

SUMMARY

The student-athlete represents a complex person to coach-recruiters and academic advisors. The student-athlete presents unique challenges for the academic advisors attempting to meet ethical, legal and academic standards. The academic advisor who advises student-athletes should be knowledgeable concerning athletic regulations, academic rules and requirements. The advisor should have empathy, and understand the demands placed upon student-athletes.

A possibility of litigation is always present when advising students. However, when advising highly recruited student-athletes, the potential of litigation becomes greater. The academic advisor must be aware that the student-athlete was recruited and there may have been statements made by the coach-recruiter during recruitment that the student is relying upon.

The passing of Proposal Number 48 has created much concern and generated a multitude of questions among NCAA institutions. Many advantages and disadvantages can be identified from the implementation of this regulation. One major concern is the question, "Does this rule discriminate against minority athletes, particularly black athletes?" Only time, study and experience can answer this, and the numerous questions generated by the passing of the controversial resolution.

Comments on Advising Student-Athletes

MIKE LUDE, *Director, Intercollegiate Athletics, University of Washington*

Currently, no issue could be more important to an Athletic Director than "Advising the Student-Athlete." The introduction of accountability into education has brought about local and national concern over academic standards and the improvements that must be made if young people are to meet the demands of today's competitive and highly technological society. Higher standards for teachers; computer literacy; "back to basics;" increased graduation standards; more core requirements; and the President's call for better educational standards can be equated to the educational revolution caused by Sputnik in the 50's. Unlike Sputnik, however, every thread within the societal fabric is now being touched by this new educational emphasis with intercollegiate athletics being asked to be part of the vanguard of change.

The NCAA has long since set a path for academic performance of the student-athlete that has culminated in the landmark Proposition 48 which stresses higher secondary educational achievement. The University of Washington's commitment to excellence in education is evidenced by its high academic standards and concern for achievement in all areas of the University community. Equally committed to academic achievement is the Husky Athletic Department where student-athlete advising and counseling service has been a priority for over 13 years. The University and Athletic Department long ago recognized the varied backgrounds and educational environments from which student-athletes came and have made herculean efforts toward providing services commensurate with the special needs of these young people.

Our counseling and guidance personnel have developed a comprehensive program related to all areas of the student-athlete's academic life in order to formulate long-term and short-term objectives. The program, because of student-athlete concerns in the late 1960's, has developed from its embryonic stage of individual counseling for only football players to include:

- prospective recruit interviewing and counseling
- tutorial assistance
- study table
- academic skill workshops
- outside resource advising specialists
- "drop-in" specialty counseling
- course objectives and goals in academic areas of concern

- a liaison system with each coaching staff for open communication
- training of support personnel, including coaches
- class scheduling with career objectives in mind, and
- constant surveillance of academic progress in all sports.

Through the guidance of our Intercollegiate Council on Athletics we intend to further strengthen our advising commitment through a Mentor-Student Help program; greater emphasis on mutual guidance by the academic staff; improved course selection and drop/add monitoring through department computerization; and, increased student-athlete academic awareness and degree goal responsibility counseling.

After reviewing the impressive advising program of Steven C. Ender at Kansas State University, our program of outside resource development might well explore Mr. Ender's ideas on a required three hour credit/no credit classroom situation. Mr. Ender's model could be a direction toward attitude modification that would result in a more quality-of-life approach toward academics by the student-athlete. I would go further and attempt a one or two quarter follow-up on a one hour credit/no credit class where a continuous process of successful academic modification might be enhanced. This program might be a success for the marginal educational disadvantaged student-athlete, where years of academic struggle have created patterns of failure. This plan's success, however, would depend on a coordinated team effort with a myriad of academic and financial players. Only through team effort can such an educational commitment be successful.

The coaches' awareness and education must also be constantly reviewed and developed if these student-athletes are to have the necessary reinforcement for academic success. Ultimately, the coaches' effort will be the foundation for advising success. Since the courts are becoming more involved in education and athletics, every coach and institution must be aware of the legal obligations to the student-athlete.

I would also endorse and urge any plan of information dissemination to make the high school student-athlete and counseling department more aware of college expectations, specifically grade and class requirements. Much of this lobbying effort would have to be shouldered by academic counselors at the levels which have the greatest involvement with secondary and junior college students. Athletic departments may foster greater acceptance of this message by participating as speakers or resource people when called upon.

Academic advising of the student-athlete is without a doubt the sine qua non of intercollegiate athletics today. The commitment to academic success has been stated by the NCAA, and it must be supported if intercollegiate athletics is to maintain the status it has enjoyed in this country over the last century. The commitment made by member institutions must be a collaborative effort including the academic community, secondary and college administrators, athletic directors, coaches, counselors and ultimately the student-athlete.

The course has been set and only through a thorough realistic approach of advising the student-athlete can the challenge be met. Harry Cross, the highly respected Faculty Representative to the NCAA and PAC-10 Conference from the University of Washington might well have summed all this up in *Law and Contemporary Problems* when he stated, "Intercollegiate Athletics must be based on principles. Principles of governing bodies and those recruiting athletes. They must be based upon purposes compatible with the purposes of higher education."

Advising: Implications for Faculty Development*

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Discussions about advising, that is, discussions about the definition, implementation, evaluation, and improvement of advising policy and practice, are useful not only in their own right, but also as a means of fostering faculty/institutional development.

How might this be so? I'd like to draw on a recent publication entitled *Leadership in the 80's*, prepared by the Institute for Educational Management at Harvard.

According to one of the authors, Richard Cyert, currently the President of Carnegie-Mellon, the challenge of many colleges in the 80's is their response to the problem of attaining a new equilibrium at a smaller scale of operation that is of the same quality as the larger scale.¹ Put simply, how can the attention of faculty be kept focused on maintaining excellence in the face of forces pulling their attention to survival? Also, why should we expect that institutional discussions of advising might be helpful?

Advising, as a topic, may be useful for a number of reasons:

First. Advising is one function that has "face validity" as something we should do for our students. There are few institutions or individuals that would publicly admit that advising is unimportant and should not be provided in a planned way to assist students.

Second. Advising is not the major or primary job responsibility of faculty. Consequently, discussion of what we do in advising, or how well we advise, is generally less threatening to members of the faculty than discussion of either their teaching or their research. Presumably, then, it is "easier" to engage faculty in discussions about advising.

Third. Although teaching, learning, and advising are individual activities, they occur within a social context: thus, if we bring about some form of change in, or through, advising it is reasonable to expect the change to influence other aspects of the person's work or other segments of the educational establishment.

* This article is based on a presentation delivered at a workshop sponsored by the Faculty Development and Welfare Committee, Georgia Southern College, Statesboro, Georgia.

¹Cyert, Richard M., *Managing universities in the 1980's. In Leadership in the 80's: Essays on Higher Education, 1980, Institute for Educational Management, Harvard University, p. 46.*