

**A HISTORICAL STUDY OF THE DEVELOPMENT OF THE TOTAL PERSON
PROGRAM: THE EVOLUTION OF ACADEMIC SUPPORT SERVICES FOR
STUDENT-ATHLETES AT THE UNIVERSITY OF MISSOURI**

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ABSTRACT

Athletics has been a heavily scrutinized aspect of university life. It is often criticized for its nature of exploiting students for their athletic talents and overlooking the importance of the educational mission of the institution. The National Collegiate Athletic Association (NCAA) has responded, as the governing body of intercollegiate athletics, by instituting academic reform legislation designed to ensure that incoming student-athletes are not only prepared for the rigors of college but must meet academic benchmarks to maintain their athletic eligibility.

One response to the needs of these students has been the mandatory implementation of academic support services for student-athletes. These programs are relatively new in the past few decades, but have grown to be a significant factor in recruitment and value in helping student-athletes be successful in their academic endeavors. This study looks at the evolutionary development of one such program, the Total Person Program at the University of Missouri, how it has evolved into a successful program for student-athlete academic success. This historical study is a descriptive look at the past forty years, and how the program was implemented and developed. Through documents, interviews and data, this study creates a timeline during which the Total Person Program grew through increases in financial and human resources with a collaborative effort from campus and athletics, utilizing student-athlete Grade Point Averages (GPA) as a benchmark for success.

Chapter 1

INTRODUCTION

From the first crew race between Yale and Harvard in 1852 (Lewis, 1970), athletics has grown to be a complex and often controversial aspect of higher education. The competitiveness of college sports has given birth to a multibillion dollar industry and has thrust student-athletes into the spotlight of media attention. Student-athletes are seen on television and are often considered celebrities on campus, potentially earning thousands of dollars in revenue for their respective athletic programs. Along with the attention and hype have come stereotypes and labels into which all student-athletes are grouped because of the actions of a few. Because of players who leave school for the pros or the athlete who graduated despite not being able to read, athletes are commonly described as ‘dumb jocks’, and perceived to be given special accommodations by professors and classmates alike (Bronner, 1990; Funk, 1991; Etzel et al., 2002). This perception has survived through several generations despite the National Collegiate Athletics Association’s (NCAA) best efforts to prove otherwise.

Although athletics are often scrutinized and criticized, its survival and growth as a part of academia shows that athletics must be playing an important role. Some studies have shown that successful athletic programs help educational institutions grow (McCormick & Tinsley, 1987). Although most of this evidence is not empirical, it is suggested that increases in enrollment are due in large part to intercollegiate athletic success. As noted in the *USA Today* (April 3, 1985), North Carolina State University received a 40 percent increase in applications in the wake of its basketball championship in 1983. Similarly, it was noted that Boston College’s admissions director gave credit to

Doug Flutie and the football team's success in receiving 4,000 additional applications from the previous year (*USA Today*, 1985). Goff (2000) showed that athletic success can substantially increase national exposure, and athletic achievements appear to also significantly increase financial giving to universities, as well as spark additional interest from prospective students. This combined with other examples show that intercollegiate athletics can serve as the 'front porch' to a University, and give great exposure to potential students.

This marketability of collegiate athletics has grown with the media exposure through the Bowl Championship Series (BCS) and 'March Madness', which is the NCAA's football and basketball National Championship tournaments. Athletics play an important role in not only providing an identity for college campuses, but also serve to develop critical skills of personal success for student-athletes who participate. The skills of teamwork, time management, competitiveness and leadership are valued in most all career fields, and these are engrained in the fiber of student-athletes who participate at the highest levels (Maloney & McCormick, 1993; Carrodine, Almond, & Grotto, 2001).

Student-athletes without question are a unique student group population. They not only must fulfill the requirements for their degree, but must do so while maintaining eligibility standards and participating in what could be described as a full-time job. Athletic team participation places many time demands on students, such as team practice, weightlifting, game preparation, athletic training, study hall and competition to name a few. This population is often recognized for their athletic exploits, but their preparation work is often overlooked. In addition, these students must deal with the stress of adoration and harsh criticism because of their athletic performance from those they don't

know (Thelin, 1996). All of these issues can be a huge distraction for students, and often this burden is placed on those who come to campus unprepared academically (Underwood, 1984). The student-athlete academic success programs often play a vital role in helping these students adjust to the pressures they face once they are on campus.

The National Collegiate Athletic Association (NCAA), which celebrated its centennial year in 2006, has grown and evolved over the past 100 years and is working to improve the image of student-athletes that has existed for decades. The core purpose is ‘to govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount’ (ncaa.org, 2006). Although the NCAA is often criticized for ignoring the ‘educational experience’ of student-athletes, they have responded by instituting several increasingly stringent academic reform packages designed to ensure academic preparedness and successful completion of a degree.

Early efforts at reform brought harsh criticisms from many corners. Proposition 48, which defined eligibility on a sliding scale, was controversial from the beginning, and was seen by many as discriminatory (Clark, Horton, & Alford, 1986). The original purpose was to ensure a baseline of qualifications for students to be successful in college. The requirements were that students must obtain a 2.00 grade point average in 11 core high school courses, as well as scoring a minimum of 700 on the Scholastic Aptitude Test (SAT), or a score of 15 on the American College Test (ACT) (Alford, 1986; Hyatt, 2003). The requirements for student-athletes were further raised with the passage of academic reform legislation to ensure progress towards a degree, such as the 25/50/75 rule which states that student-athletes must complete these percentages of their degree by

the end of their sophomore, junior and senior years to be eligible to compete (NCAA, 2005; Crowley, 2006). With the most recent academic reform package adopted in 2003, these percentages were raised to 40/60/80 percent, and the Academic Progress Rate (APR) was instituted, which penalizes schools for students leaving school or becoming academically ineligible (NCAA, 2005).

The Total Person Program at the University of Missouri was created to not only address the NCAA concerns of eligibility but to serve the student-athletes by providing academic support services and to assist them to develop holistically. Its formal inception was in 1986, but was preceded by limited tutoring and advising services and has evolved into the current program that exists today. Although limited services for student-athletes did exist prior to the model implemented in 1986, the formalization of the program attempted to incorporate different aspects to serve the 'total person', including social, physical, mental and spiritual health.

The Total Person Program concept was initially created by Dr. Homer Rice at Georgia Tech University, and included a four-square model approach to developing the student-athlete (McGlade, 1997). As of 2007, this program at the University of Missouri consists of eight full time staff members, one intern and three graduate assistants, with a part time tutoring staff numbering well over one hundred. The staff administers advising and academic counseling services, provides tutors and mentors for student-athletes, monitors academic progress and eligibility, and provides personal and career development opportunities to meet the specific needs of student-athletes.

According to Burns (2000), historical education research is 'past-oriented' and seeks to 'illuminate a question of current interest in education by an intensive study of the

material that already exists'. "This research is intended to help understand, explain or predict through the systematic collection and objective evaluation of data relating to past occurrences in order to explore research questions or test hypotheses concerning causes, effects or trends that may help to explain present or anticipate future events" (Burns, 2000). Within historical studies, the focus is on how these events are interpreted, not in creating new data.

This area of study simply focuses on an aspect of athletics and education that has not been fully studied previously. This study will help provide a framework for understanding how student-athlete academic services programs have evolved, and evaluate their contribution to student-athlete academic success.

Statement of the Problem

Student-athlete academic support programs are relatively new given the long history of athletics. Published research concerning the development of programs such as the Total Person Program is scarce and little is known about the formation process of these programs. This study is important in documenting the development of the Total Person program, and is valuable for not only the University of Missouri, but other institutions to understand the development and growth of student-athlete academic support programs.

This study also will provide a record of measuring success through Grade Point Averages (GPA). As the NCAA continues to revise new legislation concerning the heightened academic standards for student-athletes and APR and GSR as a consideration, the importance of academic success support programs will continue to be placed in the

forefront of athletics. Understanding and analyzing the growth and development of student-athlete academic support (SAAS) programs will also help to further develop programs for student-athletes in the future.

Significance of Study

As intercollegiate athletics has grown, so has visibility and scrutiny on this population of college students, emphasizing the importance of SAAS programs.

Athletics are often the introduction to a college campus for many potential students, and therefore the successful completion of a degree program and a positive experience are important for both the athlete and the educational institution.

As the 1970's began, the primary emphasis within student-athlete academic support was the effort to keep athletes academically eligible (Whittmer, Bostic, Phillips, & Waters, 1981). As athletics continued to grow in popularity, increased scrutiny was placed on coaches and athletic administrators to maintain this eligibility and provide resources for student-athletes to be academically successful.

Throughout the 1980's, many schools began to look beyond the traditional role of tutoring and academic counseling for football and basketball players, and began to focus on these services and additional programming for all student-athletes, particularly to help them develop multidimensionally. Programs to address social and emotional pressures were added, and in 1993 the NCAA mandated that these support programs be offered for all student-athletes. Academic support for student-athletes has evolved throughout the last two decades and grown to include many facets of student success. These programs have been implemented in many different ways, some reporting to campus and others reporting solely to the athletic department administration. Regardless of who these

departments report to, understanding the development of such programs helps to understand the needs of student-athletes and create an efficient system that will lend itself to academic success for student-athletes. This historical look at the development of SAAS programs can also help current institutions in the midst of change, and in identifying future trends and processes in formulating change within college athletics.

Purpose of the Study

There are many important reasons to look at the population of students-athletes and athletics in general, as it is often scrutinized and discussed negatively. The rationale is to express the importance and impact the Total Person Program has had on student-athlete success and continues to have with increased resources. This study will provide a record of how this program grew and evolved into the student-athlete support program it is today, in terms of academic success, financial stability, and overall effectiveness in helping student-athletes benefit and attain their goals.

Research Questions

The following research questions are being investigated within this study.

1. How have the student-athlete academic support services evolve since 1965, and what led to the formation of the Total Person Program?
2. What factors were important in the growth and development of the program as it is today?
3. What were the roles of coaches and athletic administrators involved in influencing the program's development?
4. As measured by grade point averages, has this program been successful in helping students academically?

Limitations

Inherent in historical studies are some limitations that must be considered. Data analysis must be done in a critical way, because many pieces of useful data were created for another person's function and personal bias may exist. According to Ary, Jacobs, and Razavieh (2002) validity within qualitative research is often defined as *credibility*, and is concerned with accuracy and truthfulness of the findings. Internal criticism of documents must be applied to ensure accuracy and credibility of the sources considered. When interviewing primary sources, a critical eye must also be applied to avoid prejudiced accounts. These sources of data do have merit by themselves but must be established in context of other data and accounts available (Burns, 2000).

According to Anderson (1990), 'triangulation' can be used to strengthen validity of the data available and avoid person bias that may exist. In addition, the object of study must be delimited to make it amenable to research. There is also limited opportunity to test the conclusions within a new setting. It is impossible to recreate the exact environment to test the study conclusions. Finally, within historical research, the data is always incomplete. It is impossible to capture all of the information, particularly in a nonbiased fashion to complete a study.

There are assumptions being made in this study in utilizing Grade Point Average as a measure of success. There are countless factors that play an important role in the academic success of student-athletes, and this is certainly a topic for further study. However, this is often the benchmark that is used in ascertaining the effectiveness and success of student-athlete support programs within college athletics, so these are used as a measure in determining the effectiveness of SAAS programs.

Definition of Terms

Academic Progress Rate (APR) – This is a real time assessment of a teams academic performance, and awards students points based on retention and eligibility. A teams APR is the total points earned by a team at a given time divided by the total points possible, and is used to monitor the effectiveness of an institutions support of academics for student-athletes.

Academic Advisor – An advisor or coordinator is the person responsible for monitoring the progress of student-athletes, advising them on their coursework, and helping to monitor athletic eligibility.

CHAMPS/Lifeskills – This is the program that was adopted by the NCAA to help develop skills outside of athletics, such as education, career services, and community service.

Graduation Success Rate (GSR)- This is a measure instituted by the NCAA to measure graduation rates differently than the federal government by looking at a 6 year cohort and accounting for students who transferred into and out of the institution.

Grade Point Average (GPA) – The grade point average is based on a 4.00 quality points scale, with 4 points for A, 3 points for B, 2 points for C, 1 point for D, and 0 points for F. The average is the combined score for all classes taken at MU.

National Collegiate Athletic Association (NCAA) – The NCAA is the governing organization that dictates the rules and standards of intercollegiate athletics at the Division 1 Level.

National Association of Academic Advisors for Athletes (N4A) – A national organization made up of athletic academic advisors and other student-athlete academic support program staffs around the country.

Non-Revenue Sports – Those sports which typically are not financially self-supportive, these have become known as Olympic Sports since the late 1980s.

Satisfactory Progress – This defines a student-athletes successful completion of requirements to maintain their athletic eligibility, and meets all NCAA requirements to be satisfactorily making progress towards their degree.

Special Admit – A student who is admitted to the University of Missouri and does not meet the normal admission criteria.

Student-Athlete – A student who competes for their collegiate institution and must meet all requirements for initial and continuing eligibility as determined by the NCAA.

Student-Athlete Academic Support – This defines any and all academic support programming, such as advising, progress monitoring, tutoring and mentoring, personal and career development.

Total Person Program – The student-athlete academic support program at the University of Missouri-Columbia.

CHAPTER 2

REVIEW OF LITERATURE

Historical research is unique in that the study itself often lies within the literature that is reviewed. A detective-like approach is taken in looking through documents, published material, correspondence, and personal accounts. This literature review will provide a context of athletic academic support programs, looking primarily at the following areas: student-athletes as a special population, the need for academic services, history of the NCAA and academic standards, history of academic support programs and student-athlete performance.

Student-athletes face unique challenges within the educational setting, living atypical lifestyles, pursuing both educational and athletic goals, and facing demands of public scrutiny (Ferrante, Etzel, and Lantz, 1996; Carodine, Almond, & Grotto, 2001). These students face demanding expectations, large time commitments, physically grueling workouts and academic standards that the general student body is not required to meet (Carodine, et al. 2001). Prior to 1991, student-athletes reported they were investing more than thirty hours per week on their athletic endeavors (Ferrante, et al, 1996; Suggs, 1999). Some research shows that such demands placed on student-athletes force these students to sacrifice their attention to academics making it difficult for them to succeed academically (Meyer 1990; Parham, 1993; Cantor and Prentice, 1996). In addition, student-athletes often form subcultures in which education is not valued (Parham, 1993; Aries, McCarthy, Salovey, Banaji, 2004). Research also suggests that these students tend to have fewer opportunities for personal development because of their interaction

primarily with their teammates and those within the athlete subculture (Blinde and Greendorfer, 1992; Aries et al, 2004).

These students also often face stereotypes and bias from peers and faculty alike. They may be esteemed on the playing field but judged harshly in the classroom. Research suggests that faculty and students often have negative perceptions concerning student-athletes' academic prowess (Engstrom & Sedlacek, 1991). Aries et al. (2004) postulated that 'these negative stereotypes may help further to separate athletes from the student body'.

There are certainly benefits that student-athletes enjoy, including the competitive experience, access to superior training facilities, and the development of desirable interpersonal skills, leadership abilities, and increased self-esteem (Richards and Aires, 1999). Athletes with outstanding performances and abilities are often recognized for their achievements and abilities (Underwood, 1984).

College athletes are generally believed to be less academically prepared for college and typically enter with lower high school grades and test scores than the general student body (Chu, Seagrave, & Becker, 1985; Hood, Craig, & Ferguson, 1992; Adler & Adler, 1985; Baucom & Lantz, 2001). This is particularly true for minority student-athletes (Engstrom, Sedlacek, 1991; Clark, Floyd, Alford, 1986; Hyatt, 2003). These students often do not come prepared for the academic rigors of college, and with their time commitments to athletics, they have less opportunity to 'catch up' or invest the time needed for academic success (Clark, Floyd, & Alford, 1986; Brown, Cunningham, Gruber, McGuire, 1995). These issues provide a unique challenge for student-athletes, and further emphasize the need for academic support.

Kay Hawes, a former NCAA employee in describing the birth of the NCAA stated that the “Association’s father was football, and its mother was higher education,” and this union has grown and produced an industry all its own in the past century (Crowley, 2006). The precursor of today’s NCAA began in 1905 when New York University President Henry MacCracken invited thirteen football playing institutions to a ‘reform conference’ in response to President Roosevelt’s call to reduce the brutality in the sport of football (Lucas and Smith, 1978; Crowley, 2006). Later that year, more schools convened and formed the Intercollegiate Athletic Association of the United States, or the IAAUS (Crowley, 2006). The IAAUS eventually was renamed four years later, and the National Collegiate Athletic Association was born. Much of the early discussion at this time concerned standardizing the rules for football, and reform attempts were made to curb recruiting and subsidization abuses (Crowley, 2006). The initial forming of the NCAA helped establish guidelines and formalize rules, and as an association they held their first championship in track and field in 1921. However, for the first 50 years the institutions were self-regulated through ‘home rule’ in which individual institutions determined academic eligibility for their student-athletes (Kelo, 2005; Crowley, 2006).

In 1946 the NCAA held their first convention called the ‘Conference of Conferences’, (Brown, 1999) and adopted a statement called “Principles for the Conduct of Intercollegiate Athletics”, which became known as the ‘Sanity Code’ (Brown, 1999; Ridpath, 2002; Kelo, 2005). The principles set forth in the Sanity Code were to adhere to the definition of amateurism, not allow professional athletes to compete, hold student-athletes to the same academic standards as the student body, award financial aid without

athletic ability consideration, and prevent coaches from providing financial inducements to prospective student-athletes (Kelo, 2005; Ridpath, 2002). The goal was to help education institutions restore order and integrity and deal with the growing list of abuses, particularly in the sports of football and men's basketball. With this new legislation was also the creation of the Constitutional Compliance Committee, which was the birth of the regulatory arm of the NCAA, and was founded as a fact-finding committee to investigate abuses by member institutions (Crowley, 2006).

The Sanity Code was changed several years later, but the enduring core of eligibility legislation remained as the NCAA grew (Falla, 1981; Ridpath 2002). As the NCAA grew to nearly 400 member institutions, the abuses and issues facing college sports eventually led to the need for strong leadership, and, in 1951, Walter Byers was named the executive director of the NCAA (Crowley, 2006; Falla 1981).

Throughout the 1950's and 1960's, the NCAA oversaw tremendous growth in intercollegiate athletics, thanks in large part to television. This growth in popularity and revenue brought increased scrutiny on college athletics and athletes. This time period also saw an increase in opportunities for African-Americans as well as women, and this contributed to the boon that athletics experienced.

Academic reform began in 1965 with the adoption of the 1.6 rule. According to Crowley (2006), "This amendment attempted to give an academic dimension to determining athletics eligibility." The 1.6 rule essentially established that incoming and continuing students must have a predicted 1.6 GPA on a 4.00 scale in order to compete (Falla, 1981; Ridpath, 2002; Crowley, 2006). These were based on a complex set of expectancy tables distilled from high school GPAs and standardized test scores. If

institutions did not adhere to these new standards, they would be ineligible to compete in national tournaments (Crowley, 2006). This change brought both criticism and praise, and represented a major shift from home-rule. Walter Byers was a major supporter of this legislation and agreed with ACC commissioner Jim Weaver that the 1.6 rule “was one of the most constructive pieces of legislation ever passed by the NCAA” (Crowley, 2006). However, in 1973, this legislation was changed once again to include only a 2.0 high school grade point average as a measure of academic success, with the absence of a standardized test score as a consideration (Falla, 1981; Crowley, 2006). According to Thomas (2006), “The end result was the admission of many marginally or under qualified athletes due to disparities in secondary education.”

The next major attempt at legislation came from a different source. The American Council of Education (ACE) represented the academic community and was strongly influenced by university presidents (Sperber, 1990; Ridpath, 2002; Crowley, 2006). Ridpath (2002) states that “this group became the first noteworthy group to address the problem of institutional initial eligibility standards versus establishing a national initial intercollegiate athletic eligibility standard and served as a political force to get this proposition adopted.” This group forwarded the following proposals:

1. A combined minimum GPA of 2.0 was needed in core curriculum high school courses.
2. Students must have a combined score of 700 on the SAT or a composite score of 15 on the ACT.

This proposal became known as ‘Proposition 48’, and was adopted by the NCAA in 1986 (Crowley, 2006; Funk, 1991; Adler & Adler, 1991). The fundamental criticism of Prop 48 was its discriminatory nature against African American student-athletes (Thelin, 1996;

Kelo, 2005). This legislation endured the criticism and passed with a 52% majority, and helped to strengthen the university presidents' influence on college athletics reform (Crowley, 2006).

In 1991, the Knight Foundation Commission was influential in establishing further academic requirements, which eventually led to the creation of Proposition 16, a reform of Proposition 48 (Knight & Knight, 1991; Crowley, 2006; McMillen, 1991). Proposition 16 allowed for institutions to use a 'sliding scale', with high school core GPA and standardized test scores to achieve eligibility (NCAA, 1994; Crowley, 2006; Benson, 1999). With this legislation package, the NCAA also adopted legislation which set degree completion requirements year by year; 25% of degree must be completed by the beginning of their third year, 50% complete by the start of their fourth year, and 75% complete by the start of their fifth year (NCAA 2006; Crowley, 2006). In addition, Crowley (2006) notes that it was mandated that students maintain 95% of their institution's mandated GPA entering their third year, and 100% for all subsequent years.

With the inauguration of Myles Brand as the executive director of the NCAA in 2003, the academic reform measures have become paramount. Brand represents the first individual who was formerly a university president to control the direction of the NCAA, and reflects a trend in which university presidents are taking a more forceful stance on academic preparedness of student-athletes. Myles Brand addressed the American Association of University Professors (AAUP) in 2003, and cited the recent corruption in sports and stated that 'intercollegiate athletics is at a crossroads' (Crowley, 2006). He went on to stress that participation in college athletics should be firmly grounded in the educational experience of students who participate, and that he was 'unbendable on this'

(Crowley, 2006). The board of directors adopted a change in the sliding scale of initial eligibility, further enabling lower standards on test scores coupled with higher core GPAs, but increasing the number of core courses that were required (NCAA, 2006). In addition, continuing eligibility standards were strengthened in 2003, in that student-athletes must now complete 40% of their degree by the start of year three, 60% by year four, and 80% by year five (NCAA, 2006).

The NCAA board of directors then turned to a real-time measure of academic progress recorded each semester. The Academic Progress Rate (APR) was introduced to give each institution a score to determine how they were performing as an institution in keeping their student-athletes on track to graduate (NCAA, 2006; Larson & Bauer, 2004, Crowley, 2006). With APR, each student-athlete is awarded one point for eligibility and one point for retention to the institution. These scores are calculated and reported, and institutions are recognized or possibly punished for meeting or not meeting the mandated cut-off score, which statistically represents a 50% graduation rate (Larson, Bauer, 2004; NCAA, 2006). These legislative changes have demanded an increase in attention to student-athletes academic performance, and strengthened the need for student-athlete academic support programs.

This unique challenge that student-athletes presented, along with the increased standards of initial and continuing eligibility, led to the birth of student-athlete academic success programs. These programs have grown significantly in the past 20 years, with approximately 55% of all Division I institutions having such programs in 1986 according to Funk (1991), and growing significantly in size and scope around the country. The level of support available range from a single individual providing counseling, advising,

and tutoring skills to whole departments with specialists for each area. The majority of these programs are affiliated with and funded by the athletic department, and many such programs have their own facilities (Kelo, 2005). The NCAA provides each institution with a \$50,000 grant to help fund these academic support programs, and stipulates that they must be used for this purpose (NCAA, 2006).

The history of student-athlete academic support programs is relatively short, given the history of intercollegiate athletic competition. Most of the articles and information written has occurred within the past decade, and little formal research has been done in this field. It is widely held that the National Association of Academic Advisors for Athletics (N4A) represented the birth of the organization of student-athlete academic success programs. The N4A was established in 1975, and was originally known as the National Athletic Counselors Association (NACA). It was the brainchild of Frank Downing from the University of Kentucky and Clarence Underwood from Michigan State University (N4A Website, 2006). According to the N4A (2006) the initial statement of purpose was “To assist the student-athletes in maintaining their eligibility and achieving a viable education leading to graduation.” In 1993, the organization had grown to the point of hosting its own yearly convention rather than coupling with that of the NCAA (N4A website, 2006). Today the mission remains the same, and the organization has become more active in responding to NCAA legislation concerning eligibility standards for student-athletes.

Prior to the existence of the N4A, much of the academic services were provided via the individual coaching staffs (Gurney, Robinson, Gygetakis, 1983). Former Texas football coach Darrell Royal was given credit for creating a ‘brain coach’ as a member of

his staff, which took care of the details that many academic support programs deal with today (Royal, Sherrod, 1963). These individuals were often given myriad responsibilities: to orient the freshman, tutoring them, and make sure that the eligibility standards were being met (Sloan, 2005). According to Shriberg and Brodzinski (1984), advising services focused primarily on class scheduling, tutoring, and time management. Athletic academic success programs began to acknowledge that student-athletes were a population that had unique needs and programming needed to be created to address these needs. Balter and Smith (1986) suggested that some athletic departments may be able to save money by offering student-athlete support services rather than paying for additional coursework to maintain eligibility and continuing to pay for courses after their eligibility was exhausted in order to graduate them.

SAAS programs began to increase in popularity with coaches and athletic administration staffs as well in that they provided a good recruiting tool for future student-athletes (Sloan, 2005). These programs then began to evolve to include counseling, sport psychology services, career planning and placement programs, all designed to help this population of students be successful in the classroom and beyond.

Although academic performance for athletes has been examined, few studies have been done at the division one level to determine the impact of academic support programs on academic achievement. This is a difficult leap to make, because there are so many factors that play a part, including NCAA academic reforms, recruiting choices made by coaches, individual school academic standards, choice of major, individual characteristics as well as numerous other variables. Although it is impossible to say that academic support programs have been the sole reason for increased academic success, it is a good

benchmark to consider when looking at a historical time period when these programs were initiated and have evolved.

Studies have been done, such as those by Carodine et al (2001), which looked at the typical services that are a part of many Division I programs for student-athletes. These include orientation programs, mentoring, career and placement services, monitoring eligibility, and personal development programs as a part of the Lifeskills curriculum provided by the NCAA (Carodine, Almond, & Grotto, 2001). In this particular study, no outcomes were evaluated to determine the effectiveness over time of the academic services component offered for student-athletes.

The most relevant study done in this area has been performed by the NCAA. In the early 1980s, the NCAA began to realize the importance of research and hired their first full-time researcher, primarily to focus on health and wellness issues for student-athletes (NCAA News, 2003). This has led to more and more data being analyzed in order to make policy changes. In 1985 the NCAA began publishing an ongoing Academic Performance Study publishing the results every four years (NCAA 1994). This study has primarily focused on “(1) predictions of college graduation from high-school variables, (2) comparisons of different demographic and sport groups, (3) comparisons among different colleges, (4) the use of different variables for initial-eligibility rules, and (5) differences in optimal cut points based different utility structures”(NCAA 1994). Their data has been used to determine the effectiveness of the initial eligibility requirements, as well as setting bench marks for student-athletes to meet each year to remain eligible, but still retain the ability to graduate in the mandated six year window. The study has primarily been used as a predictor of success by student-

athletes, but is useful data in determining how students have performed academically over time.

Additional data will be reviewed as a part of this study, and personal interviews and information will be collected concerning the development and growth of the Total Person Program at the University of Missouri.

Chapter 3

METHODS AND PROCEDURES

This study will take a historical approach to study how the student-athlete academic support program at the University of Missouri has evolved. This program will be described in its growth and development and the key factors that have led to its maturation. Historical research is done in detective-like fashion to determine how things evolved. It is important to realize that most of the data used within historical research was not created for use in research, and so it must be considered critically, both internally and externally. Ary, Jacobs, and Razavieh (2002) suggest that there are four types of evidence that are considered within qualitative studies: structural corroboration, consensus, referential or interpretive adequacy, and control of bias.

Within the context of a historical study, there are many approaches to obtaining data. For the purpose of this study, the time period to assess the evolution of the Total Person Program will be from 1965-2006, and will encompass documents, correspondence, reports, personal communication and data on student-athlete performance as well as personal interviews with current and former staff.

Although there are several interview techniques used for qualitative research, this study will utilize a guided interview approach. A list of questions to guide the interview is listed in Appendix A. The questions will provide a foundation for obtaining information from former staff and associated members of the Total Person Program. This technique allows for information to be collected, but maintain a focused approach to the information concerning the evolution of the program. In addition, by utilizing this list of guided questions, a triangulation of facts can be established.

By obtaining the information from the interview questions, this will allow conclusions to be drawn concerning the research questions being asked. The research questions are as follows:

1. How have the student-athlete academic support services evolve since 1965, and what led to the formation of the Total Person Program?
2. What factors were important in the growth and development of the program as it is today?
3. What were the roles of coaches and athletic administrators involved in influencing the programs development?
4. As measured by grade point averages, has this program been successful in helping students academically?

These questions seek to illuminate the growth and development of the Total Person Program and may serve as a guide as similar programs are evolving.

Relevant publications and correspondence will also be evaluated for contributions to the study. Historical documents concerning the Total Person Program and its development will be included to help answer the research questions posed above.

The population being analyzed is comprised of Division I student-athletes at the University of Missouri-Columbia 1965-2006, ages 18-22, and comprised of both men and women. These students have all shown to have the ability to compete athletically at the highest level, and have met the academic requirements to be admitted to the University of Missouri. In this study, scholarship and non-scholarship student-athletes are both considered.

The student-athlete's GPA data will be included for the years they are available (1986-2006) as a benchmark measure of the Total Person Programs' success, as this is commonly used to measure the success of student-athlete academic support programs.

The reliability and validity are inherent in this study, as the data is complete and is merely a reflection of the trends over time.

Chapter 4

RESULTS AND FINDINGS

If necessity is the mother of invention, then athletic academic support at the University of Missouri was born in 1965 to help clean up a tarnished image. During the previous summer several football players had gotten into trouble with the law, which was made public by the local press. Although the football coach could typically control these problems during that era, there was enough negative attention that head football coach Dan Devine looked to do something to positively improve their image (Johnston, J. personal communication, Dec. 8, 2006). It was during this same time period that the NCAA adopted the 1.6 rule, in effect stating that students needed to have a 1.6 grade point average to compete (Ridpath, D. 2002).

Devine, along with Athletics Director Don Faurot, determined it would be a benefit to the team, as well as for the perception from campus, if they were to hire an expert from campus to work with the team in a counseling and academic support role. They selected Joe Johnston, who had recently received his doctorate in Educational, School and Counseling Psychology, to work with the team. He had a dual appointment with the counseling center on campus and he also maintained an office in Rothwell Gymnasium, where the football coaches' offices were at the time (Johnston, J. Dec. 8, 2006).

At this time, the academic support was largely just for the football team and not much attention or interaction took place with the other sports. Dr. Johnston stated that "The budget just wasn't there; you only had so much money." (personal communication, Dec. 8, 2006). Dr. Gene McArtor, who was hired as the assistant baseball coach in 1969

remembers that ‘they might have chased down grade reports for us, but they were understaffed, under funded, and it was philosophically understood that we didn’t have access to those people very much’ (personal communication, December 9, 2006). The lion’s share of financial and academic support was expected to be given to and provided for the football team at that time.

Dr. Johnston played several roles as a result of his position, counseling student-athletes both personally and academically. He really enjoyed the interaction with the students as well as helping in the recruiting process and making the parents feel comfortable during their visit. “Although Dan Devine realized the advantage of having me on staff, others did not” (Johnston, J. Dec. 8, 2006). Many of the assistant coaches were resistant to his interaction with their athletes; they often didn’t want too much influence on their kids. The attitude from many coaches was that they hadn’t needed this in the past, and so there was no need for it now. Often times the ‘star’ players were protected and rarely used the services of Dr. Johnston.

Johnston (Dec. 8, 2006) stated that “I was much more apt to see someone from the second team rather than the first team star players; those on the first team were watched much more carefully by their coach and given reinforcement from them.” Those who didn’t contribute to the team were often run off so their scholarship money could be recovered, but Dr. Johnston would plead against this. He would reiterate to Coach Devine that although a player may not play for him on the field, the starters respect him and often go to him for help. “Who would the starters really use for help tutoring? The guys on the second and third team.” (Johnston, J. Dec. 8, 2006).

At the time, there was a very limited budget to work with and tutoring was needed to help the students succeed academically. Dr. Johnston worked with campus departments to get recommendations on individuals who would be able and willing to help tutor athletes. An additional hurdle he faced was the perception from coaches and the student-athletes themselves that it was okay to utilize tutors and get help academically. Because the budget was limited and the need kept growing, many of the tutors that were used volunteered their time because they “just loved working with the athletes.” (Johnston, J. Dec. 8, 2006).

In 1966, after a record of 6-3-1, Missouri football traveled to and won the Sugar Bowl, 20-18. Joe Johnston received a bowl ring with the inscription ‘Brain Coach’ on the inside, signifying his importance and role with the Missouri football team. During his time at Missouri in his role as the ‘brain coach’ there were no facilities available for academic support, other than the coaches’ offices. “You had to find key people, and talk to those people and help support the importance of the athletics’ program” (Johnston, J. Dec. 8, 2006).

Dan Devine left the Missouri program after the 1970 season, and shortly thereafter, Joe Johnston returned to campus full-time. He spent the last few years in the athletic department working with one of his graduate assistants, Charles Schmitz, and two assistant football coaches who became very instrumental in academic support, Prentice Gautt and Ed Dissinger.

According to John Kadlec, Ed Dissinger was a former military commander and approached academic support in much the same way (Kadlec, J. personal communication, Dec. 4, 2006). Coach Dissinger was at Missouri from 1967 to 1974. He would keep track

of all the athletes and how they were doing in class, as well as being the resource for financial aid, compliance, and scholarships. Coach Dissinger would require the students to turn in a 3x5 card with an update from professors, and if their cards weren't turned in, the players would not practice. He would then share this information with the student-athlete's position coaches, who would then often call their parents. "Athletes were afraid of him, he was hard core, but he also had a kind heart" remembers Charles Schmitz, who was a graduate assistant under Joe Johnston (Schmitz, C. personal communication, March 6, 2007). "He was not as sophisticated, but he got the job done. We didn't lose many guys academically." (Kadlec, J. Dec. 4, 2006).

According to Gary Link, a former men's basketball player (personal communication, Dec. 4, 2006), the culture was also different in the 1960's and 70s. "The environment was that you had to go to class. ...students would go to class, and the professors would give the students a break as long as they were going to class, at least they were trying."

Prentice Gautt was the first black football player to play at the University of Oklahoma in 1956, and was also the MVP of the Orange Bowl in 1959, and went on to play in the National Football League for seven years (Crowley, J. 2006). Gautt came to Missouri in 1968 as an assistant coach for the football team. "We overlapped somewhat, and I sort of helped mentor him into that role academically. He was a terrific mentor for black athletes; they all really looked up to him. He was the only black coach on the staff at that time." (Johnston, J. Dec. 8, 2006). During his time at Missouri, Gautt became increasingly more interested in the academic support and counseling role that he played with the student-athletes. He was accepted in the counseling psychology doctoral

program, and practiced his skills with the student-athletes. Dr. Charles Schmitz, who had been the graduate assistant under Joe Johnston, had finished his degree and returned to campus to work in the College of Education in the Dean's office.

In the spring of 1976, Dr. Gauff contacted Charles Schmitz on campus, and asked for help in implementing a new idea. He was interested in formalizing an academic counseling unit housed within the athletics department (Schmitz, C. March 6, 2007). At the time the services were scattered and not formalized in any way. They worked together to plan out the program and titled it the 'Counseling Psychology Unit of the Athletics Department.'

They pitched their idea to Onofrio, the head football coach, as well as Mel Sheehan, who was the athletics director at the time. They both expressed interest and support. Dr. Schmitz (personal communication, March 6, 2007) remembers Onofrio as being very supportive. 'He was interested in their (student-athletes) personal development, as well as the practicality of keeping them eligible. The program was given space close to the football coaches' offices to have access to the student-athletes.' Although Dr. Schmitz still reported to the College of Education, he was appointed to spend a percentage of his time within athletics.

Dr. Schmitz recalls attending the NCAA national conference, and discussing ideas with others within the profession. "We were all interested in the same thing, we were all interested in providing a high level of academic and counseling services to intercollegiate student-athletes" recalls Dr. Schmitz (Schmitz, C. March 6, 2007). The meeting they attended was where the National Association of Academic Advisors for Athletics (N4A) was founded.

With the academic background of Dr. Schmitz and Dr. Gautt within counseling psychology, the nature of their approach was largely based on the professional counseling model. Schmitz acknowledges that probably fifty percent of their time was spent on counseling matters, whether it was personal, career oriented, or just providing general advice for personal issues. They eventually were given more space in the Hearnes Center so that they could be separated from the coaching staff to provide more privacy and a safe environment for the students. Schmitz noted “We were very much sticklers on the notion of confidentiality.... As counselors we were bound by the rules, and we followed those rules” (Schmitz, C. March 6, 2007). They also utilized a program entitled Project Self-Discovery, which was based on a counseling program to help students identify their strengths and weaknesses. Dr. Schmitz utilized this with students he felt it would benefit. Schmitz notes that they were also very involved in the recruiting process. “We had a session with every recruit and their parents during the process.” (Schmitz, C. March 6, 2007).

Schmitz and Gautt developed a motto that they utilized with the student-athletes: ‘You cannot be a success on Saturday, and a failure the rest of the week.’ (Schmitz, C. March 6, 2007). They continued to counsel and encourage the student-athletes to become self-sufficient and accountable. Schmitz (March 6, 2007) notes “We would say there is life after football, you (have) got to learn responsibility, you (have) got to learn to go to class, you (have) got to take care of yourself, learn to register yourself, don’t rely on us to do it. You (have) got to seek out a tutor, so we taught them a lot of self-responsibility. This is right in line with the counseling psychology modality that Prentice and I came from, that made us different.”

During their tenure, Gautt and Schmitz also worked to change the format of tutoring that was provided for student-athletes. Schmitz recalls wanting to use campus tutoring services rather than having these people come and tutor within the athletics department. “What we wanted to do was teach them to avail themselves of the campus services.” (Schmitz, C. March 6, 2007). They felt it was important for this population to understand that they were athletes, but were also students, and their time in athletics would last for only a relatively short time. They did continue to offer some tutoring to accommodate the unusual schedule to which student-athletes were beholden.

Although the door was open for all sports, it was primarily football and men’s basketball that utilized their services. However, the Counseling Psychology Unit would do eligibility checks on all student-athletes, and calculate honor roll recipients for all of them. “The truth of it was that female athletes required much less attention because they were much better students,” recalls Dr. Schmitz. “All were welcomed, it’s just that football and basketball took more of the time because they had more of the academic problems and career choice problems.” It seemed to him that females were clearer about what they wanted to do with their lives, and did better academically.

In 1978, Dr. Schmitz returned to the College of Education full-time, and Dr. Gautt left Missouri in 1979 to take a job as Assistant Commissioner of the Big 8 Conference. During the next year, a graduate assistant to Dr. Schmitz was the interim director of the Counseling Psychology Unit, and attempted to keep the program running. The budget for academic support continued to be small and came solely from the athletics department, primarily at the discretion of the head football coach. Throughout the 1970’s decade, the academic support personnel primarily reported to the head football coach, and most

individuals responsible for academic services were assistant coaches during that time. Although efforts were made to assist other sports if possible, the primary focus of academic support continued to be for the football team.

In 1976, Jean Cerra was hired as Assistant Director of Athletics, and Director of Women's Athletics. She was hired to help integrate men's and women's sports, and bring Missouri into compliance with Title IX. "We had a chancellor (Schooling) who was committed to moving towards equality." (Cerra, J. personal communication, February 9, 2007). She recalls that no facilities were available for women's sports, and she began the process of creating space and integrating women's sports into the athletic department.

In the late 1970s, Cerra was named associate athletics director for internal operations, and continued to progress towards providing equal opportunities for women's sports. This included academic support programs, and the momentum began moving towards a separate unit from football to provide academic support. This also created an opportunity for the men's non-revenue sports, later known as Olympic sports, to also have access to these resources. Dr. Cerra was responsible for hiring a candidate to fill the position of director academic support which would serve all student-athletes at Missouri.

In 1980, Dr. Lynn Lashbrook and Chuck Patterson were both hired to work with student-athletes academically. Jean Cerra, who was the Associate Athletics Director at the time, remembers that "Lynn was hired with the intention to move towards all sports being served." (Cerra, J. February 6, 2007). Lashbrook was hired as an Assistant Athletics Director and Patterson was hired as the academic counselor for football. They both arrived during the summer of 1980, and Patterson recalls "I literally sat in Lynn's

office in the Hearnes Center, the tears started coming to my eyes, and I asked myself, what in the world did I get myself into?"(Patterson, C. personal communication, February 6, 2007). Patterson and Lashbrook remember being faced with the fact that 38 of the returning 60 football scholarship student-athletes were ineligible. "We're not talking bench warmers, we are talking future stars. Some needed one hour, others needed to finish an incomplete, and we had to get them back to campus in a matter of days, and find them tutoring..." (Patterson, C. February 6, 2007). They immediately picked up the phone and began recalling these students to Columbia for summer school. With their efforts, 36 of the 38 football players were able to regain their eligibility going into the fall semester.

Patterson and Lashbrook both determined that they didn't want to ever experience that scenario again. They began contacting programs across the country to see what was being done at other institutions and would work at Missouri. What they learned was that academic support for student-athletes was rare at that time; not many programs existed to help this population. Chuck Patterson recalls contacting Ohio State and being received suspiciously. He then turned to Indiana and was provided some extremely helpful information from a member of their academic staff who worked with men's basketball at the time, as well as a founding member of the N4A.

They also sought help from the National Association of Academic Advisors for Athletes. This organization was still small, and Lashbrook recalls only 12 to 15 who attended the national conference in 1981. At this time, Lashbrook also attended an annual meeting with all Big 8 Conference schools who were providing academic support

to discuss ideas and strategies (Lashbrook, L. personal communication, February 1, 2007).

Dr. Lashbrook felt that if students would go to class, good things would happen. He instituted the mantra 'Never miss, never fail' into the student-athlete's mindset, and focused his energies on enforcing this. Patterson and Lashbrook also began instituting several changes to the typical interventions that were used with student-athletes. Patterson recalls Lashbrook determining a formula for study hall hours based on the GPA needed for admittance into a certain program or for graduation. (Patterson, C. February 6, 2007). In addition, they worked to separate the communication with campus professors from the coaches and centralize this through their staff. This helped to improve the attitude of campus towards the athletics department and staff.

During their time at Missouri, Lashbrook and Patterson not only made changes to the study hall hour requirements, but the format as well. Patterson recalls student-athletes having study hall every evening on campus from 7-10 pm, often after a long, hard practice. This was changed so that students could come during the day, and the effort was made to "focus more on qualitative time rather than quantitative time" (Patterson, C. February 6, 2007). Once students had accomplished their study objectives, they were allowed to leave.

Vicki Hubbell was hired in 1981 to assist with overseeing study hall on campus, as well as serving as the tutor coordinator, and had responsibility for tutoring students. She remembers her first responsibility being to work with the five most at-risk student-athletes who needed to maintain their eligibility (Hubbell, V. personal communication, December 8, 2006). She really enjoyed her role of working directly with athletes, and her

independence of having an office on campus, away from the athletic facilities, and began group tutoring to help several students at one time. She recalls often having to switch students from program to program in order to keep them eligible. This seemed to be a strategy that was utilized to avoid eligibility issues, in that poor students would be shuffled from program to program on campus to avoid dismissal or suspension from certain colleges on campus.

Funding at this point was lean, but Lashbrook reported that it was better than what many schools had to work with. Most of the budget for tutoring was focused on failing students, and not all coaches had the same philosophy about class attendance. Patterson (February 6, 2007) recalls, “We spent a lot of money tutoring those who weren’t going to class.” At this time they developed a form in which the instructor was required to verify that student-athletes were attending in order to be able to have access to tutoring. This approach was not entirely popular with coaches; Patterson (February 6, 2007) remembers the coaches “were often only concerned about certain important players.”

Patterson and Lashbrook were not natives of the campus, therefore they made efforts to reach out to faculty. In 1983, Lashbrook recalls starting the faculty football club luncheon to enhance open communication between the coaches and faculty. In addition they began an Honorary Coach Program, in which select faculty members were invited to be a coach for a day.

During the early 1980’s, Jean Cerra states that athletic director Dave Hart was “committed to escalate the competitiveness of the basketball program; he brought in a person to market that particular program. We were ranked #1 during that time.” (Cerra, J. February 9 2007). This created a national focus on the program and led to an increased

demand for academic services for this team. During this time, Cerra remembers, that with the escalation of the basketball program, both basketball and football continued to demand the majority of academic support.

This relationship between the academic support and football and men's basketball coaching staffs in particular was often adversarial. It took time for the academic support staff to earn the coaches' trust. Patterson and Lashbrook wanted to require more of the student-athletes such as being responsible for obtaining their own books rather than having them delivered, and wanting student-athletes to come to campus for summer orientation. The tug of war for academic support created a difficult position for Patterson and Lashbrook, but they did their best to help all sports.

Lashbrook (February 1, 2007) feels proud of the job they did during that time, and stated that even though graduation rates were not published, he remembers Missouri having the highest graduation rate in the Big 8 Conference during those five years. Although they worked to champion all sports and their academic needs, it was clear that most of their time and resources continued to be spent on football and men's basketball. However, the time and effort of the staff during this time helped to lay the foundation of a strong academic component for student-athlete success.

TOTAL PERSON PROGRAM AT GEORGIA INSTITUTE OF TECHNOLOGY

In 1980, Dr. Homer Rice was named Director of Athletics at Georgia Institute of Technology. During his time there he developed a program which he called the Total Person Program (McGlade, 1997). Upon arriving at the institution, Dr. Rice immediately scrapped blueprint plans for a new athletics building that was to house football and men's

basketball, as well as some other administrative offices. Instead, he used this opportunity to begin the process of implementing his Total Person Program philosophy by demanding that this new facility house all athletic department functions, as well as coaching offices and locker rooms for all sports, not just men's basketball and football (McGlade, 1997). This significant action represented his commitment to all sports and the implementation of the Total Person Program at the institution.

Dr. Rice's foundation for the program was influenced by a book he had read at an early age, titled *I Dare You* by William Danforth (Danforth, 1988). This book emphasized a balanced approach for well-being, incorporating mental, physical, social and religious balance (McGlade, 1997). Danforth challenges in his book, 'Who will be content today without striving for all the four square life has to offer- physical strength, mental alertness, a magnetic personality, and a religion that fits us for the highest service?'" (Danforth, 1998).

According to McGlade (1997), "Throughout his athletic career Homer Rice continually witnessed a contradicting state of affairs with those who he dedicated his life to...the student-athlete." The contradiction was to due to a lack of balance in the four core areas presented by Danforth, and this led to a "lack of success in adjusting to real life" (McGlade, 1997). Dr. Rice felt as though these components would not only help student-athletes succeed academically, but help them develop critical life skills to be successful beyond their time in athletics. He set forth to develop the Total Person Concept and incorporate it into athletics. According to McGlade (1997), the program areas of concentration were:

1. Personal growth
2. Academic growth

3. Career planning and placement
4. Health and nutritional wellness
5. Spiritual fulfillment
6. Emotional stability

During the initial phase of the program's development, which took place in 1982-83, Dr. Rice focused on the first two components, providing growth seminars for staff and students to encourage a balanced life (McGlade, 1997). Enacting the academic phase entailed offering academic support services to all student-athletes, not just to those who were producing revenue. This also entailed teaching study skills, time management, and test-taking skills as well.

Phase two of Dr. Rice's plan was implemented in 1985-86, and included a wellness program encouraging healthy behaviors. This included utilizing student-athletes as peer counselors for those on their respective teams. This phase also marked the development of career services, providing counseling and support for job seeking and readiness for employment (McGlade, 2007).

The final phase of the Total Person Program at Georgia Tech was to incorporate the spiritual/emotional component. This included ecumenical worship and respect for individual beliefs, as well as encouraging emotional well-being and psychological services (McGlade, 1997). These implemented programs helped address the balanced approach that Dr. Rice felt was necessary to develop into a successful, well-balanced individual.

The vision of Dr. Rice sent ripples throughout the NCAA institutions and became a leading example of what student-athlete support program models should look like. This program not only inspired other such programs around the country, but became the

foundational basis for the NCAA's mandated CHAMPS/Lifeskills program (McGlade, 1997).

TOTAL PERSON PROGRAM AT MISSOURI

Throughout the early 1980's, athletic departments nationwide were beginning to take more control of academic concerns of student-athletes to give them a better chance to maintain eligibility and graduate. This was also a time in which Title IX was gaining strength and attention on campuses across the nation, and women's sports were becoming more prominent and demanding of resources and attention. Jack Lengyl returned to Missouri as the Director of Athletics in 1985, and felt it was important to 'work on producing good quality graduates and alumni who would go and be successful, and come back and be proud of their alma mater and return to the university to help others...' (Lengyl, J. personal communication, January 28, 2007). His vision included a program that not only focused on academic skills and tutoring, but would include character development, community service, learning skills such as writing a resume and business letter and balancing their checkbooks among other things. He very quickly began looking for the right person to implement this philosophy at Missouri. Lengyl was aware of the Total Person Program at Georgia Tech, and stated that "Homer Rice was a mentor to me; we knew each other well, and he sent materials to me at Mizzou" (Lengyl, J., January 28, 2007).

After interviewing several people for this position, Dr. Parris Watts, a tenured faculty member in the Health and Exercise Sciences department, was selected. This seemed to be a great fit, because Dr. Watts was not only a faculty member with expertise

in health and wellness, but also had a vision for the entire staff and student body to incorporate what he termed his 'Human Wholeness Program' to improve the health and wellness of those on campus (Watts, P. personal communication, January 24, 2007).

"Parris was the right person, at the right place, at the right time, with the right vision and expertise and backbone. He was a bulldog," recalls Dr. McGuire, who at the time was the Head Coach of the Track and Field team as well as a professor on campus. (McGuire, R. personal communication, February 8, 2007). This time of transition represented not only a change in personnel, but a change in the philosophy of the academic support program for student-athletes.

The salary line for Dr. Watts was retained within his department, and he transferred to the position within the athletic department, and recalls making a two year commitment. He originally wanted to title the program 'Human Wholeness', but Jack Lengyl was more comfortable keeping the name from Georgia Tech, and in 1986, the Total Person Program at Missouri was officially formed.

Dr. Rick McGuire recalls the difference in philosophies between Lynn Lashbrook and Parris Watts was clear in their career aspirations and goals. Dr. Lashbrook left to become an athletic administrator, and Dr. Watts returned to his professor position on campus as a health educator. "Parris had a vision and a mission to impact young peoples' lives through the influence of sport. As Director he passionately believed in the Total Person Program mission, he had done extensive research, and synthesized from his work and research an approach that contributed to the whole person...and helped to serve the young person growing into a healthy, happy, proud, fulfilled individual" (McGuire, R. February 8, 2007). Lengyl also felt that Dr. Watts and he shared the same vision to see

the program grow in breadth and depth, and it also made a strong statement to campus to have a full-time tenured professor who had been recognized with the Amoco Teaching Excellence Award to lead the program.

Dr. McGuire (February 8 ,2007) recalls this new beginning was much more than just a verbal commitment, but rather a dramatic shift in the programming and support given to all student-athletes. "...there was no question it was a dramatic change, a line of demarcation, drawn in the sand, it was markedly different after crossing the line in every way." (February 8, 2007) McGuire and Watts seemed to share the passion of developing not just athletes, but a well-rounded individual through sport. Dr. Watts (January 24, 2007) commented that 'he (Rick McGuire) really stepped to the forefront and became a spokesman, and led the other coaches to take full advantage of the Total Person Program...'"

Dr. Watts divided the Total Person Program into several divisions to serve the differing needs that he felt were important factors to complete the holistic approach. These are described in an organizational chart that he created to further detail each division's responsibilities. (APPENDIX D) There were five divisions within the program:

1. Academic Counseling and Research Division
2. Academic Progress Monitoring Division
3. Academic Assistance Division
4. Eligibility Rules, Certification and Financial Aid Division
5. Health for Human Wholeness Division

The first published brochure for the Total Person Program touted its commitment to 'develop the student-athlete not only physically and intellectually, but also socially, emotionally, and spiritually' (APPENDIX E). The divisions were described in this

brochure, explaining each one and the services that are provided. The academic assistance division was designed to provide the following services:

- Course-related tutoring
- Improvement of note-taking skills
- Organizational skills development
- Refinement of test taking skills
- Writing skills enhancement
- Vocabulary enrichment

The Academic Counseling Division was also promoted as ‘offering career identification and planning. Its efforts are dedicated to progress towards a degree and to the graduation of all student-athletes’ (APPENDIX F).

The Health for Human Wholeness Lifestyle Division was very unique, and it was in this component that he included several areas in which he had a passion to see implemented to help student-athletes holistically. This division included a wide variety of topics including:

- Developing a balanced lifestyle
- Exercise and fitness for living
- Stress management
- Positive self-concept
- Substance abuse and prevention
- Dating and relationships
- Weight management
- Nutrition principles and practices
- Premature termination of an athletic career

Dr. Watts also put a large emphasis on a peer counseling program, in which student-athletes were hand-picked and trained extensively to be a resource for their respective teams. This program was similar to that implemented at Georgia Tech, and this approach not only saved money, but was innovative in utilizing the student-athletes themselves to help their peers with issues such as substance abuse. Watts, along with Steve Groff, published an article on their peer counseling program, outlining the

selection, training, and participation of the program in Athletic Administration magazine (Watts, P. Groff, S. 1988).

The Total Person Program continued to grow in staff size, with Parris Watts as the director, an administrative assistant, and Vicki Hubbell who continued to work as the tutoring coordinator and specifically with football. Jane Zanol joined the program as Vicki Hubbell's assistant, and Dennis Obermeyer, was the coordinator of academic monitoring division. John Little, the Head Swimming Coach at the time, was also in charge of compliance and reports for the Big 8 Conference.

Christine Favazza, a recent PhD graduate, was hired in 1987 to work with basketball, and Watts states that hiring her was "one of the smartest things I ever did" (Watts P. January 24, 2007). He identified that Dr. Favazza would be a great leader of the program and seemed to have all the skills and personality to take it to the next level.

Many changes of the program were evident in the things that were accomplished in the first few years. Watts and Favazza brought a unique skills set to the program, which was the ability to apply research and support programming with quantifiable data. Within the first two years, they had completed a comprehensive study that resulted in a formula which would accurately predict grade point averages for incoming freshman student-athletes. They then took this data and began offering programming that identified and targeted the at risk student-athletes for specific needs, such as study skills and tutoring needs. The Total Person Program staff also published articles in two publications, and presented at two national and three state level conventions on the benefits of programming offered for student-athletes at the University of Missouri.

Dr. Watts submitted many proposals for new ideas and worked tirelessly to promote programming which would benefit student-athletes. One initiative he championed was to establish a competitive scholarship fund for fifth year non-revenue sports. This was another tool that was helpful in reaching out to coaches, and provided individuals from the Olympic sports financial aid to finish their degrees.

Although generally there was support for the program and open arms from the Olympic sport coaches, men's basketball and football still demanded attention to their problems and eligibility concerns. Dr. McGuire credits the backbone and bulldog mentality of Watts in being able to handle the stress and confrontations that ensued between the football and basketball coaching staffs with the evolving program. After two years, Dr. Watts returned to his faculty position on campus and Dr. Favazza took over as the Director of the Total Person Program in 1988.

If Dr. Watts was a fighter, then, as Dr. McGuire (February 8, 2007) states, "Chris was a hugger." He explains that although they had different styles, they had the same passion and vision for student-athletes success. "She (Dr. Favazza) had been the soother when things came to blows between the coaches and Parris." (McGuire, R. February 8, 2007). Although Dr. Watts was a professor from campus and had respect and good relationships, Favazza built bridges to many more departments, and expanded the foundation that Dr. Watts had begun. Dr. Favazza explains, "The biggest thing that I tried to do was form as many linkages to campus as I could, and I think that was my biggest contribution, the linkage to campus, the chancellor's office, different programs, advisors' forum, the learning center, the Black Culture Center..." (Favazza, C. personal communication, December 4, 2006).

She recalls the expansion of several programs that were in existence, including adding tutors, increasing study hall, installing more computers, hosting honorary coaches for more sports, having staff luncheons, and broadening the academic recognition breakfast which began in 1987. She also developed a close relationship with the different academic support program staffs at other Big 8/12 schools. “We really worked together to teach each other methods, or how to adapt to changes, and we met twice a year to cover this stuff” (Favazza, C. December 4, 2006). She also was heavily involved with the National Association of Athletic Academic Advisors (N4A) as it continued to grow, and would attend annual conferences to share ideas.

Dr. McGuire (February 8 ,2007) noted that things continued to improve with Dr. Favazza at the helm, some of which was probably due to a normal evolution, and some due to her change in style. She had a close relationship and communicated very well with Joe Castiglione, who worked with football for a time, and this relationship and support for the Total Person Program was cemented when Castiglione became Athletics Director at Missouri.

Dr. Favazza created a comprehensive Internal Review of the Total Person Program document that outlined the mission, philosophy, responsibilities, and job descriptions for the program (APPENDIX H). This comprehensive report specifically detailed the mission of the Total Person Program, and contained a code of ethics for all staff members within the TPP. An organizational chart was also included that reflected the difference in divisions which Dr. Watts had created, reflecting her influence on the direction of the program. During her tenure, job responsibilities were shifted and a full-time learning facilitator position was created. This position held by Dr. Judy Wells was

created to work specifically with low ability students, or those with a diagnosed learning disability. This learning program was entitled PASH, or Pro-Active Study Hall. As students were admitted to the university as a part of the special admit program, these students demanded more attention and resources to succeed. The PASH program represented another way in which Missouri led the forefront in athletic academic support nationally by providing a learning specialist to work with this population.

Dr. Favazza also instituted a program designed to help freshmen get an early start on their success; all of these students were required to complete a 10-week program entitled the Study Skills Improvement Program (APPENDIX H). This class met each Sunday night and different skills were focused on to help student-athletes be prepared for college level work. The Internal Review document also contains a list of ninety-four resources that could be provided to the Athletic Director upon request concerning the Total Person Program, as well as tutoring information and guidelines (APPENDIX H).

Although the program continued to grow and flourish, Dr. Favazza faced a series of hurdles, and led the Total Person Program through a myriad of challenging times. In 1991, the men's basketball program at Missouri was investigated for rules infractions concerning a basketball recruit. This cast the entire athletic department in a negative light, and increased scrutiny was placed on all aspects of athletics, including the Total Person Program. To add fuel to this fire, in 1991 the NCAA began to require all institutions to make their graduation rates public for all sports. The culmination of these two events created a media perfect storm. There were many articles, and series of articles done by the local paper criticizing the athletic department, the basketball program in

particular, and the Total Person Program by default for not graduating players (Waters, H. 1990, Lopresti, M. 1991).

Dr. Favazza responded to many of these critics and defended the program vigorously, often trying to clear up the perception and reality of how graduation rates were determined and reported, and giving facts concerning student-athletes. She provided press releases from the Total Person Program office trying to focus on the positive things that student-athletes were accomplishing, but her responses were drowned out by the many issues facing athletics nationally.

Nationally, several groups were calling for institutional reform in college athletics, including the Knight Commission, American Council of Education (ACE), university presidents, and even state senators (Thomas, 2006, Ridpath, 2002). In order to address these concerns as well as meet the academic needs of the student-athletes, the NCAA responded by adopting several sweeping reforms and implementing bylaw 16.3, which mandated member organizations to provide basic academic support and tutoring services to all student-athletes (NCAA, 2006).

Dr. Favazza reported that this mandate from the NCAA had little impact on what Missouri was providing for its student-athletes. “We were already doing those things...so it didn’t really affect us” (Favazza, C. December 4, 2006). In addition, the NCAA further instituted progress towards degree requirements, which required that students meet percentage benchmarks in working toward a degree. Students were required to complete 25% of their degree programs by the start of their 5th semester, 50% by the start of their 7th semester, and 75% by the start of their 9th semester. This simply

created a larger burden not only on the student-athlete, but on the academic support staff to assist in monitoring these requirements.

Following the completion of the NCAA investigation in 1991, the Missouri Athletic Department recognized the need to restructure some reporting lines, and give more attention to NCAA compliance matters. Mary Austin, who was the administrative assistant within the Total Person Program responsible for much of the compliance reports, was named Administrative Associate in charge of compliance matters. This allowed Dr. Favazza to focus her time and energy on better serving the student-athletes directly.

Dr. Favazza continued to champion several issues for student-athletes on campus. In 1995, with correspondence to the Vice Chancellor of Student Affairs, Dr. Favazza raised the idea of priority registration for student-athletes. Pointing out the requirements of the NCAA to take degree applicable hours, and this being a genuine concern of student-athletes, she was able to see this through to fruition. In addition, she campaigned to campus to address the unclear language of course absences for student-athlete participation in athletic competitions. These were issues that continued to be stumbling blocks that Missouri student-athletes faced.

In 1995, with a new football coach and a full plate of responsibilities, Dr. Favazza began a national search for a new football academic coordinator. This was only the second time that a national search was done for a position within the athletics department in academic support. The purpose was to identify an individual who had experience in academic support, and had worked specifically with the sport of football. Bryan Maggard was selected for the position, coming from Florida State University and having

been a part of a national championship program. Larry Smith, the head football coach at the time, was very influential in the selection of him for the position.

During the early 1990's, University Chancellor Charles Kiesler implemented a program in which the University of Missouri would allow 'special admits' to be accepted into the university. These were students who did not meet all the qualifications to be admitted, but were accepted on probation status. These students were initially allowed to enroll in summer school, and had to earn a 2.00 grade point average in remedial math and college English. These students then were required to maintain a 2.00 GPA or could be dismissed after their first year (Maggard, B. personal communication, February 07, 2007).

This became a vehicle in which several student-athletes were admitted to the university and was a valuable recruiting tool, but placed a burden on the academic staff to assist these under-prepared students in achieving academic success, as well as maintain their eligibility. Dr. Gene McArtor noted, "For a long time we had different admission requirements than the NCAA, and with the special admit status, we needed to make sure these students were successful or campus would not allow them to be admitted, and the program would go away" (McArtor, G. personal communication, December 9, 2006). This was one of the key factors that led to the continuous increase in funding and support for the Total Person Program.

In 1998, Mike Alden was hired as the Director of Athletics at Missouri. During his tenure, the athletics program saw a significant improvement in many ways, particularly in the growth of athletic facilities. The Total Person Program also continued to demand more resources, and this was provided by the new athletic director. In 1998,

two new staff positions were added, an academic coordinator as well as a Lifeskills Director. Beginning in 1998, the NCAA mandated that all member institutions begin CHAMPS/Lifeskills programming modeled after the Total Person Program at Georgia Tech. Once again, Missouri was already in the process of delivering these services, but did add a staff position to help with the implementation of some new elements.

Throughout the 1990's, the Total Person Program was fragmented geographically. When the Total Person Program was formed, it was housed within the Hearn Center, the university multipurpose athletic facility and basketball arena. As the staff grew and relationships with campus were strengthened, several buildings were used for services. A partnership was established with the Child Life study clinic on campus, which provided assistance and testing with academic high-risk student athletes. Other buildings on campus were utilized for hosting study hall, including the Arts and Sciences classroom building, the Baptist Student Union, and the Black Culture Center.

Football academic monitoring was taking place in the Tom Taylor Dutton Brookfield building, but did not provide enough space for all sports. With a generous donation by Dr. Russell and Mary Shelden, the Shelden Academic Resource Center was opened in 1998 as a part of the Taylor building expansion. This facility created a location in which all student-athletes could be served in a myriad of ways. The new facility included office space for the staff, 20 individualized tutor rooms, a quiet study area, and a computer lab specifically tailored to student-athletes, which was described in an informational brochure published in 1999 (APPENDIX I).

In 2000, Chris Favazza made the decision to retire. She had spent years championing student-athletes, and doing what she considered, the 'most fun job on

campus' (Favazza, C. December 4, 2006). Upon her retirement, Bryan Maggard was promoted to become the Director of the Total Person Program.

With the transition to a new director, another academic coordinator position was created. Mike Alden also introduced associate positions, an innovative program in which young eager professionals were given the opportunity to get experience in the field of athletic administration. This program benefited most all departments within athletics, providing an ambitious workforce for minimal pay in exchange for the opportunity to get work experience within a Division I program. The Total Person Program used this opportunity to add to its personnel and create additional human resources to serve the student-athletes, through both the academic support as well as the Lifeskills programming.

In 2001, with a transition of one academic coordinator out of the program, another full-time academic coordinator position was created and filled by an associate, and in 2003, another staff position was created bringing the staff to nine full-time members.

In 2003, the NCAA once again adjusted academic reform measures, increasing the benchmarks for progress towards a degree, raising the percentages needed during the 5th, 7th, and 9th semesters to 40, 60, and 80 percent respectively. In addition, the NCAA began utilizing a new system to track the success of athletics program through the Academic Progress Rate (APR). This new system would hold each sport and program to account for students who did not retain their eligibility or left the institution.

In 2004, Bryan Maggard was given the title of Associate Athletics Director of Academic Services. With an increase in funding, the program named a full-time tutor coordinator to manage the increasing database of available tutors, and worked extensively

to train and provide a wide range of tutors for all student-athletes. In addition, the program began to aggressively approach career counseling and services, and partnered with former student-athletes, Julie and Adrian McBride to offer a comprehensive program titled Life After Sports.

This program represented a renewed approach to career counseling services and provided a great resource for all student-athletes. In combination with a strong Lifeskills personal development component, this program helped develop the Total Person of the student-athletes at Missouri.

With yet another generous donation, the Shelden Academic Center was expanded in 2006 to double the space that was available for student services. In addition to increased office space, the computer lab and quiet study areas were expanded, and a classroom and career resource library was added to enhance the capabilities of the program; These facilities were opened to student-athletes in January 2007. The Total Person Program has continued to look for ways to improve and evaluate its success, and is committed to setting goals to see student-athletes at the University of Missouri succeed.

Chapter 5

SUMMARY AND DISCUSSION

This study was conducted to investigate how student-athlete academic services evolved at the University of Missouri, in order to better understand the organization and structure of student-athlete academic support programs. Specifically the following questions were being considered:

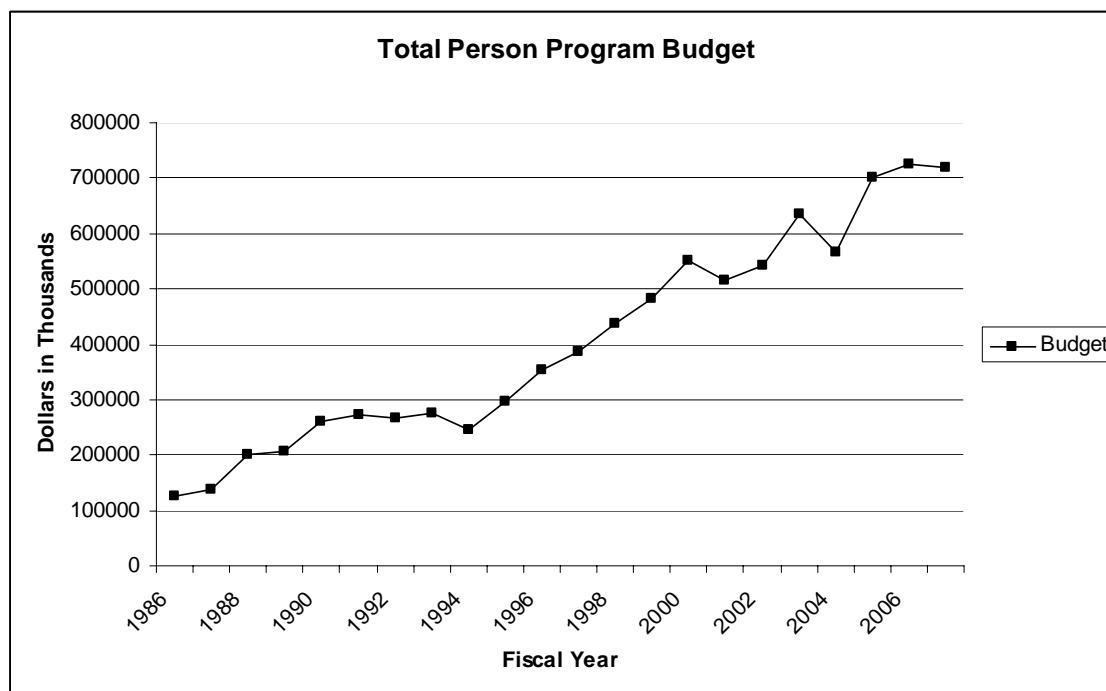
1. How did the student-athlete academic support services evolve since 1965, and what led to the formation of the Total Person Program?
2. What factors were important in the growth and development of the program as it is today?
3. What were the roles of coaches and athletic administrators involved in influencing the programs development?
4. As measured by grade point averages, has this program been successful in helping students academically?

QUESTION 1: The Total Person Program evolution is described in detail within this study, and is explained throughout the previous chapter including the important factors and individuals involved in the development of the program. The Total Person Program evolved out of a need to help student-athletes succeed academically, and a strong desire to see them grow and succeed socially, physically, mentally, emotionally, and spiritually. It began with a decidedly counseling influence, and was originally termed the Counseling Psychology Unit of the athletic department. Interestingly, most individuals impacting the program were those with individuals with doctoral degrees. The program grew in various ways but was largely serving football, joined by men's basketball until the formalization of the Total Person Program in 1986. Dr. Parris Watts, and Athletic Director Jack Lengyl were the key individuals who officially termed the

Total Person Program at Missouri and established the services to be available to all student-athletes. “We were doing what we felt the institution should be doing for every student. Because we felt a bigger responsibility with the load that was placed on student-athletes, we had to make sure they had the proper counseling, tutoring, went to study table, and providing the opportunity to allow them to help themselves” (Lengyl, J. personal communication, January 28, 2007).

QUESTION 2: Clearly there were influences that played important roles. The integration of women’s sports in order to comply with Title IX benefited not only the female student-athletes but the men’s Olympic sports as well. This created an opportunity to create equality for all student-athletes, and not just football and basketball. This was a key factor in the expansion of programming. Increased funding, as evidenced by Table 1, also allowed the program to be more effective for all athletes.

Table 1.



This created not only additional human resources, but funding for tutors, guest speakers, and other resources which helped the program expand and serve needs outside of just the academic support piece. Finally, the NCAA academic reform measures that were enacted clearly were an important factor in the Total Person Program's growth. These reform measures had to be met, and that meant that student-athletes needed to be supported to meet their respective benchmarks.

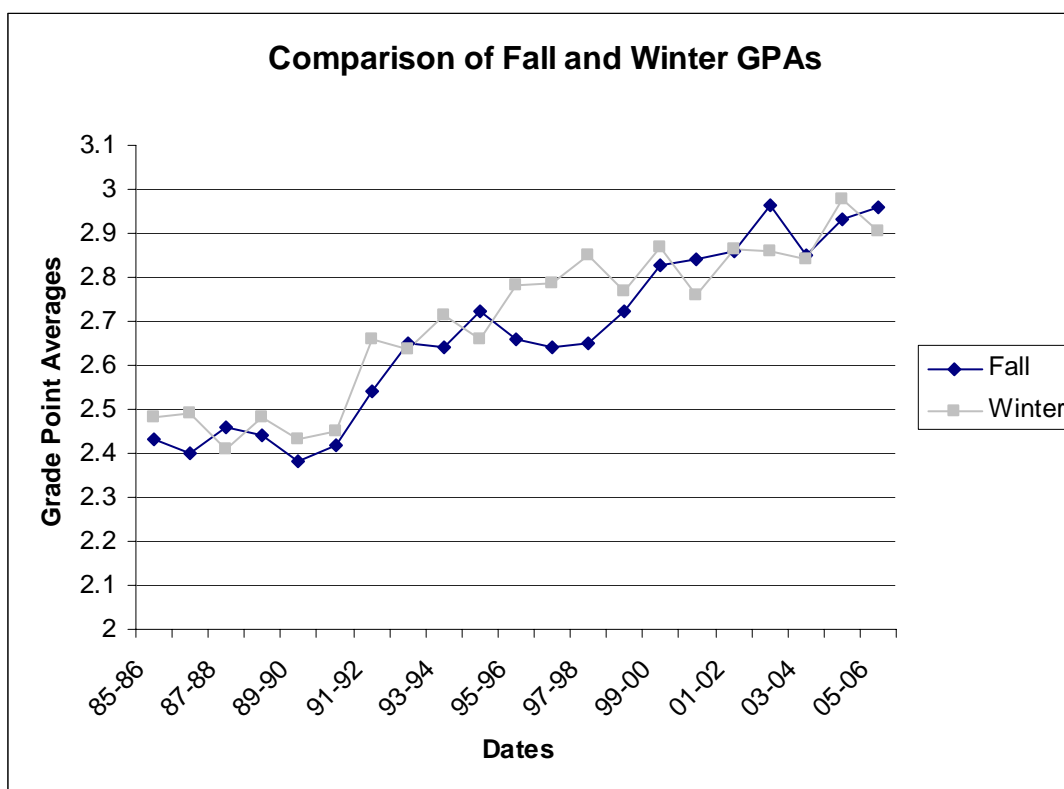
The program at Georgia Tech was obviously very influential in the different aspects of programming, and influenced not only Missouri's program but the entire NCAA with the Lifeskills model. Dr. Rice was a pioneer in providing support services to student-athletes. At different times throughout these 40 years, key individuals were discussed who through their experience and expertise provided key elements for a successful program. Also, the football coaches throughout the early period were influential in providing financial support for programming that eventually benefited all student-athletes.

QUESTION 3: Throughout the history of the program, several administrators and coaches are referenced who worked to promote the program. Certainly the football coaches were instrumental in the early stages, but were working to provide support for which they saw a need. Athletic administrators played a key role, as did several chancellors from campus in supporting and encouraging the growth and development of the Total Person Program. Although other individuals certainly played a role, those mentioned in the previous chapter appeared to be most prominent.

QUESTION 4: Grade point averages are commonly a measure that is scrutinized to determine the effectiveness of academic support. This is a visible measure that can be utilized in several ways, including being a core component of NCAA academic reform. This also provides a tool that campus and administrative officials utilize to measure student success on virtually every campus.

In looking at grade point averages for the student-athlete populations over time since the inception of the Total Person Program for both fall and winter semesters (Table 2), it is evident that as the program has grown in scope and depth, grade point averages has also risen. Certainly a portion of this could be attributed to the growth and development of the Total Person Program, and the commitment to student-athlete academic success.

Table 2.



RECOMMENDATIONS FOR FURTHER STUDY

This study looks at a picture in time, and captures the beginning of an athletics academic support program. It would be valuable to continue to record the history and development of such programs to determine what strategies are most successful in academic support. In addition it would be valuable to look at other institutions, and evaluate their growth and development as well, to determine if there are trends that occurred at similar times.

Further qualitative study should to be done to determine the relationship between grade point averages and student-athlete academic services, as well as the relationship of funding for these programs and grade point averages for student-athletes. Other areas that merit further study are a question such as, how important is an extensive tutoring program that is exclusive to student-athletes, and how does this affect their academic success? What is the relationship between supervised study time and academic success? How important are retention measures provided by campus in assuring that student-athletes remain at the institution and retain their eligibility?

It will also be critical to monitor the student-athlete's success in relation to the latest academic reform packages and APR measurements. Does the increased progress towards degree standards inhibit a student-athlete's choice of degree program? Do these increased standards enhance graduation rates or inhibit a student-athlete's degree selection? Does APR accurately measure student-athlete's successful completion of their degree programs? Does the APR enhance or inhibit student-athlete academic support programs from meeting the student-athletes academic needs? This legislation will

provide many opportunities to further study academic support programs and the impact they have.

Student-athletes are often influenced heavily by coaching staffs, their peers, and their academic advisors. An additional area of study would be to look at how strong this influence is in choosing a degree program. Are student-athletes free to choose their desired programs, or are they encouraged by others to choose a certain field?

Another area of study is what influence coaches have on academic support and success of student-athletes. Coaches are responsible for those athletes they bring to campus, so how influential is this factor in the overall success of student-athletes? This study could provide valuable information for coaches in determining who they recruit to bring to campus.

Finally, it is recommended that further study be completed on intrinsic vs. extrinsic motivation of student-athletes. It is an interesting dichotomy that this population often possesses a strong desire to succeed athletically, but often little or no desire to succeed academically. How can these two factors be reconciled?

Student-athletes provide a fascinating group of individuals, who are extremely talented and must work to achieve both athletic and academic success. Time will determine the direction of student-athlete academic services in the future.

APPENDIX A**Interview Questions**

What years were you at Missouri and in what capacity?

What was your role within athletics?

What academic support student services were offered during your time at Missouri?

In what way did the student services evolve during your tenure at MU?

What/who instigated the changes in student-athlete support services?

Why did the program of student services evolve?

Were the coaches involved in pushing for enhanced student services? Were there any specific incidences that motivated the creation of the Total Person Program?

Before the Total Person Program, who was responsible for student-athlete services?

Do you remember any sports other than football and basketball receiving academic counseling? What year did this occur?

Who from campus, and what levels of administration were involved in developing the Total Person Program?

Where did the funding for the student-athlete academic success program come from?

Some representatives from the University of Missouri visited Georgia Tech's program to learn about their Total Person Program model. Do you know anything about this trip?

What do you remember of the timeline of adding academic support services for student-athletes at MU?

What was the perception of campus faculty about the evolution of the Total Person Program?

Other than the NCAA, were there any other outside influences that led to the creation of the Total Person Program?

Did there seem to be a correlation of academic success with the growth of the Total Person Program?

What changes do you foresee for athletic academic support programs in the future?

APPENDIX B

CONSENT TO PARTICIPATE IN RESEARCH (Oral History)

Project Title: *A historical study of the Development of the Total Person Program: The Evolution of Academic Support Services for Student-Athletes at the University of Missouri.*

Researcher: *Randall Kennedy*

Faculty Sponsor: *Alex Waigandt, PhD.*

Introduction:

You are being asked to take part in an oral history research study being conducted by Randall Kennedy for a dissertation under the supervision of Alex Waigandt, Ph.D. in the Department of Education at the University of Missouri.

According to the Oral History Association, “oral history is a method of gathering and preserving historical information through recorded interviews with participants in past events and ways of life.” You have been approached for an interview because of your knowledge, involvement, and understanding of the Total Person Program at the University of Missouri during the past 30 years.

Purpose:

The goal of this oral history project is to provide a historical perspective of the development of academic support services for student-athletes, and how they have evolved. This interview will supplement written records and correspondence concerning the Total Person Program.

Procedures:

The interview will take approximately 1 hour. During the interview you will be asked questions about your knowledge and memory of the growth and development of the Total Person Program from 1975 to the present.

The interview will be audio-taped and transcribed. The results of your interview will be used to create a record of how the Total Person Program has grown in size and effectiveness in serving student-athletes.

Risks/Benefits:

The risks associated with participation in this interview are minimal.

There are no direct benefits to you from participation, but your willingness to share your knowledge and experiences will contribute to understanding how student-athlete success programs have grown and developed, and how these might further evolve in the future.

Confidentiality:

Unless you check below to request anonymity, your name will be referenced in the transcript and audiotape and in any material generated as a result of this research. If you request anonymity, the tape of your interview will be closed to public use, and your name will not appear in the transcript or referenced in any material obtained from the interview.

Voluntary Participation:

Your participation in this interview is voluntary. Even if you decide to participate, you may withdraw from the interview without penalty, or request confidentiality, at any point during the interview. You may also choose not to answer specific questions or discuss certain subjects during the interview or to ask that portions of our discussion or your responses not be recorded on tape.

Contacts and Questions:

If you have any questions about this research project or interview, feel free to contact Randy Kennedy at 573-356-5400 or kennedyra@missouri.edu or the faculty sponsor, Alex Waigandt at 573-882-4741 or waigandta@missouri.edu.

If you have questions about your rights as a research participant, please feel free to contact the institutional review board at the University of Missouri at 573-882-9585.

Statement of Consent:

I agree to participate in this oral history interview, and to the use of this interview as described above. My preference regarding the use of my name is as follows:

I agree to be identified by name in any transcript or reference to the information contained in this interview.

I wish to remain anonymous in any transcript or reference to the information contained in this interview.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX C

RECRUITMENT LETTER

Dear (*Name*);

I am a doctoral student in the College of Educational, School, and Counseling Psychology, and I am engaged in a research project titled A Historical Study of the Development of the Total Person Program: The Evolution of Academic Support Services for Student-Athletes at the University of Missouri, under the supervision of Professor Dr. Alex Waigandt. In researching the beginning and growth of this program, your name has surfaced several times and I feel as though my research would be greatly enhanced if I could add your own perspective and insights on the development of this program during the time of your involvement. The results of this study will be my doctoral dissertation in which I hope to provide a valuable historical record looking at the development of student-athlete academic support programs, and the Total Person Program in particular.

I'd be grateful if you could find time in your schedule so that we could visit in person or on the telephone, and explore your recollections of the Total Person Program. Additional comments relative to the growth of student services during your time in athletics that might occur to you would be most welcome. I would estimate that the time involved for this interview would be approximately 1 hour.

I would like to explain for you the practice I follow in utilizing information gained in oral research. You will first be provided with a consent form to explain the purpose of the study and the level of your involvement, and you will be given an opportunity to determine if you would like to proceed. Our interview together would then be tape recorded, and you would have the option of being recognized for the purpose of the study or remaining anonymous. If you agree to participate and be recognized, the information you provide would be available to use for the dissertation. If you do not wish for information to be a part of this record, it will not be included.

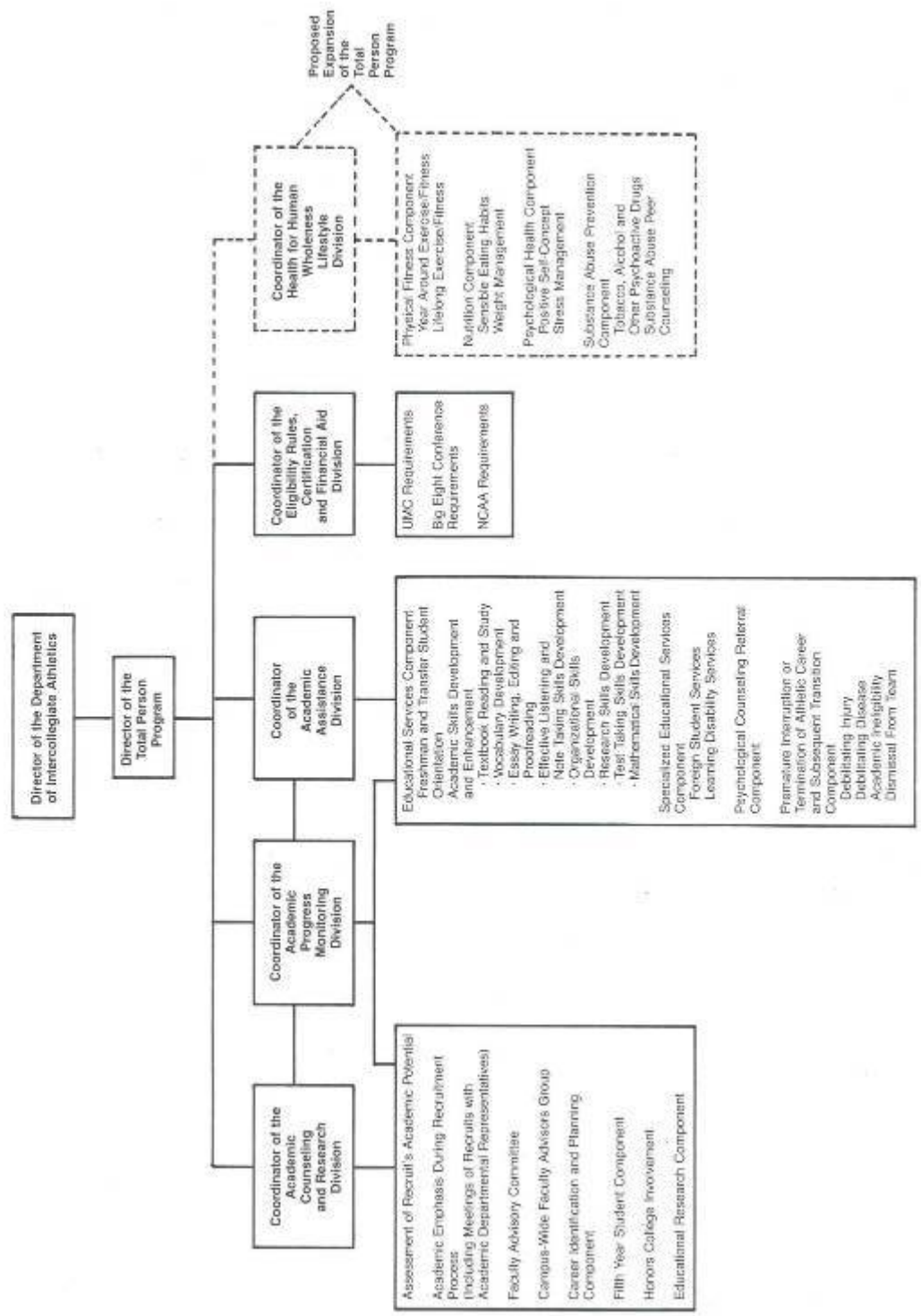
I feel as though the information you would provide would be extremely valuable in creating this historical record, and would be valuable not only to the University of Missouri, but important as a document that records the evolution and development of academic student services for student-athletes. With the growing scrutiny and focus on student-athlete academic success, this is an important piece and could help predict future courses of development for additional academic services.

If you decide to participate, you can choose not to answer questions, if you wish, and are free to withdraw from the project at any time, all project information, such as audiotapes and notes will be stored indefinitely in a secure location, accessed only by the researcher, myself as well as Dr. Alex Waigandt.

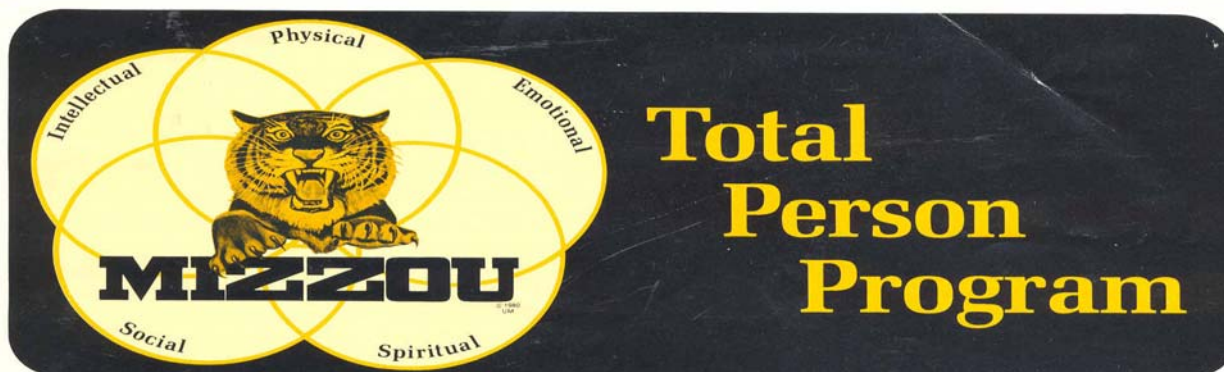
It will be my intention to telephone you at your office number about a week after you receive this letter, to determine your reaction and, I hope, to establish a time and date to for this interview. If you would like to reach me with any questions you might have, my telephone number is 859-893-0090 and my e-mail address is kennedyra@missouri.edu. I greatly look forward to talking with you.

APPENDIX D

UNIVERSITY OF MISSOURI-COLUMBIA
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS
TOTAL PERSON PROGRAM
ORGANIZATIONAL AND ADMINISTRATIVE
FLOW CHART



APPENDIX E



Total Person Program

University of Missouri Department of Intercollegiate Athletics

Total Person Program

- The establishment of the Total Person Program demonstrates a new commitment to develop the student-athlete not only physically and intellectually, but also socially, emotionally and spiritually.
- The University of Missouri-Columbia Department of Intercollegiate Athletics cares about the pressures and special needs of its student-athletes. When an individual chooses to attend the University of Missouri and compete in athletics, the Total Person Program will provide assistance and support for that student-athlete's ultimate growth and development.
- Under the direction of Dr. Parris Watts, an award-winning educator, a personal profile will be formulated for each student-athlete in order to better assess the special needs he or she may have. Those needs will be addressed within the various divisions of the Program.

Total Person Program Divisions

- The Academic Assistance Division provides the following services:
 - Course-related tutoring
 - Improvement of note taking skills
 - Organizational skills development
 - Study skills improvement
 - Refinement of test taking skills
 - Writing skills enhancement
 - Vocabulary enrichment
- The Academic Counseling Division offers career identification and planning. Its efforts are dedicated to progress toward a degree and to the graduation of all student-athletes.
- The Health for Human Wholeness Lifestyle Division provides instruction which addresses a wide variety of topics including:
 - Developing a balanced lifestyle
 - Exercise and fitness for living
 - Stress management
 - Positive self-concept
 - Substance abuse prevention
 - Dating and relationships
 - Weight management
 - Nutrition principles and practices
 - Premature termination of an athletic career

“Developing the Total Person”

Total Person Program Services

The Total Person Program offers the following services in its commitment to promote the development of the student-athlete as a total person at the University of Missouri.

- Assessment of Recruit's Academic Potential
- Academic Skills Development and Enhancement
- Career Identification and Planning
- Tutoring Services
- Commitment to Graduation
- Eligibility Records
- Monitoring of Academic Progress
- Substance Abuse Prevention through Education and Peer Counseling
- Instruction pertaining to the Enhancement of Positive Self Concept, a Balanced Lifestyle, Stress Management and Achievement of Personal and Professional Goals

APPENDIX F

The Total Person Program staff view the student-athlete as a student first and foremost. The students on athletic scholarships can be compared to any students awarded other scholarships who are using special talents to finance their education. Staff members are committed to meeting the needs of the student-athlete as a total person while he or she is progressing toward the ultimate goal of completion of a degree.

The Total Person Program

The Total Person Program brings together the excellent academics of the University of Missouri-Columbia and the strong athletic tradition of the Missouri Tigers to form a winning combination of a comprehensive collegiate experience for the student-athlete.

In 1986 the athletic department's academic counseling unit was restructured into what is known as the Total Person Program with the focus on the total development of the student-athlete. The new programs implemented have been so successful that other universities have set up similar units using Mizzou as a model.

The Total Person Program, directed by Dr. Chris Sinatra-Ostlund, is divided into several divisions: the academic counseling and assistance division; the academic progress monitoring division; the eligibility rules, certification and financial aid division; and the substance abuse, peer counseling and psychological counseling services division.

Academic Counseling, Research and Assistance Division

An academic counselor meets with every recruit to explain the Total Person Program and schedules an on-campus academic visit in the appropriate area of study.

All entering freshmen student-athletes meet with a Total Person Program Staff member to be counseled regarding their first semester class schedule and program of study.

All freshmen student-athletes are required to take the Total Person Program's 10-week Study Skills Improvement Course.

A comprehensive research study of 1,100 student-athletes resulted in the development of a statistically accurate formula that predicts the fall (first) semester GPA of incoming freshmen. The GPA prediction formula is used to target "high risk" student-athletes and provide them with additional services.

"High risk" students are assigned to a special section of the Study Skills Improvement Course.

They have their class notes and assignments checked frequently.

They receive special reading improvement tutoring.

They are assigned tutors for all classes and are given a set weekly number of study hall hours which are supervised by a learning specialist facilitator.

They are provided with individual diagnostic testing and remediation at the UMC Child Study Clinic through an arrangement with the Clinic.

The Total Person Program uses a strong campus network of faculty, administrators, and support staff in areas of recruitment, advisement, recommendation of tutors and other related academic matters.

Annually, we revise a comprehensive *Student-Athlete Handbook*.

In career counseling, we help student-athletes explore career options, administer appropriate tests, and schedule them to meet with professionals in different career areas.

We are involved in continuous research and evaluation to find ways to better prepare student-athletes for academic success.

Academic Progress Monitoring Division

An evening supervised study hall and tutoring program uses three floors of an on-campus building.

Grade checks on all classes for all student-athletes are conducted twice a semester to supplement constant communication with faculty.

An effective tutor "progress report" system help keep track of student-athletes' progress in classes on a weekly basis.

This division makes on-campus class attendance checks of approximately 700 classes per semester.

A "Post Eligibility Violation Record" form tracks the academic performance and apparent graduation commitment of the post eligibility student-athlete.

A late night pre-final examination study period is conducted for selected "high-risk" football and basketball student-athletes from 9 p.m. to 12 midnight the night before each day in which a final examination is scheduled.

Personal Counseling Services

This division includes the peer counseling component that involves 38 student-athletes.

Individualized personal counseling is provided by a qualified professional counselor ranging from routine homesickness and loneliness to substance abuse.

The staff in this division organize numerous "Say No To Drugs" programs at secondary and elementary schools in the mid-Missouri area, in which our student-athletes participate.

The staff in this division distribute substance abuse information to coaches and student-athletes.

Certification Eligibility Rules and Financial Aid Division

This division completes and maintains all Big 8 Conference and NCAA eligibility, financial aid and academic information forms.

This division interprets Big 8 Conference and NCAA eligibility rules.

This division completes eligibility appeals to the NCAA and Big 8 Conference Office.

This division also acts as a liaison between the Financial Aid Office and Athletic Department.

Study Skills Improvement Program

The Total Person Program's Study Skills Improvement Program is required for all incoming freshmen student-athletes. The 10-week program covers a variety of subjects, including note taking, test taking skills, time management, computer orientation, and writing assignment preparation.

Times

6:30-8:00 p.m. or 8:00-9:30 p.m. Sunday evenings for 10 weeks. There will be four sections, two meeting at 6:30 and two at 8:00 p.m.

Textbook

Pauk, *Study Skills for College Athletes*. 1986.

Place

Second floor classrooms in the Arts and Science Building.

Week 1

Organization for the first day of classes, including notebook preparation, seating in class, how to use a course syllabus, asking questions, and using calendars. Techniques for clear and accurate note taking, organizing notes for study.

Week 2

Reading assignments, textbook comprehension, taking notes from textbooks, studying from textbooks for exams and reading improvement skills.

Week 3

Reading, writing, and comprehension test: "Never Too Old to Learn." Memorization skills and exercises.

Week 4

Listening Skill Development
Using Tutors
Time management
Classroom Behavior and Its Impact on the Instructor's Opinion

Week 5

Writing assignment preparation
Writing papers; paper presentation, composition, style, content, using dictionaries
Intro to GCB writing lab

Week 6

Test taking skills: essay, multiple choice, true-false and completion
Test preparation
Test anxiety

Week 7

To GCB Writing Lab-work on computer to practice word-processing

Week 8

Library skills--using the library
Schedule a time during day to tour library
Researching papers, gathering information

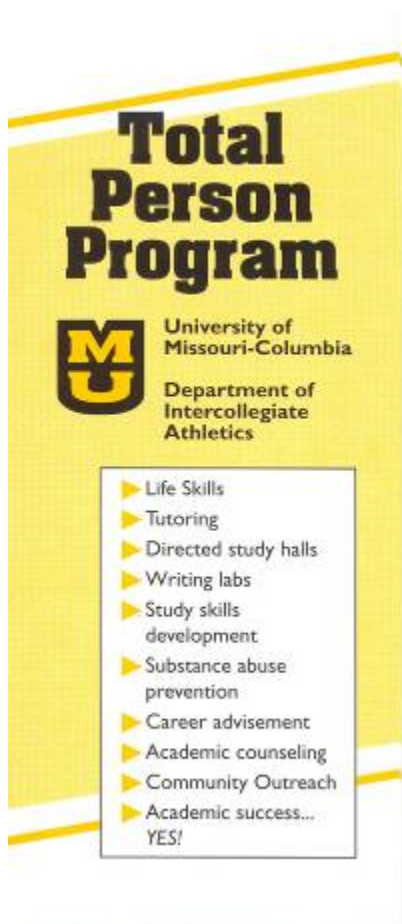
Week 9

Keeping up with class grades, extra credit
Registration procedures, planning next semester's schedule
Making career decisions


Week 10

Freshman athlete's transition--coping with athletic and academic stresses
Projecting a good image on campus
What to expect the rest of freshman year

APPENDIX G



Total Person Program

 University of Missouri-Columbia
Department of Intercollegiate Athletics

- ▶ Life Skills
- ▶ Tutoring
- ▶ Directed study halls
- ▶ Writing labs
- ▶ Study skills development
- ▶ Substance abuse prevention
- ▶ Career advisement
- ▶ Academic counseling
- ▶ Community Outreach
- ▶ Academic success...
YES!



Total Person Program

 University of Missouri-Columbia
Department of Intercollegiate Athletics

"The Total Person Program staff view the student-athlete as a student first and foremost. The students on athletic scholarships can be compared to any students awarded other scholarships who are using special talents to finance their education. Staff members are committed to meeting the needs of the student-athlete as a total person while he or she is progressing toward the ultimate goal of completing of a degree."

Dr. Chris Favazza
Director
Total Person Program

The Total Person Program

The Total Person Program brings together the excellent academics of the University of Missouri-Columbia and the strong athletic tradition of the Missouri Tigers to form a winning combination of a comprehensive collegiate experience for the student-athlete.

In 1986 the athletic department's academic counseling unit was restructured into what is known as the Total Person Program with the focus on the total development of the student-athlete. The new programs implemented have been so successful that other universities have set up similar units using Missouri as a model.

The Total Person Program, directed by Dr. Christine Fawcett, is divided into several divisions: the academic counseling and assistance division; the academic progress monitoring division; the psychological counseling services division; community outreach; and the Life Skills program.

Personal Counseling Services

Individual personal counseling for problems ranging from routine homesickness and loneliness to substance abuse is provided by a qualified psychologist.

The staff in this division distribute substance abuse information to coaches and student-athletes and conduct a substance abuse educational program at the beginning of each semester.

Peer counselors are trained to advise on alcohol problems and share their message with young people in the Columbia community.

Academic Counseling, and Assistance Division

An academic counselor meets with every recruit to explain the Total Person Program and schedules an on-campus academic visit in the appropriate area of study.

All entering freshmen student-athletes meet with a Total Person Program staff member to be counseled regarding their first semester class schedules and programs of study.

All freshmen student-athletes are encouraged to take a Study Skills Improvement course offered every fall semester.

"High risk" students are assigned to a special monitoring and tutoring program. They have their class

notes and assignments checked frequently also:

1. They receive special reading improvement tutoring.

2. They are assigned tutors for all classes and are given a set weekly number of study hall hours which are supervised by a learning specialist facilitator.

3. They are provided with individual diagnostic testing and remediation at the UMC Child Study Clinic through an arrangement with the Clinic.

The Total Person Program uses a strong campus network of faculty, administrators, and support staff in areas of recruitment, advisement, recommendation of tutors and other related academic matters.

Annually we revise a comprehensive Student-Athlete Handbook and Study Skills Guide.

In career counseling we help student-athletes explore career options, administer appropriate tests, and schedule them to meet with professionals in different career areas.

We are involved in continuous research and evaluation to find ways to better prepare student-athletes for academic success.

Community Outreach

To help share the unique talents of our student-athletes, the Athletic Department's Total Person Program developed the Student-Athlete Speakers Bureau comprised of a select group of student-athletes.

The staff in this division cooperate with numerous "Say No To Drugs" programs at secondary and elementary schools in the mid-Missouri area, in which our student-athletes voluntarily participate.

These student-athletes have been trained to speak on a variety of topics, including:

- ▶ self-esteem
- ▶ wellness
- ▶ goal setting/motivation
- ▶ drug/alcohol abuse
- ▶ making good decisions
- ▶ peer pressure
- ▶ balancing academics and athletics
- ▶ academic and athletic preparation for college

NCAA Life Skills Program

The NCAA has recently compiled and made available valuable resources to promote the development of life skills for the student-athletes. Student-athletes can choose from a wide menu of workshop topics or participate in the MU Career Development Internship program. The Life Skills Program includes five components: Personal Development, Athletic Commitment, Career Development, Community Outreach, and Academic Development.

Student-Athlete Advisory Council

Representing every athletic team, the Student-Athlete Advisory Council meets monthly to share concerns with Athletic Department administrators. The council also plans social events for the student-athletes in order to encourage friendship and camaraderie within the student-athlete population. The council also organizes community outreach events and represents the Athletic Department at campus and city functions.

Facts

- ▶ 55% of true freshmen graduate in 5 years
- ▶ 8% of athletes are on Dean's List each semester
- ▶ 1/3 of all student-athletes receive a 3.0 GPA each academic year

Academic Progress Monitoring Division

Morning study halls are supervised at the Baptist Student Center in the center of UMC campus, the Black Culture Center and the campus library.

Grade checks on all classes for all student-athletes are conducted twice a semester to supplement constant communication with faculty.

An effective tutor "progress report" system helps keep track of student-athletes' progress in classes on a weekly basis.

This division makes on-campus class attendance checks of approximately 100 classes per semester.

A special pre-final intense study session is held at the Baptist Student Center on campus every day during final exams.

APPENDIX H

UNIVERSITY OF MISSOURI-COLUMBIA
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS
TOTAL PERSON PROGRAM

MISSION STATEMENT AND CODE OF CONDUCT AND ETHICS

MISSION STATEMENT

The University of Missouri-Columbia Department of Intercollegiate Athletics' Total Person Program is dedicated to the support and enhancement of optimal academic achievement among the student-athletes to whom it provides assistance. The establishment of the Total Person Program demonstrates the strength of the commitment which has been made by the administration and faculty of the University of Missouri-Columbia and by the Department of Intercollegiate Athletics to academic excellence within the UMC athletic program. Closely related to that commitment to academic excellence is the additional Total Person Program goal of assisting UMC student-athletes to develop, not only intellectually and physically, but also socially, emotionally and spiritually.

In an effort to provide a clear understanding of the responsibilities of those individuals who work within the Total Person Program, to better clarify those responsibilities for the professional faculty and staff who have interaction with the program and to avoid confusion as to how its academic mission is to be accomplished, specific standards of accountability have been developed. That set of standards, known as the Total Person Program Code of Conduct and Ethics, is delineated as follows.

CODE OF CONDUCT AND ETHICS

Responsibilities Related to Work With Student-Athletes

Academic Counseling

1. The Total Person Program staff member (hereafter referred to as staff member) always shall be aware of academic policies, procedures, requirements, programs, and course offerings of the institution that can impact the student-athlete.
2. The staff member shall always represent program offerings, course offerings and majors in a truthful and appropriate manner.
3. The staff member shall keep the student-athlete's interests and aspirations in mind when scheduling, rather than impose personal values.

4. The staff member must ensure that University of Missouri-Columbia, Big Eight Conference and NCAA satisfactory progress requirements are met. However, course selection and choice of major shall be left to the student-athlete.
5. Advised of eligibility parameters, the student-athlete shall be allowed to enroll in the program he or she chooses. Student-athletes must never be forced into programs against their will merely to ensure eligibility.
6. Student-athletes shall be encouraged to challenge themselves academically rather than taking the easiest courses available.
7. The staff member's goal for every student-athlete shall be graduation.
8. The staff member shall constantly be aware of and reaffirm the student-athlete's rights--including the right to fail.

Non-Discrimination and Objectivity

1. The staff member shall not discriminate against student-athletes with regard to race, creed, color, age, sex or national origin.
2. The staff member shall not let athletic ability, athletic performance or specific team membership influence his or her attitudes or work with a student-athlete.
3. The staff member shall regard each student-athlete as an individual with unique emotions and needs and shall act accordingly.

Research

1. When conducting research, the staff member shall avoid causing any potential injurious effects or embarrassment to student-athlete subjects.
2. The staff member shall ensure anonymity of subjects when reporting results.
3. The staff member shall report findings truthfully, avoiding misleading language or the possibility of misrepresentation.
4. The staff member has the obligation to honor commitments made to student-athletes in return for their cooperation.
5. The staff member shall not plagiarize data; all sources must be acknowledged.

Privacy

1. The staff member shall be aware of and shall honor each student-athlete's legal right to privacy regarding all academic records.
2. The staff member shall take precautions to ensure that records, transcripts, reports and correspondence related to students are secure from public inspection and not shared inappropriately.
3. The staff member shall not divulge specific information such as grades or academic status to the media or others outside the university. That information will be released only by the athletic director or by the director of the Total Person Program.
4. Information related to high academic achievement or awards can be released with the student-athlete's permission to the Sports Information office if approved by the director of the Total Person Program.

Professional Conduct

1. The staff member shall not interact with student-athletes in any manner that jeopardizes or compromises their professional relationship.
2. The staff member shall always be cognizant of the importance of serving as a role model and of acting as an advocate for high academic standards and achievement.
3. The staff member shall not tolerate cheating, plagiarism or any other acts of academic dishonesty and will report them to the director of the Total Person Program who immediately will take appropriate action.
4. The staff member shall not participate in any form of sexual harassment, nor tolerate it by subordinates or tutors. Such conduct by other staff members, tutors, faculty and/or coaches shall be reported to the director of the Total Person Program and will be addressed immediately.

Responsibilities Related to Work with Faculty

1. The staff member shall acknowledge that the instructor is the legitimate authority in the classroom and must avoid questioning the instructor's judgement if at all possible.
2. The staff member shall not attempt to pressure an instructor to assign a specific grade or to change a recorded grade for a student-athlete. The staff member can make the instructor aware of certain conditions or situations, but only to clarify the student's position. Additionally, staff involvement is limited to working with the instructor to help the student-athlete succeed.

3. The staff member shall not be a party to the offer of tickets, trips, sideline passes, autographed memorabilia or any other items that would constitute bartering for a grade with an instructor. The only exception to this rule is the provision of a sideline pass or press pass to UMC faculty and staff members selected to serve in the role of honorary coach at one of the home athletic contests designated for that purpose. Providing the sideline pass is not to be considered as anything more than a means through which the honorary coach is allowed to fulfill his/her responsibilities in that role.
4. The staff member shall provide tutoring to student-athletes to augment the regular classroom instruction but not as a substitute for it. Staff members must make sure that tutors never do the work for student-athletes but rather explain and clarify what they are to do.
5. The staff member shall act in the best interest of the student-athletes to motivate them, to stimulate their spirit of inquiry, to encourage their acquisition of knowledge, to enhance their understanding and to help them develop and pursue realistic goals.
6. The staff member shall act as a student-advocate with the faculty and as a faculty-advocate with the student. The ultimate aim is the promotion of the academic welfare of each student-athlete.

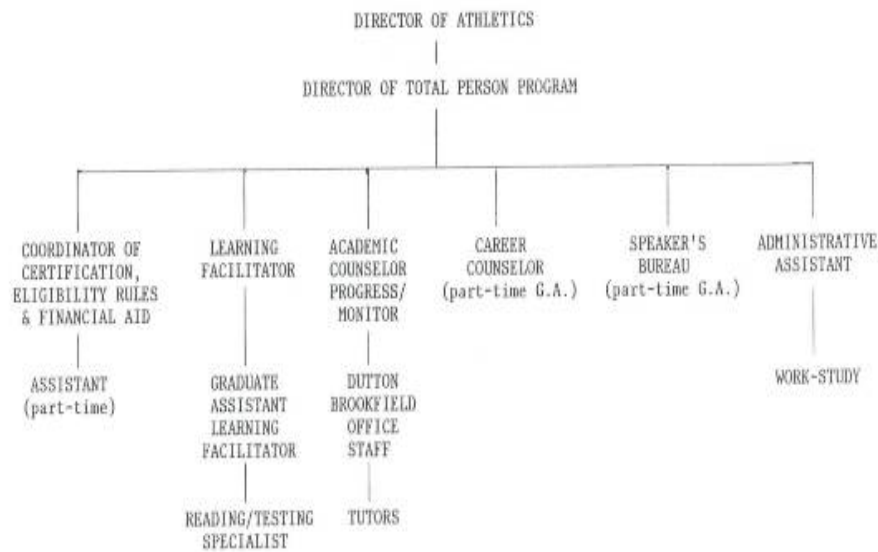
Responsibilities Related to Work with the Institution

1. The staff member shall always attempt to fulfill the mission of the University of Missouri-Columbia and reflect its values and standards. The staff member should be committed to the concepts of teaching, research and service and be aware of how they may fit into the development of programs.
2. The staff member shall encourage the student-athlete to take advantage of and be part of the total life of the institution. Though providing a service to student-athletes, the staff member shall continually direct them toward self-reliance, self-discipline and responsibility in their own lives. They should discourage dependence on others to take care of them or to make their decisions for them.
3. The staff member shall ensure that the activities of the Total Person Program is in compliance with academic requirements of the NCAA, the Big Eight Conference and any other associational governing body as well as any standards or requirements of the University of Missouri-Columbia.
4. The staff member shall immediately inform the director of the Total Person Program of any violations of academic rules and the Total Person Program director will inform the director of athletics when the violations are verified.
5. The staff member shall respect the reputation of the University of Missouri-Columbia and not behave in any manner that would cast aspersions on the academic or scholarly integrity of the institution or its faculty.
6. The staff member shall act in good faith and in an honest and forthright manner when dealing with other offices and faculty/staff members.
7. The staff member shall present an accurate picture of services and programs of the University of Missouri-Columbia to the media, to the recruits, to the community and to other interested parties.

Responsibilities Related to Work with Coaches

1. The staff member shall understand that athletic success and maintaining athletic eligibility are important. However, eligibility must be maintained without sacrificing the student-athlete's opportunity to earn a degree and to take challenging and stimulating courses.
2. The staff member shall provide coaches with information about student-athlete classroom performance and academic ability that is as accurate as possible.
3. The staff member shall work with coaches to solve student-athlete problems.
4. The staff member must always represent the student-athlete's academic interests when communicating with coaches.
5. The staff member must try to minimize educational disadvantages incurred through athletic participation.
6. The staff member shall realize that academic and athletic interests are not always compatible.

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TOTAL PERSON PROGRAM

University of Missouri-Columbia

Department of Intercollegiate Athletics

"The Total Person Program staff view the student-athlete as a student first and foremost. The students on athletic scholarships can be compared to any students awarded other scholarships who are using special talents to finance their education. Staff members are committed to meeting the needs of the student-athlete as a total person while he or she is progressing toward the ultimate goal of completion of a degree."

Dr. Chris Sinatra-Ostlund
Director, Total Person Program

THE TOTAL PERSON PROGRAM

The Total Person Program brings together the excellent academics of the University of Missouri-Columbia and the strong athletic tradition of the Missouri Tigers to form a winning combination of a comprehensive collegiate experience for the student-athlete.

In 1986 the athletic department's academic counseling unit was restructured into what is known as the Total Person Program with the focus on the total development of the student-athlete. The new programs implemented have been so successful that other universities have set up similar units using Mizzou as a model.

The Total Person Program, directed by Dr. Chris Sinatra-Ostlund, is divided into several divisions: the academic counseling and assistance division; the academic progress monitoring division; the eligibility rules, certification and financial aid division; and the substance abuse, peer counseling and psychological counseling services division.

ACADEMIC COUNSELING, RESEARCH AND ASSISTANCE DIVISION

An academic counselor meets with every recruit to explain the Total Person Program and schedules an on-campus academic visit in the appropriate area of study.

All entering freshmen student-athletes meet with a Total Person Program Staff member to be counseled regarding their first semester class schedule and program of study.

All freshmen student-athletes are required to take the Total Person Program's 10-week Study Skills Improvement Course.

A comprehensive research study of 1,100 student-athletes resulted in the development of a statistically accurate formula that predicts the fall (first) semester GPA of incoming freshmen. The GPA prediction formula is used to target "high risk": student-athletes and provide them with additional services.

"High risk" students are assigned to a special section of the Study Skills Improvement Course. They have their class notes and assignments checked frequently.

Also:

1. They receive special reading improvement tutoring.
2. They are assigned tutors for all classes and are given a set weekly number of study hall hours which are supervised by a learning specialist facilitator.

ACADEMIC COUNSELING, RESEARCH AND ASSISTANCE DIVISION
(continued)

3. They are provided with individual diagnostic treating and remediation at the UMC Child Study Clinic through an arrangement with the Clinic.

The Total Person Program uses a strong campus network of faculty, administrators, and support staff in areas of recruitment, advisement, recommendation of tutors and other related academic matters.

Annually, we revise a comprehensive Student-Athlete Handbook.

In career counseling, we help student-athletes explore career options, administer appropriate tests, and schedule them to meet with professionals in different career areas.

We are involved in continuous research and evaluation to find ways to better prepare student-athletes for academic success.

ACADEMIC PROGRESS MONITORING DIVISION

Morning study halls are supervised at the comfortable Black Culture Center in the center of the UMC campus.

An evening supervised study hall and tutoring program uses three floors of an on-campus building.

Grade checks on all classes for all student-athletes are conducted twice a semester to supplement constant communication with faculty.

An effective tutor "progress report" system helps keep track of student-athletes' progress in classes on a weekly basis.

This division makes on-campus class attendance checks of approximately 700 classes per semester.

A "Post Eligibility Violation Record" form tracks the academic performance and apparent graduation commitment of the post eligibility student-athlete.

A special pre-final intense study session is held at the Black Culture Center on campus every day during final exams.

PERSONAL COUNSELING SERVICES

Individualized personal counseling is provided by a qualified professional counselor ranging from routine homesickness and loneliness to substance abuse.

PERSONAL COUNSELING SERVICES
(continued)

The staff in this division organize numerous "Say No To Drugs" programs at secondary and elementary schools in the mid-Missouri area, in which our student-athletes participate.

The staff in this division distribute substance abuse information to coaches and student-athletes and conduct a substance abuse educational program at the beginning of each semester.

CERTIFICATION, ELIGIBILITY RULES AND FINANCIAL AID DIVISION

This division completes and maintains all Big 8 Conference and NCAA Eligibility, financial aid and academic information forms.

This division interprets Big 8 Conference and NCAA eligibility rules.

This division completes eligibility appeals to the NCAA and Big 8 Conference Office.

This division also acts as a liaison between the Financial Aid Office and Athletic Department.

STUDY SKILLS IMPROVEMENT PROGRAM

The Total Person Program's Study Skills Improvement Program is required for all incoming freshmen student-athletes. The 10-week program covers a variety of subjects, including note taking, test taking skills, time management, computer orientation, and writing assignment preparation.

TIMES

6:30-8:00 p.m. or 8:00-9:30 p.m. Sunday evenings for 10 weeks. There will be four sections, two meeting at 6:30 and two at 8:00 p.m.

TEXTBOOK

Pauk, Study Skills for College Athletes, 1986.

PLACE

Second floor classrooms in the Arts & Science Building.

Week 1

Organization for the first day of classes, including notebook preparation, seating in class, how to use a course syllabus, asking questions, and using calendars. Techniques for clear and accurate note taking, organizing notes for study.

Week 2

Reading assignments, textbook comprehension, taking notes from textbooks, studying from textbooks for exams and reading improvement skills.

Week 3

Reading, writing, and comprehension test; "Never Too Old to Learn." Memorization skills and exercises.

Week 4

Listening Skill Development
Using Tutors
Time Management
Classroom Behavior and Its Impact on the Instructor's Opinion

Week 5

Writing assignment preparation
Writing papers; paper presentation, composition, style, content, using dictionaries
Intro to GCB writing lab

Week 6

Test taking skills: essay, multiple choice, true-false and completion
Test preparation
Test anxiety

Week 7

To GCB Writing Lab-work on computer to practice word-processing

Week 8

Library skills--using the library
Schedule a time during day to tour library
Researching papers, gathering information

Week 9

Keeping up with class grades, extra credit
Registration procedures, planning next semester's schedule
Making career decision

Week 10

Freshman athlete's transition--coping with athletic and academic stresses
Projecting a good image on campus
What to expect the rest of freshman year

The Total Person Program has Records and/or Resources
on the Following Information
All Are Available to the Athletic Director on Request

1. All student-athlete academic and personal information
2. All recruit academic information
3. Big 8/NCAA certification lists
4. NCAA Academic Reporting forms
5. Big 8 Academic Honors/Awards
6. UMC Admission Information
7. New ACT Test information/Test dates
8. Academic calendars
9. Academic campus advisors meetings information
10. UMC applications/re-entry information
11. Curriculums of all majors and minors at UMC
12. UMC TPP Awards Breakfast information
13. Violation reports of football and basketball
14. Black athlete information
15. TPP budgetary information
16. Career counseling information
17. Freshmen Experience information
18. Result of all tests done at Child Study Clinic
19. Graduation rates reports
20. Campus computer information
21. Cross-registration information
22. Course syllabi for approx. 100 UMC courses
23. Correspondence course information-course selections
24. Deans lists
25. Degree audits

26. Revision of record forms
27. Freshmen questionnaires results--football and basketball
28. Faculty advisor/degree lists
29. Faculty appointment lists for recruits
30. Graduate assistant information
31. Academic plans from other universities
32. Improved reading course information
33. Learning contract with student-athletes
34. Learning center schedules
35. Learning disabilities test reports
36. Luncheon faculty/football schedules
37. Honorary coach file 1986-90
38. TPP Mission Statement and Policies
39. NCAA Research Studies
40. Information on all academic plaques 1986-90
41. Freshmen student-athlete profiles
42. Study skills improvement resources/tapes, books, handouts
43. Letters to recruits about TPP
44. List of retired faculty targeted to assist TPP
45. Research on athletic academic advising--done at UMC and other schools
46. Study abroad programs
47. Student-athlete handbook resource file
48. Tutor evaluation forms
49. Tutor policies and guidelines
50. Tutor training manual
51. Transfer of credit from other schools and lists of transferable courses (from schools in Missouri)
52. Big 8 rules interpretations 1986-90
53. Freshman courses--success rates of all courses for all freshmen at UMC

54. Registration information
55. Substance abuse education resource file
56. Minority assistantship information
57. IAC subcommittee meeting notes and information
58. Memos to all coaches/staff
59. Honors day file 1988-90
60. Directed study hall schedules
61. Tutor group schedules
62. Prospective tutor file
63. Career planning resources file
64. Tutor request forms--by sport
65. Natural Consortium for Academics and Sports
66. Off-season conditioning program--class
67. Probationary students--dean's decisions
68. Summer sat. progress approval forms
69. Summer welcome advisement/testing information
70. Tutor report forms 1/90 - 7/90
71. Drug testing reports and chart of positive tests--date/
substance/results
72. Speaker's bureau activities
73. N4A achievement awards/scholarships
74. News releases on TPP
75. Articles about TPP
76. Information about Winning Edge
77. Information packets from several companies interested in
graduating seniors
78. N4A conference/membership information
79. Team GPAs
80. NCAA rule interpretations

81. Class absence forms
82. Grade checks (for student-athlete to give to instructors)
83. Communication cards (mailed to faculty)
84. Correspondence course approval forms
85. Letter to student-athletes interested in an athletic scholarship
86. Letter to all incoming freshmen
87. Post-eligibility requests
88. Student full-time waiver forms
89. Satisfactory progress form for advisors
90. Hardship request forms
91. Files on each individual active tutor
92. Pell Grant information
93. Financial aid options
94. UMC catalogs; admissions, advisement, courses, black perspectives

APPENDIX I

Total Person PROGRAM

University of Missouri Intercollegiate Athletics

The **Total Person Program** brings together the excellent academics of the University of Missouri-Columbia and the strong athletic tradition of the Missouri Tigers to form a winning combination for a comprehensive collegiate experience for the student-athlete.

In 1986, the athletic department's academic counseling unit was restructured into what is known as the **Total Person Program** with the focus on the total development of the student-athlete. The new programs implemented have been so successful that other universities have set up similar units using Mizzou as a model.



APPENDIX I (continued)



The women's swim team after the 13th Annual Student Athlete Academic Breakfast.

Academic Progress Monitoring

The **Total Person Program** is responsible for monitoring the academic progress of the student-athletes in each of their classes. Individual grade checks are sent to professors for all student-athletes twice a semester. If any low grades are reported, a tutor and special academic assistance are assigned to the student. Class attendance is also monitored with these forms.

Academic Advising and Registration

Student-athletes are assigned a campus advisor within their individual degree program but also receive assistance from the **Total Person Program** staff with selecting class options, getting the desired times of class that work with practice time, adding or dropping classes, and assistance with registration. The freshmen have a fall seminar on "How to Register for Classes." The Total Person Program uses a strong campus network of faculty and staff to help guide the student-athlete toward degree completion. This team effort helps assure that Missouri student-athletes take the correct classes toward their degrees.

Celebrations

Each year in the month of April, since 1987, the **Total Person Program** hosts an Academic Awards Breakfast. Over 300 student-athletes, faculty, administrators, and coaches attend. Many awards are presented including the Director of Athletics Leadership Award, Life Skills Award, GPA awards and Big 12 Conference Academic awards. All student-athletes who earn a 3.0 during a previous semester are invited.

During the weekend of graduation, in the winter and spring semesters, the Total Person Program hosts a graduation dinner reception in the Sheldon Academic Resource Center for all graduates and families. The graduates receive membership in and a welcome to the Varsity M Association.



Class of 1999 student-athlete graduates.

APPENDIX I (continued)



The entrance to the Total Person Program.

Personal Counseling Services

The Total Person Program employs a psychologist through the MU Department of Psychiatry. Dr. Neils Beck is available any time to counsel the student-athlete on everything from home-sickness and loneliness to substance abuse. All counseling sessions are confidential, and the student-athlete can call Dr. Beck directly to make an appointment. His office is located on campus for easy access.

Student-Athlete Lounge

The student-athlete lounge is open all day for meeting with friends, watching the big screen television, eating a snack or just relaxing. The lounge is stocked with magazines and popular fiction for light reading. A refrigerator and microwave are available for use. The lounge is also used for Student-Athlete Advisory Council, Fellowship of Christian Athletes, and Varsity M Association meetings. The lounge was a gift from the Varsity M Association to the current MU student-athletes.



The student-athlete lounge is a good place for relaxing with friends.

APPENDIX I (continued)

Sheldon Academic Resource Center



The Miller Family Computer Lab and central study area in Sheldon Academic Resource Center.

Opened in the summer of 1998, the Sheldon Academic Resource Center is a 10,000 square foot state of the art facility. Utilizing an open design, a large study room complete with sky lights is the center showcase. Around this room are entrances to 20 individual study/tutoring rooms, each with a window to the outside. A 36-station computer lab is at the far end of the study room. The large Conference Room facing the Dan Devine Pavilion has become a popular place to study and hold team meetings, as well as a meeting place for visiting recruits. The Sheldon Academic Center also has 7 offices, a front reception area and a copy/work room. The Sheldon Academic Resource Center is open from 8:00 a.m. to 11:00 p.m.



APPENDIX I (continued)

Study Halls

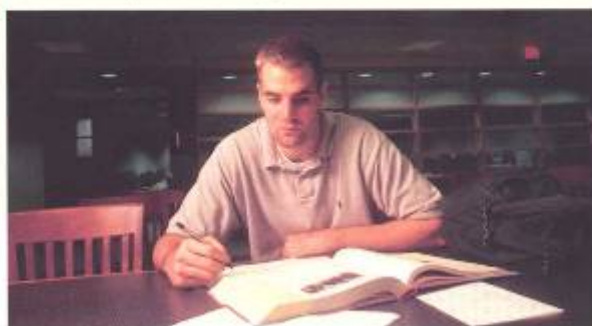
The **Total Person Program** offers a number of study halls. There is a **Freshman Study Hall** that takes place at a centrally located building on campus where students can easily come in before, between, or after class. The facility contains computers and printers with email access. The **Freshman Study Hall** serves as a resource when questions or problems arise concerning the student-athlete's classes, dorms, travelling or injuries, etc. It also aids in learning time management and addressing study skills. The staff includes supervisors who organize the study hall as well as monitor the academic progress of the student-athletes, tutors and mentors who work with the students weekly or biweekly.

The **Proactive Study Hall (PASH)** is designed to provide scholastic assistance services to student-athletes who are at high academic risk. **PASH** serves individuals having various barriers to learning, such as learning disabilities and attention disorders. **PASH** employs a positive team approach to learning. Each **PASH** member works many hours a week with a mentor and tutors. Also closely involved with the **PASH** instructional team are coaches, parents, and educational testing consultants from the MU College of Education. The **PASH** team of professionals work together to implement a learning prescription tailored to the unique scholastic needs of each student-athlete. **PASH** emphasizes time management skills, study strategies, organizational tips, and self-responsibility. Approximately one-third of student-athletes who enter **PASH** earn a term grade point average of 3.0 or better.

In addition to the Freshmen **Study Hall** and **PASH**, MU student-athletes also have the opportunity to create their own **Individual Study Plans**. This program allows the student-athlete to work with professional staff in determining their study hall schedule in the Sheldon Academic Resource Center. Students are required to attend a minimum of 8 hours per week, scheduling around classes and practices. During their study hall, student-athletes have access to tutors and academic mentors who assist them with their courses and enhance areas such as time management skills, organizational skills and study skills.



Jeff Hafer



APPENDIX I (continued)

Tutors

The **Total Person Program** provides student-athletes with tutors in any subject. Currently there are over one hundred tutors employed to help with subjects ranging from Art to Radiation Biology. The tutors work with student-athletes on proof reading papers, studying for quizzes and tests, preparing speeches, and explaining difficult subject content. They are available in the morning study halls, nightly study halls, and by appointment. Most of the tutors are graduate students or students from the University of Missouri's Honors College.

Freshman Orientation

The Freshman Orientation is designed to help student-athletes make a smoother transition into their first semester of college. It is held before school officially begins, and introduces the incoming freshman to the Total Person Program staff. At the first session, students learn about study halls and tutoring in small group sessions led by upperclassmen. Students also hear presentations from professors and campus representatives from the Wellness Center. In other sessions, students learn about study skills improvement and receive the Study Skills Manuals written by the Total Person Program staff that contains information on test taking, note taking, academic honesty, and other important academic issues. The orientation works to help student-athletes maximize their academic experience.

Life Skills Program

The mission of the Life Skills program is to inspire student-athletes to continue their pursuit of excellence when the crowd stops cheering. The five components of the **Life Skills** program include career development, community outreach, personal development, personal development, academic excellence, and athletic commitment.

Career playbooks have been developed to proactively assist all student-athletes in the management of career development. Career programming also includes a variety of workshops conducted by campus career center employees and interested business professionals. They begin with a freshman year comprehensive career assessment and later include workshops in resume writing, cover letter writing, interviewing skills, networking skills, job search techniques, and mock interviews along with involvement in our **CLAWS** program. The **CLAWS** program is a mutually beneficial mentoring opportunity between student-athletes and former MU alumni that further extends the career exploration.

Community Service Outreach provides student-athletes fun, enriching and meaningful opportunities to have a positive impact on the community. Mizzou student-athletes can engage in a variety of community services and charitable activities that include the Tiger Literacy program, the pen pal program, a *Say No to Drugs* program at secondary and elementary schools in the mid-Missouri area, and individual team service projects. Community service and outreach provide an enjoyable experience for both the student-athlete and people served.



The MU football team visits patients at University of Missouri Children's Hospital.

APPENDIX I (continued)



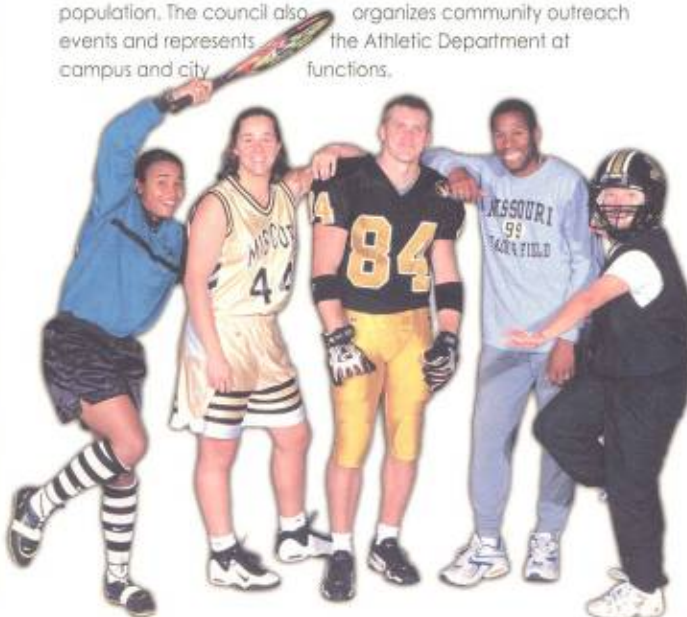
The 1999 Student Athlete Advisory Council

Facts

- Missouri was #1 in its graduation rate of student-athletes in the Big 12 Conference for 1999–2000.
- Missouri's graduation rate is 24th among all Division I A NCAA Institutions for 1999–2000.
- The U.S. News and World Report listed the University of Missouri as the #1 Best Value of all National Universities.
- Columbia, Missouri was listed as the second best small city in the USA by Money Magazine (November 1999). The rankings were based on education, low crime, health, arts, weather, entertainment, and housing.

Student-Athlete Advisory Council

Representing every athletic team, the Student-Athlete Advisory Council (SAAC) meets monthly to share student-athlete concerns with Athletic Department administrators. The council also plans social events for the student-athletes in order to encourage friendship and camaraderie within the student-athlete population. The council also organizes community outreach events and represents the Athletic Department at campus and city functions.



APPENDIX I (continued)



Dr. Judy Wells, Corey Tate and his grandmother, Mattie Foster, at graduation.

"The **Total Person Program** staff view the student-athlete as a student first and foremost. The students on athletic scholarships can be compared to any students awarded other scholarships who are using special talents to finance their education. Staff members are committed to meeting the needs of the student-athlete as a total person while he or she is progressing toward the ultimate goal of completing a degree."

Staff

Dr. Chris Favazza, Director
Total Person Program



From left: Dr. Christine Favazza, Director; Bryan Maggard, Academic Coordinator for Football and Baseball; Judy Wells, Learning Facilitator; Starla Ivey Academic Counselor; Jane Russell, Coordinator of Freshmen Development and Ed Stewart, Director of Life Skills.

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VITA

Randy Kennedy was born in 1969 in Albuquerque NM. He spent his youth growing up in the Midwest, and attended the University of Missouri, where he earned a bachelors degree in Exercise Science in 1992. He then spent 2 years as a personal trainer and wilderness guide in Colorado Springs, CO, Maui, HI, and Sedona, AZ. Randy then became the Wellness Director at Love Box Company in Wichita KS, and spent seven years, and was able to implement several health care initiatives, and helped the self-insured company maintain premiums at half of the national average.

Randy also served as the Athletic Director and Physical Education instructor, as well as the Head Volleyball, Basketball and Cross Country Coach at Northfield School for the Liberal Arts. In addition, he taught physical activity classes and swimming lessons for Homeschool students through the Love Box Fitness facility.

In 1998, Randy began his master's degree in Sports Administration at Wichita State University. He left Love Box Company to do an internship at the University of Missouri within the Total Person Program. He was hired full-time by the program in 2001, and remained an academic coordinator until January 2007, when he accepted the Director of Student-Athlete Academic Services position at Eastern Kentucky University, in Richmond, KY.

Randy now resides in Richmond KY with is wife Cindy, son Cole, age 5, daughter Kate, age 3, and son Will, age 1.