

MEMORANDUM

TO: President Edward T. Foote II

FROM: George C. Alexandrakis  
Chairman, Faculty Senate

DATE: June 23, 1989

SUBJECT: Faculty Senate Legislation #88021(D) -  
Resolution on Mainstreaming of Student Athletes

The Faculty Senate, at its meeting of May 8, 1989, voted to approve Faculty Senate Legislation #88021(D) - Resolution on Mainstreaming of Student Athletes. The text of the resolution is as follows:

The Faculty Senate supports the President's approach to the issue of mainstreaming of student athletes.

This legislation is in the form of a resolution and requires no approval action.

GCA/b

cc: Provost Luis Glaser

CAPSULE:

Faculty Senate Legislation #88021(D) -  
Resolution on Mainstreaming of Student Athletes

RESPONSE BY THE PRESIDENT:

DATE: \_\_\_\_\_

APPROVED: \_\_\_\_\_

OFFICE OR INDIVIDUAL TO IMPLEMENT OR PUBLISH: \_\_\_\_\_

EFFECTIVE DATE OF LEGISLATION: \_\_\_\_\_

NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

June 20, 1988

Dear Colleague:

The Faculty Senate Council has asked me to invite you to serve on the Faculty Senate Athletics Committee, a Standing Committee of the University Faculty. I am aware of the demands made on your time by your teaching and scholarly commitments, but I hope you will be able to serve on this important committee. As you know, without faculty members who are willing to contribute their time, energy, and ideas, it would be impossible to continue our progress in building a better University.

Please return the enclosed form to the Senate Office, indicating your acceptance of this appointment and the times you will be available for meetings. The Chair *pro tem* of the committee will notify you of the date, time and location of the first meeting.

I want to thank you in advance for your willingness to serve.

Sincerely,

George C. Alexandrakis  
Chairman-Elect  
Faculty Senate

GCA/b

Enclosure

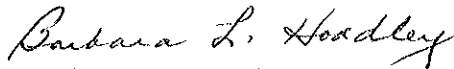
### Academic Probation Regulations Report

This item was deferred to a later date due to a lack of information requested from the Administration.

### Housing for Athletes

Dr. Alexandrakis reported that this item had been considered by the Senate Council at its meeting of January 11. Discussion of the matter was deferred from the January Senate meeting until such time as members of the Athletic Department were available. Copies of the Report of the Ad Hoc Committee on Intercollegiate Athletics were distributed. Mr. Sam Jankovich, Director of Athletics, spoke about the need for strict supervision of student athletes and the serious problems involved with mainstreaming the athletes into the general student body. A substitution motion was *moved* by Dr. Honikman, and seconded, that the Senate adopt the Committee's December 1987 report and four recommendations under paragraph 3, with the additional provision that the committee be instructed to formulate the details for implementing the recommendations. The *substitute motion carried with four opposed and one abstention.*

The meeting adjourned at 5:35 P.M.

  
Barbara L. Hoadley  
Secretary to the Faculty Senate

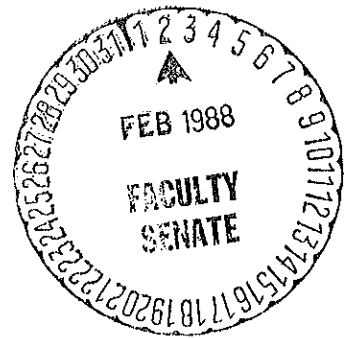
*mainstreaming*

MEMORANDUM

February 1, 1988

TO: Faculty Senators  
FROM: Howard Pospesel  
Professor of Philosophy

The attached story from the January 29 issue of The Miami Hurricane concerns the housing of athletes. As you know, that subject is on the agenda for the next Senate meeting.



# Do they fit in?

They are the players who brought college football's national championship trophy to the University of Miami. On the field, they can run, pass, block and kick better than just about all others. Off the field, however, life is not so easy. They must live and learn amongst students with whom they have little in common. Their feelings about college life, and whether they are comfortable in that exclusive club known as UM, are discussed here.

By TODD CLINE

**A** national championship has come and gone and so has another football season. For seniors, last Friday's ticker tape parade signified the end of a career. But to underclassmen, the festivities signaled a challenge — a challenge to provide the type of performance in the future that the seniors had given during the 1987 season, so that the Miami Hurricanes can once again grace Flagler Street and the Dade County Courthouse in grand championship style.

As the parade marked the end of one season, it, most surely, marked the beginning of another. This new season means spring practice and extra time for football players. No heroics will be performed in front of thousands of people on Saturday afternoons. Instead, dreary weekday practices will be marked by repetitions and competitions for positions. During this new season, pitchers and guards will replace quarterbacks as the darlings of the media. With attention focused elsewhere, the football players can attempt to become "regular" students for a semester.

But can players who make national television appearances and front-page newspaper headlines, while attending this university on full athletic scholarships, ever hope to be just "regular" students?

The answer would seem to be yes, if the differences between student-athletes and students ended there. However, they do not.

The dissimilarities between football players and the regular student body are much more than which group gains more media time. The true differences go right to the core, to the individuals themselves. Many mainstream University of Miami students are rich, while just about all of the football players come from lower or middle class backgrounds. Mainstream students are spread out across campus in residential colleges, dorms and apartments. Team members live in the football

Students are sometimes scared to talk with Brian Blades, which leaves him to initiate a conversation. If he doesn't, strangers mistake his shyness for aloofness.

apartments, so-called "jock dorms," and a scattering of off-campus sites. Race is perhaps the largest disparity between the two groups. The football team is 59 percent black, while UM's total undergraduate population is only four percent black.

**T**hese differences form the barrier that separates the student-athletes from the students. Their problem, the football players say, is that students have little first-person knowledge of players and thus harbor stereotypes. Race is one of those stereotypes with which Hurricane football players are struck.

"The one thing that I don't like about Miami is that just because someone is black, they're automatically supposed to be a football player," said Randal Hill, a freshman wide receiver.

"I've lived my whole life under the black stereotype," Hill said, "so being stereotyped as a football player doesn't present many problems for me."

For Brian Blades, a senior wide receiver, the race issue has only intensified since Miami's off-the-field forays of the last two years.

"After the Selwyn Brown incident last year [Selwyn Brown was accused of rape. The charges were dropped,] me and my brother [Bernie, a safety] were on an elevator with some young white ladies and when the doors closed they all moved

to one side of the elevator and stied away from us — like they figured we were going to do something to them.

"Because of incidents like that and because for us there just aren't that many girls for us to choose from, we like to go off campus to meet girls and people," he said.

Situations like these, plus his background, make Bladas feel that UM wouldn't help him personally if he weren't a football player.

"Miami has a great academic program, but if I wasn't on a football scholarship I wouldn't be here," said Bladas. "My parents aren't rich and the background I came from wouldn't have encouraged me to go here."

Senior kicker Greg Cox agreed. "It's difficult to say, but if it wasn't for football I probably would have gone somewhere else," Cox said.

"First of all, the price here is too high," the kicker said, "plus it's not a very big on-campus school with a lot of action like Florida or Ohio State."

However, other players say they would like to be at UM, even if not on scholarship. Players such as Hill and Bobby Garcia, a sophomore offensive lineman, like UM because it's close to home.

"I've always rooted for UM," said Hill, a Miami. "It's academically sound and when I graduate I'll have the support of my home community. It's good to stay where people know you."

**T**he players, whether black or white, welcome the chance to be on campus despite the notions people have of them.

"I'm just glad [The Miami Hurricane] decided to talk to the football players

instead of just writing something about us," Garcia said.

"I try to make as many friends as possible," he said. "The players relate to the students. We're just normal students who have a little added responsibility because of the position we are in."

Bladas says Garcia is right, that because people have it etched in their minds how they think football players will approach him and his teammates.

Because students are sometimes started to talk with Bladas, he has to indicate the conversation. If he doesn't do this, strangers mistake his shyness for awkwardness.

In effect, a vicious circle takes place. Neither party wants to make the first move.

"If people come up to me and want to talk, I'll spend time with them," Bladas said, "because I'm just a regular student like them."

What does bother me is that people don't approach me because they're afraid of what I might say to them. That's because they think I'm this or that. And that's not right."

Cox lives in Pearson Residential College. He finds that most students' perceptions still run rampant, even though he now lives among them.

"There are different reactions I get from both sexes," Cox said. "Guys look at me and think that because I'm a football player that I think I'm cool."

"They think I'm a bad guy, a villain. They figure since I play football and that I'm decent size that I'm a bully. Few of those football players are bullies, and the ones that are only pick on other football players."

"And then girls think we players are all these prostitutes, crazy drinkers, real stupid, and have no class."

"But since I've had [Pearson] and people have gotten a chance to know me, I have gotten along well with everyone on the floor," Cox said.

Robert Thomas, a junior majoring in biology, agrees with Cox. He has been Cox's roommate on Pearson's fifth floor for the last semester.

Thomas, like many other students, figured his days of peace and quiet were over when he heard that a football player would be living next door to him.

However, the arrangement has worked out fine so far for both Cox and Thomas. And the resulting friendship between the two has helped Thomas meet other UM graders and see each other's misconceptions he had previously held about Miami football players.

"I figured it'd be hectic and noisy all the time and I'd probably never be able to get any studying done," Thomas said. "But it's worked out nice because Greg has bridged the gap for me. The thing I've learned is that you have to find out about them and not form opinions and stereotypes before you meet them."

Johnny Taylor, a junior majoring in broadcast journalism and physics, spends a lot of time with Hurricane football players as a tutor at Hector Residential College.

According to Taylor, a person may find that his pre-conceived notions about team members are correct.

"A lot of perceptions are justified," said Taylor. "Some players are egotistical, that's just a fact."

"All they think about is football," he said. "They are not conscious, nor do they think of the effects of their actions."

Please see page 147 for A VIEWS

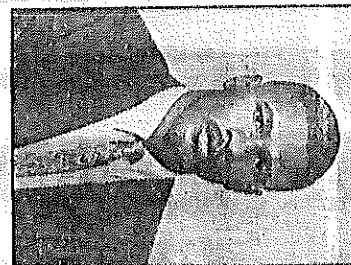
The athletes go to classes together, train together, and practice together. They don't know how to act around people... At the same time the students perpetuate the situation by being shy and not acting like themselves when they approach the players.

Johnny Taylor, tutor to players



"The players relate to the students. We're just normal students who have a little added responsibility because of the position we are in."

**Bobby Garcia,**  
offensive lineman



"If I wasn't on football scholarship, I wouldn't be here. My parents aren't rich and the background I came from wouldn't have encouraged me to go here."

**Brian Blades,**  
wide receiver

our bad reputation and that's not right."  
"We're with each other night and day, at practice and at meetings," said freshman reserve Brad Vespe. "The only time we see other people is at class and at functions. If we could live with students, it would allow us to make more friends and get to know more faculty."

Or says he enjoys living with regular students and thinks that players, with some restrictions, should not be segregated.

"I think that the players should have to live in the football dorms for their first two years," he said. "At that time they need the supervision, but once they are upperclassmen, the players deserve the option of living outside the football apartments."

Many mainstream students would welcome such a move. They say that if the players lived with them it would be easier to know the players and get along with them.

"The idea of having the players live with other students is good," said Jeff Steen, a freshman international studies major. "It would show that they aren't just football players and would help get them into the school."

A big part of the athlete's problem is that they need to manipulate with all the students," said Taylor, the tutor. "Since they come to school to be tutored, everyone feels at ease with them now. So it looks as if integration of the athletes would help both groups."

The integration of the football players into the academic and social community appears to be the first step in the direction of breaking down the stereotypes and pseudo-perceptions that occur between the two factions.

But until this problem is assessed, and the racial differences reconciled, there will continue to be an invisible barrier which prohibits the University of Miami football players from becoming true "normal" students.

*Todd Cline is a sophomore majoring in Broadcast Journalism and English.*

#### PLAYERS/From page 5

Taylor says that neither students nor athletes are entirely to blame for the antagonisms that exist.

"The athletes go to classes together, train together, and practice together. They don't know how to act around people. They aren't used to being in that situation, so consequently they're uncomfortable in that arrangement. But at the same time the students perpetuate the situation by being shy and not acting like themselves when they approach the players."

According to football players and students alike, the lack of student-athletes and students socializing together could be alleviated if the players were not segregated into a football dorm and could live, like Cox, with mainstream students. Living with the students could break down the barriers between us," Garcia said.

"It'd be better if we were spread out across campus," Blades agreed. "Because with the way it is now any time something happens close to the football apartments everyone assumes that a football player is involved. It just adds to

At the University of Miami, "just because somebody is black, they're automatically supposed to be a football player ... I've lived my whole life under the black stereotype, so being stereotyped as a football player doesn't present many problems for me.

**Randal Hill,**  
wide receiver



OPEN SESSION

The minutes of the meeting of December 14, 1987 were approved as submitted.

GENERAL EDUCATION REQUIREMENTS

Dr. Knoblock summarized the background of the proposed changes and the extent to which they have been circulated. He informed the Senate that the Council recommends holding a retreat to discuss in depth the Report on General Education Requirements. He recommended that requirements which do not exceed those required for high school graduation in Florida should not be published as University graduation requirements. As a result of the retreat discussion, a sub-committee will prepare the Senate's position which will then be presented to the Senate for ratification. The Chairman will distribute the general education requirements from four or five comparable institutions to be used for comparison. He will also redistribute copies of excerpts from Bloom's *The Closing of the American Mind* and Hirsh's *Cultural Literacy*.

HOUSING FOR ATHLETES

*Maneuvering*

The Senate Council unanimously recommended to the Senate that uniform housing shall be provided for athletes and non-athletes beginning with the freshman class entering in the Fall of 1988 and continuing thereafter with each successive class. Discussion followed concerning the support systems presently available to the athletes, the psychological effect of integrating the students into regular housing, and possible increased housing costs. It was *moved*, and seconded, to invite representatives from the Resident Halls and the Director of Athletics to attend the next Senate meeting to discuss the proposal. *The motion carried.*

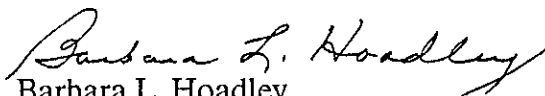
SENATE RETREATS

Dr. Knoblock announced that the retreat to discuss General Education Requirements will take place at Rosenstiel School of Marine Sciences on February 13. The second retreat will take place at Rosenstiel either on February 27 or March 13 to discuss the recurring problems of administrative services.

OTHER BUSINESS

The Chairman announced that the proposal to abolish the Program in Dance has been withdrawn from consideration. It was *moved* by Dr. Awad, seconded by Dr. Baden, to void the December 14 consideration by the Senate of this proposal. *The motion carried.*

The meeting adjourned at 6:00 P.M.

  
Barbara L. Hoadley  
Secretary to the Faculty Senate

## PRESIDENT'S LETTER REGARDING APPROVAL OF CHARTER AMENDMENTS

President Foote's letter to Dr. Knoblock suggested that the Provost, Mr. Dee, and Dr. Knoblock meet as a conference committee to review the proposed changes to the Bylaws and the Charter. It was *moved* by Dr. Yacoub, and seconded, to approve the President's proposal and that the final draft of the changes would be presented to the Faculty Senate for approval. The *motion was unanimously adopted*.

## WAIVER OF 2.0 RULE FOR TRANSFER

Dr. Ash explained the proposal to allow students to transfer freely within programs during their first 60 hours of enrollment at the University. In an effort to cut the attrition rate, this option would allow a student who had not done well in his first 60 hours to move into a field where he might be able to complete a degree and thus be retained at the University. This would be allowed if the admissions criteria of the school to which the student is transferring could have been met when the student first enrolled in the University. There were two concerns expressed: 1) the difficulty of identifying whether the student actually met the requirements of the school to which the student is transferring; and 2) whether the student might make a second wrong choice. It was suggested that the receiving school be given veto power over the transfer. There should also be an annual report on the flux of students.

## GENERAL EDUCATION REQUIREMENTS

Professor Fraser White presented the Report of the Committee on General Education Requirements. A comparison of the requirements in the old bulletin and the proposed requirements was made. Dr. Knoblock outlined the college preparatory program in Florida, and the admission requirements to the University of Florida. He suggested eliminating from the literature any of the general education requirements which do not exceed the high school requirements. Questions were raised concerning the lack of a language requirement, and the proposed mathematics, English composition, and writing requirements. Dr. Knoblock suggested holding a retreat for the Faculty Senate and the General Education Requirements Committee to discuss the issue and refine the requirements. It was agreed that the retreat would take place soon.

## HOUSING FOR ATHLETES

*Motion to be adopted*

Dr. Howard Pospel summarized his memorandum recommending the integration of student athletes into regular student housing. It was *moved* by Dr. Alexandrakis, seconded by Dr. Randolph, to recommend to the Senate the integration of housing for all student athletes and non-athletes beginning with the freshman class entering in the fall of 1988. The *motion was unanimously adopted*.

*mainstreaming  
log.*



M E M O R A N D U M

December 3, 1987

TO: Dr. John Knoblock, Chair  
Faculty Senate

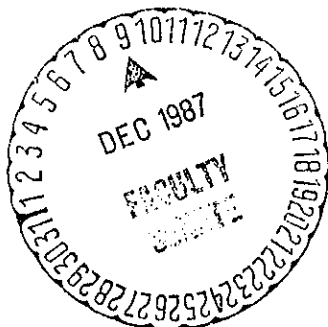
FROM: Dr. Howard Pospesel, Chair *H.P.*  
Department of Philosophy

SUBJECT: Integrated Housing for Athletes

Please place on the agenda of the Senate Council the following matter:

The athletic benefits of group housing for intercollegiate athletes are outweighed by the educational benefits of integrated housing. An important part of the educational experience of a resident college student is provided by interaction in the dormitory with students from various backgrounds who have different attitudes, interests, goals, and beliefs. Athletes and non-athletes alike can benefit from integrated housing. Because of the demands of their sport intercollegiate athletes must spend a great deal of their time interacting with other athletes. We should not increase the extent of their isolation from the rest of the student body by continuing the present policy of segregated housing for certain sports.

The Faculty Senate directs the Provost to integrate housing for athletes and non-athletes starting with the freshman class entering in the fall of 1988.



Department of Philosophy  
College of Arts and Sciences  
P.O. Box 248054  
Coral Gables, Florida 33124  
(305) 284-4757

## UNIVERSITY COMMITTEE ON INTERCOLLEGIATE ATHLETICS

### Mainstreaming Student-Athletes December 1987

#### 1. Introduction

The Committee has met several times during the current fall semester and has reviewed the subject of mainstreaming student-athletes into the general life of the University. The Committee received opinions from the coaching staff, the masters of all residential colleges, faculty and the administration.

#### 2. Summary of opinions

Coaches: The opinion of the coaches was unanimous and may be summarized as follows:

- Student-athletes need to have a primary commitment to academics. The main purpose for being at the University is to get a good education.
- Mainstreaming student-athletes into university life is desirable, although there are serious practical concerns regarding housing.
- The dismantling of the athletic housing facilities and the integration of the student-athletes into the regular student residential college system would be impractical because of conflicting schedules, social conflicts, athletic department supervision, and discipline.

Masters: The Masters of the Residential Colleges were also unanimous in their philosophical approval of mainstreaming student-athletes into university life but expressed some of the same practical reservations as the coaches. The Masters felt that some of the college programs should be made available to student-athletes immediately.

#### 3. The Committee makes the following recommendations:

- Student-athletes should be mainstreamed into general university life, i.e., should be offered the advantages of the academic and social programs open to other students in general.

University Committee on Inter-  
collegiate Athletics  
Mainstreaming Student-Athletes  
December 1987, page 2

- All student-athletes should have a choice of living in athletic housing or residential college housing. Coaches and recruiters should encourage student-athletes to consider residential college housing. Student-athletes choosing to live in athletic housing should be encouraged to take advantage of, and participate in, the various activities offered by the residential colleges.
- Mainstreaming should be achieved by a gradual process in which residential college living is freely chosen rather than forced.
- Consistent with the principle of mainstreaming, the academic tutoring and support programs for student-athletes should be consolidated into a university-wide program available to all students and administered by the faculty.

Prepared for the University Committee on Intercollegiate Athletics by:

Basil Honikman, Faculty Senate Representative to the Committee  
and Professor of Architecture

Mitchell Shapiro, Chairman, Faculty Senate Committee on Athletics  
and Professor of Communication

Ronald Zollo, Member of the Faculty Senate Committee on Athletics  
and Professor of Civil and Architectural Engineering

**A 26 Institution Survey of Grade Point Averages as a Criterion  
for Intercollegiate Athletic Participation**

by

James L. Ash, Jr. and David W. Kling  
University of Miami

Structure of Survey: Registrar and student academic support service offices at 26 universities were contacted in May 1988 to determine the minimum cumulative grade point average (CGPA) under which a student could participate in intercollegiate athletics (for a list of persons contacted, see appendix). The findings are divided in this document into two groups:

Group 1, which defines athletic eligibility by a probation standard; and

Group 2, which defines athletic eligibility by a dismissal standard.

Definitions: Because academic vocabulary varies among institutions, two standard terms require definition in order to produce appropriate comparisons. They are:

(a) probation--a condition of unacceptable academic performance which permits a student's continued enrollment, yet falls below an institution's standards; and

(b) dismissal--a condition of unacceptable academic performance which prohibits a student's continued enrollment at an institution.

The above definitions are exclusively used in this document, irrespective of the definitions used by the institutions surveyed. In other words, the academic standards of athletic eligibility at the surveyed institutions are translated into a common format and vocabulary for purposes of comparison.

General Observations: This document concerns itself primarily with the CGPA as a determining factor in meeting academic eligibility requirements for intercollegiate competition. The NCAA does not set a minimum CGPA requirement, but leaves to each member institution the prerogative to determine its own criteria for "good academic standing" and "satisfactory progress." Not all institutions follow minimum CGPA standards as a criterion of eligibility. Yet many do, including the University of Miami,

Notre Dame, Michigan, and Penn State. Such institutions, judged by the demands of their CGPA requirement, fit into the Group 1 category. As one criterion for eligibility, these institutions use the standard of academic probation as determined by a strictly quantitative measure; i.e., students whose CGPA puts them in probationary status are ineligible to participate in intercollegiate athletics.

Other institutions surveyed determine athletic eligibility not according to a probation criterion, but by a dismissal criterion. For these institutions, however, the dismissal decision is not made strictly by a CGPA standard, but by the dean of the school in which the student is enrolled. Hence, the real determining factor is a subjective standard by which deans make individual, case by case decisions. In these instances, clear comparisons among institutions become impossible.

There are other academic factors which influence the eligibility of student athletes (as well as the good standing of all students), but these factors are omitted from this survey. For example, some of the institutions listed below go beyond NCAA guidelines of minimum completed hours each academic year and have set higher standards. Also, such factors as grading policies, choice of majors, admission standards of a particular school within a university--issues which have far-reaching consequences for all students--were not included.

Group 1

## Athletic Eligibility defined by a Probation Standard

1. UNIVERSITY OF MIAMI

Minimum academic standard: non-probation status

	Hours Completed	Probation CGPA
Freshmen	0-29	1.69
Sophomores	30-59	1.84
Juniors	60-89	2.00
Seniors	90+	2.00

2. TULANE

Minimum academic standard: non-probation status

	Hours Completed	Probation CGPA
Freshmen	0-24	1.6
Sophomores	25-52	1.7
Juniors	53-76	1.8
Seniors	77+	1.9

All students must be in good academic standing (i.e., non-probation status) by the end of the summer in order to return in the fall.



### 3. VANDERBILT UNIVERSITY

Minimum academic standard: non-probation status

	Hours Completed	Probation CGPA
Freshmen	0-24	1.8
Sophomores	25-54	1.9
Juniors	55-86	2.0
Seniors	87+	2.0

All students must be in good academic standing (i.e., non-probation status) by the end of the summer in order to return in the fall.

### 4. UNIVERSITY OF WYOMING

Minimum academic standard: non-probation status

Hours Completed	Probation CGPA
1-35	1.7
36-70	1.9
71+	2.0

## 5. MICHIGAN

Minimum academic standard: non-probation status according to eligibility standards established by the Big 10 Conference and the institution.

(a) Big 10 standard:

	Hours Completed	Probation CGPA
1st year	0-24	1.8
2nd year	25-48	1.8
3rd year	49-72	1.9
4th year	73-96	2.0
5th year	97-120	2.0

(b) Institutional standard:

All students must maintain a minimum 2.0 CGPA; if a student athlete falls between the Big 10 and institutional standard, then the student may appeal; each case is reviewed individually.

## 6. LOUISIANA STATE UNIVERSITY

Minimum academic standard: non-probation status

Hours Completed	Probation (converted from deficiency quality point system into CGPA equivalents)
0-29	1.66
30-59	1.67-1.83
60-89	1.83-1.89
90+	1.89

A student on probation who fails to make a 2.0 GPA the following semester may be dropped from the university for the subsequent semester. Hypothetically, a freshman who earns a 1.48 the 1st semester and a 1.99 the second is automatically dropped for the following fall semester (this standard is currently under review).

7. NOTRE DAME

Minimum academic standard: non-probation status

	Semesters Completed	Probation CGPA
Freshmen	2	1.70
Sophomores	4	1.85
Juniors	6	2.00
Seniors	8	2.00

8. UNIVERSITY OF PITTSBURGH

Minimum academic standard: non-probation status

	Hours Completed	Probation CGPA
Freshmen	0-24	1.8
Sophomores	25-50	1.8
Juniors	51-80	1.9
Seniors	81+	2.0

9. PENN STATE UNIVERSITY

Minimum academic standard: non-probation status

	Hours Completed	Probation (converted from deficiency quality points into CGPA equivalents)
Freshmen	24	1.54
Sophomores	52	1.83
Juniors	83	1.90
Seniors	100	1.94

10. SOUTHERN METHODIST UNIVERSITY

Minimum academic standard: non-probation status

Any time a student athlete's CGPA falls below 2.0, the student can be declared ineligible. (This new standard will go into effect in fall 1988; implementation details are still being determined.)

11. OKLAHOMA

Minimum academic standard: non-probation status according to athletic eligibility standards established by the Big 8 Conference and the institution

(a) Big 8 standard:

Semester hours	Probation CGPA
0-59	1.6 (last 12 months)
60+	1.8 (last 12 months)

(b) Institutional standard:

73+	2.00
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A student with over 73 hours and a CGPA below 2.00 must, in the subsequent semester, either (1) raise the CGPA above 2.0; or (2) achieve at least a 2.0 GPA for the semester.

12. OKLAHOMA STATE

Minimum academic standard: non-probation status according to athletic eligibility standards established by the Big 8 Conference (see above):

13. NEBRASKA

Minimum academic standard: non-probation status according to athletic eligibility standards established by the Big 8 Conference (see above, Oklahoma).

Group 2

Athletic Eligibility defined by a Dismissal Standard

1. UCLA

Minimum academic standard: non-dismissed status

Dismissal guidelines:

- (a) below 1.5 CGPA for 1 quarter;
- (b) less than 2.0 GPA for 2 consecutive quarters; student has 3 quarters to clear record and get back to CGPA 2.0; once cleared, must remain cleared for a minimum of one year.

2. USC

Minimum academic standard: non-dismissed status

Hours Completed	Dismissal (converted from deficiency quality points into CGPA equivalents)
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0-29	1.55
30-59	1.57-1.78
60-89	1.79-1.86
90-120	1.86-1.89

A student subject to dismissal has one semester to raise the CGPA above dismissal level.

3. SYRACUSE

Minimum academic standard: non-dismissed status

Dismissal guidelines:

2 consecutive semesters below 2.0 GPA.

#### 4. UNIVERSITY OF TENNESSEE

Minimum academic standard: non-dismissed status

Dismissal guidelines:

While on probation, failure in the succeeding semester either to:

- (a) achieve 2.0 GPA; or
- (b) raise CGPA above probation range.

Hours Completed	Probation CGPA
0-35	1.0
36-59	1.5
60-83	1.8
84+	2.0

#### 5. TEXAS CHRISTIAN UNIVERSITY

Minimum academic standard: non-dismissed status

Once a student is placed on probation, the dean of the student's school makes the decision regarding continuation. There is no dismissal CGPA range.

	Probation CGPA
Freshmen	1.7
Sophomores	2.00
Juniors	2.00
Seniors	2.00

6. NORTH CAROLINA

Minimum academic standard: non-dismissed status

Year	Hours Completed	Dismissal CGPA
1st	24	1.50
2nd	51	1.75
3rd	78	1.90
4th	102	2.0
5th		2.0

7. CLEMSON UNIVERSITY

Minimum academic standard: non-dismissed status

Hours Completed	Dismissal CGPA
21-50	1.6
51-80	1.9
81+	2.0

8. UNIVERSITY OF GEORGIA

Minimum academic standard: non-dismissed status

Quarter hours Completed	Dismissal CGPA
0-30	1.6
31-59	1.7
60-89	1.8
90-119	1.9
120+	2.0

Any time CGPA falls below 2.0, a student is placed on academic probation. If CGPA remains below 2.0 for two consecutive quarters, student becomes a candidate for dismissal.

9. UNIVERSITY OF FLORIDA

Minimum academic standard: non-dismissed status

Hours Completed	Dismissal (converted from deficiency quality points into CGPA equivalents)
0-29	1.30
30-59	1.33-1.66
60-89	1.67-1.77
90-120	1.78-1.83

The dismissal standard is somewhat misleading, for once a student reaches 80 hours, all divisions require a minimum 2.0 CGPA to be accepted into upper division coursework.

10. FLORIDA STATE UNIVERSITY

Minimum academic standard: non-dismissed status

Hours Attempted	Dismissal (converted from deficiency quality points into CGPA equivalents)
24	1.21
47	1.79
57+	1.88

A student is subject to dismissal if the CGPA is below 2.0 for 2 consecutive semesters.

11. AUBURN UNIVERSITY

Minimum academic standard: non-dismissed status

Hours Completed	Dismissal (converted from deficiency quality points into CGPA equivalents)
0-29	.5
30-59	.53-1.25
60-89	1.27-1.50
90-120	1.51-1.63



12. TEXAS A & M

Minimum academic standard: non-dismissed status according to SW Conference and institutional standards

(a) SW Conference standard: essentially NCAA standards (full-time status, etc.);

(b) Institutional standard: each college sets its own academic standards; there is no institutional CGPA dismissal standard.

13. UNIVERSITY OF SOUTH CAROLINA

Minimum academic standard: non-dismissed status

Hours Completed	Dismissal (converted from deficiency quality points into CGPA equivalents)
0-29	1.17
30-59	1.20-1.59
60-89	1.60-1.73
90+	1.73-1.80

## Appendix

## Institutions Surveyed and Officials Contacted

Contact Procedures: From May 17-20, 1988, 26 institutions were surveyed by telephone. The initial call was made to an academic office of the institution. In some cases the caller was referred to officials in the registrar's office, at other times to designated staff personnel in the athletic department.

Group 1

1. University of Miami  
(305) 284-2006  
Dr. James L. Ash, Jr., Vice Provost for Undergraduate  
Affairs  
5/17/88
2. Tulane University  
(504) 865-5231  
Kenneth Wenn, Program Director and Academic Advisor in the  
College  
5/17/88
3. Vanderbilt University  
(615) 322-4727  
Charlie McCauley, Academic Advisor, Dept. of Athletics  
5/18/88
4. University of Wyoming  
(307) 766-4121  
Peter Toy, Academic Counselor, Dept. of Athletics  
5/18/88
5. University of Michigan  
(313) 747-2583  
Patricia Goetz, Eligibility Supervisor, Dept. of Athletics  
5/18/88

6. Louisiana State University  
(504) 388-5787  
Carl Fitzmore, Academic Advisor, Dept. of Athletics  
5/18/88
7. University of Notre Dame  
(219) 239-7043  
Ann Wiser, Administrative Assistant, Registrar's Office  
5/18/88
8. University of Pittsburgh  
(412) 648-8200  
Paul Yuna, Director of Support Services, Dept. of Athletics  
5/19/88
9. Pennsylvania State University  
(814) 865-0407  
Don Sheffield, Director of Academic Support Services, Dept.  
of Athletics  
5/19/88
10. Southern Methodist University  
(214) 692-4216  
Dr. Cynthia Patterson, Director of Academic Support, Dept.  
of Athletics  
5/20/88
11. University of Oklahoma  
(405) 325-2012  
Rick Skeel, Director of Academic Records  
5/17/88
12. Oklahoma State University  
(405) 624-6857  
Glen Jones, Associate Registrar  
5/17/88
13. University of Nebraska  
(402) 472-2042  
Al Papik, Assist. Athletic Director for Administrative and  
Academic Services  
5/18/88

Group 2

1. University of California at Los Angeles  
(213) 825-8699  
Fred Struck, Senior Assistant, Athletic Director of Academic  
and Athletic Services  
5/17/88
2. University of Southern California  
(213) 743-5936  
Randy Wallace, Academic Coordinator, Dept. of Athletics  
5/17/88
3. Syracuse University  
(315) 423-2702  
Dick Witham, Academic Coordinator, Dept. of Athletics  
5/17/88; 5/20/88
4. University of Tennessee  
(615) 974-2105  
Larry Stiles, Assistant Dean of Admissions and Records  
5/17/88
5. Texas Christian University  
(817) 921-7950  
Carolyn Dixon, Associate Athletic Director  
5/19/88
6. University of North Carolina  
(919) 962-3956  
John Blanchard, Academic Counselor, Dept. of Athletics  
5/20/88
7. Clemson University  
(803) 656-3945  
Ian Davidson, Athletic Advisor, Dept. of Athletics  
5/18/88
8. University of Georgia  
(404) 542-8388  
Gary Moore, Registrar  
5/19/88

9. University of Florida  
(904) 392-0664  
Tom Williams, Academic Counselor, Director of Student Life  
5/17/88; 5/26/88
  
10. Florida State University  
(904) 644-5887  
Mark Mulaney, Student Affairs Coordinator, Office of  
Registrar  
5/17/88; 5/20/88
  
11. Auburn University  
(205) 826-4080  
Dr. Charles Reeder, Director of Admissions  
5/18/88
  
12. Texas A & M University  
(409) 845-1031  
Pam Reynolds, Staff Assistant to the Registrar  
5/18/88; 5/25/88
  
13. University of South Carolina  
(803) 777-7662  
Harold White, Assistant Athletic Director for Student  
Services  
5/18/88



## GOOD ACADEMIC STANDING, WARNING, PROBATION, AND DISMISSAL (Effective 1986-87)

A student is in *good academic standing* only if he or she is not currently on probation for deficient academic performance. A student whose cumulative grade point average (CGPA) in University of Miami courses is below 2.00 will be issued a *warning*, placed on *probation*, or *dismissed* from the University, depending upon the student's classification and CGPA.

### FRESHMAN (0-29 Credits Earned):

Warning: 1.70-1.99

Probation: 1.50-1.69

Dismissal: After 24 attempted credit hours, below 1.50.

### SOPHOMORE (30-59 Credits Earned):

Warning: 1.85-1.99

Probation: 1.65-1.84

Dismissal: Below 1.65

### JUNIOR (60-89 Credits Earned):

Probation: 1.80-1.99

Dismissal: Below 1.80

### SENIOR (90+ Credits Earned):

Probation: 1.90-1.99

Dismissal: Below 1.90

In addition, failure to make satisfactory progress toward meeting degree requirements as specified by each school may also result in probationary status.

Students who wish to appeal their probation or dismissal for academic reasons must do so in writing to the appropriate undergraduate dean within 30 days of the notice of probation or dismissal. Those who have been dismissed for academic reasons will not be considered for readmission by any school at the University until at least two regular semesters have elapsed since their dismissal.

## GOOD ACADEMIC STANDING, WARNING, PROBATION, AND DISMISSAL (Effective For All Students 1990-91)

The University's minimum expectation of student scholarship is a cumulative grade point average (CGPA) of 2.00 in University of Miami courses. Students who meet this minimum standard are considered in *good academic standing*. Entering full-time freshmen whose first-semester GPA is below 2.00 in University of Miami courses will be issued a *warning* that their work does not meet University expectations. Students who have completed two or more semesters, at the University of Miami or elsewhere, will be placed on *probation* if their CGPA in University of Miami courses is below 2.00. In addition, failure to make satisfactory progress toward meeting degree requirements as specified by each school may also result in probationary status. In either case, probation entails the forfeiture of good academic standing.

Students may be on *probation* a total of two semesters (not necessarily consecutive). After this, a student whose CGPA falls or remains below 2.00 will be *dismissed*. Those who wish to appeal their dismissal (or probation) for academic reasons must do so in writing to the appropriate undergraduate dean within 30 days of the notice of dismissal (or probation). Students who have been dismissed for academic reasons will not be considered for readmission by any school at the University until at least two regular semesters have elapsed since their dismissal.

### EXAMPLE:

A first-semester male student who makes a 1.70 will be issued a warning. If at the end of the second semester his CGPA is 1.85, he will be placed on probation. If at the end of the third semester his CGPA is still 1.85, he will remain on probation, and this exhausts his allotment of semesters to be on probation. Therefore, if at the end of the fourth semester his CGPA remains below 2.00, he will be dismissed. If, on the other hand, his CGPA rises above 2.00, he will be allowed to continue at the University. But if his CGPA falls below 2.00 at the end of any subsequent semester, then he will be dismissed.

# TIME TO PLAY FOOTBALL?

*Miami president Tad Foote is making his school face issues even tougher than Oklahoma*

BY ROBERT SULLIVAN

**A**S HIS TEAM PREPARES TO MEET Oklahoma in the Orange Bowl, its second straight New Year's showdown for the national title, University of Miami coach Jimmy Johnson says, "This year was more satisfying." Miami president Edward T. (Tad) Foote, who is not always in agreement with Johnson, concurs: "I'm extremely proud of the team. They played great football, and with class. I was proud of the team last year as a football team, but obviously there were situations that embarrassed us."

You might remember some of the situations that occurred in 1986:

- A disturbing number of brushes with police. Some involved players still with the team. Defensive end Daniel Stubbs, who was named an All-America last week, was charged with a misdemeanor offense after being caught siphoning gas from a parked car on campus. He was sentenced to perform community service. Later a university discipline committee investigated charges that Stubbs had put a choke hold on a female dorm supervisor. He was ruled innocent. Linebacker George Mira Jr. was charged with misdemeanor battery on a police officer after a run-in with two campus cops. The charge was dropped in exchange for Mira's performing community service. Receiver Michael Irvin allegedly drove his car over the feet of two Miami law students, saying, one of the students told police, "I'll just run over

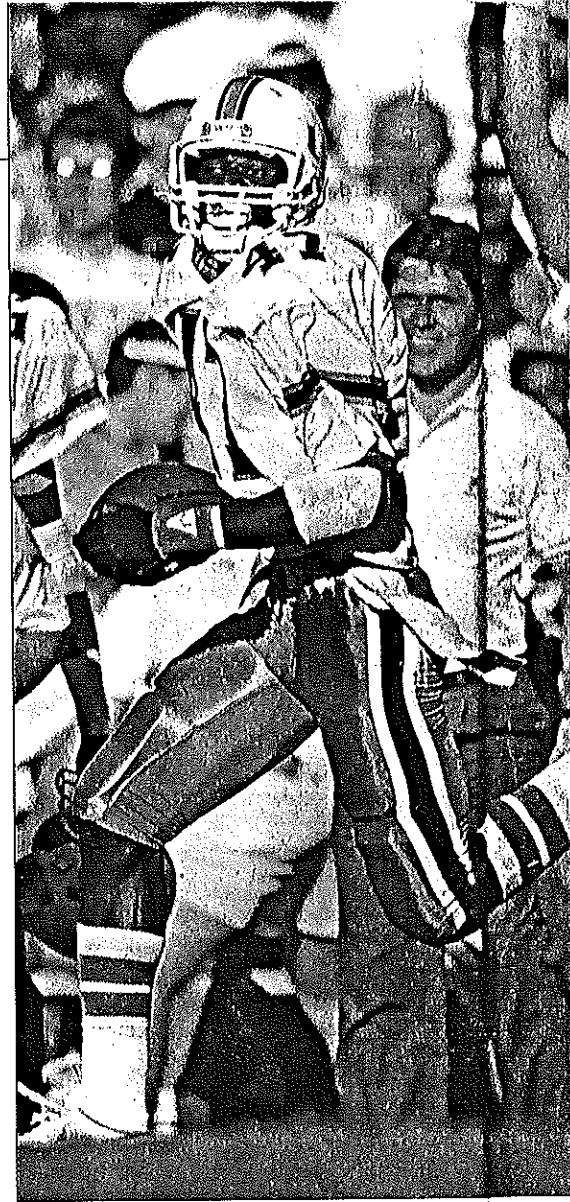


HENRY KUEHNIGER

you." The students refused medical treatment and did not press charges. These and nearly a dozen other incidents made it seem almost as if the Hurricane football team was at war with the rest of the university.

- Use of anabolic steroids. Police said a vial of testosterone cypionate was found in Mira's truck when he was arrested. The state's attorney determined that the vial belonged to a friend of Mira's, and a drug-possession charge against Mira was dropped. But several Miami players have told SI that as many as two thirds of last year's team members used steroids. Former equipment manager Marty Daly said last spring, "You'd come in and find syringes in the corner of the locker room." Players said they used steroids up to six weeks before last January's Fiesta Bowl but avoided detection by switching from oil-based to water-based steroids. Dr. Don Catlin of UCLA, who oversees the lab used for the NCAA testing program, confirms that water-based steroids, even when taken just a month before a test, might not be detected.

- Other disciplinary problems. On one occasion police were called to the football dorm to break up a disturbance involving as many as 40 players. Last year 47 Hurricanes made \$8,346 worth of phone calls through an illegally obtained access-card number. MCI decid-



ed not to press charges when the player agreed to make restitution. The 'Canes further embarrassed themselves by showing up in Tempe for the Fiesta Bowl—in which they were upset by Penn State 14-10—clad in battle fatigues and by suddenly walking out of a cookout attended by both teams.

After the 1986 season Foote made it clear that some image cleansing was in order. The Hurricanes were given a 42-page code-of-conduct book telling them they were "expected to conform to all federal, state and city laws." The book contained guidelines on how to handle the media and a dress code instructing players to, among other things, remove their hats upon entering a building.

But while the Miami team has avoided serious disciplinary problems this season, another tempest is brewing in the Hurricane program. It involves the role of big-time athletics at a private institution whose top brass says it is striv-





While Foote (far left) and Johnson (above) were squaring off, Miami stars like Irvin (shown scoring against Florida State) were excelling on the field—if not on the SATs.

that are basically academic," he says. "Every decision is measured against that principle." He also says, with reference to football, "I don't think we should be too hung up on being Number 1."

That kind of heretical thinking by the president may have been what prompted a confidential memo from assistant academic support coordinator Steve Carichoff to Jankovich that was obtained in October by *The Miami Herald*. The memo read, in part, "If . . . the standards are going to continue to rise along the lines of a 'Harvard of the South,' then it appears to me that the athletic department and the University of Miami administration and faculty will be on a very real collision course. From an athletic department standpoint, it could mean that our department could become another Rice or Northwestern—what a thought!"

If the collision Carichoff mentions takes place, Foote could get the worst of it in the view of Richard McEwen, a Miami trustee who is also chairman of the university's athletic advisory board. McEwen said last week that Foote's academic mission is not "cast in stone" and that the moment the athletic program

ing to achieve nothing less than the academic excellence of an Ivy League school. Foote and other Miami educators insist that it is not enough that football players stay off the police blotters. Athletes, they say, must be an integral part of the institution.

Miami is hardly alone among Division I-A schools in facing this issue. But Foote has placed his university squarely at the center of the debate: Can a school have both big-time football and stellar academics without compromising either? Foote is convinced that the answer at Miami is yes. Yet, given the attitude of athletic department officials and some university trustees, his resolve is already being tested.

In 1984, with Foote's blessing, the university decided to phase out all of its undergraduate education majors, including physical education and recreation. Those were two favorite "jock majors," and the move could make it hard-

er for some athletes to retain their academic eligibility. Foote had also considered a fundamental change in Miami's six-week Freshman Institute, a mandatory summer program for marginal students already admitted to the university, including many athletes. Currently those deficient students are merely required to attend classes, but Foote had in mind introducing a pass-fail system. Fail and you don't attend Miami. Athletic director Sam Jankovich and the Hurricane coaches howled. How could they recruit athletes, they asked, and then tell them they *might* be allowed to matriculate? "If these standards had been in four or five years ago, I doubt seriously whether Miami would have won the [1984] national championship," said Johnson recently.

The pass-fail proposal was tabled, but Foote says that Miami's course toward academic excellence is unalterable. "Our obligation is to fundamental values

falters, the trustees will step in. "We must field competitive athletic teams in Division I-A," says McEwen. "It isn't a negotiable subject at all. I don't think the board will settle for a Stanford or a Duke athletic program in football."

On Nov. 9 Miami's executive committee met with Foote. McEwen was at the meeting, and he says several trustees felt that Foote's reforms "could go too far." McEwen adds, "If we can pull it off the way Tad wants to go, great. But if the curriculum does not allow for success in both, I know the trustees will insist on revisiting the question."

The resolution adopted by the board at that meeting essentially expressed a commitment both to academics and to

has made considerable progress. Ten years ago the combined (verbal and math) mean Scholastic Achievement Test score for a Miami freshman entering in the fall was 940; today it is 1104. Ten years ago 11% of Miami freshmen had combined SATs of 1200 or more; today 24% of the freshmen do. Ten years ago 20% of incoming students had been in the top 20% of their high school class; today 57% have been. Ten years ago about 20% had combined SATs of less than 800; today that figure has been sharply reduced. In the early 1980s Miami spent half a million dollars on academic scholarships for 150 bright students; last year it spent \$2.5 million on scholarships to attract 600 academically

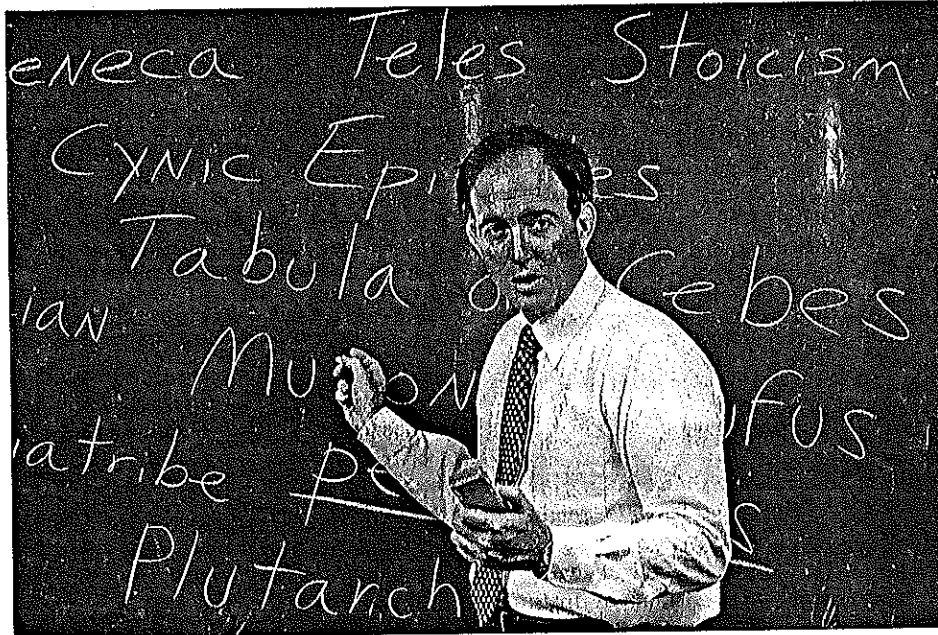
Irvin, Donnie Ellis, Darrell Fullington, Cleveland Gary and Alfredo Roberts—Brown had the highest verbal SAT score, 270. Ellis had the lowest, 200, the score one gets for just showing up.

No doubt spurred in part by the four-year-old NCAA rule requiring that athletes have a minimum combined SAT score of 700 to be eligible as freshmen, Miami has been attracting football players with generally higher scores than in the past. Nevertheless, because of the rising academic standards for the student body as a whole, the football players are falling further and further behind. "An athlete with an SAT of 700 is now competing with an SAT of 1100, not 900," says John T. Fitzgerald, a professor of religion and one of a group of Miami faculty members committed to raising the school's academic standards. Johnson acknowledges the growing disparity. "Our freshman class this year is as good as any we have brought in," he says. "But as good as it is, it's still light-years behind the rest of the student body."

Players often have to scramble to keep up. "They're not giving a lot of multiple-choice tests anymore," says Roberts, a fifth-year senior. "Now it's essays where you've got to know the material. Football demands a lot of your time. Passing demands a lot of your time. You're bucking heads to keep up."

Brian Smith, a tight end for the 'Canes last season, says, "I felt out of my league at Miami. I used to talk to Mom about it, and she'd say, 'Pretend you're in high school and just do the paper.' But after one hour of study my mind would start wandering off. I just couldn't study an hour at a time." Smith had disciplinary and emotional problems at Miami, and, according to police, he attempted suicide last December by taking 18 Tylenol tablets. He dropped out of school.

Some Miami players facing the sort of academic pressures described by Smith resort to cheating. "Cheating seemed to be endemic on the campus when I was there," says Alan Beals, academic counselor for the football team from 1985 until he quit in the spring of '86 out of disgust, he says, with the direction of the



BILL FRANKS

As Fitzgerald sees it, the Hurricanes' Isolation is harmful to them and the university.

athletics. The board obviously did not feel it had to make a choice between the two. Not yet.

The University of Miami, which has an enrollment of 13,341, was founded in 1926 and spent most of its first five decades cultivating a reputation as Suntan U., the original party-animal school. Foote, who had been dean of the Washington University Law School in St. Louis, became Miami's president in 1981 and has committed himself to "building a genuinely great academic institution."

By most measurable standards, Foote

exceptional freshmen. Last week the school celebrated the selection of its first-ever Rhodes scholar, biology major Ronald Ritter of Akron, Ohio.

As Miami has become academically more demanding, the gap has widened between the brightest students and those at the other end of the spectrum, which includes many of the football players. Some players are nowhere near prepared for college. The academic records of six players who competed this fall became public last April when the records were subpoenaed in connection with the case of safety Selwyn Brown, who was charged (the charge was subsequently dismissed for lack of evidence) with sexual battery against a Miami freshman at the football dorm. Of the six—Brown,

program. "It wasn't just in the football team, either," he says. "In a history class, the whole class, including six football players, had the exam in advance."

Ostensibly to help athletes in the classroom, the Miami athletic department has beefed up its academic support system. In 1984, the last year of Howard Schnellenberger's tenure as the Hurricanes' coach, there was one full-time academic staff person in the department. Now there are six, including a psychologist. The university claims that 73% of last spring's senior football players received degrees, compared with a reported high of less than 30% in the Schnellenberger era. Not included in the figure are those players recruited four or five years ago who never made it to their senior year.

But there is evidence that the support system, which has its headquarters in the campus tennis complex and is run solely by the athletic department, is less concerned with educating athletes than keeping them eligible. Dave Alekna, a starting offensive guard and academic All-America in 1986, recalls a tutoring session he attended at which an instructor was reviewing the next day's test: "He'd tell you the number of the question, then say, 'Work the problem in this certain way.' When you got the test it was the same problem, just the numbers were a little different."

John Ungham, a senior who left the team last year after some minor run-ins with the coaching staff, says he had papers written for him by study skills coordinator Gale Lang. "She literally did the paper," says Ungham. "If you picked the topic, say football, then she'd say, 'Write a sentence.' You'd try it, then she'd make it grammatical, and then do the next one and the next." He says he had 20 or 30 papers done in this manner and that several of his teammates were similarly helped by Lang.

"I teach them where to put the whereases, the thises and thats," says Lang. "They're doing the work, they're writing the paper, and they don't even realize it. That's great!"

The athletic department's self-contained tutoring program is a glaring symptom of the football team's near-total isolation from the rest of the Miami student body. When asked if getting athletes involved with their classmates is essential to their scholastic improve-

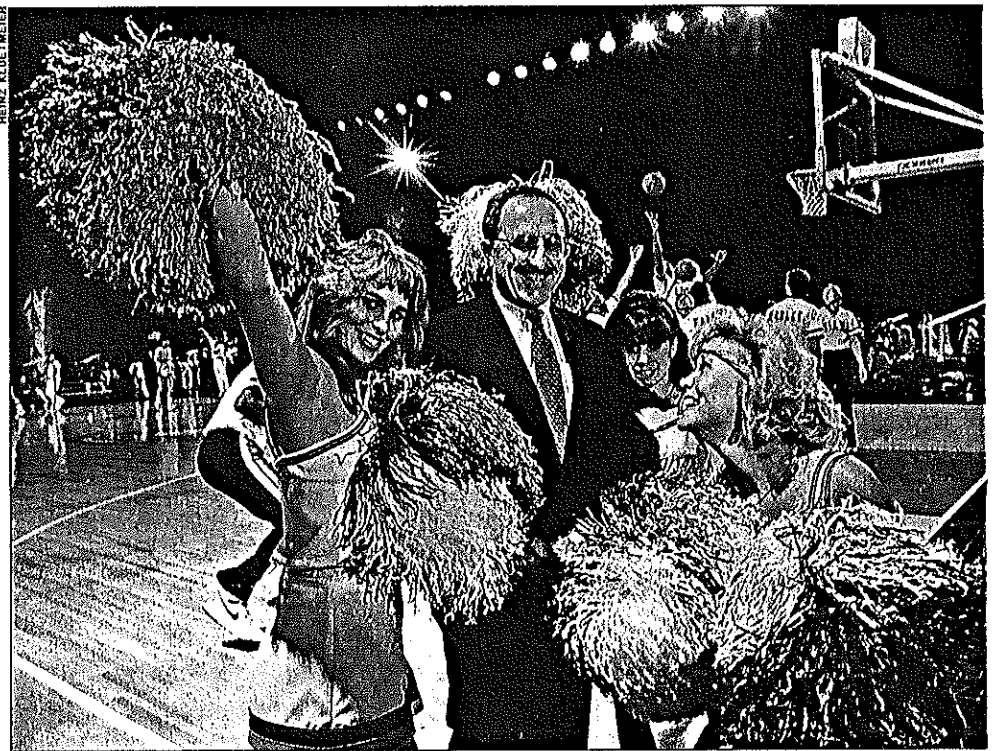
ment, Fitzgerald answers, "Of course."

Foote's desire to have the football team be part of the fabric of the university is, at present, unrealistic. The undergraduate population is 7% black; the grad school is 4% black. But 57% of the football team is black. "You don't run across too many black students here," says safety Bennie Blades. Blades, a two-time All-America, says he keeps to himself when he's not with the team. "You might say something, it might not be taken the right way by whites," he says. "I tend not to hang around the student center too much, unless I'm doing something, like playing a video game."

nothing like the other dorms." Indeed, \$20 million has been spent to convert Miami's other dorms into "residential colleges," each with a faculty member as master.

"It's based on the Ivy League system," says Foote. "It's been wonderfully exciting and successful." Fitzgerald, who is master of the oldest residential college, is asked how many football players are in the colleges. "I think there's perhaps one," he says. "The kicker, Greg Cox. There might be one or two freshmen." Should there be more? "Of course," Fitzgerald says again.

Vice-provost James L. Ash Jr. sits on



Jankovich hopes that Miami will continue to have teams that its fans can cheer about.

Most of Johnson's players live in the football dorm. Beals lived as a counselor in the dorm in the spring of 1986. He recalls, "It was like being the caretaker of an Old West bordello. The team's exploits off the field seemed even more impressive than those on the field."

Johnson has banned women—indeed, all outside visitors—from the dorm, though the university has no official visiting restrictions at any of its residences. And the building was spruced up a bit last summer. "They slapped some paint on," says Johnson. "It's still

a committee that is investigating the team's living arrangements and will make recommendations to Foote in February. "I expect changes in the direction of mainstreaming," he says. "Whatever we do will be phased in. We don't have reason to act precipitously."

In other words, maybe someday the football team will be part of the university. For now, although they wear Miami uniforms, it can be argued that the players who will meet Oklahoma on New Year's Day really don't represent the University of Miami at all. Foote, to his credit, would like to change that. If he's ever allowed to, Miami would really have something to be proud of. ■