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Minutes of the Regular Meeting of the Academic Council

Thursday November 15, 2007

Paula McClain (Political Science, Chair of the Council): Our first order of business is to approve the minutes of the October 18th meeting. [The minutes were approved by voice vote without dissent.]



We are now going to go into Executive Session.

Executive Session: Honorary Degrees

Proposal for a joint PhD degree in German studies with the University of North Carolina at Chapel Hill

McClain: Next is a vote on a proposal presented last month by Professor Ann Marie Rasmussen, chair of Germanic Languages and Literature, to create a joint PhD degree with the University of North Carolina. Ann Marie is here today, if there are any follow up questions to the proposal. If not, we will proceed to vote on the resolution from ECAC and the resolution reads:

Be it resolved, the Academic Council endorses the proposal from the Department of Germanic Languages and Literature to create a joint PhD degree in German studies with the University of North Carolina at Chapel Hill.

This does not need a second. [The motion passed by voice vote without dissent.]

Thank you Ann Marie.

Proposal to create a Doctor of Nursing Practice Degree

The next item is a vote on the proposal to create a Doctor of Nursing Practice degree. Dean Gilliss and Professor Barbara Turner, who presented this proposal last month, are both here, if there are any follow up questions to their proposal. If not, we may proceed to vote on the resolution from ECAC which reads:

Be it resolved, the Academic Council endorses the proposal from the School of Nursing to create a Doctor of Nursing Practice degree.

This also does not need a second. [The motion passed by voice vote without dissent.]

McClain: Thank you. Congratulations to both of those departments. They did a very, very good job with schools and the proposal. You now have your degrees.

Strategic Plan for Athletics at Duke – Update

McClain: The final item on our agenda today, and this is going to be a very brief meeting? But maybe not – is an update on the strategic plan for Duke Athletics. I will now invite the chair of the Athletic Council, Michael Gillespie, professor of political science, to the podium for his presentation and I believe he is going to be followed by Jared Bleak – from Duke Corporate Education.

Michael Gillespie (Political Science): Thank you very much. I'm glad to be here. As some people know from the Weintraub Report last year, the Faculty Athletic Representative (FAR), the position occupied by Kathleen Smith, has been converted into two positions. I'm the chair of the Athletic Council, and Martha Putallaz, who is in the Psychology Dept. is our faculty athletics representative.

The previous job is really divided up in two ways. We both have equal responsibility within the university for a variety of different things. Martha is responsible with dealing with the ACC and NCAA. As part of the reorganization of our Council, partly in



response to the events in the last couple of years and due to the fact that in the university strategic plan there was no consideration of athletics, President Brodhead asked the Athletic Dept. and Athletic Council to conduct a review of athletic programs and put in place a strategic plan for Duke Athletics. We are currently in the process of doing that. What I want to do is walk you through where we have come to, up to this point.

As you'll see, we intend to have a preliminary version of this strategic plan for review by the Athletic Council, other relevant groups, and the Board of Trustees in February, then coming back, to stakeholder groups and to other people, for final approval in May from the Board of Trustees. So, this is really just the beginning of this process. As you'll see we're getting into the heart of it at present. What I'll try to do is walk you through and show you where we are today.

The title of the plan is, *Unrivaled Ambition* ([Appendix](#)). That may remind some of you have who have been around here as long as Peter and I and others of Terry Sanford's *Outrageous Ambition* which put lots of things into motion that have brought us to where we are today. *Making a Difference to Athletics* is a play on the university strategic plan and its importance for athletics.

Let me just say a little about members of the Duke University Athletic Council, which was expanded as a result of President Brodhead's change in the organization of athletics. You'll notice in particular that more academic members have been added to the plan. Of the 23 permanent voting members of the Athletic Council, now 10 are faculty members, plus two deans. So, there is actually a majority of academic representation on the Athletic Committee which also includes people from the administration, alumni, members of the Board of Trustees, and various students.

The framework within which we have tried to begin to develop a strategic plan is the new mission statement for athletics at Duke that was reviewed and passed by the Academic Council earlier in the year and it has been taken to the Board of Trustees. I don't want to go through the whole thing, but just to point out the parts of the mission statement that seem to us particularly relevant to the plan. I've highlighted those in bold: commitment to excellence in education, as the

centerpiece of that, commitment to Division 1 athletics, we have further a commitment to athletics, being in the Atlantic Coast Conference. That has certain consequences for the kinds and varieties of sports that we have to have and the levels of 10-12 varieties of characteristics are just included in those two phrases. I think the things that caught most people's minds were 'frequently produced winning seasons' and 'realistic opportunities to be team and individual champions.' Championships – I think certainly the media has picked up on that, for reasons that I'll talk about in a little bit.

I think our insistence (and you'll see as we go through the plan and talk about it) that Duke athletes must be students first goes to the whole issue of recruitment and recruitment standards.

We are committed to providing support to help student athletes manage the demands on their time and get the most out of their Duke academic experience. I think this is important because there is a fairly widespread perception that Duke athletes are being whipsawed, in a certain sense, between academic demands and athletic demands and that it is a strain on them to cope.

Also, finally Duke will create rich opportunities for participation in club sports and intramural and individual exercise and recreation. That was not in the previous mission statement and it will mean doing a variety of things most of which involve investments in fields and facilities for undergraduates and faculty. And as you'll see, this is reflected in the Presidential charge.

It is a fairly straightforward charge. I have bolded what I think will be most important... to develop the strategy to address the facility needs, to bring the athletics budget into balance going forward, to bring football to a level of athletic performance consistent with Duke's mission in athletics – which is to frequently produce winning seasons, and realistic opportunities to compete for team or individual championships. To enrich opportunities for Duke students to participate in club sports, intramurals, and individual exercise and recreation.

The expected outcomes of the process, the articulation of a compelling strategic vision for the future of Duke Athletics, input and involvement from members of the athletic department and coaches, administrators, staff, student athletes as well as the larger university community faculty, alumni, donors, students.

Increased understanding of the financial state of the department, and approval by the President and Board of Trustees for financial and fundraising for athletics and finding commitment from the university community to the strategic plan and its implementation over the next 5 years.

Obviously, commitment means we need to have something like consensus as we move forward so I think it has been the sense of all the movers of the plan and people who are involved in it that this is not a plan that is just going to be produced by the Athletics De-

partment – aimed at something that the Board of Trustees will approve and will bypass the faculty, the students and everybody else. The very fact that Jared Bleak, who is the head of Duke Corporate Education, spearheads the effort indicates an attempt to promote this plan, give it a kind of independent organization and structure that will allow us to have it be a broader, more consensual process.

I'm going to talk about the character of people who are on the plan. This is the executive committee. It's a smaller group that is really doing a lot of day-to-day work in putting the whole plan together. I've highlighted faculty serving on the various committees, the executive committee includes Noah Pickus, who is visiting professor of the practice in public policy and head of the Kenan Institute, and Martha Putallaz. The Planning Committee, which is the larger committee – the Executive Committee meets every week, the Planning Committee meets every other week; and Leslie Marx from the Fuqua School and myself and Steve Nowicki are members of that committee as well.

These are the working groups that are looking at the various areas that we think need to be addressed when we come to the open plan. Academics and athletics, student-athlete welfare, sports-specific concerns, finances and funding, facilities, and HPER help (health, physical education and recreation), the larger university community.

Here's where we are to give you a sense of where the plan is going – in discussion with lots of individual interviews, lots of groups. We are in the process of trying to meet with larger groups like the Academic Council and ECAC, with the Arts and Sciences Council. We've already discussed this once in the November meeting of the Athletic Council with pretty good results. We'll bring it back to the Athletic Council again in January and have approval by the Athletic Council in April. We hope in the interim to have a larger town meeting for faculty who are interested in athletics and want to have input to it. We also are trying to meet with as many interested groups as we can – faculty, students, coaches, and alumni as well.

Here are the kind of questions we're asking them. How can we build better understanding and bridge the gap between academics and athletics? We've already begun to do a variety of things. We met a couple of days ago with directors of undergraduate studies in social sciences to talk about a lot of issues that we all have to deal with. We've got four of those planned in the future ...other activities as well that I can talk about in discussion.

What greater investment in athletics will mean for the core mission of the university: What would the benefits and the costs be? What should our priorities be for funding varsity sports clubs vs. intramurals? Should Duke continue to offer 26 varsity sports? If so, what should the priorities for resource allocation be? Should we fully fund all scholarships in every sport? We don't presently do that.

And finally, how can we improve the academic experience of student athletes at Duke. I think it's important for us to remember that whatever the PR advantages of athletics to the university, however important they are for coaches who see this as their profession, and however much we enjoy or are disgruntled by various sports in the university, we have to remember that in the end of it all, the purpose of sports is to benefit the students and student athletes who participate in sports. So I think that has to be one of the most important aspects of the strategic plan.

Here are the kinds of things we've been hearing from lots of different groups: The need to build bridges between athletics and academics and improve the experience of student athletes. Create a central facilities plan that incorporates the needs of intercollegiate athletics as well as help physical education and recreation, club sports, and intramurals. That is concerned not just with what we already have but with the development of Central Campus.

The need to increase institutional investment in athletics: One of the things that, much to my surprise, I discovered is that while we have a large Athletic Dept. budget, in terms of the actual costs to the non-athletics part of the university, there's only one university in the country that's cheaper and that's Notre Dame, largely because of their own publishing contract with for their games with NBC. Otherwise, I think, the subsidy this year is something like \$7.5 million. It's a little bit difficult to know what exactly that means ... But just to give you some comparisons, the second least expensive program in the ACC is Wake Forest which is \$13.5 million and Princeton which doesn't have scholarship athletics and spends \$22 million dollars a year on athletics, so the Duke program at present is actually a very inexpensive – and I probably would say, having been in the baseball stadium and looked for the bathrooms – a terribly under-funded program.

We need to increase athletic endowment and that will eventually fund the university and athletic scholarship into a better-covered and funded operating institution. Stanford, which offers full scholarships to all in every sport, has fully endowed every scholarship, every athletic scholarship. That would be obviously a goal to be pursued in the future. Realistically in the near term probably only basketball can meet it.

Devise ways to continue to show commitment to Duke students and faculty through health, physical education, recreation, club intramurals, increase opportunities, upgrade our current facilities to build new ones – our intramural soccer teams play until 10 or 11 o'clock every night and we have to limit the number of teams that can participate simply because we don't have enough space for them.

So, there's clearly immense student demand for athletic opportunities, not necessarily at the varsity level, but at the intramural and club levels, that we're just simply not meeting and that we remain competitive for students who want to have that as part of their

college experience, we're going to have to do something on that score.

And finally, elevate football to a level of excellence consistent with the mission statement for athletics. That obviously is an issue we can talk a great deal about. So that's basically what I wanted to do.

Jared and I are happy to answer questions and certainly we would appreciate any comments you have and if you have further thoughts or suggestions that we don't have time to deal with here, please do either e-mail me or Jared with your comments or questions. Thank you, and the floor is open for questions.

Questions

Earl Dowell
(Engineering): Who are the chairs of the Executive Committee and the Planning Committee?

Gillespie: I don't know that we've ever addressed that issue, Jared. You may have better insight into that than I do.

Jared Bleak (Corporate Education): I don't know if there's necessarily a chair of either committee. As you saw Joe Alleva, the athletic director, is on the executive committees. In the end, this is a plan that was charged from the President to Joe, specifically. So if there's any person that bears ultimate responsibility, it's probably Joe Alleva for both of those committees. My role is to lead the planning effort, the facilitator, and I will ultimately I think bear some responsibility for the success of the plan as well. But, per se, there's not really a chair on either committee. When we meet I lead those meetings. I don't consider myself a decision-maker, though.

Mary Boatwright (Classical Studies): I don't know much about athletics. Can you give me a little



bit of information about numbers? Let's say that you were to fund all the scholar athletes. What percentage of the undergraduate population would that be?

Michael Gillespie: Well, we have currently 600 students who are part of our student body who are varsity student athletes. So, around 600 students. We would not be allowed by the NCAA to provide 600 scholarships. There are limits on particular sports. So I think the maximum, with the 26-sport configuration that we have, that we could offer and still meet Title IX requirements is 302.

Jared Bleak: The maximum right now is 302. The total possible scholarships we could distribute is 316 but then we would have problems with Title IX so 302 is currently configured as high as we would go. Currently, we fund 241 scholarships approximately. Quite a bit below what would be full funding of scholarships.

John Aldrich (Political Science): Michael, last time I was on a committee that really dealt with these issues, with Title IX, women's athletics was still very much on the table. I didn't see a mention of that: is our target I guess achieved? Is that an issue?

Gillespie: It is currently not an issue. We have met all of the targets. That doesn't mean that we have ceased to try to do things to help that out. And Joe Alleva has told a number of the women's sports that there are donor scholarships. For example, if they find people that are reasonable scholarship candidates that they would consider that. And they are making an offer to a fencer for the first time. One fencer next year just happens to be the reigning world's champion, so they ...imagine with the 2008 Olympics coming and the 2012 Olympics to follow, those pictures of Duke fencing on national television dancing in their heads!

Provost Lange: It is true that Title IX has a significant constraint on the distribution of sports. They raise the question of 26 sports, is that the right number? Title IX is a very significant constraint on what mixes of sports you can have.

Bleak: Yes it's a serious constraint – for the better, for the right – but it does hold us to maintaining a certain structure in order to comply. There has really been no discussion, or any hint, that we would go anywhere else but of course comply fully with Title IX, doing right in that area for sure.

Gillespie: A number of people have asked us why we've gotten out of softball rather than doing women's rowing. Softball brings about 20 women into sport at any given time and rowing brings 60 women into sport. If we switched those out, we would be out of compliance with Title IX, so it's important that we keep those things in line. That doesn't mean that we shouldn't have some softball in addition to women's rowing. A number of people have raised that question because they've noticed that our rowing team has difficulties getting to practice, making a 50 minute to an hour ride each way and currently they tell me they have to carry their boats for a half an hour to get to the water!

But having talked to the women on that team, they think that it's one of the greatest experiences of

their lives. So, far be it from me to criticize when they are getting up at 5:00 in the morning to practice.

Can I say a word about football because I know that lurking in the back at lots of people's minds is a concern that football is the giant elephant in the room. It's sort of trampling everything about and the danger is that it gets loose and tramples lots more things. How much money are we going to invest in football? What are we going to do with admission standards to be successful in football? All of those types of things.

The committee has made a decision I think already – clearly, supported by the Provost's Office – that we will not change admissions standards for football... In fact, we've decided that we're going to look even more closely at the student athletes that we do admit, even now, because we've noticed that sometimes the kids closer to the bottom are actually doing better academically because we pay more attention to how serious they are as students and their motivation as opposed to people that we thought would not have thought would have been a problem.

Under those circumstances, we've decided we're going to look a little broadly and more carefully at all of the students we admit. But I think, if anything, as a result of this plan...we would give greater care to the admission of football players and all tier-1 athletes, which includes basketball and football.

Steve Baldwin (Chemistry): I'm just curious, is it possible to compare our admission standards to those of say Stanford, which has been successful, or Notre Dame, or Northwestern, or schools like that? Is there any way quantify or compare those numbers?

Gillespie: Yes, Stanford we only have incomplete data on. I think under our standards, Duke can recruit about 50 of the top 750 players in the country. Those are the only 50 that meet our admissions and obviously, we're not the only place recruiting those people. We could not recruit most of the players that play in the other ACC schools. Our recruiting standards are higher I think than any other school in the country.

Bleak: Broadly speaking, very generally, our standards are higher than any other school and we don't have particular data on Stanford, but think about Wake Forest, Northwestern, Rice, even Notre Dame. The comparison with Notre Dame and Duke is an interesting one because we're high-end in SAT scores in really great football players, where did they go? They go to Notre Dame so Notre Dame gets the best student athletes in football. We have to sort of fit somewhere below that; but across the board, again speaking broadly, our standards are higher than about anyone, at least that we've looked at very carefully.

Baldwin: So for instance, Wake Forest has enjoyed some success, our admission standards are higher than Wake Forest?

Bleak: yes.

Gillespie: Not only higher but both Wake Forest and Northwestern put in majors that were tailored, let's

say, for a football program. It's something that we have never done and shouldn't be willing to do.

Bleak: Wake Forest has had some great success. They use several levers to pull, to increase the success of their football team. We've decided that is one that we won't pull, we'll do it in a thoughtful way but we'll look at other ways of actually increasing success on the football field which, there are other means for doing that for sure.

Ultimately, I think Duke's goal should be to steal some of those athletes from Notre Dame. The position Duke has in intercollegiate athletics and higher education in America in general, should be to get those really great football players who have 1500 SAT scores – and that number's pretty small. They should really be weighing heavily between Duke and Notre Dame and right now that doesn't happen. Maybe we'll beat Notre Dame Saturday. This is the year to do it. (laughter). We've thought that a long-term goal for Duke football would be to be a preeminent attraction to that kind of student athlete. To be able to beat Notre Dame in that game, which we can't right now.

Baldwin: That suggests a huge commitment to facilities, I think.

Gillespie: There are four things that make a really great football program: one is recruitment, second is coaching, the third is scheduling, and the fourth is facilities. And scheduling turns out to be extraordinarily important. A new coach who just moved from Boston College to North Carolina State had just two more victories than losses in conference and won about 95% of his games outside of conference. We sell now, currently, one game a year. It could be a home game against a one AA – to Alabama to Notre Dame, to Tennessee. Obviously, that's one way in which we could help improve the record, and make yourself bowl eligible.

Bleak: This year, the football team will play the fourth toughest schedule in the country. As you can imagine, that does not help us much. So there are some definite things on scheduling. If you follow football, you know the type of teams that the University of Florida plays Ohio State plays, Michigan plays (of course it backfired on them this year!). They play these teams early in the season that they can beat, and



it gets them to a certain number of wins that they get a few more wins in conference, and all of a sudden, they have 6 victories and they're bowl-eligible. Something that we haven't quite done as well I think in the past is scheduling. It's something that could dramatically change our fortunes.

Ken Surin (Literature/ECAC): Michael, this the



information you've provided us has proven very helpful. I wonder if you have any data on institutional comparisons? Let me give you an example. For example, the figures of course are just notional. I don't know what they actually are. Let's say the average SAT score for Duke athletes is 1000 and the average SAT score for non-athletes is 1400. That's a difference of 400. Let's take State School X in the ACC. The average score for an athlete is 900, but the average score for non-athlete is 1100. So the difference between the athlete and the actual student is 200. The difference for Duke would be 400 so that's twice as great a difference between athletes and students here on this one campus. Does that create any problems and if it does, are there any fixes that could be applied?

Gillespie: Let me say several things about this. First, with respect to identifying students by their objective criteria: Bowen in his book on varsity sports says that the varsity athletes at any elite institution whether it's Williams, Princeton, Harvard, Duke, will do one grade point lower than their objective criteria would lead one to believe. So, if you were a 4.0 student, you would get a 3.0 student.

At Duke, as far as we can tell, our students are spot on where we would predict them to be. Our athletes are vastly outperforming athletes at other institutions in similar situations. So, I'm a little less worried about the SAT differences because they don't seem to be very good predictors for how students are going to do at Duke. That said, should we be concerned about this? Yes, I think we should. I think it's important to disaggregate athletes because most in most of our sports, we do not have more than a few athletes who are under 1200 on their SATs...But they're not so terribly different than the rest of our students. We have a number of teams where the students – I'm thinking of one team in particular – you might have thought that

they would not perform well academically yet give us a 3.5 GPA.

I don't think that with respect to other students, who we would approve, who come from backgrounds that wouldn't have prepared them to come to Duke – which I think is more characteristically the case. We have summer programs in the first year that will help prepare them. Now that said, we could use, in my own view, broader summer programs for lots of students that come from backgrounds that have haven't prepared them as well as other students.

Provost Lange: In any event, first of all, I would not want the numbers that you [Surin] just suggested to be taken as real. I absolutely underline this, because I don't think those numbers are correct. I don't have them in my head, but I don't think they're correct. Since the press is here, those numbers should not become part of any public record because they're just speculation on your part, and I don't believe they're correct.

The other thing is, that I'm thinking, and Michael alluded this already: one of the important things is the motivation that any student brings to his/her studies. And one of the things we are changing with respect to football is that, prior to this year, only a subset of the football players were interviewed by Admissions before being admitted. So, a lot were being evaluated on the paper records without interviews.

We've now gone to a system of admissions where every football player below, I can't remember, maybe 1200 or something or 1300 even, will be interviewed. And that's going to be a very important factor because it will allow us to better select students whose paper records may not be as strong, but who are highly academically motivated, to come and not make as many errors where you admit a student... You know, you have two students. They both look very good, they both look about the same on paper and you're making a choice just on the paper record. Right? This way, you'll be able to get more out of the interview process and I think that's an important component of this whole recruitment picture in assuring that we get students who can take full advantage of Duke at the same time that they're good at the sport that they play.

Steve Chapman (Divinity): I'm concerned about the student athletes in the dorms, in the residential situation. I'm just wondering if there was some



thought and attention to that. I live in one of the dorms, and I see really, two different groups in the dorm and not as much mixing as I would think that there would be and really should be. And I don't really know why that is, but it seems to be even less student athletes and non-student athletes don't really mix in the way that I would like to see. Do you have any thoughts about that?

Gillespie: This certainly, I think that that's true. We're certainly looking into that. There are some initial things that immediately occurred to us ...

One is that athletes tend to room with one another and not others, part of that has to do with the fact that athletes, many of them have to get up quite early in the morning and they find it very difficult to room with people who don't go to bed until 3 o'clock. Both the football and lacrosse teams practice first thing in the morning. They're out there by 6:30 and they certainly do better than I do. So, in a certain sense they need ... it's crucial to us that while they may have a roommate who's a student athlete, especially in freshman year, they shouldn't live on a floor of student athletes, which we don't have at present. They should be intermixed with the rest of the student body.

The long and short of it is, our athletes, our varsity athletes, can be asked in season to spend as much as 20 hours in the sport. I'm certain that almost all of our student athletes spend at least 20 hours in their sport and that means really, on the other side of Towerview Drive...

One of the reasons why I decided to take this job was that while talking to two football players, I asked them what was their worst day at Duke, thinking they would tell me about losing to Wake Forest 42-13 which was a pretty awful thing for them. And they said no, we were riding on the bus one morning, coming back from morning practice. We were all beaten up and there were two girls in front of us who were riding the bus and complaining about having to go to class on Friday. And they said, you know, we just gave our bodies so that we could go to class on Friday.

I just think that it's mostly a time-management problem they have. From talking to lots of them, they party one night a week and not three nights a week. I think that's one of the big things up front. That said, they also enroll at higher numbers than the regular student body in sororities and fraternities, or try to, because that's one of the other ways in which they can have contact with people who are not athletes. I think this is really a time problem and just a logistical problem. I don't think it has anything to do with either their desire or their team's desires to isolate them from other students. They do eat together. They have odd practice times often and they eat together, so that is obviously another time in which students interact with one another.

Anyway, we're cognizant of that problem. We're working very closely with the students on our committee. Allie Johnson, who is a women's lacrosse player, is just wonderful at that. Allison Stankavage, who is

an alternate on our committee, who is a math major, has been very articulate about these problems.

Vann Bennett (Cell Biology): Sounds from your discussion of your fencer that you are considering non-traditional sports. I personally would like to encourage that. Looking at Stanford's record, they have 96 national titles and one reason is that they support nontraditional sports and cross country, figure skating, which we perhaps could look into. We may not get the best football players, but we could get the national cross-country champion.

Gillespie: Well, we may have the national cross country champion. We have a very good cross country runner who was a political science major and a Rhodes scholar last year. Yes, I do agree with you...

One of our concerns, and people have raised the question, why don't we have a variety of different sports. Well, one of the criteria is that there has to be some relatively near means of competition. There's no other school in the ACC that does figure skating. There are no other schools in the ACC that do a variety of other sports and that's one of the reasons that we don't participate in those. I believe we have the second most sports of any of the ACC schools. And it's a much more expensive proposition for us to run a sport than it is for UNC, right? UNC, when they pay scholarships for athletes, regardless of where the athlete comes from, they pay in-state tuition for that athlete back to the institution. The Duke Athletic Dept. pays full tuition for every scholarship athlete so, that's a considerable, vastly different amount of money we have to pay for our scholarship athletes.

Mary Boatwright (Classical Studies): I obviously have money on the brain today. Perhaps it's because Frank Deford had some recent piece on the arts and athletics in colleges.

You probably don't have this on the top of your head. But, if there are 241 students who are funded with athletic scholarships, how many are there in the visual and performing arts at Duke, do we know? How many scholarships there are in the visual and performing arts?

Provost Lange: That's an interesting question. Well, since we don't have visual and performing arts depts., with exception of dance, and I..

Boatwright: ...and music.

Lange: You can't...not everybody who majors in music is a performing artist....Say 40% of our students are on need-blind full financial aid and then you have to... I mean, I can't do it in my head because I don't really know the majors. But you have to start that way. My suspicion is that it's not as large a number. But, that's a function of how the students who enter the student body distribute themselves across the majors.

Gillespie: I think it's also an interesting question and Jared and I have tried to figure this out, and I'm sure Tallman has as well – in trying to figure out what athletics actually costs Duke. You know, how would we budget if we replaced all those students with non-athletes...the tuition repayment to the University from

sports teams is about \$15 million a year or something like that. Obviously, we wouldn't...since some of the students that we would replace them would get financial aid, we wouldn't recoup all of the athletes' money. We don't include things like T-shirt sales and things of that sort that are distributed among the athletic budget. There are a variety of things of that sort that would change it. So, in figuring, in thinking about how much of actual university revenue is going to athletics, it's a little bit difficult to know, but it's certainly less than \$7 million a year.

William Reichert (Engineering): I co-chaired a committee last year with Peter Wood, on faculty involvement in athletics. One of the most compelling sessions we had was with a couple of the lacrosse students. They talked about a number of things and one of the things they talked about was sort of the unrestrained, unofficial time spent on the sport and how that really cramps their ability to do things off season. The bottom line is: the sport is 365 days a year...

Gillespie: Well, I'll just give you a personal example. My niece was recruited as a swimmer by a variety of schools and when she was here at UNC I took her over there and the coach said quite proudly, "one of the hallmarks of my program is that you get a week off at Christmas," and I was outraged. (laughter) And we went out, and as we were walking out, I said to Chelsea, "what did you think of that week off for Christmas?" and she said, "well, that's 5 days more than I get now."

So, athletes who come to play at Division 1 schools are already all practicing to the limit. That wasn't true in my day, but that's the way things are now. That said, they are allowed to practice with coaches 20 hours a week in season and 8 hours a week out of season. They used to...they can have 5 out-of-season competitions. Up until this year, they were allowed to travel for those so that our volleyball team for example went to California where the best volleyball was played for some of those occasions. Now, the NCAA does not allow students to miss class in out-of-season competitions – so we're clearly moving in that respect.

With respect to the other practices, which students sometime call "gray practice" or "captain's practices." It seems very difficult to get a grip on who's actually responsible for those. Coaches can't be there and I'm convinced that our coaches are not there. It's clear from talking to student athletes that they feel that they have to be there. They feel that it's just crucial to being competitive on their teams...

One of the things that we've begun to talk about with respect to their academic experience is that a lot of athletes, not surprisingly, get burned out by the time they're juniors on their sport. None of us work that many hours year-round on the same thing; we vary our activities.

One of things we've begun to think about is study abroad. It's something that's been difficult to arrange with athletic schedules. But coaches seem so con-

cerned with burnout that we're beginning to think about making it possible for every athlete to go abroad, either during the year or in the summer for 6 months – which gets them away from their team, gives them a little bit more perspective on things.

But I think it is very interesting that students in those situations and young people generally, they're so competitive, they're so passionate about what they want to do, and they're in a competitive environment so structurally, they drive themselves to do those things. I think we need to think about the structures within which they operate so they don't have as many incentives to do that, and it is something that our committee's considering.

William Reichert: Just a brief thought, but one of the points being made is that there is a lot of peer pres-



sure to do this, but that doesn't... Peer pressure, may or may not be a justification...I don't know if you'd want to constrain it but you might want to be aware of it, that this is a pressure.

Gillespie: I absolutely agree with you and we will try to do whatever we can, but I think we face the same kind of problem that we face with our undergraduates generally, which is that they have been trained to be certificate seekers, grade seekers, status seekers and upwardly mobile in all kinds of ways for years before they come to Duke, and it's very difficult to know, to put in place structures...Especially when, if I can just say this, faculty are absent from their lives after 5 o'clock for the most part, with the exception of the few people that live in dorms. We don't have an impact. They become much more subject it seems to me to peer pressure than they would be if we had faculty intermingled in student housing.

In a way, I feel that we as faculty have in some ways deserted our students. Even though I know that it's mutual. They, you know (laughter). The suggestion was made years ago that instead of requiring bartenders to get hired by the fraternities for the parties, they should just require faculty be present. (laughter).

Bleak: I don't think these issues are unrelated though. It really speaks to the student welfare, student-athlete engagement in the larger Duke experience and those are two broad issues that we're very concerned with. We realize this group has a lot of insight into that, so we've all been hearing responses and sugges-

tions along both those lines. How do we think about greater integration? How do we keep student athletes engaged, especially as Duke moves into this Duke Engage Frontier and goes to a new level? How do we think about certain athlete's time management ...?

Van Bennett (Cell Biology): Have you seen the report from this committee?

Bleak: I have personally not read the report so I'm interested in getting it. Can you send it to me? Here's my e-mail. (laughter).

Gillespie: If I could just say, just one more thing in conclusion. Because a lot of the people have asked me why do we have football at Duke? Aren't there other models? No. 1 we're required by ACC membership to have football. No. 2, the schools that don't have football: it's a failed financial model that will cost them many, many millions of dollars to run an athletic program. But we're going to have football. So it seems to me we shouldn't bring 80 or 90 kids to Duke and tell them you have to lose week after week. I don't think we would put up with, would tolerate that, in any other part of the university and I don't think we should tolerate it with football. Thank you very much.

McClain: Thank you Michael and Jared. They will be coming back to Academic Council periodically to update us on their strategic planning process and just athletics in general.

Is there any other business, thoughts or questions or concerns? I do need a name for the gentleman behind Kerry. Van Bennett. Thank you. It's my error. I should keep reminding you that every time you speak, you should identify yourself so that when they transcribe the tapes, they will have the names for faculty. If there is no other business then we are adjourned. Our next meeting is early Dec. 6th, is that right? Dec. 6th because of the holidays so have a good Thanksgiving and I will see you.

Respectfully submitted,

John Staddon
Faculty Secretary, November 29, 2007

APPENDIX

Unrivaled Ambition: ***Making a Difference Through Athletics***

Presentation to the Academic Council

November 15, 2007

DUKE UNIVERSITY ATHLETIC COUNCIL



Michael Gillespie (Faculty, Chair)	Chris Cogburn (Undergrad.)
Gary Gereffi (Faculty)	Leslie Vorhees (undergrad)
James Coleman (Faculty)	Rick Frothingham (Club sports)
Prasad Kasibhatla (Faculty)	Sterling Cross (Undergrad, alternate)
Fritz Mayer (Faculty)	Pae Wu (GPSC)
Lawrence Virgin (Faculty)	Ex-Officio Members
Leslie Marx (Faculty)	Sterly Wilder (Secretary)
Anne Yoder (Faculty)	Larry Moneta (Student Affairs)
Linda Franzoni (Dean)	Martha Putallaz (Faculty Ath. Rep.)
Robert Thompson (Dean)	Joe Alleva (Athletic Director)
Kate Hendricks (Administration)	Jacki Silar (Associate Athletic Director)
Sue Wasiolek (Administration)	Michael Forbes (Club Sports Director)
Tallman Trask (Administration)	Christoph Guttentag (Admissions)
Wendy Bilas (Alumni)	Jim Belvin (Financial Aid)
Bruce Bell (Alumni)	Bradley Berndt (Ath. Acad. Advising)
Michael Atkinson (Trustee)	Bruce Cunningham (Registrar)
Carol Kohn (Trustee)	Chris Kennedy (Assoc. Ath. Director)
Charles Smith (Trustee)	Ben Reese (V P, Institutional Equity)
Allie Johnson (Student Athlete)	Cynthia Clinton (Institutional Equity)
Allison Stankovich (St. Ath. Alternate)	

Mission Statement for Athletics at Duke



Mission Statement for Athletics at Duke University (contained in the Athletic Policy Manual)

Duke University is committed to excellence in athletics as part of a larger **commitment to excellence and education**.

The guiding principle behind Duke's participation in **Division I athletics** is our belief in its educational value for our students. Intercollegiate athletics promotes character traits of high value to personal development and success in later life. These include the drive to take one's talents to the highest level of performance; embracing the discipline needed to reach high standards; learning to work with others as a team in pursuit of a common goal; and adherence to codes of fairness and respect. Athletics also plays an important role in creating a sense of community in the University.

Duke's mission defines expectations both on the field and off. In the name of excellence, Duke aims for a level of athletic performance that will **frequently produce winning seasons and the realistic opportunity to compete for team or individual championships**. Our mission also requires that **Duke athletes be students first**, that they be admitted with careful attention to their academic record and motivation, that they benefit from Duke's educational programs and make satisfactory progress toward a degree, and that their attrition and graduation rates be comparable to those of other students.

Duke is also committed to the physical and emotional well-being of student-athletes and to the social development of the whole person. We recognize that great demands are placed on students who participate in intercollegiate athletics, and **we are committed to providing support to help them manage these demands and get the most out of their Duke experience**. Athletes are also expected to adhere to a level of conduct that brings credit to themselves and the University and uphold the values of citizenship and service.

Duke's intercollegiate program shall be composed of nationally or regionally recognized sports that meet the needs, interests, and abilities of male and female students; that provide adequate institutional collateral benefits; that reflect due regard for the athletic traditions of Duke University and the **Atlantic Coast Conference**; and that fall within the financial capabilities of Duke University to fund at adequate levels.

In view of the health and educational value of athletics, in addition to varsity programs, **Duke will create rich opportunities for participation in club sports, intramurals, and individual exercise and recreation**.

The mission of the athletics program ultimately is that of Duke itself: "to engage the mind, to elevate the spirit, and stimulate the best effort of all who are associated with the University."

Presidential Charge



Guided by the revised mission for Athletics at Duke University, I would like you to develop a strategic plan for Athletics. This plan will complement the larger university strategic plan, "Making a Difference," and determine the direction and investments in Athletics for the next five years.

In developing the plan, I would like you to include the following:

1. Analysis of the current environment for intercollegiate athletics at Duke and nationally
2. Duke's particular strengths and challenges in Athletics
3. Principles that will guide our planning for Athletics
4. Specific strategic goals for the planning period, and actions to reach those goals
5. An investment plan to support the goals, including university support, revenues, and fundraising
6. Assessment measures to evaluate the results of our actions

In the course of your work, I would like you to pay particular attention **to developing a strategy to address facilities needs, to bring the athletics budget into balance going forward, to bring football to a level of athletic performance consistent with Duke's mission in athletics, to "frequently produce winning seasons and the realistic opportunity to compete for team or individual championships," and to enrich the opportunities for Duke students to participate in club sports, intramurals, and individual exercise and recreation.**

The planning process should involve all constituencies in Athletics including coaches, athletics staff, student-athletes, faculty, undergraduate students, graduate and professional students, employees, alumni, and the broader community. I'd like you to make a report on the progress of your planning to the senior administration by mid-November and to the Board of Trustees at their December meeting. By early February, I'd like to discuss a complete draft of the plan with senior administrators and present it to the Board of Trustees for consideration at its February meeting.

Expected Outcomes of the Process



- Articulation of a compelling strategic vision for the future of Duke Athletics
- Input and involvement from members of the Athletic Department – coaches, administrators, staff, student athletes – as well as the larger University community – faculty, alumni, donors, students
- Increased understanding of the financial state of the Department and approval by the President and Board of Trustees of a financial and fundraising plan for Athletics
- Commitment from the University community to the strategic plan and its implementation over the next five years

Roles and Responsibilities



Executive Committee

- Joe Alleva
- Jared Bleak
- Tom Coffman
- Chris Kennedy
- Sean McNally
- B.J. Naedele
- **Noah Pickus**
- **Martha Putallaz**
- Richard Riddell
- Jacki Silar

Planning Committee

- Mike Atkinson
- Mike Cragg
- **Michael Gillespie**
- Janet Hill
- Jon Jackson
- Allie Johnson
- Kerstin Kimel
- Mike Krzyzewski
- **Leslie Marx**
- Larry Moneta
- **Steve Nowicki**
- Vince Oghobaase
- Bob Shepard
- Gilbert Scharf
- Tallman Trask
- Sterly Wilder

Executive Committee: Oversight, Process, Data Collection and Analysis, Writing
Planning Committee: Leadership, Communication, Input, Direction

Working Groups



Academics & Athletics

- **Michael Gillespie**
- Chris Kennedy
- **Leslie Marx**
- **Martha Putallaz**
- Jacki Silar

Sport Specific

- Football
- All Coaches & Sports
- Basketball

Facilities

- Kerstin Kimel
- Chris Kennedy
- **Martha Putallaz**
- Jackie Silar
- Tallman Trask

Student-Athlete Welfare

- **Michael Gillespie**
- Chris Kennedy
- **Leslie Marx**
- **Steve Nowicki**
- Jacki Silar

Finances & Funding

- Tom Coffman
- Mitch Moser
- Gil Scharf
- Tallman Trask

HPER

- **Greg Dale**
- Mike Forbes
- Larry Moneta
- **Steve Nowicki**

Sub-Committees created based on information surfaced during internal assessment...
Designed to engage wide-range of constituents while addressing critical aspects of the Plan

Planning Process Road Map



Phase One September

✓ Creation of Executive Committee

✓ Creation of Planning Committee

✓ Distribution of Survey to Department

In Progress
External Analysis

In Progress
Data Collection Internal Analysis

Phase Two October - December

Data Collection Begin
Analysis Theme Generation

In Progress
Sub-Committee Meetings

In Progress
Discussion with Finance and Development; Continued input from Coaches and Department, Discussion with Athletic Council

Phases Three & Four January - May

Analysis Complete / Creation of Draft Plan

Present draft plan to Stakeholder groups

Present draft plan to President and Board of Trustees in February

Revise plan to present to Athletic Council, President and Board of Trustees in April and May

Questions we are asking



1. How can we build understanding and bridge the gap between Academics and Athletics?
2. Would greater investment in athletics benefit the core mission of the university? What would the benefits and costs be?
3. What should our priorities be for funding varsity sports, club sports and intramurals? Should Duke continue to offer 26 varsity sports? If so, what should the priorities for resource allocation be? Should we fully fund all scholarships in every sport?
4. How can we improve the academic experience of student athletes at Duke?

Emerging Themes



- Need to build bridges between Athletics and Academics, and improve the experience of student athletes
- Create a central facilities plan that incorporates the needs of intercollegiate athletics as well as HPER, club sports, and intramurals.
- Need to increase institutional investment in athletics.
- Increase the athletic endowment – enough to eventually fully fund the University's athletic scholarship burden and better cover department operating expenses.
- Devise ways to continue to show a commitment to Duke students and faculty through HPER, clubs, and intramurals. Increase opportunities, upgrade current facilities, and build new ones.
- Elevate football to a level of excellence consistent with the Mission Statement for Athletics.



QUESTIONS?

COMMENTS?

FURTHER THOUGHTS AND SUGGESTIONS:

MGILLESPI@DUKE.EDU

JARED.BLEAK@DUKECE.COM

THANK YOU!