

Duke University

DURHAM
NORTH CAROLINA
27708-0928

ACADEMIC COUNCIL
304 UNION WEST
BOX 90928

phone (919) 684-6447
e-mail acouncil@Duke.edu
fax (919) 681-8606

Minutes of the Regular Meeting of the Academic Council

Thursday, April 18, 2013

Susan Lozier (Chair of the Academic Council/Nicholas School of the Environment):

If I can have your attention please, I will start our meeting. Welcome, everyone, to the April Council meeting. At our last meeting which was on a cold and damp March day, I wondered aloud if and when spring would arrive. Four weeks hence, spring is in full bloom. And what better time for a poem than when spring is in full bloom? The poem I am about to read is one that I first heard from my sixth grade English teacher, Mrs. Hawkins; a poem that I am sure is familiar to many of you, probably since sixth grade. Before I read this poem I want you to know that Mrs. Hawkins taught me all that I ever wanted to know about the science and art of diagramming a sentence. From Mrs. Hawkins I learned that all parts of a sentence had their proper place, and should be tucked in line just so. And so on an April morning, long, long, ago, I was wide-eyed as Mrs. Hawkins introduced her sixth graders to the poet e.e. cummings via this poem:

Spring is like a perhaps hand
(which comes carefully
out of Nowhere) arranging
a window, into which people look (while
people stare
arranging and changing placing
carefully there a strange
thing and a known thing here) and

changing everything carefully

spring is like a perhaps
Hand in a window
(carefully to
and fro moving New and
Old things, while
people stare carefully
moving a perhaps
fraction of flower here placing
an inch of air there) and

without breaking anything.

Happy Spring. And may all of us be as unpredictable as Mrs. Hawkins (laughter).

Approval of Meeting Minutes

On to the business of the day: Our first task is to approve the March 21st meeting minutes.

(Approved by voice vote with no dissent)

Announcements

I have a few announcements before we begin our meeting. On behalf of the faculty, I would like to offer congratulations to the following students who have recently garnered distinction for themselves and for Duke:

Kushal Seetharam and Yaohua Xue were recently named Goldwater Scholars from a field of over 1,100 mathematics, science and engineering students. Both plan to pursue their PhDs: Yaohua in pharmacology and cancer biology and Kushal in electromagnetics and photonics. Jacob Tobia and Patrick Oathout were named Truman Scholars based on their leadership potential, high academic achievement and a commitment to a career in public service and advocacy sectors. Jacob plans to pursue a joint degree in law & public administration, while Patrick will pursue a degree in law and foreign service. And the following students were selected to receive the Duke Faculty Scholar Award. The Faculty Scholar Award was established at Duke in 1974 and is the highest and only Duke award bestowed by the faculty. It is administered by this Council through our Faculty Scholars Award Committee.

Awards this spring were given to four juniors: Daniel Stern (Mathematics) and Katherine Zhang (English). Daniel plans to become a mathematician and pursue his interest in research and teaching; Katherine plans to pursue graduate studies in English while maintaining interests in journalism and activism.

Honorable Mentions were awarded to Madeline McKelway (Economics) and Caitlin Finn (Neuroscience). Madeline plans to work in academia and policymaking and Caitlin plans to conduct research on the mechanisms of neural disorder and function as she pursues a joint MD/PhD. Congratulations to these Faculty Scholars and to all these students on these awards (applause).

I would like to recognize and especially thank the following members of the Academic Council's Faculty Scholars Committee for their time, efforts and thoughtful selection.

Louise Roth (Biology) who served as chair

Chris Dwyer (Pratt School) & a member of this Council

Joel Meyer (Nicholas School) also a member of the Council

Jimmy Roberts (Economics)

Carlos Rojas (Asian & Middle Eastern Studies) & a member of the Council. Thank you all.

Next on the announcement list: the electronic election of ECAC members was kicked out yesterday. All continuing members and all newly-elected members received an electronic ballot and are being asked to vote for three of the following six nominees: Sara Beale (Law School), Preyas Desai (Fuqua School of Business), Kerry Haynie (Political Science and African & African-American Studies), Brenda Nevidjon (School of Nursing), Herman Staats (Pathology), and Don Taylor (Sanford School of Public Policy).

Please cast your votes if you have not already done so. We cannot have representative faculty governance without votes. The new ECAC members will be announced at our May meeting.

Finally, my last announcement is to remind you that our last Council Conversation will be held at our May 9th meeting. This conversation will be moderated by Phil Costanzo, with panelists Sunny Ladd, Dennis Clements and Anthony Kelly. This Council Conversation will focus on the professoriate. There are a number of reasons to attend the May 9th meeting, but this Council Conversation is chief among them.

[*Biannual Faculty Diversity Report*](#)
[*\(click here for report\)*](#)

Our next item of business is the biannual faculty diversity report compiled by Provost Lange and Vice Provost for Faculty Diversity & Development, Nancy Allen. Nancy and Peter, the floor is yours.

Nancy Allen (Vice Provost, Faculty Diversity & Development): Thank you, Susan. It's nice to be here. Almost ten years ago, we successfully completed the Faculty Diversity Strategic Initiative, and started the Faculty Diversity Initiative. I know that well because I was chair of the Council during the time that Peter heard the two task force reports from the Women's Faculty Development Task Force and the Faculty Diversity Task Force. As part of the FDI, Peter agreed to present an update every two years and that is what we are doing today. You received the link for the report with the Academic Council agenda and I hope you have taken the time or will take the time to look at that report. There's quite a bit of data and other information in it that we will not have time to go through today. Peter and I are both grateful for the work of many faculty, administrators and members of committees who have helped to further the efforts related to diversity on the faculty at Duke. In terms of efforts related to Black Faculty Development, the Black Faculty Strategic Initiative concluded in 2003 and Peter will be showing a graph of that progress since 2003. In the Faculty Diversity Initiative we did expand the scope of our efforts to develop a widely diverse community even as we remain committed to black faculty development. We never intended to lessen those commitments and we'll see some of that data today. Also, since we compete with peer institutions for faculty and try to retain our own faculty, we need to maintain strong recruitment and retention efforts. Despite budgetary concerns over the past few years, we consider diversity still to be a very strong aspect of our commitments and keep this as a strategic priority. Also, if you remember President Brodhead's Diversity Initiative was kicked off last year and each unit – departments, schools or institutes – have been asked to set some goals and provide input this spring on their progress on those goals. So Ben Reese and I

will be reviewing those reports for the President and the Provost and other leaders later in the year.

I will move on to the ten-point plan. This was Peter's Ten-Point Plan from ten years ago in the fall of 2003 when we took those two big task force reports and came up with a plan, which was then discussed at Academic Council and agreed upon. We've been following this set of goals since that time. The Faculty Diversity Standing Committee is one that I chair and report to Peter on its activities. The committee meets two to three times a semester, and in the past two years we've spent time analyzing the 2010 Faculty Survey in comparison to peers, and we've discussed issues related to mentoring. Then we did a round of interviews with each of the school deans, and in the report that is linked on the Academic Council website, there is a set of best practices that came out of those meetings with the deans, and I hope you all, as faculty members, will look at that, and take some ownership of some of the ideas, and help your deans know their leaders with those tasks and come up with new ways and share those as time goes on.

Today's report takes care of number two. Exit interview information is helpful as we refine policies and procedures and practices regarding faculty careers in the Arts & Sciences where we have at least a moderate number of people who leave every year for a variety of reasons. Provost Lange has supported Ron Witt who is an emeritus History professor to do those interviews. We have used a modified Johns Hopkins form that the Faculty Diversity Standing Committee looked at in 2004. That's been helpful. In terms of mentoring, Provost Lange, in his annual authorizations to the school deans for hiring every summer, diversity is one of the factors that is highlighted in those authorizations. The deans are responsible for assuring diverse pools of faculty in searches. Jacqueline Looney, who is the Associate Vice Provost for

Academic Diversity, and I have led a series of search committee lunches or breakfasts or other meetings to discuss best practices related to faculty searches on the campus side, and how committees can be proactive, how people can think about implicit bias. There have been a number of other efforts in this regard too, and also committees at least in Arts & Sciences have met with Inderdeep Chatrath from the Office of Institutional Equity to talk about what the compliance issues are, as related to faculty searches.

On the Provost's website, there is a link to a faculty mentoring document so number five is taken care of there, and there are many opportunities that the Provost has to talk about this. All of us in our own schools and departments have those opportunities as well. There's not a single way to do mentoring the best, and each unit has their own plans but I hope that you as faculty members will keep your eye on those efforts, and help make improvements when they're needed. We certainly don't want to bring junior faculty here and not provide them with the support and mentoring about the Duke ways or other ways that will help foster their careers to the best.

Continuing to number six, Provost Lange, in a little bit, will show you the efforts that are ongoing for increasing distinguished chair offerings to women and people of color as time goes on.

Number seven, Peter considers that one of his prime goals to provide leadership and encouragement to the deans related to diversity goals.

Number eight. When we're thinking about pipeline programs, many of the schools have pipeline programs. One pipeline program that we put in place in 2007 is the Provost's post-doctoral program. We have about 45 applications per year, and have spots for two people for a two-year commitment with the idea that those post-docs will go on to faculty positions here or at peer in-

stitutions. If you have Provost post-docs in your areas, please think about them as you are doing your searches. Also, I think we very much appreciate the faculty mentoring and advising time because each applicant has to identify a Duke faculty member who writes a letter of support for them. In terms of funding for grassroots networking, Peter has offered funding to the Faculty Women's Network which has not been very active in the past few years, the Black Faculty Caucus and to other groups that have come to him.

Number ten is probably something that has been exceedingly important, and very helpful over these past ten years, and that's been Peter's pledge to provide funding to enhance strategic hiring of women, and faculty of color in fields where they are underrepresented. Originally, he offered and has kept his commitments to provide one million dollars a year. He then increased that with Making a Difference: A Strategic Plan in 2006 to pledge ten million dollars over five to seven years, and the report details some of the dollar figures for that. At this point I will pass it along to Peter.

Peter Lange (Provost): Thank you Nancy and thank you for all the leadership you provide both for the initiative as a whole and also for just meeting with faculty when they have concerns, and bringing them to me when needed. What I am going to do now is just take you through some data. You've seen some of this data. We have also developed a slightly different way to present some of the data which I think makes clearer both the areas of progress, and the places where we still have challenges. This first slide shows you the trajectory since the Black Faculty Strategic Initiative began in 1993. At that time we had 44 regular-rank black faculty at the University. As of fall 2012 there are now 138 regular-rank black faculty which is up nine since 2009, so you can think of that in the context of the downturn. Although, as you

see, we had a slight inflection down in the last two years. I'm happy to report that this year based on the reports we had from the schools we're anticipating a net increase of five to six black faculty coming through Arts & Sciences, Divinity and Law School. That number might go up. That is a net number because we also have two people leaving. As you also see, this blue line measures the doubling goal which we had in the original Black Faculty Strategic Initiative. As you can see we have remained above that line even after that initiative came to an end in 2003-04. It'll pick up again this year with some fluctuations.

This is the new presentation. Here's a different way of looking at the data that we already showed you. On this chart, you see tenured and tenure-track black faculty. In the left-hand column you see the percentage that those faculty constituted of the faculty as a whole in 1999. The green dot on each column represents percentage of total hires. In this case black faculty represented in the period 1990-1999 until 2012, and then in the third column you see the percentage of faculty that the group constituted in 2012. Everybody follow me? In a way, it's a way of relating it to the base of the beginning, and also how that base might have been affected by the overall patterns. Obviously, if this column were to go down even if the green dot were higher, that would say you had more people leaving than you had arriving. Here, you can see the data from 1999 across the three divisions in Arts & Sciences and here in the Professional Schools. Generally, as you'll see, we've had substantially higher rates of hiring than we had at the beginning of the period which has drawn up the black faculty that constitute a percentage of the total faculty over time. You will see however, down here we have two schools that are not doing as well. That is Nicholas and Fuqua. We are in some serious conversations with both at the moment, and I can come back to that in a little bit.

The next chart shows you the retention rates for black faculty over time. I would warn you the reason we've highlighted Arts & Sciences, is because it's the only row in which the N is large enough that the percentages make any sense. In all the rest, a change of one would make a huge difference. You can see the numbers but the percentages aren't terribly useful. What you'll see overall is the retention rates for black faculty are overall very similar to non-black retention rates in Arts & Sciences. In Arts & Sciences actually the retention rates are higher for blacks than for non-blacks. These retention rates are pretty good. It has often been said, "You may be hiring a lot of black faculty but then are they leaving more often?" The basic answer is no.

Kerry Haynie (Political Science & African & African American Studies): How do you define retention?

Lange: Still here. What Kerry's suggesting is are you saying retention means somebody tried to hire them and you succeeded in keeping them? The difficulty with that is that if we were to actually wait until people actually get an outside offer that would be not a very good strategy. A retention strategy really is best reflected in the numbers that come out at the end, and not at some of those process things. Sometimes you want to anticipate. Truth be told, sometimes you want to let a faculty member go. Those are decisions deans make, and so you can't take that number but you want them to be close in the ballpark. That's what you really want.

The next slide shows you the similar things but for gender. Again left-hand column, red is percentage of women in 1999; right is percentage of women in 2012. Green dot is percentage of women in hires between 1999-2012. Again, you'll see in Arts & Sciences we were hiring at a faster rate than we had at the beginning as the percentage of women

has gone up fairly substantially although obviously there are differences in the level which reflect work to be done as well as challenges related to the number of people going into some of those areas. When you look at the professional schools, what you're going to see again is that we've been doing pretty well but again I would highlight that Fuqua has had some significant issues in the sense that their rate of hiring was not as high, and their total number has been falling. I will tell you that I have had a recent conversation with Dean Boulding in the context of these numbers, and we've gone on to take a number of steps, and to some degree they were not actually aware of what was happening in the dynamic. And that was one of the reasons I had this report, because these reports bring to the surface issues which may in a relatively decentralized environment not always get highlighted.

The other thing I would note about this is that representation of women in leadership positions in the school levels is also increasing. We have obviously made two women deans in the last couple of years: Dean Patton and Dean McClain. We also have a number of Natural Science chairs which I think is an important thing in terms of generating climate for strong hiring. This year our Physics and Evolutionary Anthropology are both chaired by women, and next year so will the chair in Statistical Sciences.

Moving now to the Basic Sciences and to Nursing. You may have noticed that we have reversed the colors. What happens is that in the Nursing School we would actually like more men nurses. So we reversed the colors in order to reflect the priority of that school with respect to this overall goal. Unfortunately the green dot then fell into the blue, so Nursing has got some work to do too, and I'm sure that they would say that they have pool problems too. But in no places do we accept pools as being the appropriate explanation in a place like Duke. It can make

something more of a challenge but then you've got to work through that challenge to succeed the way you want.

Here are the data on retention of women faculty. Same kind of chart I showed you earlier. One contrast, this is data that is different from the one in the report because in the report the data goes back to 1993 and here since everything else was from 1999, we're looking here from 1999. What you'll see is that the overall retention rate for women is very close to that of men. Slightly higher for women at some schools, a little bit lower at other schools. Again, you'll notice it is lowest in Fuqua. This is again the challenge that they face.

Nancy mentioned earlier the issue of distinguished professors. What you see here again is the percentage of distinguished professors in 1999 and 2012 from each division, and the percentage of the number of the distinguished professors named in the intervening period in each of the divisions who were women. You can easily note that there were no women holding distinguished chairs in the Social Sciences and the Natural Sciences, Divinity, Fuqua, Nicholas or Pratt in 1999. It was not a period that we could have taken great pride in these numbers. In 1999 at Duke there were 147 distinguished professors. Today there are 312 but what you will see is that we have very substantially increased the number of female distinguished professors over this period of time. We've also changed the process by the way. In 1999 all distinguished professorships had to be awarded through a committee which reported directly up to the Provost. I could give you various descriptions of how that committee worked but let's just say that the results up to that period are shown here. Subsequently, we had a significant decentralization to have the recommendations for distinguished professorships come up from the schools, and as well as for the university chairs to come up in the schools. I think that has made a substan-

tial difference along with the discussions we've had about the importance of bringing women forward where appropriate. The number of chairs each year ranges from about 13-33. It goes up and down. In 2012, we awarded 10 chairs to women, which was the highest number in the past twelve years, as well as the highest percentage in any given year at almost a third which is about the average women in the faculty as a whole. That was a good year. Every year won't be like that. Some years maybe a little bit higher, some years will be lower.

Here are the data for the Basic Sciences and for the School of Nursing. The School of Nursing had no distinguished professors until very recently when we made a couple of changes working with Dean Gilliss in the processes, and here you can see the data for the other schools.

One of the things that you might be saying is that ok, these numbers are really interesting for the most part. They look pretty positive but how do we compare them with somebody else? Is there a goal? Or at least with our peers? I'm going to show you the data for Arts & Sciences. Remember we have this N problem again. Too few, too negative. But how do we compare in faculty ethnicity with our COFHE peers. The COFHE peers are the private universities that are relatively similar to us. They include for this measurement Brown, Chicago, Columbia, Cornell, Dartmouth, Georgetown, Harvard, Hopkins, MIT, Northwestern, Penn, Princeton, Rice, Rochester, Stanford, WashU and Yale. If that sounded like it was the end of one of those drug commercials on TV, I'd probably even do it faster (laughter). Though the numbers are small, our percentage of black faculty in Arts & Sciences is above the COFHE average at all ranks. It is also that way for Asian faculty and we're somewhat lower in Hispanic faculty. Remember the numbers are small. It wouldn't take much to change these numbers especially in Hispanic faculty. Now, one of the

interesting things and we know that this is happening in admissions as well, is that the number of faculty who refuse to self-identify, just as the number of students who refuse to self-identify, is going up. Overtime, you can count on these numbers becoming increasingly less reliable, and at some point there will be some Provost who will not present these numbers because he/she will not know what in the world they mean. We had one year for instance at the undergraduate level where the number of non-identifiers went up from the normal which is around 350 to 800. We never were able to explain it that year and of course, we had to drop that year out as we were doing statistical comparisons because with 800 non-identifiers you have no idea what all those other numbers actually mean.

I'm going to show you the same thing for gender in the Natural Sciences where this is a particular issue. And as you see, compared with our private peers in AAUDE (Association of American Universities Data Exchange) which is in this COFHE group, we're doing a little better at the assistant and full professor ranks. Obviously we still have a ways to go, and one thing in that regard is that this year Chemistry will hire four women faculty and that is actually really great, wait what happened to the fourth one?...He's a male? (laughter). I thought I told you no males (laughter). Joke! Chronicle wherever you are that's a joke. We'll get sued tomorrow.

Lozier: No, you will (laughter).

Lange: We have three faculty members coming in Chemistry which is really a striking breakthrough. The way this was done was Chemistry coming to the Dean and the Dean then coming to me saying can we make multiple offers. We don't think three will ever come (laughter). Now, some year somebody's going to ask well are they just BS-ing the

Dean and the Provost? They know all three are coming and already asked them but they're just teasing. That's a really good result and helps to push these numbers. Let me just say briefly, future actions, Susan asked me to finish at five after so I'm just about there.

Lozier: Actually four but go ahead.

Lange: After.

Lozier: Go ahead, fine (laughter).

Lange: If you're from Indiana and you say fine that way, it's like so cutting (laughter). Continued emphasis on recruitment and retention is going to be a major push. I've already described to you some places where we're really working hard and we'll be working hard with the schools. We will continue to provide the support for the Provost's post-doctoral program. That program is working very well in promoting people's careers. I don't know if any hires have been made at Duke. We tried to make one but it didn't work out. The point is not just to improve our own success but to advance the careers of the people in the fields in which they have gone. I will say to you that every dean believes that the issue of spousal hiring is the biggest challenge they face in hires. I do not know if there is a sociologist out here, but it would be extremely welcomed if someone could explain why more and more faculty members marry other faculty members. It's gone up. It's a bigger problem today than it was ten years ago. It's a bigger issue than it was ten years ago, and it does in fact represent a very, very serious challenge. We have a number of cases where departments would like to make a minority hire or a women hire and they have a spouse, and we can't make a placement for the spouse within the University. I think Duke is seen as having very progressive work-life policies, and I think that is very

much due to Nancy's leadership, and we will continue to work on those. I know we made some changes this year that I think you all received emails about. Of course, we'll continue to monitor the data, and so with that I will conclude my report for any discussion. Nancy is also a photographer and it is spring (shows photograph).

Questions

Nan Jokerst (Electrical/Computer Engineering & ECAC): In your data Peter, there was a lot of "other" in COFHE. There was 10-11 percent – if you could go back to that slide – and Duke had 0%. So we're actually higher on the white percentages compared to our COFHE peers primarily because of the 10-20% lying in the other COFHE average that isn't included. Why do we have 0% and what is in the other? Is it unidentified?

Lange: I don't know.

Dennis Clements (Pediatrics/Global Health/ECAC): Statistically, you should remove those others if you're going to look at percentages.

Lange: Do you have any idea, David? David Jamieson-Drake worked on a lot of this data with us.

David Jamieson Drake (Director of Institutional Research): I think it's mostly unknown. We have a history of requiring all employees essentially to report race category but I don't know that we do that anymore and that we allow unknown. We did that with students as well but I think other schools were a little ahead of us in dropping that requirement. A lot of people who are two or more or just didn't want to report, just didn't care to say it, began to be allowed to say nothing before we got into that.

Jokerst: Thank you.

Carlos Rojas (Asian & Middle Eastern Studies): As a follow-up, that doesn't explain why at Duke they're all 0, right? Because you said we dropped it.

Lange: Just very recently though.

Jamieson-Drake: Very recently. We dropped it in mid-2000s for students and I'm actually not sure we have dropped it for HR. I'd be surprised if they kind of force people to fill in that blank anymore. I don't know.

Lange: We do ask the question and most people fill it out.

Josh Socolar (Physics/chair-elect): Peter, could you comment on what was learned from the exit interviews?

Lange: Almost nothing of a general nature and that would be consistent with the Faculty Satisfaction Survey as well. You learn much more about individual reasons why people left. Now, some of those people who left did so because they didn't get tenure so that's not always Ron's favorite exit interview. It's generally a hodgepodge of reasons. I left because my spouse got a job somewhere else. We don't see any consistent pattern of unhappiness with Duke. In a sense, the negative answer would be we see absolutely no evidence of any systematic factors of unhappiness with Duke. It's almost always "I really like Duke" or "I like Duke" or "I certainly didn't leave Duke because I didn't like Duke but..." a substantial variety of reasons.

Lozier: Well the unhappy faculty are still here (laughter). I was just trying to find the conclusion since there have to be unhappy faculty somewhere. In the interest of time, I am going to try to move on to our next

presentations, Lee, unless you have a very quick question?

Lee Baker (Dean of Academic Affairs): It is a quick question. The state of North Carolina has more Native Americans than any other state east of the Mississippi; do we not have one Native American faculty?

Lozier: That is a good question.

Lange: I'm not sure, Lee. Let me just say that I don't know what the relationship is between the first part of the question and the second part of the question because how many faculty in this room are from North Carolina? (laughter). Two? Seven? But, whether we have any Native Americans or not, I don't know the answer. It appears not.

Unknown: We have two Provost post-docs who are Native American.

The Academic / Athletics Interface at Duke

Lozier: I actually have a faculty response to the Faculty Diversity Report but I am going to give some of those remarks in May in order to move onto the last item on the agenda which is actually a very big item and that is the overview of Academics & Athletics here at Duke. Before I introduce our first speaker, I have one quick announcement. Tomorrow, there will be an Athletic Council panel discussion on the state and future of college athletics. Jay Bilas, ESPN analyst, Charlie Clotfelter Professor of Economics, Public Policy Studies & Law and also a Council member, and Paul Haagen, Professor of Law, and Abby Johnston, a Duke student-athlete, will serve as panelists. You are all invited to attend. The panel will take place at 3:30 pm in room 4042 of the Law School. I will ask Sandra to

send everybody an email with these details so that you do not have to remember this information.

Back to our programming: No doubt some of us in this room question why athletics plays such a large role on campuses across this country, including this one. Some of us in this room probably question why anyone would ever question the benefit that athletics brings to this campus, yet most of us are likely somewhere in the middle: appreciative of athletics, aware of potential problems, serious in our intent not to let such problems impact our academic mission.

Despite our divergent views on collegiate athletics, however, all of us understand that a student athlete in our class is a student in our class. And that our role as an educator is to support, encourage, teach and inspire that student.

Here then, regardless of the degree to which we root for our Duke teams, is our important point of intersection with the Athletic Department: the support of our student athletes *and* the integrity of our academic mission. Our responsibility, in partnership with the Athletic Department, is to make sure that our academic standards are not sacrificed for a win on the field.

Last spring, Martha Putallaz, Professor of Psychology and Neuroscience and Duke's Faculty Athletics Representative, spoke to this Council about athletic issues on the national stage. This spring, we are taking a more internal focus so that as faculty governance representatives we stay informed about student athletes on this campus, and about how the evolving landscape of collegiate athletics impacts Duke.

To start, in conjunction with the Academic Council's 50th Anniversary this academic year, I have asked the Deputy Director of Duke Athletics, Chris Kennedy, to open our conversation with a retrospective on the athletics/academic interface at Duke. Dr. Kennedy obtained his Ph.D. from Duke in 1979 and

has been a part of the Duke Athletics staff since 1977. He oversees the compliance and academic-support areas and coordinates the department's Title IX efforts. Dr. Kennedy?

Chris Kennedy (Deputy Director, Duke Athletics): Thank you. In the interest of being unpredictable like Mrs. Hawkins, I'm perfectly willing to recite a spring poem. I won't but I commend *Spring and Fall* by Gerard Manley Hopkins to you. I tried not to think too deeply about the fact that I am increasingly asked to provide historical perspective (laughter) as the years go by. And then, I came in today and found that it is called retrospective which I find somehow even more ominous (laughter). My understanding is I only have one hour and a half.

Lozier: Fine! (laughter).

Kennedy: To cram 35 years of experience into that is beyond my ability so I will just mention a few things. First of all, I begin with the disclaimer that this is a highly personal retrospective in the sense that generally my entire professional career has been spent at Duke and in the Duke Department of Athletics. I came here as a graduate student in 1973 but began in Athletics in 1977. To enumerate all the many ways that the department has changed within the larger context of how much the University has changed would take a lot longer, even than an hour and a half. I'll just mention one of two things. In terms of the ways that the University has changed, all you have to do is walk across the quad when classes are changing and look at the students that you see. When I started, I was the first full-time Academic Support Coordinator in the ACC, much less at Duke. When I started here, I knew virtually every black male on campus because there were very few and they were all student athletes. The composition of the student body itself was vastly different than it is today. The sheer size of and

the complexity of this University and the change in those intervening years is reflected as well in the Department of Athletics. It's a much larger, much more complicated and in some ways more sophisticated enterprise than it used to be. But, I was thinking last night to try to come up with something that would sort of illustrate some of the things that have happened, and how much some things have changed. I went down to Charlotte last night with the women's lacrosse team to watch them play Davidson. We got in the bus in the middle of the afternoon and we had a bus driver who got us down there in less than two hours (laughter) so it was a little understandable that the girls were a little bit off their game at the beginning and it took them a while to get going. As I was watching them, I thought back to the beginnings of my time here at Duke in the Department of Athletics and what a different department it was in terms of men and women. The Men's Athletic Department hadn't changed very much since the inception of the University - more or less the same sports, emphasis on football, on basketball as well, same offering of programs. But, when I started, women's programs were essentially clubs. The NCAA was an all-male organization. Women had their own organization, the Athletic...I forget, some women's athletic association, with different rules and different expectations. One of their rules was that women student-athletes were not allowed any supplemental academic support, and I have to say that in all my career that is the only rule that I have knowingly and cheerfully violated repeatedly. Women were assumed into the NCAA in the 1980s. But, I went back as far as I could to look at financial aid records, if you look at the early 1990s even, women student athletes got 9% of athletic financial aid. There were seven women's teams; there were 13 men's teams. Women's participation of percentage was about 22%; 82% male. Their coaches were PE teachers. Many of the men coaches were

PE teachers as well, but theirs were exclusively PE teachers. They had no budget. They only played people that you could get to on a bus. It was a fundamentally different experience. Last night, as I was watching our women's lacrosse team play Davidson, I had a flashback to think of the women who represented Duke as well as they could and with honor in the late 70s and early 80s and these women today and how different their lives are. How different their lives are than the lives of the women back then in the beginning. How much more accomplished they are. How much better their level of training, of coaching, of support is. How much more confident they are. How much more secure they are in this role of being a woman athlete which was not always true. Then we got back, with the game ended and I saw the other side of this. Someone said, "No showers. We're getting back on that bus. We've got to get back to Duke and get to work." They got on the bus, and their laptops and their tablets came out, and there was not a sound all the way back. Very vivid illustration of their attempts to integrate the many sides of their life. This is not, of course, just a Duke phenomenon and Orin Starn can talk much more authoritatively than I can about the impact of Title IX, and societal changes that have brought about this kind of transformation. I would say, in retrospect, there have been many changes and many of them positive, a few perhaps not so salutary. But, I would point to the transformation of women's athletics and the empowering, the confidence-building effect it has on women student athletes as one of the things that we are most proud of over the last 35 years. Tom Butters played a huge role in this and other people have taken up that baton and carried it forward. I'm happy to answer any questions.

Lozier: Anybody have any questions? 35 years' worth of questions you've been holding back? (laughter). Well, we thank you for

that. It was very thoughtful (applause).

Next, we will hear from Dean of Undergraduate Admissions, Christoph Guttentag. Christoph has been with Duke's undergraduate admissions office since 1992 and was named dean in 2005. I have asked him to give you an overview of the admissions process for athletes.

Christoph Guttentag (Dean, Undergraduate Admissions): Chris, you've been here how many years?

Kennedy: 37.

Guttentag: So, I've only been here 21 years so I have to use notes (laughter). The only thing I want to add, just as the father of a 14-year old daughter, is it's important for me. I changed my seats for women's basketball games to sit as close to the court as I could, right under the basket, because I thought it was really important for my daughter to see these women being so physical and being so tough on themselves and on each other and then how they treat each other. I just thought as an example for a young woman growing up in this society that that was something that I wanted her to see, and I wanted her to see up close. It's great to see how that has changed over time.

I came here 21 years ago from the University of Pennsylvania where I had been in the admissions office for 9 years. The University of Pennsylvania, as you may know, takes great pains to remind everybody often that they are in the Ivy League, and I was responsible at that point, with the exception of just a couple of sports, for coordinating the process between the admissions office and the athletic department. When I got here, I was really pleasantly surprised and struck by how much simpler and how much more straightforward the admissions process was for athletes, and how much more holistically we actually were

able to treat student-athlete applicants and the admissions process for athletes. I did not expect that, and in fact, the admissions process for athletes here at Duke is in many ways simpler and more straightforward than you'd find at the Ivies. There are a couple of basic principles that we adhere to in making the admissions decisions for athletes. First, every recruited athlete and every athlete who's admitted has been vetted by the undergraduate admissions office. Before a student is admitted, and often well before a scholarship offer is tendered, each individual coach meets either with me or one of three other members of my staff to discuss each individual student in whom they are interested in recruiting. Nobody is admitted without a specific review ahead of time by the admissions office. While coaches can offer scholarships, they can't offer admission. Only we offer admission. The scholarship offer is in fact most binding on the student, and it is always contingent on the admissions office offering admission. Every student who is at Duke, athlete or not, fills out exactly the same application. The rating system we use is the same for athletes and everybody else. We have made a decision as an institution to be a Division I school that athletic talent is one of many talents that we seek. Athletic talent is one of the factors that we take into account when we're making admissions decisions, but it all comes through admissions. There's no other path to be admitted to Duke as an undergraduate than through the admissions office.

The timing is sometimes different. The timing of when an application is reviewed, the timing of when an admit offer may be made, the timing of when communication occurs with a student is sometimes different because that is often driven by the specifics of each sport and what the decisions that other colleges make and when students need to hear, but the process is the same. Here's essentially how it works: every individual varsity sport at Duke, and I'm only talking

about varsity intercollegiate sports, has a limited number of potential spots in the class available to them. There's a limitation there that is based on characteristics and the needs of each individual sport. If all sports used every spot available to them in a given year, roughly 10% of the class would be comprised of recruited athletes. That hasn't been the case in the 20 years that I have been here. Since 2000, in a freshman class of approximately 1700 -1720 students, that's been roughly the size of the freshman class, we've had between 115-153 incoming students be recruited athletes. So, in this current first year class, its 7%, that's a little on the low side. I was looking at a 2007 study that reported that in the Ivy League the average was about 14% of each entering class, comprising student athletes. In the New England Small College Athletic Conference (NESCAC), some of the typical small liberal arts colleges we're familiar with like Middlebury, 27% of their students participate in varsity athletics and at Amherst it's 32%. We at Duke, in the big scheme of things, for schools of our selectivity and quality, tend to be on the low end.

The way the process works is coaches always start with a long list of recruits that they may be interested in. The coaches narrow down their list based on the information that they receive, based on the recruiting they do, based on their observations of students, and the conversations they have with various people. They then narrow that list down to a group of students that they are interested in, that they think will be interested in them, and whose academic credentials they think will pass muster with us. At that point, the coaches come and talk with us and provide us with the specific academic credentials of the students that they are interested in and then either myself or one of the three people in my office who work with specific teams, either give an okay to further recruit – it's not a commitment to admit, but it's an okay to recruit – or we say, “no, you can no

longer recruit this student” or we seek further information. If everybody thinks there is a good match between the team, the University and the student, then the student can fill out the application and once the application is filled out and submitted, then we can go ahead and make a formal assessment of the student. We try to work with the coaches as well as we can to give them as early a read as possible about who is competitive and who isn't. I'll say that in the time that I've been here, the staff has been very good at working with coaches, and it's absolutely true that over time coaches know to a large degree, whose going to be academically competitive and who isn't. They don't have a great deal of interest in pursuing someone who is not going to be competitive. It's a learning process and really where the most work-up occurs is with new coaches who don't understand the process, but once a coach has been here a couple of years we find there is large degree of agreement in terms of whom they're bringing to us in terms of assessing their candidacy. When we are reading the application of a recruited student athlete, the first question we ask is always “can this student be academically successful at Duke?” At any point, if the answer to that question is “no,” we don't admit that student. There have been cases in every single sport where a coach was interested in a student and the admissions office said “we don't believe that this student is capable of succeeding here,” and that's the end of the story. There's no appeal beyond the admissions office for a decision on any applicant. Once we know that a student is capable of succeeding, that's not the only criterion that we use. In other words, we think about the degree to which they are a good fit for the University and we recognize that some students are stronger students than others. One of the things that's very important to us, is that within athletics, within the teams, that students represent a range of backgrounds, a range of talents, a range of qualifications. We

want students who are going to be comfortable at Duke. We want students who are going to add something to the Duke experience. We want students who are going to contribute to the University, and we want students who are competitive athletes and who are going to help us win championships. We understand that that is one of the values of this institution, and that's one of the values that we support.

There are cases where we will have personal interviews with applicants and with recruits. It's been the practice since I've been here, that the Director or the Dean of Admissions interviews all men's and women's basketball recruits. It's a heavy burden but I bear it. I personally interview about half of the football recruits. Other members of my staff interview recruited students as necessary. It's always interesting, it's always valuable, and it's always worth doing. As we think about various things moving forward, and as Duke attracts stronger and stronger students academically, we want to make sure that the academic performance of all undergraduates, including student athletes, keeps pace. We've changed the way we think about the number of spots that are available to teams in terms of looking not at year by year but total number of students that are recruited athletes in the student body. We are working with coaches to encourage them and to give them little benefits, the degree to which they are able to bring to Duke recruited athletes with particularly strong academic credentials. So, we're thinking about those things. We're looking at the diversity of student athletes as well. We're pretty comfortable where we are, and we're pretty comfortable about the direction that we're going, and there's always more work to be done. But that's a quick overview. If you'd like, I'd be happy to answer questions now or wait to the end.

Questions

Tolly Boatwright (Classical Studies): I'm not quite clear when you say recruited athletes, are these people who are being offered money?

Guttentag: Thank you. That's a good question. Different sports can offer different amounts of scholarships and there are funding issues and rules within the NCAA about scholarship funding. Not all recruited athletes receive scholarships. Not all receive full scholarships. As far as we're concerned, whether a student receives a scholarship or not is not our concern. In other words, we know how many spots each sport has and the decision about how much of a scholarship to offer a particular student is really the decision of the coach, not us. So there's a category of recruited athlete and how scholarships fit into that is a little bit separate. But, not all sports give scholarships to all students.

Academic Support for Student Athletes

Lozier: I will now call Lee Baker, Dean for Academic Affairs for Arts & Sciences and Brad Berndt, Associate Athletics Director, to discuss the academic support that Duke provides for our students.

Lee Baker (Dean, Academic Affairs and Associate Vice Provost for Undergraduate Education): Good afternoon. It's a pleasure to address what is a slim part of my portfolio, but nevertheless an important aspect of my role as Dean of Academic Affairs and Associate Vice Provost for Undergraduate Education. Working with all students, when Christoph hands over each class to the requisite deans we have both an obligation and a responsibility to ensure that those students sort of get out of Duke successfully. We do

that in a range of different mechanisms, particularly with our first generation students and with our high financial need students, we have particular programs in place to make sure that they succeed at Duke. In some respects, athletics and these recruited athletes are no different. We've set up some programs to ensure their success and I will show you a handful of slides where we are extraordinarily successful with our student athletes in terms of graduation success rates, GPAs and the like. Part of that success comes from a real true partnership with the Department of Athletics. We have developed a number of different aspects to make sure our student athletes are successful. One is developing teams of support. Support on the athletic side, support on the academic side. I think Brad and I are on the phone and talking, emailing to make sure that there is never any irregularities, but to also make sure that each student has a really enriching pathway of education. We also have a dedicated academic dean, Alyssa Perz-Edwards, who is the academic dean for all of our athletes, so that's sort of a one stop shop. I should say for first and second year students, once they declare their majors they have the regular deans for their majors. But, the first two years for any students are the most vulnerable years, so we really focus on the first and second year experience. We also have, and this is on the athletic side, tremendous facilities. Kevin White talks about facilities, but it's not always just the football stadium or the fields; it's the academic facilities which are second to none. The Michael W. Krzyzewski Center is actually spectacular. Student athletes can go up there; they police it; they are there together. It's always quiet. They have break out rooms for tutors. And, it's just an amazing facility. They've got Rhodes Scholars on one side, and Academic All-Americans on the other side, so that it makes our student athletes really feel that academics is a priority. We've also developed Writing 70, which is a writing course

that is for students that may need some additional help to be successful in Writing 100. If you haven't been keeping up with renumbering that was the former Writing 20 course (laughter), which is the course every student in Pratt and Trinity take one time during their first year. Some athletes that are here over the summer—so these are literally athletes that a couple weeks ago graduated from high school—practicing and are here anyway, we enroll them in this particular class to get them thinking academically and get them ready for that culture of college, if you will. Now we utilize our early alert in academic intervention, but we do this for all students. This is nothing different, but we really pinpoint that success in the first year for our student athletes. I also wanted to share this, a chart I'm actually quite proud of that is reflective of the success of our students. This is our early alert for our revenue sports for first year students and you get an early alert if you have either two D's or one F and that's during midterms and finals. So these are actual and for the last 5 or 6 years, we've had zero F's or two D's for our first year college athletes. I mean for me that is pretty spectacular and something that we really work on. There are stories involved like are our students not risking enough? But I think bottom line, they are not getting F's or two D's in any one semester. Part of my job as well, and this is again working closely with Brad, is sort of mitigating any type of irregularities or any type of risk. You can imagine, you've seen what happened with Carolina, any sort of academic irregularities, is something that we really keep an eye on. We do it behind the scenes a lot, again analyzing particular data. One thing I was kind of nervous about, or worried about, were independent studies because we don't track those very carefully with all of our students. So, we looked at them to see are athletes taking independent studies more than our normal students. So this is in the graduating class of 2011-2012

and indeed, our athletes are underrepresented in independent studies. Now, independent studies are a high impact learning practice. We want students to engage in this, but we also just wanted to take a look. And what we do every semester is we run a report looking at who has taken multiple independent studies with the same instructor because we thought that would be a red flag. Well come to find out, they are neuroscience majors, or they are doing independent research, or they are writing a senior thesis, but we look every semester just to sort of confirm. We look at GPA; we look at the individual students doing this. Brad says "oh yes, they are writing a senior thesis and we've been pleased with the outcomes of that." We've also developed an academic oversight or working group committee. As part of the Athletic Council, we have an academic subcommittee, which we report out every year, but many of those faculty members are not in the trenches. So, we've developed a committee of people from the writing program, the languages program, academic resource program, as well as Brad's staff in terms of athletic academic support group and we meet a couple times a semester, just to make sure we're all on the same page - something as simple as paying tutors the same, so that my office pays tutors the same as athletics and there is no sort of inconsistency. I don't know, Brad, if you want to share a little bit more about the oversight committee as that was your vision and you put that together.

Brad Berndt (Associate Athletics Director): I think it was just a way to track what we're doing, make sure we have oversight like Lee said and make sure that anything that might come up that would show anything at all that wasn't kosher would be looked at very carefully. To have input from all the stakeholders was really critical. One of the things at Duke, and it's really unprecedented for those folks in this room, the coop-

eration and collaboration when we start with a student with Christoph and move into our area, with Lee and myself and the support areas. That cooperation or collaboration and the desire of all three groups to make sure that the students are getting an education and not just a degree and there's a huge difference. Academic engagement is really what we're after. The degree, that's our expectation at a minimum. So I think the oversight committee has really gone well.

Baker: The last thing we do is we actually run a list on every single class that has 50% or more athletes in it and take a look at that and just make sure it's all squaring, that there are no irregularities. In some cases we call the professor. Sometimes it's just a math class in the morning. Right? Because athletes are up, they're at practice. They've got to take that class. So, we're really trying to stay on top of that and it's an interesting aspect but we're pretty vigilant on this. In terms of overall success, this is another slide that we're actually quite proud of. In terms of our peers, in the ACC, for twenty years running I think we've lead the number of athletes, and this is all athletes, in what we call the ACC honor roll and I believe this is a 3.0 or higher for the year. But, this, perhaps, is the slide I'm most proud of. When we talk about peer institutions, this isn't bad company to keep with regards to graduation success rates. I don't see Stanford at all on here (laughter). It's good advising, it's academic support. These students they get in, and they get out with a Duke degree and like I said for all of our students once Christoph hands them off and we admit them, we have a responsibility to ensure that they graduate successfully and have an enriching experience. There's plenty of other data that we share. Athletes don't do senior thesis at the same rate as regular students, but they do service learning more. I mean that's a high impact learning activity that we are also engaged in. We really try to

monitor. We try to make sure that they have as good of an enriching academic experience at Duke University as we can. I think it is because of a good partnership. Thank you. We'll take questions.

Questions

Brenda Nevidjon (School of Nursing): Do you also follow the students who leave early to go with professional teams and whether they come back and complete their degrees? In other words, in the off season, do they come back and finish a degree?

Baker: So the graduation success rate does not capture those because if you transfer in good standing or go pro in good standing that's not part of these percentages, but we have developed an opportunity for students to come back over summer and take courses. They don't have to go through the full readmissions process. Some students do; some students don't.

Joshua Socolar (Physics/chair-elect): I'm not sure who this is a question for exactly, but in Peter's presentation, I don't think the athletics department appeared in any of the statistics and I'm wondering what the profile of the department looks like in terms of gender and minority leadership.

Lozier: Peter's report was the Faculty Diversity Report. Is that the one you're talking about? I don't know if there are faculty lines in the Athletics Department.

Socolar: No, I understand it wasn't supposed to be part of that report. I'm just wondering what the situation is...

Lozier: Do you mean in sports? The athletes themselves?

Socolar: In the Athletic Department...

Speaker: Are these staff or students?

Socolar: Oh, staff! Staff.

Lozier: Oh, you mean the staff and coaches?

Socolar: Staff and leadership, yes.

President Brodhead (President): During the time that Kevin White has been Athletic Director, it has been very, very noticeable the addition of women and minorities to the high administration of the University. We have a variety of positions, the first African American coach was named in Wrestling I believe this year. But if we were to think of your senior athletic directors, it's something you can review with the athletic director, who has commented on it very positively.

Lozier: We can get those numbers...

Baker: It's actually a model for me of our organizations that even Arts & Sciences looks to the department as a model for diversity. And Kevin won a Sammy Award for that, just this year.

Current Issues in Athletics on the National Front

Lozier: I'm going to move on because Kevin is actually teaching a class this evening at Fuqua and I promised to get him out of here in time at least to meet the second part of that class. But if there are questions afterwards, I think Lee and Brad will still be here. I do now want to call on Duke's Vice-President and Director of Athletics, Kevin White. Dr. White has agreed to talk to us on current issues regarding college athletics on the national front and how these might impact Duke. Dr. White came to Duke in 2008 from Notre Dame and also serves as an Adjunct Professor of Business Administration.

Kevin White (Vice President & Director of Athletics): Folks, I hope you can hear me if I stand here. I know our time is tight and I'm going to give you a thin overview in terms of challenges and opportunities and I've done it before with this group but it's been a couple years. And, by the way, they haven't changed a great deal, but I can revisit where we kind of line up as an institution and what's really going on nationally. Then I'm hoping we have some time to interact on some of the conference realignment. I can't even imagine the questions you may or may not have, so I would love to perhaps address them. Let me just say this, I was thinking as I was coming over with Chris and Brad and Mitch from Athletics, this is like the greatest time of the year for me and I suspect it's pretty much the same way for everybody in the room. I have the opportunity at this moment to visit with all our captains. It's something now, I'm in my fifth year at Duke, and I never thought about doing it prior to Duke. I don't know why it hit me, "why don't I ask the user group what they think?" So, this is my fifth year and I have now visited—I checked the numbers, as I was leaving the office—I visited with 45 of our 66 captains, representing 620 kids in the 26 sports. Next week I will get to most of them and it seems that I get about 90-95% of them every year and I learn a ton. I was telling Susan not long ago, one of the things that I really love about the student-athlete population, and that's who I primarily represent, not to mention as well as campus rec, intramural/club sports, physical education, the golf course and some other things, but everyday I'm around those student-athletes a lot. First of all, I want to tell you, they absolutely love the place and if you visit with them for 30 minutes per, as I do, you walk away just spellbound how much they love Duke. They have great affection for Duke. Secondly, I think they have a proprietary interest in the place that I've not experienced before and

I've been at some really pretty good institutions. I've been really blessed, and the kids here feel like they own the place and they own the program. They feel like they are part of an Olympic Village. They've got this intimate thing going on in their team and then they are part of this Olympic Village and then they feel like they are part of big Duke, which isn't all that big—6,200 undergrads. But, the thing that I think I really need to tell you is that they love the faculty interaction at the institution. And, they talk about it as a partnership and I've heard some others up here use that syntax here in presentations. Student athletes see it as a partnership and quite frankly they're pretty darn good consumers and they're talking to other student-athletes at other places—friends from high school or whatever—that are not having those same kind of experiences at other institutions. They love the faculty, and it's pretty amazing. I wish you would've had the opportunity over these last five years to have that kind of discourse, to have that kind of interaction with these kids. They absolutely love the place, they feel they own it and they really love their interaction with the faculty. So, the partnership quite frankly is working and I think the empirical data we've seen suggests that it's working. Let me say, challenges and opportunities and I could spend a long time and bore you to tears, but let me just say a couple of things. The biggest challenge, I think, is balance: the appropriate balance between athletics and academics. There's a lot of places where it's just broken and not working. We are in a really strong position. We're really unique and it's been that way a long time. Quite frankly, Chris Kennedy started our academic student athlete advisory program 37 years ago. But, Chris has done a great job setting the tone here at Duke and we are the model. Often times, when I go to national meetings, colleagues are asking me "How does it work so effectively at Duke?" and it just has. I think we've got some histori-

cal context, but more importantly we've got some numbers to stand behind that we should really be proud of. The second biggest challenge is compliance. I could spend a whole afternoon talking about college athletics compliance. When I don't sleep at night, it's typically because of compliance. I'm a worry-wart and I got great advice early on in Southbend, by the then COO of Coca-Cola for 35 years as he said as it related to NCAA compliance—his name is Don Keough—he said to me “Kevin, stay nervous.” And I am still pretty nervous. It takes a hundred years to create a reputation and an image and a nanosecond to destroy it. The rule book today, and Chris oversaw this part of athletics as well for all of this time, the rule book today is about 500 pages. There's about 4500 rules and by the way they change and get reinterpreted all the time. It's a very big part of our business to make sure that we protect the image and reputation of all parties. The third challenge is the economic challenge. There are 122 institutions playing at the highest level. That's the level that we're engaged in and used to be called the BCS level. Right now, we're without even a codification; we don't even know what the heck we're calling this thing now in this most recent iteration. But of the 122 schools, there are 22 that are cash flowing. 100 of the 122 are subsidized by some gimmicky form of finance. We can spend a lot of time talking about that, but that's what's going on. And, schools in one breath are hemorrhaging athletically and in the same breath, they are investing like they've never invested before because intercollegiate athletics is being widely recognized as an institutional advancement tool within higher education. And, I haven't worked at a school yet, as I told the Duke Board most recently, that isn't upwardly mobile or isn't aspirational. And if I may, when I was at the University of Maine many decades ago, every day we talked about being that private Ivy Vermont and I almost felt like we were wear-

ing Vermont t-shirts. As I transitioned from Maine, I went to Tulane and every day, all day we talked about being Brown. How the heck do we become Brown? Then I go to Arizona State and all I heard about was the four magic letters of higher education: UCLA (laughter). We've got to become UCLA. And, I go to Southbend and every day we talked about how we have to have an undergraduate program, not unlike Princeton, but on Saturday we need to play football like Ohio State (laughter). And then, I had the great fortune to be invited to Duke and I will tell you I hear a lot about this little school in Palo Alto (laughter) and some of you must hear about that same place, but the point is, athletics is hemorrhaging in one breath and investing like never before in another breath. We're in that place and we're part of that 122 and it is challenging. The other side of the ledger and I'm going to do it quickly so we can get to some Q&A, the student athlete experience, that's the whole thing. That's the reason I meet with the captains. I learn a lot about what we do well, what we don't do so well, and maybe some other things that they think about and they see within a department that perhaps I don't see. Kids today are great consumers. I've said it already and I mean they are really good consumers. They talk to other kids that have options and when you talk to that population again, you learn a lot, but we're in the referral business and if we're not delivering the experience we marketed we're going to pay for it at some point. And that would hold true, I think, for Christoph and the general population as well, we better deliver what we market. We go into the living room and then have them make the official visit to Durham and say trust us, you're going to have a great experience. You're going to compete at the highest level academically and athletically, we better set them up for that experience, or the next generation won't be quite as talented, I can tell you that. Second best opportunity is the workforce. We've

got about 250 people. That sounds like a lot of people and it is a lot of people. That's on intercollegiate athletics, that's campus recreation, intramurals, club sports, physical education where what are teaching 75 activity credit courses, the golf course and the whole thing. But those people really need to feel engaged and part of the program because they are all involved in student athlete recruitment, they are all involved in development, they are all involved in promoting Duke University quite frankly. So that's the second best opportunity that I think we have, is to keep them engaged and feel like they are part of the enterprise. The third one is politics. You know, this is one I can spend a lot of time on. I have a huge interest in this area, and I teach it over in Fuqua, but I can just tell you, the constituencies that are involved in athletics are endless. We went on a whiteboard not long ago with a bunch of colleagues and identified 45 at a minimum that we were actually managing messages for. Intercollegiate athletics is a highly politicized activity and just to be proactive I think is really important for a place like Duke. By the way, we want people to do athletics the way we do it. We really don't want to do it the way everybody else is doing it, so we've got to be leaders. We can't be followers, and I think we need to be politically skilled. Resource acquisition is the fourth best opportunity and it's not just about fundraising. It's about putting all the resources together, maximizing all the resources so it's kind of commensurate with the expectation. If you undercapitalize a business, a non-profit or anything else, it typically fails. There's time if you can catch lightning in a bottle, but it's not sustainable and so we work really hard, not just in terms of fundraising and not just traditional income, but renegotiating contracts, getting the value out of everything that we're involved with so that we can better put our student athletes in a position to provide that experience we promised in their living room. It ac-

tually goes back to that. Last one, facilities. At Duke I like to tell people, we're pretty conservative. Now if I took you on a campus tour of Palo Alto, Evanston, Nashville, Southbend you would see that we are pretty darn conservative. But at the same time, we're aspirational and I think Duke Forward has given us an opportunity to catch up on some of those fronts. There are some things that are priceless that we have. Cameron Indoor is priceless and we have some other pieces that are really well done, not unlike the Krzyzewski Center that Lee spoke about a few moments ago. We've got some really good jewels, some really good pieces, but we need more and I think through the campaign, we're going to get to a place where we can do some of that. With that, I'm right at 5:00 and you were promised you'd be out of here by 5:15. I have 15 minutes for questions (laughter).

Lozier: I wonder if you could though speak to the conference realigning because I know a number of faculty are very interested in that. Can you just talk about the impact of conference realignment on our student athletes?

White: I'd be glad to. Let me talk about it generally, then come back to student athletes. You know, there's a—I told this to the board not long ago—there's a great book and Charlie and I spoke about it not long ago, it's called "Sports in America." It was written by James Mitchner, the great historian, in 1972 and he prognosticated all this crazy stuff was going to occur and it has. It's absolutely amazing and he doesn't use business terms, but he pretty much suggests and I'm badly paraphrasing for him, but it's kind of compression-state economics. It's advertising more resources across fewer units. There was one time there were 32 conferences in Division I, all kind of created equal, then all of sudden, we woke up and there were 6 and they were called the BCS conferences and now the Big East is kind of gone away. Now,

there are 5 and now there are people talking about at some point there will be 4. There's a lot of activity but it's all predicated on the fact that we're trying to advertise more resources across fewer units and more people want the television platforms. Quite frankly, I suspect I'll have some people in here that would have a hard time getting into this place, but I think it really does go back, at least to some degree, to institutional upward mobility. Some places are just dying for more TV, more resources, bigger, faster, stronger at the expense of the enterprise. I'm very concerned about it and I'd like to think I'm a traditionalist. I've done this 31 years as an administrator and I coached for nine years before that. I think I got it; I think I understand it. At the same time, I'm not going to say an awful lot in here. I wish this was about two or three days from now. I'm highly optimistic that we're finding a way to slow it down, maybe even arrest it, stay tuned. So that's where I stop on that. As for the student-athlete, we're the only conference now in the country that's in one time zone that plays at the highest level (laughter). I mean that's amazing. I thought about that today. All the other major conferences are in multiple time zones. Our footprint hasn't been expanded to a great degree, I mean we're going to go to Pittsburg and Syracuse now and Louisville but we were going to Boston. But the impact on the student-athlete, everything we do impacts them and by the way, they tell us that and by the way, they should. So, I worry about it.

Questions

Orin Starn (Cultural Anthropology): Two specific questions. One is about football and it seems like we're in a moment where the science is radically changing about football a bit like it did about tobacco 30 or 40 years ago, in that it's becoming pretty clear with the research on CTE and brain injury that playing football is hazardous to your health. When

you think about, these superfast athletic bodies colliding into one another, I'm not sure human bodies were meant to play Division 1 or NFL football. So my question is, are we going to keep playing football? Some people have said, like cigarette packages football helmets should now have a "playing football can kill you" label on them. I imagine we're not going to drop football, but I would like to know if there have been any conversations about this. Second of all, money, commercialization of college sports, things that Charlie Clotfelter has written very well about, there's so much to say about that, but you mentioned the issues of costs and one of the things that Charlie documents, is the way coaches salaries' have skyrocketed compared to other people in universities. And, I just read in USA Today, that Coach K made 7 million dollars in 2010. More power to Coach K, but I wonder if you can reflect upon, and I don't mean to personalize it as about him, I'm asking in general, we pay a lot of money to football assistant coaches and to Coach Cutcliffe. I personally feel like it's really weird to be in a place, where the basketball coach makes 7 or 8 times more than the most excellent University President and I think that says something about the priorities and the way things are working that might be cause for reflection. But, my question is really quite a specific one, coaches' salaries and what your thoughts are about that?

White: Two thoughts. In regards to football, I think that everybody that's involved in contact athletics is immensely concerned about the concussion issues. I don't know if we need to modify techniques to our play. I don't know in regards to the rules, certainly some combination within isn't above reproach. I mean I think everybody is genuinely concerned about the future of football generally which certainly would encompass college football. We have a couple people at Duke who are involved nationally on this topic. Jeff

Bytowski actually is a member of the national committee taking a good hard look at what the future might hold or should hold, etc. I'm not going to tell you it isn't going to at some point, severely modify the game and change the game. I don't think it will eliminate the game, at least I don't think it will. I could be wrong. But college football at this point is at risk. I don't think there's any question about that. Question two, compensation is market driven and that's such a cliché but it flat out is. You've got in Mike K one of the most unique commodities on the planet and I know we weren't going to personalize it but I almost have to. There isn't anybody quite like Mike. He's one of a kind in terms of accomplishment and connection to Duke. Now that doesn't, in itself, tell you that the market should be realigned to accommodate Mike or anybody, but I can tell you there are other coaches that are making a ridiculous amount of money as well, a very large amount of money. At Duke, I would tell you this, we're pretty transparent - our compensation and all our resources are pretty much out there. At other institutions, I can tell you there are direct payments to parties that don't go through the institution and so those numbers that you see aren't as consistent as you might think they are. They are not apples to apples. It's a very difficult conversation, but is it market driven? Absolutely. Do we have somebody that's clearly one of a kind running our basketball program for now 37 years? That's without exception.

Ed Balleisen (History): So a couple of questions. One would be whether the department has a plan for its role in the University's goal to become carbon neutral and how with all of the travel—yes it's one time zone—but it's still several thousand miles from top to bottom. The other would be, related to this notion of Duke playing a leadership role in finding the right balance. It seems like seasons just get longer and longer and I'm not just

thinking about football or basketball but also women's golf or men's tennis which doesn't seem to have an end to the season. Are we looking at data about long term impacts on health?

White: There are sports specific groups looking at length of season and I would suspect that at some point here that in the not too distant future they will get shorter rather than longer. That seems to be a pretty significant interest area, so that's the answer to that question.

Lozier: But we can maybe ask Brad or Lee. We can also get that data if you're actually interested.

White: Yes, we could easily. But there's another side to that and I wish I had more time. The other side to that is that student athletes want to play. They want to practice. By the way if we don't have them engaged in off season with athletic trainers, they're going to do it on their own. And so when you talk to the student athletes, they don't want shorter, they want more coverage, they want more infrastructure, and they want it to actually go in the other direction. But there are costs associated with that, so when you got bean counters like me, who worry about balancing the budget, I like shorter. It's a bit of a contrast. You had another question?

Lozier: Carbon footprint.

White: Yes. We actually have somebody working on that and yes, we are jumping into that within the department. Gerald Harrison is taking that on for intercollegiate athletics. We have about 17 venues. I mean, we have 3500 people just in the Wilson Center, another 1200-1300 people in the Brodie beyond athletics, so there's a lot going on and we're absolutely jumping into that.

Kathy Franz (Chemistry/ECAC): Just thinking about risks, one thing we've heard a lot about is the use of performance enhancing drugs. NCAA policies are all over the place about that. Just a general question: what is our approach to that?

White: We drug test and in fact Brad oversees it, and I might defer to Brad in a second but the NCAA requires us to test at every championship and more times than not, quite frankly, Duke has tested. And I love the fact that we test. It's a relief to me and we do random tests here within the department and I think we've got a pretty effective program.

Berndt: NCAA was in here this morning, tested a sample of our student athletes, and we test about 9-10 times a year, about 35 students per time. We've got a random testing program and we've got a probable cause testing program. We test for street drugs, performance enhancing drugs, so it's a pretty comprehensive drug test.

Lozier: I'm going to wrap this up at this point. I want to thank Dr. White and also Dr. Kennedy, Brad Berndt, Lee Baker and Christop Guttentag for their presentations today (applause). I do also want to say that I've been very appreciative of the athletics department's willingness to give information these past couple years.

I will now call our meeting into Executive Session for our last agenda item. All those who are not members of the faculty, I kindly ask you to leave our meeting.

[Executive Session for the purpose of considering Honorary Degrees for 2014]