRADE POINT AVERAGE	ACADEMIC STATUS
11	10(25) ²	1.308	PROBATION
12	9	1.250	PROBATION
13	9	1.250	PROBATION
14	12	1.250	PROBATION
15	12	1.250	PROBATION
16	13	1.231	PROBATION
17	10	1.231 ³	PROBATION
18	9	.923 ³	PROBATION
19	9	.692 ³	PROBATION
20	6	.667 ⁴	PROBATION
21	3	.231 ⁴	SUSPENSION

Average number of academic semester hours completed during semester 10.381

Average number of PE hours completed during semester 1.19

Average total numbers of semester hours completed during semester 11.57

Average grade point average 1.512

¹ Transferred at end of semester

² Second semester freshman had a total of 25 semester hours

³ Resigned from University during Spring 1984 semester

⁴ Academic Suspension - enrollment terminated at end of Fall 1983 semester

TABLE 2
FALL 1984 ACADEMIC SUMMARY
UNIVERSITY OF RICHMOND FRESHMAN FOOTBALL STUDENT-ATHLETES

STUDENT #	ACADEMIC SEMESTER HOURS	ACADEMIC STATUS	GRADE POINT AVERAGE
*** 1	9 ¹		3.667
2	14		3.500
* 3	11		3.273
** 4	12		3.000
**** 5	13		2.923
* 6	11		2.818
7	13		2.462
** 8	11		2.455
* 9	11		2.455
* 10	11		2.182
* 11	11		2.182
* 12	11	WARNING	1.909
* 13	11	WARNING	1.909
* 14	11	WARNING	1.727
* 15	11	WARNING	1.636
* 16	11	WARNING	1.636
17	9	WARNING	1.500
18	12	WARNING	1.500
19	8 ²	PROBATION	1.286
** 20	9	PROBATION	1.250

Average number of academic semester hours completed 11.0
during semester

Average number of PE hours completed during semester 2

Average number of semester hours completed during 13
semester

Average grade point average 2.264

¹ Withdrew from one course due to medical reasons (knee surgery)

² Has incomplete in English 101 to convert to a letter grade

Note: All of these student-athletes received credit for two physical education courses, IA 021 (football) and PE 211 C (weight lifting)

(Continued next page)

* Supplemental Instruction in English 101, Math 102, and Speech 101

** Supplemental Instruction in English 101 and Speech 101

*** Supplemental Instruction in Math 102 - Selected Course in regular registration

**** Supplemental Instruction in Speech 101 - Selected Course in regular registration

17 Failed English 101

19 Failed History 105 D - Incomplete in English 101

20 Failed Math 251 N

Note: No student with Supplemental Instruction failed a Supplemental Instruction Course.

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A MODEL FOR STUDY TABLE
DESIGNED FOR FRESHMEN ATHLETES

By

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The freshmen year is, in many ways, the most difficult for any student. Adjustment problems for entering freshmen are well-documented (Chickering, 1969; Anderson, 1969). The added pressure of participating in an intercollegiate sport magnifies and intensifies these potential adjustment problems. Most incoming students are faced with anxieties connected with leaving home for the first time, the confusion of a large campus, the feeling of anonymity and insignificance, and the general sense of not being quite sure of what they should be doing or how they should be going about doing it.

These adjustment problems manifest themselves in academic problems for many student-athletes. The academic difficulties that arise during the first year of college frequently persist throughout their academic careers, making it difficult to make progress toward and/or complete their degrees (Pantages & Creedon, 1978).

In the past, study table has been one of the solutions used by most athletic departments to help student-athletes with their academic progress. Most study tables are designed to ensure supervised study, although some may additionally incorporate tutorial components (Nixon, 1983; Steel, 1982). One problem we at Washington State University encountered using this type of approach was that the same people were remaining in study table semester after semester. Apparently compulsory study time and tutorial help with specific subjects was not adequately preparing these individuals to become self-sufficient students.

In examining the plethora of literature on previous attempts to improve academic performance, it became evident that although there is a myriad of approaches and techniques, there is no consensus on what is most effective (Kirschenbaum & Perri, 1982; Mitchell & Piatkowska, 1974; Robyak & Patton, 1977). Despite the lack of consistent support for the effectiveness of any of these programs, there is evidence of a highly effective means of

implementing these programs. It would appear that utilizing a highly structured and lengthy program, regardless of the focus, is likely to produce positive results. We determined, therefore, that any program we were to attempt to implement would need to have a precise framework and a protracted time frame.

We determined, and research supports, that class attendance, taking understandable notes, turning in assignments and taking tests on time were some of the factors that best distinguish good students from poor ones. These are the factors that we decided to stress. With the help of individuals from our Psychology Department we established our Freshman Athlete Scholastic Training (FAST) program. The program is based on a negative reinforcement principle, that is the removal of something noxious.

It's generally accepted that study table is viewed by most athletes as undesirable. In many cases it is seen as a punishment for poor past performance and is, therefore, something to avoid. Consequently time off from study table is used as a reinforcer. At the beginning of each year, incoming freshmen and upperclassmen in need of specialized attention are instructed in note-taking and organizational skills as well as some basic study skills. Throughout the semester, as these skills develop and improve, actual time required in study table decreases (the reinforcement).

Since class attendance is such an important ingredient in academic success, and since numerous studies have found students to be effective change agents (Gentry, 1974; Wasserman, McCarthy, & Ferree, 1975; Wrenn & Mencke, 1972; Brown, Wehe, Zunker, & Haslam, 1971), we utilize upperclassmen proctors to check class attendance on a random basis. Each evening, when the student reports to study table, he or she meets individually with one of these proctors. The students are asked to produce notes that meet the criteria established during the training period for each class. The proctor then spends approximately 15 minutes with the student-athlete quizzing the individual on the material from that day's lectures. The students are thereby getting a review during the critical first 24 hours when so much information is forgotten.

Students who have attended all of their classes and fully understand the material in their notes are excused from the remainder of study table for that evening. After two weeks of perfect adherence to the procedures students may elect to skip one night of study table entirely.

At mid-semester each student's performance is evaluated. Students showing adequate progress (last semester we used a 3.15 g.p.a. as a cut-off) are allowed to monitor their own academic conduct. These students are trained to monitor and record their

class attendance and outside-of-class preparation time. At this point attendance at study table is required only on Sunday when the individual meets with a proctor to discuss the preceding week's behavior. As long as the student continues to demonstrate proper note-taking skills, adequately monitors his/her study time, and attends all classes he/she may remain on a once-a-week schedule. If a student fails to meet one of these criteria he/she will revert to the nightly study table.

The program has proven quite effective. Athletes participating in the program during the first semester (fall, 1982) achieved a mean g.p.a. of 2.47 as compared with 2.12 for a sample of freshmen, with similar academic backgrounds, from the general student body (Harney, 1985). Not only did the athletes perform better than their non-athlete counterparts but this is also an increase of .36 from the preceding class of freshmen athletes. Freshmen g.p.a.'s seem to be maintaining or increasing slightly each year of the program. During fall, 1983 participants attained a mean g.p.a. of 2.47 and this past semester (fall, 1984) we had an overall mean of 2.52.

We are generally pleased with the program which started two and one-half years ago as a pilot project involving only freshmen football players. We now have athletes from nine sports (baseball, men's and women's basketball, football, men's and women's golf, women's track, volleyball, and wrestling) taking part in the program. We are hopeful that as the program continues to show positive results more coaches will choose to have their players be part of the program.

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DRUG TESTING: DOES IT STOP THE MERRY-GO-ROUND?

By

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The University of Missouri athletic department, like many schools, recently began implementing a drug testing program. Although originally opposed to this idea, I have become an advocate of this procedure. During the past five years, while employed as an Athletic Academic Counselor, I have grown gravely concerned about the use of drugs by athletes, be it beer, cocaine or steroids. But my concern about the athlete in today's society goes beyond the use of drugs. As counselors we must be concerned with "WHY" the athlete develops so many maladaptive or deviant behaviors (drug abuse, academic, social or personal problems).

I have always loved athletics, having been involved most of my life as a player, coach or spectator. I am an admitted sport junkie, addicted to athletics. From baseball to big time wrestling, I have either played it or watched it. Like the alcoholic who goes on the wagon, I have tried to abstain from athletics--but something has always drawn me back into the arena.

This does not mean I consider my addiction to athletics as a totally bad experience. My early orientation as an athlete came with high expectations to be a good student and to act in a responsible, sportsmanlike manner both on and off the field. Athletics taught me to set high goals and helped me develop the discipline, determination, patience, and perseverance to achieve them. I still rely on many of those developed qualities to deal with the daily challenges of life.

Today my own addiction is under control. Ironically, I have been able to achieve a balance while employed as an Athletic Academic Counselor. Dealing daily with the constant struggles between athletics and academics has helped me to gain a perspective. But old habits die hard--I must confess I still begin each day by reading the sports page. Unfortunately, this daily ritual does not always start my day pleasantly. Not because my favorite team lost, but because the stories frequently are so negative. It seems there are daily accounts of athletes arrested for rape, robbery, arson, disorderly conduct or found to have a drug or academic problem.

I am not generalizing that all athletes are developing such

behaviors. Certainly these are the headlines that attract readers, and many positive stories go unpublished. My point is not just that these stories are becoming more public, but that such behaviors are more prevalent. Many of these problem behaviors seem to be drug-related and drug testing may be a helpful preventative measure. But these problems are not solved by the test alone; as counselors we must look for causes of this deviant behaviors and seek the means to prevent them.

While searching for some answers to my concerns I recently discovered an article titled "Alcoholism. . .A Merry-Go-Round Named Denial" by Rev. Joseph L. Kellerman. I found many parallels between alcoholics and athletes. Kellerman suggests that one person does not become an alcoholic without the help of others. The friend, wife, boss or lawyer get the merry-go-round of alcoholism going by helping the alcoholic deny and conceal his dependency. The alcoholic is rescued from every crisis, denying him the process of learning by correcting his mistakes and revealing a lack of faith in his ability to take care of himself. Often these people truly believe they are helping, and do not understand that they are perpetuating the alcoholism. Kellerman states that the alcoholic will never recover as long as other people remove the painful consequences of his drinking episodes.

Similarly, the athlete often does not develop maladaptive behavior without the help of others. At an early age the athlete is also placed on the merry-go-round of denial, and success allows the athlete to deny or conceal his potential problems. The athlete finds athletic success (just as the alcoholic finds alcohol) to be psychologically beneficial. Athletics, because of their enormous, immediate benefits frequently become the most important thing in the athlete's life. Athletics for far too many young people becomes the instant solution to their problems. This merry-go-round is a fun ride for most athletes and for a chosen few will continue for a lifetime. But, for most, the merry-go-round will come to a sudden and potentially disastrous stop.

Like the alcoholic, the athlete cannot keep the merry-go-round moving unless others ride it with them. The wife, boss, friend or lawyer who helped push the merry-go-round of the alcoholic have been replaced by the parents, coaches, fans and even academic counselors who keep the merry-go-round of denial going for the athlete. Like the alcoholic, some athletes are rescued from every crisis, whether it is a drug, academic, social or personal problem by either parents, coaches, fans or counselors. Like those who enable the alcoholic to drink, many of these people truly believe they are helping the athlete. Their

desire to help may be destroying the self-concept of the athlete by revealing a lack of faith in his ability to take care of himself and denying him the process of learning by correcting his own mistakes. Kellerman stated that an alcoholic will not recover as long as other people remove the painful consequences of his drinking. Likewise, I believe some athletes will continue to develop maladaptive behaviors as long as others remove the painful consequences of their actions.

Just as abstinence is often part of the recovery of the alcoholic, I believe drug testing may be part of the solution for the athlete. Athletic participation can be a powerful motivator. If the athlete knows he cannot use drugs and participate, many will choose not to use drugs. Drug testing programs must include fair, consistent policies. Athletes who test positive for drugs must be given some opportunity to receive counseling to deal with their problems. If the athlete denies help and/or continues to use drugs, then he must face the consequences of actions and be denied the opportunity to participate. Drug testing may slow the merry-go-round, but this procedure is only part of the solution. All of those involved in athletics must work to stop the merry-go-round by making the athlete responsible for his actions. Only then will the athlete be able to change his behavior and make sensible decisions, not only about drugs, but about life.

The intent of Kellerman's article was not to denounce the use of alcohol or imply that all who drink suffer from alcoholism. Similarly, athletics is not an intrinsically negative pursuit, nor are all athletes guilty of deviant behaviors. Many athletes are learning to act in a responsible, mature, sportsmanlike manner while developing positive qualities. I love athletics and feel the potential benefits greatly exceed the negatives. But the problems, whether they are drugs, academic, social or personal, are becoming more prevalent and academic counselors are continually challenged to search for solutions.

PRO-ACTIVE ACADEMIC INTERVENTION STRATEGIES
FOR STUDENT ATHLETES AT SOUTHERN METHODIST UNIVERSITY

By

James A. Swindling
Student Athlete Intensive Reading Instructor
Southern Methodist University

Quality education consists not in offering the same thing to all students in a token gesture but in maximizing the match between the talents of the individual and the teaching resources of the institution. Historically, the concept of academic intervention for student athletes is reactive in process. In other words, the student athlete must be in academic jeopardy before any attempt is made to provide a possible solution to his problem. In most cases, extra "tutoring" in the course or courses is the method employed to try salvaging failure.

Too often student athletes become reflections of Watson's Law of Academics "no one is entirely useless, you can always serve as the horrible example". But they need not -- that is the point! With direction through decision, the Southern Methodist University Athletic Department is establishing a successful model to intervene the national trend of academically underprepared students. Instead of being reactive, Southern Methodist University, through the leadership of Dr. Gerry Gurney, is making a quantum leap in implementing a pro-active, reality based academic intervention system for student athletes.

From his position as Assistant Athletic Director for Academic Affairs, Dr. Gurney consulted with Martha Tips, Director of ORACLE, a nationally recognized program for learning efficiency taught in SMU's Reading Center. Together, they formulated a plan of action for assessing student athletes' learning skills, identifying and selecting participants, designing the overall structure to the course of study, and hiring a special instructor trained in behavior modification and computer assisted instruction as it relates to reading/learning skills.

A total of seventeen freshmen student athletes were selected through assessment with the Nelson-Denny Reading Test and a study skills inventory. Results of the pretesting indicated the possibility that academic performance in university courses could be unsatisfactory. Thus, they were enrolled in a special Student Athlete Intensive Reading program (SAIR) that was designed realistically and pro-actively for these student athletes. The

program evolved around a complete laboratory of computer assisted instruction in SMU's Reading Center. Successful learning strategies were taught in three specific skill areas: (1) Self Direction; resource management - time, energy, attention, positive projection - helping shape your own future, imaging - anticipating, planning (2) Effective Reading; paragraphs - main ideas, details, verbal reasoning - inferences, conclusions, critical reading, flexible reading rates - textbooks, technical data, improving vocabulary - reading for pleasure and (3) Effective Study; memory education - outlining-notetaking - questioning logic - learning from lectures - testwiseness. Every student athlete knows what you don't use, you lose. Therefore students were urged strongly to apply each learning skill mastered in the student athlete intensive reading program directly into their university courses. The student athletes learned how to play the academic game and win.

The effectiveness of the program can be readily measured by the percentile increases in the standardized test used as the pre-post instrument. On the Nelson-Denny Reading Test, the student athletes showed an average growth of 27 percentile points in vocabulary, 27 percentile points in comprehension, 28 percentile points in total reading, and 56 percentile points in reading rate. This represents highly significant growth in all areas. Although total success was not achieved in every university course, GPA's for the student athletes were higher than anticipated. A second semester of the SAIR program is planned in order to maintain reading/learning efficiency.

Reaching student athletes before a failure mode is established and offering realistic and humanistic opportunities for higher education is a major concern at the Southern Methodist University Athletic Department. The SAIR delivery system for reading/study/learning skills offers viable alternatives to all learners. Flexibility is the key word in describing the teaching; multiple-option is the key word for the learner; success is the key word for the program; and total commitment is the philosophy at Southern Methodist University.

GUIDELINES FOR SETTING UP A COMPUTER PROGRAM
TO AID ATHLETIC ACADEMIC ADVISING

By

Shirley Tompkins, Dominic Cirone
Deborah Navins

DePaul University
Chicago, IL

Every department within colleges and universities benefits from the advancement of computer technology. During the last five years, universities in the BIG 10 and BIG 8 conferences have developed outstanding computer programs to aid their entire athletic departments, specifically their academic counseling programs for student athletes. However, a number of smaller institutions, such as DePaul University, are just beginning to use computer systems to address the needs of their athletic academic counseling programs. The investigation and implementation of such programs can be relatively simple and inexpensive. DePaul's athletic academic counseling department put their program into place within three months time and for a cost of approximately \$3500. The successful development of a program hinges upon two important criteria: first, a thorough description of the department's needs, including the selection of hardware and software, and second, the identification of a knowledgeable individual who can describe and implement the available computer technology.

An accurate needs assessment is critical in the development of any computer based information system. The ultimate success of the computer program will depend on how well the system fulfills reporting and overall information needs. Therefore, the following areas should be investigated:

- 1) The type of information the system will handle.
- 2) The type of system needed.
(Terminal or PC - Personal Computer);
- 3) The importance of certain information to the department;
 - a) How often will this information be used?
 - b) How often does it change?
 - c) How often and quickly is it needed?
 - d) When will this information be needed? (Mnthly, Qtrly, Yrly)
- 4) The future uses of the system.

Based on results of these inquiries, reasonable short and long term goals for the system can be formulated.

It should be realized that any computer based system needs time to develop. The key idea at the start of the program is to keep things simple and efficient. In the short-run, patience is critical; no system will immediately be able to solve all problems or address all needs. Setting simple short-term goals will result in the availability of useful informational flows. Most of the beginning functions of the system will center around basic record keeping, list maintenance, and reporting. A number of short term informational goals set by DePaul's athletic academic counseling program included the following reporting functions:

- 1) Current class registration information by team;
- 2) Academic transcripts;
- 3) Lists of student athletes registered in each course by department;
- 4) Lists of tutors. (Alphabetically and by Subject matter tutored);
- 5) Team rosters and directories;
- 6) Tutor payroll.

Long term objectives for the system will include creating and managing information which is used in the decision and policy making process. These informational flows are usually multidimensional, requiring a combination of both current historical, and future projection information. This type of information takes time to build and create and should not be expected in the short run. Creating information for decision and policy making requires a system which can correlate, manipulate, and summarize a variety of data. When considering how the information in the database will be created and organized, careful thought must be given to the following:

- 1) File creation (Types);
- 2) File interdependencies (Relationships);
- 3) Redundancy between files;
- 4) Life (Time) of a file.

The long term goals for the system should exist to aid in the system's development process and to ensure that the system will never stray from its original purpose. Some typical long term expectations for a system might include the following:

- 1) Term and overall G.P.A.'s by team.
- 2) Record of student athletes' grades in each course by department;
- 3) Lists of student athletes by major and college;
- 4) Listing of classes by quarter or semester in which student athletes most frequently enroll;
- 5) Listing of classes by quarter or semester from which student athletes most frequently withdraw.

After needs and goals have been appropriately addressed, the selection of hardware and software can begin. The selection of hardware depends on whether the department needs to manipulate or simply view data. The two choices most likely to be available at the department level are the online terminal or the personal computer.

If the viewing of data is the only requirement, then purchasing a terminal is the most appropriate and economical means to accommodate the program's needs. The terminal can be connected to the school's mainframe via modem, allowing the department to view all data which the school maintains on students and other departments within the university. A printer can also be connected to the terminal if printed output is also needed. The implementation of a terminal system has several benefits:

- 1) The cost of a terminal, printer, modem and phone line is minimal;

Terminal - \$400 - \$1500

Printer - \$200 - \$1200

Modem - \$100 - \$400

Phone line (Installation)
- \$ 35 - \$100

Phone line (Monthly cost)
- (\$ Dependent on
usage)

- 2) Minimal technical knowledge is needed to implement a terminal, printer and modem;

- 3) The department has access to all information available to the rest of the university.

However, a terminal provides minimal computing power. If manipulation and storage of data is a major need, the micro-computer or PC is the hardware which should be implemented. The PC has all the qualities of the terminal plus the ability to perform calculations and manipulations on data. It also allows the department to keep its own copies of necessary data. Moreover, the PC allows the department to utilize existing informational resources of the university (through modem hookup to school's mainframe) and to act as its own processing center. Information can be downloaded from the school's mainframe to the department's PC. This feature gives the individual department the ability to use academic and administrative information as it sees fit via programs which are specific to the needs of the department.

Implementation of the PC option does require more technical expertise than the terminal option. The cost of PC implementation is also greater than the plain terminal option. However, the cost of PC's has been declining rapidly, making them only slightly more expensive than a terminal and probably the better value due to their increased capabilities. Some of the advantages of the PC based system include:

- 1) PC and its peripherals are relatively inexpensive;

PC - \$500 - \$3500

Printer - \$200 - \$1200

Modem - \$100 - \$400

Extra storage from \$.005 to \$.01 per byte

- 2) All abilities of the terminal option;
- 3) Ability to download university data to department for custom applications;
- 4) Ability to create and store department's own databases;
- 5) Word processing.

Software and the microcomputer go hand in hand; one is virtually useless without the other. Today there is a proliferation of

commercial software for microcomputers. However, much of this software is not perfectly applicable to the needs of the athletic academic advisor. There are many programs which can be a great asset in the advising department, some of these programs include word processing, project management, spreadsheet analysis, and accounting packages. The cost for any one of these programs may range from \$50 - \$500 per application. Software is often the most expensive part of the whole system.

Even though there is quite a bit of commercially available software, much of the software needs may be custom applications. At the start of the system development, commercial software is satisfactory, but as the system grows it inevitably requires special programming. This can be prohibitively expensive, especially if done through an independent programmer. Independent programmers typically charge anywhere from \$35 to \$120 per hour. This is a critical reason for having a knowledgeable person working for the department. This person can greatly reduce the costs involved in custom programming.

A full assessment of needs and selection of hardware and software is practically impossible to accomplish without the assistance of an individual capable of handling all aspects of system development. Developing a system includes more than simply programming and data entry. In order to successfully launch a program, the department needs an individual able to determine needs, define requirements and specifications of the program, to communicate with and train users, and to complete the actual implementation. While part time undergraduate students are traditionally employed by university departments, a graduate student in computer science most appropriately and economically fulfills the need of a program. An undergraduate can create simple programs and enter data, aiding in the short term aspects of the program. However, an experienced student with an extensive computer background is able to accomplish both short and long term goals of the program.

Using computers to aid in athletic academic counseling need not be a complicated process. Appropriating limited funds to support a small computer program and an assistant is vital and certainly in the realm of possibilities for today's athletic programs. The ideas described here are currently used at DePaul University to help ensure the academic success of student athletes. Of course, each athletic academic counseling program will have its own particular needs and resources. Hopefully, the program outlined may be used as a springboard for departments contemplating the employment of computer systems for the academic advising of student athletes.

THE EPISTEMOLOGICAL JUSTIFICATION
OF INTERCOLLEGIATE ADVISEMENT PROGRAMS FOR STUDENT-ATHLETES
or
WHY WE DO WHAT WE DO IN THE FIRST PLACE!

By

Thomas F. Pawlowski
Union County College

Recognizing the contribution of intercollegiate athletics to undergraduate education, Union County College feels a growing responsibility to provide support services for its student-athletes. The common purpose of these services is to develop the athlete as a complete individual.

The Academic Advisement Program for Student-Athletes at Union County College is based on three assumptions:

1. A person who makes a commitment to a sport and is willing to devote the long hours necessary to strive for excellence in that sport can also show that same commitment to their education.
2. A person who is competitive on court, track, mat, course or field can also be competitive in the classroom.
3. Striving for excellence in both athletics and academics builds character that leads to success in life.

The role of the Academic Advisor to Athletes is to assist the student-athlete in achieving these three C's by:

- Accurate scheduling that does not cause conflict between athletic events (games, practice) and academic responsibilities...while leaving time necessary for study.
- Consistent evaluation of progress toward graduation.
- Career, academic and personal counseling on a regular basis.

REVIEW OF 1985 CONVENTION

Friday, January 11th

Registration began at noon in front of the W.C. Handy Room. A well organized registration table managed by Larry Romanoff (Ohio State), Brian Mand (Florida State), Don Whitney (Washington), and others proved to make for a smooth signing-in process. Starting at 2 p.m., a full-house crowd listened to Dr. Gwen Norrell (Michigan State) discuss Proposition 48. A panel discussion chaired by Dr. Ursula Walsh (Nebraska), Willie Wu (Southern California), Petrina Long (Columbia) and Don Whitney (Washington) brought to light some key issues which athletic advisors need to confront in the upcoming year. Afterwards, everybody left the room anxiously awaiting the next 2 days of meetings and the 5:00 cash bar. The social hour allowed members to mix with President and Treasurer candidates in the Bellmeade Room. The political air was light and more cooperative than competitive.

Saturday, January 12th

On Saturday, the election of officers took place. Lynn Lashbrook was chosen President-elect, while Alan Zussman was elected Treasurer. Joe Eivens introduced Executive Board members and presented results of the The National Advisor's survey. Regional attendees broke into separate meetings to discuss their concerns. Regions broke up and met, then reported back to the executive board and fellow members their concerns. The three most frequently mentioned concerns by all regions were:

- 1) A clear definition of the association's publication goals regarding The National Advisor.
- 2) Standardization of graduation rates or at least a determination of graduation rates.
- 3) The creation of more formal relationships with NCAA regarding academic concerns.

After the business meeting, Douglas Looney from Sports Illustrated, gave a most entertaining talk about athletic-academic problems from a sportswriter's viewpoint. Mr. Looney was well received and his talk is featured in May's The Athletic Advisor Newsletter. The Showcase Presentations began at 2:30 with brothers Howard and Steve Figler giving a presentation on career guidance for athletes. Dr. Howard Figler offered very specific

THE 1985 NAAAA CONVENTION
NASHVILLE, TENNESSEE

A REVIEW WITH HIGHLIGHTS
AND BUSINESS MINUTES

recommendations and gave a most comprehensive talk on ways advisors can help their athletes. Following the Figler brothers there were presentations given by Kurt Flood (Georgia) on Drug Testing, Linda Rollins (North Texas State) on Techniques for New Counselors, and Buzz Kurpius (Indiana) on Computer Programming. By the end of Saturday, everybody believed they had already received more than their money's worth.

Sunday, January 13th

On Sunday, January 13th, Dr. Christine Hoyles from Western Michigan University, gave a presentation on her involvement with the Testing and Requirements Committee. As many of you know, this is a committee formed by the NCAA to investigate the feasibility of Proposal 48. Dr. Hoyles proved to be most insightful into giving the association members a look behind the scenes of this all important committee.

Afterwards, the Executive Board met to plan for 1985. During this meeting, The Athletic Advisor's publisher, Richard Esquinas proposed and received approval for the publishing of the Spring 1985, NATIONAL ADVISOR. Lynn Lashbrook will work with Mr. Esquinas in coordinating efforts. (See Business Minutes)

INCOMING PRESIDENT SEES THREE AREAS TO BE ADDRESSED DURING 1985

Brian Mand, the 1985 President of the NAAAA, was pleased at the turn out to the Convention. When asked about the NAAAA's 1985 goals, Brian's response was: "I'd like to see three areas addressed:

- 1) A more professional publication for our members.
- 2) Addressing the high schools across the United States and making certain that they are kept abreast of collegiate academic-athletic issues.
- 3) More involvement with the NCAA."

A keynote letter from Brian can be found on cover 3 of this publication.

MINUTES OF THE NAAAA EXECUTIVE BOARD MEETING
on January 11, 1985 at 10:00 A.M.

Members Present: Joe Eivens, Brian Mand, Sally Jones, Petrina Long, Willie Wu, Don Whitney, Ann Mayo, Larry Romanoff, Mary Tinkler, Paul Vitek

Members Absent: Tom Brennan

President Joe Eivens opened the meeting by reviewing changes in the convention agenda. This will be the 10th Annual N4A Convention. Registration will be run by Don Whitney, Brian Mand, and Larry Romanoff.

The agenda for the Business Meeting was reviewed:

1. Election of Officers
2. Treasurer's Report
3. Secretary's Report
4. President-Elect's Membership Report
5. Special Committee Report on The National Advisor
6. Break for Regional Meetings
7. New Business including realignment proposal

Don Whitney asked that the board consider a \$100 honorarium for the outgoing president. Discussion followed. Tabled until Summer Executive Board Meeting.

Motion by Whitney/Wu that the N4A Executive Board provide a gift of \$300 to Tom Brennan in recognition of his outstanding service to the organization as Editor of The National Advisor for the past three years. Motion passed unanimously.

President Eivens discussed the realignment proposal. Regional representatives will discuss the proposal with their constituencies in Regional Meetings. Reasons to be considered include:

1. breakdown by conference affiliation
2. more even representation
3. geographic familiarity and proximity
4. improved communication
5. greater opportunity for regional meetings

Should motion pass, then Past-President Joe Eivens will be responsible for rewriting constitution.

President Eivens will make the presentation to Greg Bistline as approved this summer.

President Eivens adjourned the meeting at 11:15.

MINUTES OF THE NAAAA BUSINESS MEETING
on January 12, 1985 at 8:00 A.M.

President Eivens opened the meeting with a welcome. He then presented a \$50 honorarium to Greg Bistline as appreciation for his help with the hospitality room for the last few years.

Treasurer Don Whitney presented the Treasurer's Report. Accepted as presented.

Secretary, Ann Mayo, presented Secretary's Report. Minutes of last year's meetings accepted as published in The National Advisor.

President-Elect Brian Mand presented the Membership Report. He indicated 76 pre-registrations for this convention, 42 paid on-site, for a total of 118, the largest attendance ever at an N4A convention.

President Eivens reported on Special Committee on The National Advisor (Gurney, Clifford, Brennan, Nixon). Tom Brennan has resigned as Editor. Discussion followed. Brian Mand, as new president will make the new appointment. Committee will continue work for one more year. The Executive Board will award a \$300 honorarium to Tom Brennan in appreciation of his services over the past several years.

The meeting adjourned for Regional Meetings at 9:30 A.M.. Reconvened at 10:45.

President Eivens reported on journal survey he sent to membership this past summer. Responses indicated no general trend in feeling.

President Eivens announced results of election of officers:

New President-Elect	- Lynn Lashbrook, Univ. of Missouri
New Treasurer	- Alan Zussman, Univ. of Wisconsin

Region I Chair Paul Vitek reported on regional meeting indicating his region in favor of realignment. He asked for more than one hour for regional meetings, suggested some future topics (i.e. a formula for reporting graduation rates consistently), and approved using The National Advisor as a forum for this organization and suggested copies be sent to the appropriate NCAA Committees.

Region II Chair Mary Tinkler reported her region was also concerned with determining graduation rates. This region also discussed a change in the nomination procedure for officers.

Region III Chair Larry Romanoff reported his group had discussed such aspects of The National Advisor as cost, format, editorship, the newsletter aspect, and how often published. This region was also concerned with graduation rates. At this point, Christine Hoyles, a member of the NCAA Academic Testing and Requirements Committee, read a proposed definition to be considered by the Committee at its next meeting.

Region IV Chair Willie Wu reported his region was pro-realignment, requested more regional meeting time, and seemed to be in favor of a dual format for The National Advisor.

President Eivens opened the floor for New Business:

Motion by Mayo/Ferrell that "Article 5 of the Bylaws be amended to reflect 5 different regions as set forth in Proposal 1; and further, so that the Bylaw is congruent with the rest of the Constitution, to amend Article 4 of the Constitution to read Region 1, 4, and 5 representatives to be appointed by the President in odd numbered years for a term of two years; and further that Article 3 of the Constitution be amended to indicate that as new members join they will be delegated to a particular region by the President-Elect, first on the basis of conference affiliation, and second, by state."

A brief discussion followed concerning odd and even region numbered appointments in odd and even years. President Eivens explained that appointing Region 1, 4 and 5 representatives in odd years, and Region 2 and 3 representatives in even years would

allow continuity with the current system. There being no further discussion, the vote was taken and the amendment passed unanimously.

Al Zussman asked that the Executive Committee consider some sort of orientation for new members.

Bob Bradley asked that the committee examine moving the meetings to a different date. President Eivens indicated that a survey mailed to the membership last year indicated most would rather not move the dates. Since the membership may have turned over, perhaps a new survey is in order.

A possible special caucus for Division II schools and Junior Colleges was also suggested.

Steve Milburn asked that a call for programs be issued 6 months before the convention.

The New Constitution and Bylaws (revised) will be published in the next issue of the The National Advisor.

Sutherland/Wenn moved to ask the Executive Board to amend the Constitution to reflect a change in the procedure by which we nominate and elect officers. This would be voted on at 1986 Convention and effect 1987 elections. Discussion followed. Motion failed.

Whitney/Sutherland moved that nominations for officers include two from the Executive Board as set forth in the Constitution as well as have the floor be open for nominations at the convention with logistics to be worked out by the Executive Board at the Summer Meeting. This can be done beforehand in Regional Meetings. Motion passed.

Harold White moved meeting be adjourned. Motion failed for lack of a second.

Whitney/Kurpius moved that the N4A support Resolution 25 at the 1985 NCAA convention. Motion carried.

Whitney/Zussman moved to recommend the NCAA amend Bylaw 5-1-J (Prop. 48) to have the language read "and/or" for the 2.0 core curriculum and the 700/15 test scores. Further, test scores

should be lowered to reflect a more fair and equitable educational opportunity for prospective student-athletes. Motion failed.

Whitney amends previous motion to read "test scores should be seriously reconsidered as well as other means considered." Motion dies for lack of a second.

Paul Vitek suggests individual letters of support be sent to Dr. Norrell.

Wu/Romanoff move to adjourn. Passes.
Meeting adjourned.

MINUTES OF THE NAAAA EXECUTIVE BOARD MEETING
on January 13, 1985 at 11:15

Members Present: Brian Mand, Joe Eivens, Lynn Lashbrook, Ann Mayo, Alan Zussman, Larry Romanoff, Mary Tinkler, Paul Vitek, Suzanne Wurzer.

Guest: Rich Esquinas, Career Guidance Foundation

President Mand called the meeting to order and welcomed new members.

Rich Esquinas reported that the Career Guidance Foundation will absorb all expenses for publishing The National Advisor for one year. They will standardize the inside format, lower the cost of the cover, take care of distribution, and give us access to their 800-line. He also stated that his publication, The Athletic Advisor could be tied into this deal. The Executive Board could offer subscriptions at cost to N4A members (\$20/year). Discussion followed.

The Spring Advisor will contain a membership list (alphabetical by college), summaries of presentations at this convention and the revised constitution of the N4A.

Questions regarding membership should now be addressed to President-Elect Lynn Lashbrook.

Ann Mayo will talk with Mary Ellen Krucz regarding our brochure and stationary design.

Special Committee on the Advisor will report this summer.

A discussion of the position of the Parliamentary followed. This was tabled for the summer meeting.

Tom Brennan will be asked to forward his files to Joe Eivens.

A discussion of the matter of the \$100 honorarium to outgoing Presidents followed. No honorarium of this type is foreseen.

The immediate past-president will do an orientation with new members next year on the history of the organization, new issues, etc.

President Mand adjourned the meeting.

MINUTES OF THE NAAAA BUSINESS MEETING
on January 13, 1985 at 10:00 A.M.

President Brian Mand called Joe Eivens and Don Whitney forward to thank them for their service to the organization.

Don Whitney urged the association to look at incorporation for tax and financial purposes.

President Mand introduced the new Executive Board members:

- Region I Representative - Paul Vitek, Rutgers
- Region IV Representative - Dale Roark, Oklahoma State
- Region V Representative - Suzanne Wurzer, Long Beach State

The Spring issue of The National Advisor will include a summary of each presentation at this convention.

President Mand reinstated the Special Committee which will investigate further solidifying policy on The National Advisor and report to the Executive Board at the summer meetings.

The Career Guidance Foundation will publish The National Advisor this year at no cost to the N4A.

Lynn Lashbrook will coordinate materials for the Spring issue.

Eivens/Lashbrook moved meeting be adjourned. The 10th Annual Meeting of the N4A adjourned.

NAAAA Constitution and By-Laws

Preamble

The present state of intercollegiate athletics in American universities and colleges places unusual demands on students who wish to participate. There is competition between academic and athletic interests for the student-athlete's time, energy, and attention. Our belief is that colleges and universities can and must provide the opportunities for participants to be successful students and fulfilled athletes.

Article 1. Name

This organization shall be known as the "National Association of Academic Advisors for Athletics."

Article 2. Purposes

The purposes of this organization shall be:

1. To cultivate and improve the opportunities for academic success for student-athletes in universities and colleges by providing informed, competent, and holistic advising;
2. To enhance communication between the academic and the athletic communities while serving as a liaison between those communities;
3. To continue to elevate the status of this profession.

Article 3. Membership

1. Professional members

Any person whose purpose is to assist student-athletes in the pursuit of their educational goals and who holds a position at an educational institution may become a member of this organization.

2. Affiliate members

Individuals with related interests may become affiliate

members without voting privileges.

3. All members agree to uphold and to further the stated purposes of the association.

4. An annual membership fee shall be prescribed by the bylaws.

5. Members will be delegated to a region by the President-Elect, first on a basis of conference affiliation, and second, by state.

Article 4. Officers

The officers shall be:

President	Assumed by President-Elect by confirmation of voting members at Annual Meeting	Term: one year
President-Elect	Elected at Annual Meeting	Term: one year
Past-President	Assumed by outgoing President	Term: one year
Secretary	Elected at Annual Meeting in even-numbered years	Term: two years
Treasurer	Elected at Annual Meeting in odd-numbered years	Term: two years
Editor of <u>National Advisor</u>	Appointed by Executive Board at Annual Meeting	Term: two years
Parliamentarian	Appointed by Executive Board at Annual Meeting	Term: two years
Reg. 1, Reg. 4 Region 5, Representatives	Appointed by President in odd-numbered years	Term: two years
Reg. 2 and 3 Representatives	Appointed by President in even-numbered years.	Term: two years

Article 5. Committees

There shall be an Executive Board comprised of President, President-Elect, Secretary, Treasurer, and Representatives, including the immediate Past-President, Parliamentarian, and Editor of National Advisor as ex-officio members; a Nominating Committee whose membership is prescribed in the Bylaws; and additional committees as deemed necessary by the Executive Board and allowed for in the Bylaws.

Article 6. Meetings

There shall be an Annual Meeting of the general membership at a time and place designated by the Executive Board. There shall be semi-annual meetings of the Executive Board. One shall take place approximately six months prior to the Annual Meeting at a location designated by the President. The other shall be held immediately preceding the Annual Meeting.

Article 7. Amendments

This Constitution may be amended by a two-thirds vote of professional members present at the Annual Meeting. However, no amendment shall be presented for consideration without one month's written notice.

By-Laws

Article 1. Duties of Officers

The President shall: preside at all meetings of the membership and of the Executive Board; perform all such duties as are incidental to the office and properly required of it; host the mid-year meeting of the Executive Board, and appoint the Regional Representatives as prescribed in the Constitution.

The President-Elect shall: exercise all functions of the office of President in the absence of the President; oversee the recruitment of new members and maintain an up-to-date list of the membership; serve as a member of the Executive Board & Nominating Committee; and succeed the President as prescribed in the Constitution.

The Secretary shall: keep written records of all meetings of the membership and of the Executive Board; serve as a member of the Executive Board; perform such duties as are incidental to that office and which are required of the office by the association; and conduct the correspondence of the association.

The Treasurer shall: manage the funds of the association; conduct its banking business; maintain a listing of all members in conjunction with the President-Elect; be responsible for providing information essential to an audit of all accounts on an annual basis; submit a written report to the membership at the Annual Meeting; and serve on the Executive Board.

The Editor of the National Advisor shall: be responsible for its publication at least twice each year; maintain a library of past issues; and serve on the Executive Board as an ex-officio member.

The Regional Representatives shall: serve as advisors to the President; act as liaisons between the Executive Board and the general membership of their respective regions; serve on the Nominating Committee; and serve on the Executive Board.

The Parliamentarian shall: see that all meetings are conducted in good order; and serve as an ex-officio member of the Executive Board.

The immediate Past-President shall: maintain an historical

account of the association; and serve as an ex-officio member on the Executive Board.

Article 2. Committees

The Nominating Committee shall be comprised of the Regional Representatives and the President-Elect, with the latter serving as chairperson.

The Registration Committee for the Annual Meeting shall consist of the President-Elect, the Treasurer, and one Regional Representative appointed by the President.

The Hospitality Committee for the Annual Meeting shall consist of the President, the Secretary, one Regional Representation, and a fourth person appointed by the President from the general membership.

Other committees may be established by the Executive Board as deemed necessary.

Article 3. Election of officers

The Nominating Committee shall prepare a slate of candidates which will be presented in writing to the membership at least 45 days prior to the Annual Meeting. No person may be nominated for office who has been an Association member for less than a year. No person may hold two elected offices simultaneously. Officers in elected positions may not succeed themselves. However, officers in appointed positions may do so. Officers may be removed from office for cause by unanimous vote of the other officers on the Executive Board.

The Executive Board shall make appointments to fill any unexpired terms until the next general election.

Article 4. Term of membership

Annual memberships commence January 1. There will be no pro-rating of membership dues.

1985 NAAAA MEMBERSHIP ROSTERS

LISTINGS BY NAME, UNIVERSITY/COLLEGE, AND NAAAA OFFICERS

Article 5. Regions

STATES

REGION I	REGION II	REGION III	REGION IV	REGION V
Connecticut	Alabama	Illinois	Arkansas	California
Delaware	Florida	Ohio	Texas	Arizona
Maine	Georgia	Michigan	Missouri	Oregon
Maryland	Kentucky	Minnesota	Oklahoma	Washington
Massachusetts	Louisiana	Indiana	Kansas	Utah
New Hampshire	Mississippi	Iowa	Nebraska	New Mexico
New Jersey	Tennessee	Wisconsin	Colorado	Wyoming
New York	South Carolina		North Dakota	Nevada
Pennsylvania			South Dakota	Hawaii
Rhode Island				Alaska
Vermont				Idaho
West Virginia				Montana
Virginia				
North Carolina				

CONFERENCE

REGION I	REGION II	REGION III	REGION IV	REGION V
Atlantic 10	Ohio Valley	Big 10	Southland	Pac 10
ECAC	Southern	Mid-American	Big 8	PCAA
Big East	Sunbelt	Midwestern City	SWC	WAC
ACC	Metro		Missouri Valley	NCAC
Others	Sec	Others		Others
	Others			

Article 6. Amendments

These Bylaws may be amended by a two-thirds vote of the professional members present at the Annual Meeting. No amendment shall be voted upon without written notification to the professional members.

Article 7.

The authority of this Constitution and Bylaws shall be Roberts' Rules of Order.

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KEYNOTE LETTERS FROM
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LETTER FROM THE PUBLISHER

Dear Members:

It has been quite a joy to publish this issue of The National Advisor. The vote of confidence from the NAAAA Executive Board and the support from Brian Mand and Lynn Lashbrook went far in keeping my enthusiasm peaked. Also, the NAAAA and the Career Guidance Foundation's Athletic Guidance Center, are to be commended for bringing to fruition a unique partnership. As a 12 year old non-profit educational organization, we at CGF are proud to have contributed to an association and publication whose time has come.

The National Advisor and the NAAAA are uniquely positioned to give direction to the promptly evolving career of "athletic advising". And most obviously, each and every NAAAA member has the opportunity to contribute. Never has there been a greater need for scholarly position papers and published opinions. The time is so right-----our country's colleges and universities, athletes, and our academic advisors need direction. A direction which can only be filled by our members professional guidance. Start now to think about contributing to the next National Advisor.

As a long time member and supporter of NAAAA I stand poised to facilitate the publishing of The National Advisor. My recommendations will be made to the Executive Board in July to even better this publication while simultaneously protecting the integrity for which our members can be proud. Your critical input is solicited and will be received with much appreciation. After all it's your publication.

Sincerely,

Richard Esquinas
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