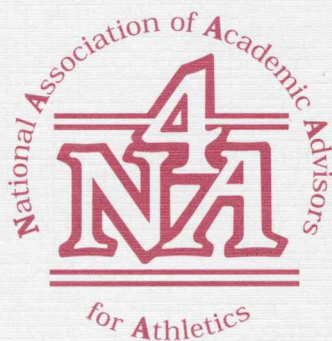


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National Association of Academic
Advisors for Athletics



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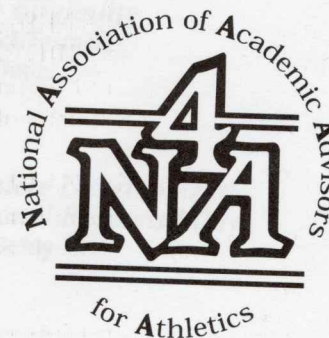
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TABLE OF CONTENTS

- Supervising Academic Athletic Counseling* 1
Mark B. Andersen
Judy L. Van Raalte

- Developing Career Development
Profiles of Student-Athletes:
A Comparison with Non-Athletes* 11
H. Ray Wooten, Jr.
Clair Hamilton Usher
W. Larry Osborne

- Career Preparation and the
College Football Player* 18
John P. Muzcko
Mark A. Thompson

- Keeping a Watchful Eye on
Continuing Eligibility* 24
Earl S. Schliesman
Jody S. Dunn

- Student-Athlete Development:
An Institutional Responsibility* 34
John R. Gerdy

- Readers Respond . . .
Student-Athlete Development:
Balance Is the Key* 40
Thomas L. Hill

SUPERVISING ACADEMIC ATHLETIC COUNSELING TRAINEES

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ABSTRACT

There has been much discussion in the academic athletic counseling literature about "how to" deliver services to various populations. However, little attention has been devoted to the "quality control" of these services. One important way of maintaining service quality is through the supervision of academic athletic counselor trainees and practitioners. The purpose of this article is twofold: first, to present supervision models particularly pertinent to the field of academic athletic counseling; and second, to present issues and problems commonly encountered in the supervision of academic athletic counselor trainees and practitioners.

INTRODUCTION

Supervision is a central feature of training and practice in many service delivery fields. In the applied psychology professions, supervision is often a career-long process. There has been brief mention of supervision in the sport psychology literature, a field closely allied with academic athletic counseling (e.g., Andersen, in press; Andersen & Alden, 1991; Bryant-Whelan, 1991; Ellickson & Brown, 1990; Lutz, 1990; Sachs, 1993; Smith, 1989; Taylor, 1991; Van Raalte & Andersen, 1993), but discussion of the supervision of academic athletic counseling trainees has been limited at best.

Supervision of academic athletic counselors is important to assure that student-athletes receive the best attention and care possible. The issue of supervision is particularly crucial as more academic athletic counselors work with interns and assume supervisory roles. An examination of what one does (or should do) as a supervisor of interns and employees who are working with student-athletes seems needed.

The first order of supervision of service delivery is always the student-athlete's welfare. Also of paramount importance is the development and training of the academic athletic counseling trainees, helping them become better and more competent practitioners. Central to this goal is the supervisor's role of helping trainees understand their strengths and weaknesses and how those may facilitate or disturb the academic athletic counseling process.

The questions that will be addressed in this paper include the following: What sort of models are most relevant to academic athletic counseling supervision? What should occur during supervision? What are some of the conflicts and problems that often arise in supervision? And finally, what is involved in the process of supervising a junior supervisor (i.e., meta-supervision)?

MODELS OF SUPERVISION

The extensive literature on supervision is too large to review thoroughly here. Rather, this paper will present background on the types of supervision models that could be used in academic athletic counseling and lay a general groundwork for supervision of academic athletic counseling trainees and practitioners. Also to be discussed are phenomenological, psychodynamic, behavioral, and cognitive-behavioral models and how features of each may have some application to the supervision of academic athletic counseling trainees and practitioners.

Phenomenological Models

Phenomenological approaches to supervision have their roots in the work of Rogers (1961). Just as Rogerian therapy attempts to create an atmosphere of unconditional positive regard for the client, Rogers' (1957) supervision model involves the creation of a safe and caring atmosphere that includes trainee role-playing, supervisor demonstrations of techniques, taped sessions of accomplished practitioners, and self (and supervisor) critiques of trainee sessions with clients. This is, above all, a supervisee-directed form of supervision where the supervisor sets up the conditions for supervisees to explore their strengths, weaknesses, successes, and mistakes in a threat-free environment. For many in academic athletic counseling this type of supervision may be too slow and clinical, but there is much to be said for phenomenological supervision and the creation of safe and unconditionally positive supervision environments.

Psychodynamic Models

A major feature of psychodynamic supervision is an examination of the psychological and relationship history (both good and ill) that the trainee brings to relationships with clients. The psychodynamic model also explores the relationship between the supervisor and the supervisee and how what is happening in supervision may shed light on what occurs in the counseling sessions with student-athletes. Both this approach and the phenomenological approach are based on relationships and are examples of "parallel process" models of supervision (Friedlander, Siegal, & Brenock, 1989) where what is going on in therapy is related to similar processes occurring in supervision. This model is probably the most foreign for academic athletic counseling practitioners whose backgrounds are in physical education or exercise science. Nevertheless, it might be helpful for academic athletic counselors to examine carefully what they bring to their relationships with student-athletes, what their real motivations for being in the field are, and what needs of theirs are being met by working with student-athletes.

Behavioral Models

These models are based on operant and classical conditioning and involve assessing supervisee strengths and weaknesses, teaching various skills and techniques (e.g., test anxiety management or time and stress management), and extinguishing supervisee behaviors counterproductive to treatment (Delaney, 1972). For many academic athletic counselor supervisors, behavioral models may be attractive in that they are more clear-cut, more task-oriented, and not as subjective as the relationship-driven models.

Cognitive-Behavioral Models

Recently, Kurpius and Morran (1988) developed a cognitive-behavioral model of supervision that may have great appeal to supervisors of academic athletic counselors. The behavioral and cognitive-behavioral models are the most "training" oriented models and focus more on trainee skills and techniques than do the relationship models, which focus more on the interpersonal dynamics. In cognitive-behavioral supervision, the supervisor might ask the supervisee to mentally rehearse a counseling session with a difficult student-athlete and then discuss the images or mental pictures the trainee produces to help the trainee better prepare for problematic student-athletes. The supervisor might also explore the belief system of the supervisee to discover and challenge any irrational beliefs the supervisee may have that may interfere with the counseling process (e.g., "All my student-athletes should like me"). Many beginning academic counselors come to their first meetings with student-athletes with overly high expectations. Some cognitive restructuring may help such trainees develop a more rational understanding of, and realistic expectations for, academic athletic counseling outcomes.

All of the models mentioned above have something to offer the supervisor of academic athletic counselors. Perhaps the most sensible technique would be frequent supervision with an eclectic approach that is dynamically dependent on the trainee's level of development. For neophyte academic athletic counselors, the behavioral and cognitive-behavioral models seem most appropriate, since beginning trainees need more guidance and more task-oriented supervision to hone their skills. Once those skills are well-established, then supervision of a more subtle nature (e.g., relationship-driven models) may further refine their skills as academic athletic counselors.

SUPERVISING THE TRAINEE IN ACADEMIC ATHLETIC COUNSELING

Academic athletic counseling trainees and practitioners come from a variety of backgrounds such as education, physical education, and psychology. It would be difficult to design one supervision program that would perfectly fit these different orientations and individuals. Supervision, however, remains central to any service delivery field, and some issues are relevant to all academic athletic counselors regardless of background. Four basic considerations for supervising trainee work with student-athletes (i.e., ethical issues, supervision training, transference and countertransference, and peer and meta-supervision) are discussed in the following sections.

Ethical Issues

Ethical and legal issues such as dual role relationships, sexual involvement, and exploitation abound in supervision experiences (Andersen, in press; Bartell & Rubin, 1990; Harrar, Vandecreek, & Knapp, 1990; Kurpius, Gibson, Lewis, & Corbet, 1991; Sherry, 1991; Upchurch, 1985). The ethical climate of supervision sets the tone for future practice, and to insure that supervisee proceeds as smoothly as possible, the establishment of clear ethical guidelines and a working alliance between the supervisor and the supervisee is helpful. Seriously considering the American Psychological Association Code of Ethics (APA, 1992) is at least a starting point for standards of ethical behavior when supervising academic athletic counselors working with student-athletes.

Supervision Training

Supervisors of academic athletic counselors probably have very little training in how to supervise. This is also the case in most service delivery professions. Most supervisors have never received any formal training in supervisory processes. For the vast majority of supervisors, training in supervision has been limited to their own experiences of being supervised as students (Dowling, 1986; Norcross, 1984).

Mordock (1990) offers a framework for the education and training of future supervisors that includes a program directed at improving skills in the

administrative, supportive, and educational aspects of supervision. Taub, Porter, and Frisch (1988) also offer a solid program for the training of supervisors. Their work, which suggests initial training, coursework, and practicum experience in supervision, could serve as a model while those in the field of academic athletic counseling begin to determine what training in supervision will be needed for future students, how that training will be obtained, and what form it will take.

Transference and Countertransference

In the supervisor-supervisee relationship, transference and countertransference phenomena may help to explain why some students emerge empowered from training while others leave disappointed (Cook & Buirski, 1990). In the supervisory relationship, transference occurs when supervisees begin to respond and relate to supervisors in patterns similar to how they have interacted with significant others in their lives. For example, supervisees with parental dependency issues may transfer that dependency and cling to the supervisor just as they clung to a parent. Countertransference happens when similar processes occur from the supervisor's point of view.

Transference and countertransference phenomena can also come up in the relationship between the trainees and student-athletes. The most dramatic examples would be when the student-athlete falls in love with the academic athletic counselor (transference) or vice versa (countertransference). It is the supervisor's job to sensitize the trainee to these interpersonal dynamics in order to better understand the student-athlete's needs and to help avoid feelings and behaviors on the part of the trainee that would be counterproductive to student-athlete growth and development. Although it is not necessary to agree completely with some proponents of object relations theory (e.g., Klein, 1990) who believe that "the transference phenomenon exists in all interpersonal relationships. . ." (p. 49), assessing transference and countertransference in both academic athletic counseling sessions and in supervision helps in examining some of the most important relationships involved in service delivery.

Peer and Meta-supervision

Meta-supervision is the supervision of supervision. It is common practice in mental health fields where department heads supervise the practitioners who supervise the interns. Meta-supervision provides practitioners a chance to monitor and improve their own supervisory skills and increases self-confidence and professional competence. This practice could add an important dimension to academic athletic counseling settings.

Respectability, accountability, and quality control might be enhanced with the establishment of career-long peer or collegial supervision for practicing academic athletic counselors. Sachs (1993) has made a strong appeal for such practices in sport psychology: "It is generally advisable, as well, for more 'established' sport psychologists [or academic athletic counselors] to have a

colleague (or several colleagues) with whom one can consult on a regular basis. These supervisory sessions . . . provide professional guidance that may be needed" (p. 928). All of the supervision considerations discussed above (e.g., training in ethics, transference, and peer supervision) have the potential to help out the growing field of academic athletic counseling in the areas of accountability, respectability, and quality control of services.

ISSUES AND PROBLEMS UNIQUE TO ACADEMIC ATHLETIC COUNSELING TRAINEES

Academic advising and career counseling are the workhorses of academic athletic counselors. It can be argued that the delivery of these services is primarily an educational process (cf. Rotella, 1990) not requiring supervision of a clinical or counseling nature. In this context, supervision would consist of monitoring the consistent and coherent delivery of academic progress assessment and career counseling. This appears to be a limited definition of academic athletic counselor supervision that fails to address the dynamics of the interpersonal encounters in the delivery of such services. Most students and practitioners of academic athletic counseling are, or often will be, working with individuals on a one-to-one basis and/or with whole teams. It is therefore important to examine more closely some of the specific problems supervisors may encounter when supervising trainees delivering academic athletic counseling services.

Informal Encounters

Academic athletic counselors operate in a realm that would, at best, be overly informal to clinical and counseling psychologists. For reasons of building rapport, gathering information, and setting long-term outcome goals, classic clinical psychology boundaries would hinder more than help the academic athletic counseling process. On the other hand, there are academic athletic counselors who are quite intimately involved with teams outside their roles as academic athletic counselors (i.e., they travel with the team, eat with the team, or see team members socially). The rationale for this very familiar behavior is that the academic athletic counselor needs to become part of the team and that familiarity breeds acceptance.

Between psychotherapy models and academic athletic counselor as "team buddy" (Murphy, Carr, & Swoap, 1991), there is a middle ground that may expose the academic athletic counselor to important data and yet maintain boundaries salubrious to student-athlete development. Just as limited contact produces gaps in counselor knowledge, extreme familiarity produces opportunities for dependency fostering. The question of who is being served by such familiarity remains the central issue. Do academic athletic counselors serve student-athletes by making themselves indispensable? The importance of balancing familiarity and boundaries could be reinforced by solid trainee supervision that helps the trainee recognize when familiar behavior with

student-athletes crosses over the line of serving the student-athletes to fulfilling the academic athletic counselor's personal needs.

Record-Keeping

Academic athletic counseling sessions occur in a variety of locations, including playing fields, locker rooms, and offices. In many cases sessions may be informal in tone. Nonetheless, it is the obligation of academic athletic counselors to maintain professional records of academic athletic counseling sessions. These records do not have to be clinical in nature but should at least include what the problem or issue is, what was done during the session, and what directions are proposed for future sessions. In this age of accountability and litigation, the supervisor of academic athletic counselors needs to monitor and remind counselors of the responsibility to maintain accurate records of all contacts with student-athletes.

Misalliances

It is important to determine early what student-athletes need or want from academic athletic counseling relationships. During early relationship building, a misalliance can occur when a trainee or practitioner enters into a relationship with the student-athlete, the nature of which is not helpful to the student-athlete. Premature buying into student-athletes' versions of their problems with coaches, teachers, or parents may only reinforce a bad situation or even exacerbate it. Statements such as, "Yeah, it does seem like the professor is on your case," help to solidify student-athlete dissatisfaction. Careful supervision of trainee/student-athlete interactions could help trainees find better ways of problem-solving and help them recognize how they can become enmeshed in conflicts and actually become part of the problem. However, it is important to remember that the academic athletic counselor is the student-athlete's advocate whose goal is to form an alliance with the student-athlete. Thus, any situation where a student-athlete is experiencing difficulties with a professor or a coach needs to be carefully investigated and all the relevant facts gathered so that the counselor can maintain the appropriate professional stance.

Referral

With some student-athletes, after a strong bond has developed with an academic athletic counselor, a story of sexual abuse, eating disorders, or other traumatic material may emerge. This may be disturbing to the trainee, but the supervisor can help the trainee understand that this is actually a very good sign. That the student-athlete feels comfortable enough to talk about such sensitive issues indicates that the trainee is doing all the right things in the relationship (e.g., being empathetic and providing a safe environment). However, the situation becomes particularly touchy when referral to a clinical practitioner seems necessary (Heyman, 1993). The student-athlete finally has taken time to

talk about what is painful and probably central to other problems but then is sent to someone else for continued treatment.

If at all possible, the supervisor should help the trainee refer *in* (i.e., bring a qualified professional into the office with the trainee and the student-athlete and proceed from there) and not *out* (Andersen, 1992). Sending a vulnerable student-athlete away to someone else in another environment may be more than enough to stop the therapeutic process. Supervisors should have a list of counseling center staff who are sensitive to student-athletes' concerns and a referral list of local clinicians on whom they can rely.

SUMMARY

Supervision of academic athletic counseling trainees is much too broad a topic to cover in one report. It is hoped, however, that this paper will stimulate discussion on any or all of the topics covered, which are far from exhaustive. Academic athletic counseling need not abandon its current pattern of supervision services and take up counseling supervision instead. One solution might be a synthesis of current supervision practices and elements from the models presented here. High quality supervision is important as the field of academic athletic counseling attempts to reach its ultimate goal: better service and care of student-athletes.

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DEVELOPING CAREER DEVELOPMENT PROFILES OF STUDENT-ATHLETES: A COMPARISON WITH NON-ATHLETES

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ABSTRACT

Student-athletes' and non-athletes' scores on several career-related assessments are compared. Results of two-way ANOVAs indicated that student-athletes highly value physical activity and spend more time in leisure activities than non-athletes. No differences in career maturity scores were found. Implications for programming to accommodate the special needs of student-athletes are discussed.

INTRODUCTION

The literature is explicit in describing the developmental deficits, transitional problems, and academic deficiencies of student-athletes on our college campuses (Lang, Dunham, & Alpert, 1988; Lanning, 1982; Petitpas & Champagne, 1988; Remer, Tongate, & Watson, 1978; Wittmer, Bostic, Phillips, & Waters, 1981). These depictions of student-athletes are mixed reports of developmental concerns that manifest themselves in personal, academic, and career problems. Educators have responded with an array of developmental and psycho-educational programs emphasizing skill training and developing personal competencies for student-athletes (Chartrand & Lent, 1987; Pearson & Petitpas, 1990; Petitpas & Champagne, 1988).

A major vehicle for implementing skills and psycho-educational training for student-athletes is through career/life planning courses. Career/life planning addresses deficits of career exploration and decision-making that can subsequently be transferred into interpersonal and other life skill areas. Wooten and Hinkle (1992) describe the process as facilitating student-athletes to become purposefully active in the career/life planning process through exploring careers, assessing personality variables that affect the process, gathering and analyzing information concerning the world of work, developing a process of decision-making for educational and career plans, and developing skills for academic, career, and life planning. The career/life planning process for student-athletes facilitates the active exploration of various life, identity, and career alternatives and possibilities that have heretofore been narrowly defined. If implemented early, the process can serve as a preventive program in assisting student-athletes to acquire resources (e.g., knowledge, attitudes, and skills) that can help them make a successful transition from sport, given that only a small percentage of student-athletes progress to professional ranks.

CAREER/LIFE ASSESSMENT

A comprehensive theoretical framework for describing a person's career/life development is Super's (1957) life-span developmental theory. Super proposes that people enter into occupations which allow for the greatest amount of self-expression reflecting the self-concept. The behaviors manifested to implement that self-concept are a function of the individual's stage of career/life development. A developmental approach to career assessment and counseling ascertains the student-athlete's attitudes about career planning and exploration, knowledge of occupational requirements and opportunities, decision-making skills, values, salience of work roles, interests, aptitudes, and the individual's understanding of how this information relates to developmental tasks currently and in the future (Super, Osborne, Walsh, Brown, & Niles, 1992). Based on this approach, a contemporary assessment battery that outlines the important factors for career/life planning has been proposed (Super et al., 1992).

The majority of current career/life models are based on the career development needs of non-athletes. Subsequently, little research has investigated the student-athlete's career/life development profile. As a result of working with student-athletes in the classroom, the investigators of the present study believed that exploratory inquiry into the comparisons between student-athletes' career/life development as compared to non-athletes' would lead to more effective counseling strategies for student-athletes. Such a profile could determine the special needs of student-athletes and direct programming for this particular student population.

PURPOSE

In this study, a comparison was made between student-athletes' and non-athletes' scores on several career development inventories suggested by Super, Osborne, Walsh, Brown, & Niles (1992). Seven research questions were posed for this study:

1. Do student-athletes and non-athletes differ on any of the 21 values assessed by the Values Scale (Super & Nevill, 1985b)?
2. Do male and female students differ on any of these values?
3. Are there significant student-athlete by gender interaction effects on any of these values?
4. Do student-athletes and non-athletes differ on the participation, commitment, and values expectation scores for each of the five life roles (study, work, family, community service, and leisure) as assessed by the Salience Inventory (Super & Nevill, 1985a)?
5. Are there significant gender or interaction effects on these salience scores?
6. Do student-athletes and non-athletes differ on the attitudinal components (career planning, career exploration, and combined attitudinal scale) or knowledge components (decision-making skills, knowledge of the world of work, and combined knowledge scale) of career maturity as assessed by the Career Development Inventory (Super, Thompson, Lindeman, Jordaan, & Myers, 1981)?
7. Are there significant gender or interaction effects on these CDI scores?

METHOD

Participants

During the 1990-91 academic year at a medium-sized, state-supported university in the South, a sample of 41 student-athletes (83% males and 17% females) and 178 non-athletes (29% males and 71% females) completed the Values Scale (Super & Nevill, 1985b), Career Development Inventory (Super, Thompson, Lindeman, Jordaan, & Myers, 1981), and Salience Inventory (Super & Nevill, 1985a). Completion of these instruments was required for a semester-long, three-credit course in career/life planning. The student-athletes were non-revenue scholarship athletes representing an NCAA Division II institution in soccer, basketball, and tennis. Both groups contained students representing all class ranks, with a majority in both groups being white (93% of the student-athlete group and 69% of the non-athlete group).

Measures

The Values Scale (VS) (Super & Nevill, 1985b) is an inventory which yields results on 21 scales that include both extrinsic and intrinsic values. The scales are Ability Utilization, Achievement, Advancement, Aesthetics, Altruism, Authority, Autonomy, Creativity, Economic Rewards, Economic Security, Lifestyle, Personal Development, Physical Activity, Physical Prowess, Prestige, Risk, Social Interaction, Social Relations, Variety, Working Conditions, and Cultural Identity. Scores on each scale range from "1" to "4."

The Career Development Inventory (CDI) (Super, Thompson, Lindeman, Jordaan, & Myers, 1981) yields standard scores on attitudes and knowledge believed to be associated with progress and satisfaction in occupations (Super, Thompson, Lindeman, Jordaan, & Myers, 1992). The two attitudinal scales are career planning (CP) and career exploration (CE), and the two cognitive scales are decision-making (DM) and knowledge of the world of work (WW). Also computed for each person are a knowledge of preferred occupational score (PO); a combined attitudinal scale (CDA, a combination of CP and CE); a combined cognitive score (CDK, a combination of DM and WW); and a combined total career maturity score (COT, a combination of CP, CE, DM, and WW).

The Salience Inventory (SI) (Super & Nevill, 1985a) evaluates an individual's orientation to life by measuring the relative importance of five life roles: studying, working, community service, home/family, and leisure activities. Salience of each of these roles is measured in three ways: (1) actual participation or time spent in the role; (2) emotional commitment to the role; and (3) values one expects to meet in each role in the future. Thus, the inventory yields a participation, commitment, and values expectation score for each of the five life roles. The scores range from "1" to "4."

Data Analysis

Two-way analyses of variance were conducted on each scale score from VS, CDI, and SI. The three classification variables were student-athlete versus non-athlete, gender, and student-athlete by gender interaction. Because most of the student-athletes were male and most of the non-athletes were female, gender was included in the models to examine the possibility of significant differences attributed to this factor. An experimentwise error rate of .05 was set for each series of analysis; the Bonferroni correction was used to determine the significance level for each dependent variable.

RESULTS

VS Results

On the VS, student-athletes and non-athletes differed only on the value for physical activity ($F(1,174) = 16.44, p < .002$). Not surprisingly, the mean score on physical activity for student-athletes (3.15) was significantly higher as compared to non-athletes (2.40). There were no significant main effects for gender or significant interaction effects on the VS scores.

SI Results

On the SI, only one significant main effect for athlete status was found ($F(1,189) = 16.04, p < .003$). The student-athletes had significantly higher mean scores on participation in the leisure role ($M = 3.36$) than non-athletes ($M = 2.84$). Thus, it appears that student-athletes could be expected to spend more of

their time in leisure activities than non-athletes. There were no significant main effects for gender or significant interaction effects on the SI scores.

CDI Results

On the CDI, there were no significant main effects for athlete status. Only one significant gender effect was found: females had a higher score on the combined knowledge scale ($M = 100.29$) than males ($M = 85.16$) ($F(1,138) = 8.43, p < .006$). The combined knowledge scale score is a linear combination of scores in decision-making and world-of-work information. This result indicates that females may be better able to apply career development principles to decision-making scenarios as well as demonstrate more knowledge of what it takes to get a job and succeed. The higher scores of females on these scales is consistent with the findings elsewhere that females tend to make higher scores on other cognitive measures such as academic achievement (Thompson & Lindeman, 1981). No significant student-athlete by gender interaction effects were found on the CDI variables.

DISCUSSION

A comparison of the inventory results portrays a strikingly similar profile between student-athletes and non-athletes. Student-athletes have a stronger propensity towards physical activity and leisure than non-athletes but do not differ in their attitudes about career planning, exploration, and knowledge regarding the world of work and decision-making principles. Responses from student-athletes suggest that the emphasis on leisure is due to stress, namely the physiological and psychological fatigue resulting from sport activity. Many student-athletes feel that most of their time is controlled by others (e.g., coaches, practice, classes); as a result, time for leisure is a premium for escape.

Both the student-athletes' and non-athletes' mean scores for all the CDI scales (except the CE and CDA scores) were below the mean scores for freshmen in the undergraduate sample upon which the instrument was normed, indicating a need for further programming to stimulate career planning and exploration with both student groups.

For student-athletes, a link must be made between exploring career/life options that more adequately fit their expectations and roles (i.e., leisure) and understanding their underpreparedness for making career decisions. The emphasis by student-athletes on leisure activity must be combined with their commitment, participation, and knowledge to attain that particular role. A complementary balance of the worker and student roles is essential to attain their value expectations through leisure. In this case student-athletes may be committed to a particular role (i.e., leisurite) but at this time not understand the avenues to attain that role. Further career/life assessment would allow exploration in understanding and engaging in work as a way to gain opportunities for leisure.

Student-athletes in the sample have a greater propensity towards physical activity than non-athletes. Where career/life development is concerned, this extrinsic value suggests an active orientation towards "doing" rather than a passive approach of intellectualizing or investigating. This emphasis suggests that inventories, questionnaires, and games that get student-athletes directly involved in the career planning process may be an effective strategy for career exploration and decision-making.

Results of the inventories reveal a similar career development profile for student-athletes and non-athletes. Both profiles indicate a need for further exploration into the career/life planning process. Student-athletes must prepare themselves for life after collegiate or professional sports. Regardless of the possibilities of a professional sports career, however, career/life planning can assist student-athletes in developing the skills to cope and adapt appropriately to an ever-changing environment.

The career planning process would encourage personal growth through self-expression and exploration of interests, values, roles, and decision-making. Student-athletes could discover personality orientations, examine and develop career-related skills, understand developmental changes, and anticipate future transitions. Increased self-awareness and understanding develops increased self-efficacy in the planning of and follow-through on life and career aspirations (Wooten & Hinkle, 1992).

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CAREER PREPARATION AND THE COLLEGE FOOTBALL PLAYER

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ABSTRACT

The lives of collegiate student-athletes are filled with needs: assistance in general scheduling/managing of campus activities, academic counseling, and career preparation. While it is generally accepted that all three areas are part of the challenges for academic athletic counselors, career preparation through a sound academic program is the fulfilling purpose of student-athletes. However, the number of graduating student-athletes, particularly college football players, does not reflect this attitude. The purpose of this article is to present an overview of the college football player and information supporting the importance of strong academic athletic counseling.

INTRODUCTION

Similar to any individual's commitment to a professional career, a college student-athlete's investment of talent and time into sport is considerable. This personal investment may consist of participation in sport of ten years or more (McPherson, 1980). The hours of training and game preparation for college student-athletes demand much dedication. Add the academic challenges of college student-athletes to the pursuit of excellence in sport, and the results dictate a most consuming college experience.

Without effective personal management techniques and support, student-athletes may be subjected to increased levels of stress. This stress may place student-athletes at risk of losing the educational and career focus needed

to prepare themselves for a career after college. At-risk student-athletes, according to Jesudason (1990), are those who are not "acquiring the knowledge, skills, and attitudes needed to become successful adults" (15). However, the stress which plagues student-athletes is found in more than their athletic and academic roles. For years the roles of student-athletes have included academican, athlete, family member, team member, and (for some) celebrity. In essence, these roles comprise the identity of college student-athletes.

While roles help define the nature and career of student-athletes, the college career must end and, consequently, a life change is initiated in roles and preparation for a new career becomes necessary. For some student-athletes, the transition into a new career is a relief from the previous career, while for others it can result in complete despair (Ogilvie, 1987). Therefore, before student-athletes exit collegiate sport, utilizing proper academic athletic counseling for purposes of career interests is important (Hattig, 1991).

IMPORTANCE OF COUNSELING STUDENT-ATHLETES

The ideals of counseling for student-athletes transcend the playing arenas and extend into the future of each individual. Career preparation on behalf of student-athletes should reflect thought, purpose, and plan for direction to a meaningful career after college. However, this is not the case for all student-athletes. For example, college football players have shown low levels of career maturity and subsequent career development even before the end of college (Muczko, 1993). This is similar to the conclusion reached by Kennedy and Dimick (1987), who found that male basketball and football players evidence lower levels of career maturity when compared to non-athletes.

While many barriers exist to the career development of student-athletes, realistic long-range goals appear to increase significantly the career maturity of student-athletes (Muczko, 1993; Nelson, 1982). The student-athletes can benefit through the use of realistic goal-setting principles. Appropriate educational programming, self-evaluation, and skills assessment/management appear to increase the levels of career maturity in student-athletes needed for a successful entry into the work force (Coleman & Barker, 1991).

Werthner and Orlick (1986) have identified four factors which may enhance post-sport career planning. One factor is identification and acceptance of the necessity to focus on new areas involving personal career interest, and a second factor is the desire to succeed in the new area. A third factor is recognition that student-athletes have been shaped by good and bad experiences through sport and must be ready to sort them out. A final factor is identifying the need to solicit support from family and friends for the new orientation.

Student-athletes must recognize their freedom to choose among alternatives. Such choices promote increased self-awareness which helps to direct their lives. This self-awareness stems from a realization that what they are comes from a function involving the choices they make (Corey, 1985). With a renewed self-understanding, student-athletes can focus on career planning.

According to Singer (1984), student-athletes are well prepared for this challenge because they possess the ability to identify conflicts and alternative solutions.

Playing sport is often described as what student-athletes do best. However, student-athletes are unique, with many challenges in and out of their sport experiences. Among the challenges is the need for developing sound work skills for another career after college. With the amount of their commitment to sport, student-athletes may have access to campus career counseling services but lack the ability to develop the appropriate work skills needed after college. In that case, counselors working with student-athletes in a counselor-assisted program can address the issue head on. Through this type of counseling, student-athletes are able to develop a stronger sense of self-awareness and self-exploration of their career orientation, thereby using skills and aptitudes that suit them for careers in their chosen fields (Manzi, 1987).

PROFESSIONAL FOOTBALL AS A CAREER

A career in professional sport is commonly perceived as a logical choice for male student-athletes playing high profile sports such as football, basketball, or baseball. However, for most college football players (as well as basketball and baseball players) the career that comes after college is not automatically one in professional sport. It has been estimated that only one percent of all student-athletes make it to any level of any professional sport (Figler & Figler, 1984).

The monetary incentives to make a career in the National Football League (NFL) are strong, with recent average yearly salaries approaching \$500,000. This is in sharp contrast to the 1981 salaries of professional football players at \$82,000 per year (Stellino, 1992). However, the NFL has illustrated the difficulty of attaining a professional career with reports of a 95% failure rate, based on a rate of 6200 college student-athletes who annually qualify (National Football League, 1992). Overall, only 2.4% of all players in college ever play football in the NFL (NCAA, 1990). For student-athletes who do qualify, the average length of a career is three to four years (Dietzel, 1983; Holtz, 1993).

Effective counseling of college football players would be lacking if it did not include a clear understanding of this statistical information germane to student-athletes. The presentation of this type of information should not be used as a means of discouraging student-athletes; rather it should be used as a means of educating them. Without all relevant information, student-athletes' academic and future career decisions are at best uninformed.

GRADUATION AND COLLEGE FOOTBALL PLAYERS

There is widespread concern for the relatively low number of student-athletes graduating from college. However, some encouragement can be found in the slightly rising graduation rates of student-athletes which rival the general

student body recently, but the numbers still show that much work needs to be done in strengthening the advisement and assistance in career counseling. Moreover, current NCAA regulations have added pressure on institutions and on student-athletes regarding the challenges in academic and athletic compliance. This is important to many black student-athletes as reflected by the low numbers graduating on time (Weiberg, 1993). This importance translates into a message of fostering a dominant physical stereotype and inhibiting the academic and intellectual pursuits of black student-athletes (Lederman, 1994).

Black football players, who comprise approximately 60% of the rosters of the NFL, graduate at a rate of 34%, whereas white football players graduate at a rate of 58% (Telander, 1989; Weiberg, 1993). These numbers indicate that two-thirds of players on NFL rosters are without a college degree (Telander, 1989).

Even with the rejection rate of the NFL at 95% for first-time aspirants from among college student-athletes, many still leave college without a job or degree. Their ambition of trying to make it to the pros is evident. One study of college football seniors reported that 82 draft choices left college when they were one semester or less away from graduation to try out in professional football combines (Bock, 1990).

This is not to say that a potential professional athlete would, or even should, forego a final year or semester of college for the opportunity of becoming a professional football player. However, it must be kept in mind that those selected to become professionals are but a small segment of all student-athletes (Figler & Figler, 1984). Nevertheless, contingency plans on counseling student-athletes toward a goal of degree completion in off-seasons for post-professional career opportunities is understandably important. It is essential to define, explain, and explore the benefits of the college academic experience.

CONCLUSION

Career development for college football players should begin at the onset of the college experience. The burden of the career orientation process and related academic counseling for student-athletes is a heavy load for any professional. Counseling the number of student-athletes on college campuses today is overwhelming, to say the least (Jesudason, 1990). Coaches, instructors, administration and campus resources, and the families of student-athletes themselves all have a stake in the success or failure of career development for college football players. These facilitators of the educational experience should not be overlooked in their responsibility for assisting football players during college and in their post-college careers.

The end of active sport participation is a reality for all athletes. Furthermore, the end of competition often does not come the way it was once envisioned. Still, student-athletes are faced with the responsibility of career adjustment into an uncertain future. Therefore, preparedness by student-athletes,

plus fostered support by all responsible personnel in achieving an acceptable outcome, is still at the heart of their ultimate success.

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KEEPING A WATCHFUL EYE ON CONTINUING ELIGIBILITY

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ABSTRACT

New continuing eligibility regulations require systematic attention in order to assure total compliance. The parallel system described takes into account the rules for continuing eligibility of student-athletes and methods for the administration of continuing eligibility. The data are entered by hand onto a personal computer using Quattro-Pro to manage the information and produce reports. Given the complexity of continuing eligibility regulations and the seriousness of the consequences of falling short in any area, it is necessary to persist in creating accurate and innovative ways to assure compliance.

INTRODUCTION

NCAA regulations for continuing eligibility have become increasingly complex. Rules governing Division I athletes' academic eligibility to participate in sports were increased and modified at the 1992 NCAA Convention and served to strengthen the concept of "student" in student-athlete. These regulations require systematic attention in order to assure total compliance.

Athletic academic advisors are familiar with the current regulatory guidelines for continuing eligibility. The purpose for creating the present tracking system was not only to be able to plug numbers into boxes, but also to provide a checklist of sorts. In dealing closely with NCAA rules it is possible to have one area covered, only to find out, too late, that lack of attention to another

area has caused a student-athlete to become ineligible. This scenario is analogous to "fixing" a loose carpet. One presses down a bulge in one area and another hump pops up two feet away. Thus, a systems approach is required which will enable advisors and coaches to see the forest and the trees at the same time (Senge, 1990).

In order to chart the status of student-athletes, the University of Tennessee, Knoxville has established a tracking system which illustrates the progress of student-athletes and flags certain areas of special concern. The system described here is a parallel system which takes into account the rules for continuing eligibility of student-athletes as well as the rules for the administration of continuing eligibility. In the following discussion the rules considered to be "basic" to continuing eligibility will be pointed out, and then the monitoring system to account for those rules will be explained. In addition, administrative legislation has created factors that deepen the complexity of continuing eligibility; this system illustrates a method for dealing with those factors. The intention is to provide an overview of pertinent legislation and describe one effective tracking system. This discourse should not be read as an official interpretation of NCAA regulations. However, the authors have attempted to make it current through the 1993 NCAA Convention legislation.

REVIEW OF THE LITERATURE

"Reform intercollegiate athletics," has been a rallying cry for quite some time. Indeed, when President Theodore Roosevelt called a meeting of some thirty institutional representatives in 1905, it was for the purpose of changing the extremely violent nature of football in which 18 deaths had occurred during the 1905 season (Davenport, 1985; Simpson & Frost, 1993). In 1910, that same group became known as the National Collegiate Athletic Association (NCAA). Today, 84 years later the cry for reform continues, and the NCAA is still in the middle of it all. One theme which runs throughout much of the reform literature is derived from academic abuses.

Bok (1983) cited newspaper reports of scandals involving forged transcripts. He further lamented plummeting graduation rates for student-athletes in high profile sports. Bok charged that in light of such abuses, it would not be accurate to speak of "student-athletes." Instead, participants in big time intercollegiate athletics would be more accurately termed "semiprofessionals."

Colleges and universities have been accused of eroding academic integrity and abdicating moral responsibility by using student-athletes for four years and then turning them out with no degree or with meaningless diplomas. The primary motivation is the money which results from television appearances and large gate receipts (Hurley & Cunningham, 1984). The Knight Commission (1991) pointed out the disproportionate regulation of nonacademic matters compared to academic progress. Many such rules are reflective of past abuses of student-athletes as athletes and not as students. Again, revenue and recognition for the university are listed as the fundamental motivations for academic abuses.

Simpson and Frost (1993) discussed the need for reform in terms of restoring the balance between academics and athletics to intercollegiate sports programs. The academic role of student-athletes needs to be accorded greater importance in comparison with their nonacademic role.

Beginning in the late 1980's and moving into the 1990's, two primary organizations have thrust the reform movement into the limelight—the Knight Commission and the Presidents Commission (Simpson & Frost, 1993). The Knight Commission (1991), a privately funded blue ribbon panel, took testimony for over a year in order to establish the root causes of problems besieging intercollegiate athletics.

The commission applauded passage of NCAA legislation in 1991 which regulated degree completion progress and placed a limit of twenty hours per week on the amount of time student-athletes could be required to participate in their sports. However, the commission recommended further tightening of initial and continuing eligibility requirements. It then formulated its "One-Plus-Three" model for creating positive change in the system. The "one" is to create total administrative authority over the operation of the institution's athletics program. The "three" outlines recommendations for strengthening the academic and financial integrity of sports programs and calls for certification by an outside body to authenticate the integrity of each institution's athletics program (Knight Commission, 1991).

The second group active in implementing change is the Presidents Commission. While it had become evident that reform was essential, college and university presidents were reluctant to act unilaterally lest they place their own institution at a disadvantage, thereby risking the revenues generated by successful sports programs (Bok, 1983). In order for the presidents to be effective in creating nationwide change, they needed to establish a united presence with representation within the NCAA itself (Bok, 1983).

Such a group was formulated. The Presidents Commission is comprised of CEO's from institutions from Division I (22 members), Division II (11 members), and Division III (11 members); the membership is elected by the body of presidents within each respective division (Simpson and Frost, 1993). This powerful group proposes and lobbies for legislation designed to strengthen the academic integrity of intercollegiate athletics. At the urging of the Presidents Commission, the NCAA Conventions in 1991 and 1992 passed substantial legislation designed to raise academic standards for student-athletes.

RULES FOR CONTINUING ELIGIBILITY

Continuing eligibility is one significant area in which academic criteria for participation in intercollegiate athletics have been strengthened. Much recently passed legislation in combination presents a more complex academic picture than in the past. The basic rules for continuing eligibility are viewed here as those which directly affect the student-athletes' continuing eligibility

status for athletics. Eight regulations have been identified as "basic" and are discussed below.

Each year student-athletes must make **satisfactory progress (NCAA By-law 14.5.4)** by passing 24 semester hours or 36 quarter hours toward their designated degree program. In the case of **midyear enrollment (14.5.6)**, when student-athletes enroll during the regular academic year but at a time other than the beginning of fall term they are required to pass 12 degree hours per term. In order to continue participating in sports, student-athletes must be in **good academic standing (14.4.1)** as defined by the certifying institution. **Designation of a degree program (14.5.4.5)** must be done prior to the start of the fifth semester (Bollig, 1993).

Recent legislation has created additional areas of concern for student-athletes and academic advisors. At least 75% of the hours needed to make **satisfactory progress** toward a degree (18 semester hours or 24 quarter hours) must be earned during the **regular academic year (14.5.4.1)**. The regular academic year is comprised of fall and spring semesters or fall, winter, and spring quarters. The rule on **fulfillment of degree requirements (14.5.4.4)** dictates that student-athletes who became full-time students in the fall of 1991 must complete 50% of their designated degree requirements by the beginning of their fourth year of enrollment (Bollig, 1993).

The percent of degree requirements and minimum grade point average rules apply to student-athletes who became full-time students in the fall of 1992 and thereafter. The provision for **percent of degree requirements (14.5.2.1)** mandates completion of 25%, 50%, and 75% of designated degree requirements by the beginning of the third, fourth, and fifth year respectively. The **minimum grade point average (14.5.3.1)** provision calls for a student-athlete to present a cumulative grade point average equal to a certain percentage of the institution's minimum GPA requirement for graduation prior to the third year (90%) and prior to the fourth (95%) and fifth years (95%) (Bollig, 1993).

The combined effect of the preceding eight pieces of legislation is a strengthening of the quantitative and qualitative academic responsibility for student-athletes and academic advisors. To deal effectively with the rapid expansion in satisfactory progress legislation, the University of Tennessee, Knoxville has developed the following charting system.

TRACKING SYSTEM FOR CONTINUING ELIGIBILITY

The present tracking system has been developed in order to monitor each student-athlete's status in the continuing eligibility process. The first one-third of the chart provides pertinent information of primary value to the advisor (see Figure 1). Inclusion of the "coach" column ("C") allows for sorting capabilities so that only the student-athlete's position coach, coordinator, and head coach are privy to the academic data presented in the remaining two-thirds of the chart. The "scholarship" column ("Sch") provides space to indicate

whether the student-athlete is on athletic aid or is a walk-on. Date of initial enrollment ("Year Enr") becomes an issue when dealing with the degree completion and minimum grade point average requirements. This segment of the chart is rounded out with columns for additional information ("Major" and "College").

Figure 1. NCAA continuing eligibility tracking system

[illegible]

Three columns offer space to record the number of degree hours earned in the **regular academic year** and summer for **satisfactory progress**. Student-athletes who fall under the **midyear enrollment** category have a "T" placed in the fall ("Fa") column to signal an exception to the satisfactory progress rule. The next 12 columns provide a place to indicate how many hours are needed in order to satisfy the various **percent of degree requirements** and the number of degree hours earned each term. Since this chart is intended to be used for yearly planning and tracking, only those student-athletes whose length of enrollment requires attention to **percent of degree requirements** are recorded in the appropriate space allotted.

A bigger picture is presented in the final six columns. Total degree hours required for the student-athlete's designated degree are entered, followed by the total number of degree hours earned to date. Student-athletes who experience academic difficulty at the University of Tennessee, Knoxville are placed on review status. Depending on the number of deficiency points, these student-athletes may be on "review" or "pending academic dismissal" status. Space is reserved for this information on **academic standing**. Current cumulative GPA and required **minimum GPA** (90% or 95%) fill out the remaining two columns.

This chart was designed to be easily read and understood by coaches as well as academic advisors. Thus, only data pertinent to the understanding of

basic continuing eligibility legislation are included in this first chart.

ADDITIONAL RULES FOR THE ADMINISTRATION OF CONTINUING ELIGIBILITY

Numerous regulations have been established to bolster and/or clarify the meaning and intent of basic continuing eligibility legislation. Six such regulations which interact closely with each other and with the basic rules covered above have been singled out here .

The NCAA Council has ruled that **correspondence work course** may not be used to satisfy the 75% **regular academic year** requirement (Proposition 68 at the 1994 NCAA Convention). Thus, no more than 25% of the **satisfactory progress** requirement may be met through the use of correspondence courses during the summer (Bollig, 1993).

The admissions policy at the University of Tennessee, Knoxville calls for entering freshmen to have passed 14 unit hours of high school academic courses. (Note: This is an institutional requirement and not an NCAA regulation.) Students (athletes or non-athletes) may still be admitted without having completed the university's requirements but are then designated as being deficient in certain areas. Students must make up the high school deficiencies using one of several options, one of which is to pass a university course designated to fulfill the requirement. Even if the particular course is not remedial, the fact that it is used to satisfy an admissions requirement and does not count toward graduation at this institution places it under the **remedial, tutorial, or non credit course rule (14.5.5.6)** and requires special attention (Bollig, 1993).

Two aspects of transfer work factor into the continuing eligibility picture. First, **credit from other institutions earned prior to initial enrollment (14.5.5.10)** cannot be used for satisfactory progress. It can, however, be used to meet the percent of degree requirements. Second, student-athletes must obtain **prior approval for summer courses at other institutions (14.4.3.1)** in order for such coursework to satisfy continuing eligibility requirements (Bollig, 1993).

Repeated courses (14.5.5.8) that student-athletes have previously taken and passed may be counted only once for continuing eligibility (Bollig, 1993).

With the passage of the percent of degree requirements, close attention must be paid to the **specific baccalaureate degree program (14.5.5.11)** in which student-athletes are progressing (Bollig, 1993). Degree hours counted for satisfactory progress must fall within the requirements for the student-athletes' designated degree program. Additionally, regardless of past baccalaureate degree programs which student-athletes may have pursued, they still must satisfy the percent of degree requirements applicable to their current degree programs.

TRACKING SYSTEM FOR CORRESPONDENCE, H.S. DEFICIENCIES, TRANSFERS, REPEAT D'S, AND MAJOR CHANGE

The preceding discussion of rules which are corollaries to the basic continuing eligibility regulations points out factors which, if not watched very carefully, can create serious eligibility problems. The following chart was conceived to flag potential problem areas (see Figure 2). Immediately following the general information in the first one-third of the chart, there is an area in which to list the correspondence courses in progress or completed for the year. It is possible to indicate the current status of the correspondence course with "IP" (in progress) or "A" - "F" (grade).

Figure 2. Correspondence, h.s. deficiencies, transfers, repeat D's, and major changes.

[illegible]

High school deficiencies are monitored in the next series of spaces by listing the high school subject area which the student-athlete did not complete, the university course the student-athlete used to satisfy the requirement, and the term in which the deficiency was cleared. In order for the university course used for making up the high school deficiency to count in the **satisfactory progress** equation, it must be taken during the student-athlete's first year. Thus, the final box for high school deficiencies is allocated for flagging whether the student-athlete took the course in the first year. This application of the tracking system is designed to accommodate the institutional policies of the University of Tennessee, Knoxville.

Transfer credit is a multifaceted concern which calls for attention from several angles. The first space in that section of the chart is for indicating the

number of hours the student-athlete **earned prior to initial enrollment**. The following three spaces are for monitoring transfer work completed after initial enrollment—courses taken, whether prior approval was obtained, and term taken.

Courses in which the student-athlete earned a “D” and which are **repeat courses** are listed in the next column. The term in which the repeat occurs is also indicated. The date on which student-athletes most recently changed their **specific baccalaureate programs** is shown in the final column. While this space may not present the total picture regarding changes in academic majors and their relationship to NCAA regulations, it at least displays the term during which student-athletes may have most recently changed majors and the fact that special attention to that area may be required.

REFERENCE GUIDES

The intent of the tracking charts described above is to provide both a broad picture of where student-athletes stand in terms of continuing eligibility and a deeper look at the details of what it will take to safeguard eligibility. In order to help coaches and advisors understand the way the charts work, a reference guide has been created for both the NCAA Continuing Eligibility Tracking System (see Figure 3) and the chart for Correspondence, H. S. Deficiencies, Transfers, Repeat D's, and Major Changes (see Figure 4).

Figure 3. Reference guide for NCAA continuing eligibility tracking system.

NAME	C	SPORT	SCH (S) (W)	YEAR ENR.	MAJOR	COLLEGE	SATISFACTORY PROGRESS		PERCENT OF DEGREE REQUIREMENTS																TOTAL DEGREE HOURS EARNED	DEGREE HOURS	ACADEMIC STANDING		GPA	GPI REQ.
							24 HRS			25%				50%				75%				Good Review Pending	DEFIC. PTS							
							18	6		Fa.	Sp.	C.T.Su	Need	Fa.	Sp.	Su.	Need	Fa.	Sp.	Su.	Need			Fa.			Sp.	Su.		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB			

- | | | | |
|----|--|------|---|
| A. | Student's Name | O. | Degree hours needed to obtain 50% of degree program |
| B. | Coach/Position | P. | Degree hours earned fall term |
| C. | Sport | Q. | Degree hours earned spring term |
| D. | Scholarship or Walkon | R. | Degree hours earned by correspondence, transfer and/or summer term |
| E. | Year entered | S. | Degree hours needed to obtain 75% of degree program |
| F. | Student's major | T. | Degree hours earned fall term |
| G. | Student's college | U. | Degree hours earned spring term |
| H. | Degree hours earned fall term | V. | Degree hours earned by correspondence, transfer and/or summer term |
| I. | Degree hours earned spring term | W. | Degree hours needed for designated degree completion |
| J. | Degree hours earned by correspondence, transfer and/or summer term | X. | Total degree hours earned to date |
| K. | Degree hours needed to obtain 25% of degree program | Y. | Academic standing-Good, Review, Pending academic dismissal |
| L. | Degree hours earned fall term | Z. | Number of deficiency points if on review or pending academic dismissal status |
| M. | Degree hours earned spring term | A.A. | Current Cumulative GPA |
| N. | Degree hours earned by correspondence, transfer and/or summer term | B.B. | GPA requirement for next fall |

Figure 4. Reference guide for correspondence, h.s. deficiencies, transfers, repeat D's, and major changes.

NAME	C	SPORT	SCH (S) (W)	YEAR ENR.	MAJOR	COLLEGE	CORRESPONDENCE		HIGH SCHOOL DEFICIENCIES				TRANSFER CREDIT				REPEAT D		DATE OF MAJOR CHANGE
							COURSES	IP GRADE	DEFICIENT COURSE AND MATH 100	COURSE USED	TERM CLEARED	FIRST YEAR Y/N	HOURS EARNED PRIOR TO INIT ENROLLMENT	COURSE APPROVAL Y/N	TERM	COURSE	TERM		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T

- A. Student's Name
B. Coach/Position
C. Sport
D. Scholarship or Walkon
E. Year entered
F. Student's major
G. Student's college
H. Correspondence Courses for current year
I. In progress or grade
J. Subject in which deficiency occurred

- K. UT Course used to clear up deficiency
L. Term Deficiency was cleared
M. Deficiency cleared first year?
N. Number of hours earned prior to initial enrollment
O. Transfer course taken
P. Was prior approval obtained?
Q. Term in which transfer work was completed
R. Course in which "D" was repeated
S. Term of repeat
T. Last date major was changed

SUMMARY

The NCAA Continuing Eligibility Tracking System at the University of Tennessee, Knoxville is still in its infancy and undergoing frequent revision and fine-tuning. At this point, it is used only for student-athletes in all men's sports. All data are gathered from various sources on campus, depending on the nature of the information required. Once assembled, the data are entered by hand onto a personal computer. The software used to manage this information and produce the reports is the IBM-compatible Quattro Pro, either with or without Windows. This particular software package was selected for the University of Tennessee, Knoxville because of the clarity of its graphics, sorting ability, and ease of entry.

Substantial legislation from the NCAA, passed in a long-developing climate of athletic and academic reform, has complicated the administration of continuing eligibility. Given the complexity of continuing eligibility regulations and the seriousness of the consequences of falling short in any area, it is necessary to persist in creating innovative ways to assure compliance.

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STUDENT-ATHLETE DEVELOPMENT: AN INSTITUTIONAL RESPONSIBILITY

John R. Gerdy
Southeastern Conference

ABSTRACT

At most NCAA Division institutions, the academic and social development of the student-athlete has increasingly become the sole responsibility of the athletics department. However, the current athletic reform movement calls for increased integration of the athletics department into the overall university community. The increased emphasis in this area offers university student affairs departments a unique opportunity to become more involved in the personal and academic development of the student-athlete.

INTRODUCTION

Although many groups of students fall under the umbrella of institutional "student services," no group has been more outside the mainstream of the institutional student services network than student-athletes, particularly those on campuses that sponsor major NCAA Division I athletics programs. In many cases, responsibility for the "holistic" development of the student-athlete has been left almost entirely to the athletics department. However, because the realities of the "student-athlete experience" often pit the academic and athletic interests of the student-athlete against each other, institutional offices of student affairs must become more assertive in meeting their responsibilities for assisting in the academic and social development of the student-athlete.

With the intense pressure to win in order to generate the revenue to support large athletics budgets, the social and academic interests of the student-athletes, particularly those in the sports of football and basketball, are often in direct conflict with the interests of the athletics department. Coaches must win to retain their jobs. Athletics administrators must generate revenue to pay for the athletics program and must satisfy alumni demands for a winning program.

These inherent conflicts have nothing to do with "good guys" versus "bad guys;" they are simply the structural realities of big-time college athletics. Thus, it is easy to understand why coaches and athletics administrators are primarily interested in maximizing the student-athlete's athletic performance. In short, for coaches and athletics administrators, athletics is a full-time job. For student-athletes, it is a part-time job.

Relegating responsibility for not only the athletic development but also the social and academic development of student-athletes solely to the athletics department creates a clear conflict of interest for the athletics department and may, at times, hinder student-athletes in their efforts to gain a broad-based academic and social experience. Despite the widely held illusion that a student-athlete's only desire is to play professional athletics, most student-athletes come to school to earn a degree. According to the 1988 NCAA Study of Intercollegiate Athletics, upon enrollment 95.2% of football and basketball student-athletes and 92.8% of participants in other sports reported that obtaining a degree was of importance or of greatest importance. For these reasons, offices of student affairs must take a more active and responsible role in becoming more directly involved in the "holistic" development of student-athletes.

Because it is the responsibility of the office of student affairs to assist all students, including student-athletes, with their academic and social development, this essay will challenge student affairs professionals to reassert their authority in matters relating to this unique subgroup of students. Although skeptics will say that there is little chance of wresting authority away from athletics departments in this area, a unique opportunity for meaningful initiatives affecting student-athlete welfare is beginning to present itself. Specifically, the NCAA Presidents Commission, the primary force behind recent athletics reform efforts, has identified the theme of the 1995 NCAA Convention as "Student-Athlete Welfare." Thus, there now exists a license to discuss and address directly, both at the national and campus levels, ways in which to improve the student-athlete experience. The question is whether the athletics community as well as the student affairs community will take advantage of this opportunity.

The following suggestions, which touch on areas ranging from student-athlete recruitment to student-athlete exit interviews, outline opportunities for increased institutional student affairs involvement in the personal and academic development of the student-athlete. Although it will be asked whether student-athletes should be recognized as being a "special" population by the university community (such recognition being contrary to the principle of "total" integration of student-athletes into the campus community), given the unique nature of the intercollegiate athletics experience (i.e., time demands and high visibility) student-athletes are a unique subgroup on campus. Striking a balance between treating student-athletes like all other students while acknowledging their special circumstances and needs is difficult. Thus, the challenge facing institutions in the area of student-athlete development is finding the delicate balance between these two often competing ideals and determining the appropriate level of "special treatment."

INVOLVEMENT DURING THE RECRUITING PROCESS

The foundation for successful adjustment to college, particularly for the student-athlete, is set during the recruitment process. Because recruiting is the "life blood" of any successful athletics program, coaches go to great lengths to convince a prospect to commit to the university. During the recruitment process, coaches portray the institution in the way they think necessary to convince a prospective student-athlete to sign a National Letter of Intent. Thus, it is no surprise that a cause of student-athlete discontent often stems from a feeling that "coach didn't tell me it would be like this!" The adjustment from the highly recruited, pampered high school senior to the lowly freshman often leads to feelings of disillusionment and a sense of having been misled by the coach during recruitment.

In most cases, coaches do not knowingly misrepresent what campus life will be like for the student-athlete. More often coaches are simply not informed or are unaware of the unique culture at the institution or the wide range of programs available to help with a student-athlete's adjustment. In many cases, newly hired coaches report to campus to pick up a credit card and travel schedule and are recruiting the following day. How can coaches accurately represent student life at their institution when they have no appreciation for or understanding of the institution they represent? Thus, in an effort to provide coaches with the information necessary for them to paint a more accurate picture of campus life, the institution should require that all coaches—and new coaches in particular—participate in a comprehensive orientation program designed to inform them of the institution's culture, history, student life, and availability of student services. Such programs also represent a first step in a more healthy integration of athletics department personnel into the mainstream university community.

STUDENT-ATHLETE ORIENTATION

Another area of concern involves student-athletes' access to institution-wide orientation programs. Although many well-intentioned athletics departments develop orientation programs for student-athletes, such programs are not nearly as comprehensive as university-wide orientation programs. More important, however, is that when the athletics department administers the orientation program, it sets the unhealthy precedent that the athletics department will "take care of" all matters, including those relating to academics and student life, for the student-athlete.

Although the actual information that is disseminated as part of such orientation programs is important, it is the group with which the student-athlete participates in the program that is critical. Orientation represents the most crucial opportunity to set a positive tone for future integration into the campus culture. If the student-athlete's long-term academic and social interests, rather than the short-term athletics interests, are given full consideration, it is quite clear that it is far more beneficial and educational for the student-athlete to participate in a university-administered orientation program. Orientation is not nearly as meaningful when the student-athlete is seated in a room full of

freshman teammates. Participating in a university-wide program provides the student-athlete a much more accurate and meaningful picture of student life and the wide diversity of students on campus.

Student-athlete participation in such university-administered orientation programs will raise the issue of missed practice time versus participation in such orientation programs. Although coaches will insist that preseason practice is a crucial time to teach athletics fundamentals, it is far more important for the long-term personal development of the student-athlete to learn the fundamentals of being a student on a college campus. Thus, student-athlete participation in such university-wide orientation programs should be mandatory. In short, the office of student affairs is charged to orient all students, including student-athletes.

GIVING STUDENT-ATHLETES A "VOICE"

Recently the NCAA has made an effort to provide student-athletes "a voice," primarily through the creation of the NCAA Student-Athlete Advisory Committee. This committee meets on a regular basis with NCAA officials and is designed to obtain input from student-athletes regarding the student-athlete experience and suggestions on ways to improve that experience. Many institutions have formed institutional student-athlete committees. These committees, if they consist of the necessary institution-wide representation, can be an effective vehicle for providing student-athletes a voice in determining the quality of their collegiate experience. Because many issues that concern student-athletes relate to "general student life," representatives from outside the athletics department, including in particular student affairs personnel, should serve on these committees if they are to be meaningful vehicles to address non-athletic concerns. Unless a perspective is offered from outside the athletics department, the effectiveness of student-athlete committees in addressing student-athlete concerns relating to their academic and social development will be limited.

ACADEMIC SUPPORT AND EXTERNAL REPORTING

Most major college athletics departments provide academic counseling, tutoring, and social adjustment services as well as career counseling and planning. Often these programs are headed by an associate or assistant athletic director. Most report internally to the athletics department. However, such an internal reporting line may not be in the best interest of student-athletes. This internal reporting arrangement results in the authority over the major facets of the student-athlete's collegiate experience (i.e., the athletics component as well as the academic and social development component) being housed within the athletics department. Once again, the conflict between these often competing interests is problematic. That being the case, institutions should consider whether reporting lines for the academic support program should be adjusted from the athletics department to the office of student or academic affairs.

MONITORING THE ATHLETICALLY RELATED TIME COMMITMENT

The 1988 NCAA National Study of Intercollegiate Athletics revealed that student-athletes wanted a reduction in the amount of time they spent on athletics activities. As a result of these findings, in 1991 the NCAA adopted legislation to establish daily and weekly hour limitations on athletically related activities. The legislation limits student-athlete involvement in "mandatory" athletically related activities to twenty hours per week. The purpose of this rule was to create more time for student-athletes to spend on non-athletics activities and allow them to enjoy a more balanced collegiate experience. This legislation does not govern (nor should it) activities in which student-athletes engage on a "voluntary" basis. If student-athletes want to work out on their own, they should be permitted to do so for as long as they like. However, it is the type of workout that falls between the mandatory and voluntary—the "voluntary but really mandatory" workout—that compromises the intent of the rule as well as the student-athlete's rights. "Voluntary but really mandatory" workouts are the weight training or extra workouts that the coach says are voluntary but in which attendance is "noted." Student-athletes often fear that if they do not participate in these workouts, they will be penalized for "lack of commitment" to the team and sport.

That being the case, the institution's student affairs division must take a more active interest in assuring that student-athletes' rights in this area are not violated. Personnel in the office of student affairs should have some knowledge of the rule and should secure the authority to periodically interview or survey student-athletes to determine if these limitations are being adhered to. This is not to suggest that the office of student affairs should be responsible for monitoring compliance with this NCAA rule, or for that matter, serving as a "watchdog" over the athletics department. However, the purpose of this rule was to assist student-athletes in their holistic development, a matter that clearly falls within the authority of student affairs.

STUDENT-ATHLETE EXIT INTERVIEWS

At the 1991 NCAA convention, legislation was adopted to require Division I institutions to conduct exit interviews with a sample of student-athletes following the expiration of their eligibility. The purpose of this provision is to encourage athletics departments to be more responsive to the needs of student-athletes by creating opportunities for them to provide input regarding programs or policies that greatly affect their lives. Although the intent of this requirement is laudable, it remains in question whether athletics departments are utilizing this provision to provide meaningful opportunities for student-athletes to offer such input. For example, most exit interviews are conducted solely by athletics department personnel. In many cases, there is no record of the results of the interviews, and it is rare when a composite report is forwarded to the university's faculty athletics board, student-athlete committee, faculty athletics representative, university president, or office of student affairs.

Once again, because the content of such interviews will relate in large part to issues regarding general student life, the university's office of student affairs should play a major role in the development of the interview program and should actively participate in some or all of the interviews. Involvement by the office of student affairs will also encourage a more open and honest exchange of information and should serve to make student-athletes more comfortable in the interview process. Finally, the results of such interviews should be shared, in composite form, with interested parties both inside and outside the athletics department for appropriate discussion, feedback, and action, if necessary.

CONCLUSION

During the past few years, the NCAA has made significant strides in areas that affect student-athlete welfare. The establishment of the limit of 20 hours per week of athletically related activities, the elimination of athletic dormitories, and the mandated one day per week without practice are all initiatives that underscore the point that student-athletes are not simply athletes. However, these changes do not alter the fundamental conflict between the interests of coaches and athletics administrators (winning) and student-athletes (earning a degree). Because the athletics department has come to assume virtually all of the responsibility for not only the athletic development of the student-athlete but the academic and social development as well, the balance between student and athlete is often not balanced at all. Thus, to help reconcile the short-term athletics interests of the athletics department and the long-term academic and personal development interests of the student-athlete, it is imperative that institutional divisions of student affairs assume more responsibility for the holistic development of student-athletes. The designation of the 1995 NCAA convention as the "Student-Athlete Welfare" Convention offers a meaningful and rare opportunity for institutional student affairs personnel to reaffirm their role as a "major player" in issues relating to the academic and social welfare of student-athletes.

John R. Gerdy holds a B.A. in sociology from Davidson College, where his basketball jersey was retired, an M.A. in sports administration and a Ph.D. in higher education from Ohio University. He was a legislative assistant at the NCAA from 1986 to 1989 and currently serves as associate commissioner for compliance and academic affairs at the Southeastern Conference.

READERS RESPOND . . .

STUDENT-ATHLETE DEVELOPMENT: BALANCE IS THE KEY

Thomas L. Hill
University of Florida

Editor's Note: This article inaugurates a new feature of the Academic Athletic Journal. To encourage lively discourse on articles included in this journal, readers are invited to submit their reactions in essays of approximately 1000 words. Responses may be edited for considerations of format and space. Please see the "Submission Guidelines" elsewhere in this issue.

John Gerdy, in "Student-Athlete Development: Institutional Responsibility," has provided academic advisors for athletics with an excellent article on the holistic development of student-athletes in higher education. In examining this issue, Gerdy focuses on recruitment, orientation, self-governance, academic support, the student-athletes' time commitment to their respective sports, and the utilization of data collected from senior exit interviews. Serious questions are raised regarding who is responsible for fostering holistic development in these areas and what is the best way to deliver the needed services. Gerdy asserts that institutions sponsoring major NCAA Division I athletic programs have failed to mainstream student-athletes primarily because of the conflict between academic and athletic interests. This is an issue that has been debated hotly in higher education in recent years.

One question which Gerdy has not addressed directly is, "Why did athletic departments assume responsibility for the total welfare of student-athletes?" On many campuses, athletic departments were responsible for bringing in atypical students such as minorities and first-generation students long before their institutions became involved in that kind of recruiting. It is also true at many institutions that athletic departments have more resources to devote to academic support programs than other units. However, control and support of academic support programs should be determined by the local

institution, regardless of the source of funding or staffing. Cooperation between student affairs and athletic departments can provide a balanced perspective for student-athletes.

I agree that student-athletes are a unique subgroup on campus much like other subgroups, e.g., international students or greeks. But how many of these groups are totally integrated into the campus community? We should be careful not to expect more from student-athletes than we expect from other students. Many subgroups on university campuses (like the greeks) manage to successfully participate in university-administered activities as well as their own. The athletic perspective is very important to student-athletes and therefore should not be ignored. In our attempts to mainstream student-athletes, we must be careful not to make unrealistic or unfair demands upon this group.

The role of student affairs in the holistic development of student-athletes is of critical importance. Gerdy states on several occasions that participating in a university-administered program is more beneficial than participating in one administered by the athletic department. While I agree that participation in a university program is both beneficial and important, I do not think that a student-athlete should be forced to choose between the two. Since both the university and athletic department perspectives are key to the holistic development of student-athletes, a balanced approach appears to be a more effective option.

Another critical issue raised by Gerdy was the education of athletic department staff members regarding the role of student affairs. While his idea of a mandatory program to orient the coaches to the university is an excellent one, I do not think it is sufficient. Athletic staff should go a step further. Serious consideration should be given to requiring those athletic personnel hired to perform student affairs functions for student-athletes to be trained as student affairs professionals. They should also interact with the campus student affairs staff on a regular basis, and the rest of the athletic department staff must be integrated into the campus community as well. It is important that they lead by example. Another important issue concerns the assurance that student-athlete rights are upheld. If student-athlete affairs staff members take a more active role in monitoring that process, who is responsible for dealing with a coach who knowingly violates institutional rules and regulations? Here again, an educated and cooperative approach between student affairs and athletic personnel seems worthwhile.

I also agree with Gerdy that student-athlete exit interviews can yield important information. The interviews should involve more than just athletic department personnel; the results should be widely distributed beyond the athletic department and should be utilized in planning programs for student-athletes. Perhaps the NCAA could require each institution to provide a summary of the results each year.

In my view it is a myth that the social and academic interests of student-athletes are often in direct conflict with the interests of athletic

departments. However, cooperative planning of activities on the part of athletic, academic, and student affairs officials is important in order to achieve the proper balance for student-athletes.

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SUBMISSION GUIDELINES FOR THE ACADEMIC ATHLETIC JOURNAL

AUDIENCE

The primary audience is the membership of the N4A, that is, athletic academic counselors. The secondary audience includes other professionals working with student-athletes in the fields of education or counseling at the secondary and post-secondary levels.

PURPOSE

Articles should add new knowledge, challenge existing opinion, and/or explain the implications of research. The arguments should be well grounded in theory or research and clearly related to practice. In essence, the material should be original and stimulating without being extremely technical.

SUBJECT

Relevant topics include, but are not limited to, the following: historical overviews of topics related to student-athletes; reviews of publications related to student-athletes; practical applications of theoretical or research-based conclusions; and research on student-athletes, including a full discussion of results and implications.

Please do not submit a text that has been previously published, is scheduled for publication elsewhere, or is being considered for publication elsewhere.

REVIEW PROCESS

The articles will be read by at least three anonymous reviewers. Their comments will be sent to the authors along with recommendations for acceptance, rejection, or revision.

MANUSCRIPT FORMAT

Articles should be 1250-5000 words in length (roughly 5-20 pages of typed, double-spaced text) with ample margins for comments. Amplify the text with appropriate headings/subheadings, figures, and bibliography done in American Psychological Association style. Also include an abstract of not more than 100 words and a brief biographical profile for each author of no more than 50 words.

Articles for the fall issue should be submitted no later than August 1, and for the fall issue no later than February 1.

Submit the original, three copies, and an IBM-compatible disk (ASCII format) to this address: Katherine Lyons, Athletic Academic Counselor, 202 Beyer Hall, Iowa State University, Ames, Iowa 50011.

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