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Minutes of the Regular Meeting of the Academic Council

Thursday, April 21, 2005, 3:30 – 4:54 PM

The minutes of the March 24, 2005, Academic Council meeting were approved by voice vote, without dissent.

Announcements

Nancy Allen (Medicine, Chair of the Council): Welcome to the April meeting of the Academic Council. April every year is the seating of the “new Council.” In the spring we have elections for two-year terms to the Council and to fill any vacancies. Just before this meeting I oriented, if that’s possible, about 15 or so new Council members and we welcome all of you...

I’ll remind those of you who have been on the Council before, and let the new folks know, that if you do wish to speak during the meeting, please do identify yourself with your **name and school or department** so that we have that for the record.

We keep a recording of the meeting which is transcribed verbatim, if possible. Then our Faculty Secretary, John Staddon, puts that into English so that it can be read and understood. Sometimes the verbatim record doesn’t make as much sense as those of us who speak would like...I also note that we welcome faculty members who are not members of the Council to be here for items of interest. We have a handout with the Council meeting agenda calendar for the coming academic year and a roster of Council members on the chair up front.

Book Drive: We have information about the book drive that most have you received letters or e-mails about and that will take place from May 2-13. This is a book drive coordinated by Sucheta Mazumdar to provide textbooks and other books of benefit to victims of the tsunami in Sri Lanka. If you need more information about that, we can provide information to you directly from the Academic Council office. This drive has support from President Brodhead, who wrote a letter, by the Library and by many groups on campus. Particularly needed are textbooks or basic scholarly books, paper or hardcover in broad areas of medicine, civil/mechanical/electrical or environmental engineering, all aspects of the sciences, primary texts in English and American Literature, classic or modern, primary political texts, biographies, constitutional studies, social science texts and world European and American history and women’s studies. Just about anything all of us spend our lives thinking about. They are not looking for trade books nor for volumes of questionable intellectual quality (I’ll let you be the judge of that!). Or books which are physically much damaged. There will be posters around to say where you can take donated books. I think almost every department has a location where you can bring these books. As President Brodhead pointed out in his letter, if 1,000 of us each provide 10 books then that’s the 10,000 volumes that we’d like.

Faculty Survey: I’ll also note that most of you will have received an e-mail about the faculty survey which is now on-line. I won’t ask for a show of hands by those of you who have already done your survey, but please sometime in the next few weeks try to respond so as to provide good information to the leadership about current climate and areas for improvement that we can work on over the coming years...Peter, did you want to make an announcement now?

Provost Lange: There’s a time when the Council can ask questions of the President or the

Provost and the last few sessions that's happened. But today because there was no question, I was feeling a certain separation anxiety. So I thought I would make an announcement — which gives me great pleasure. As you know, we have been putting a great deal of emphasis on faculty diversity, faculty development, in the last couple of years. We've been doing a lot more work on mentoring. We've been giving more training sessions with faculty chairs and of course we've been concentrating a lot on faculty diversity and new faculty-diversity initiatives. As we've been doing that, the amount of work to be done has increased a great deal. We of course want to assure that our commitments in those areas are actually followed up and are done well. I have had an enormous good fortune moving this work ahead in that Nancy Allen has agreed to be the Special Assistant to the Provost for Faculty Diversity and Faculty Development, at about 1/3 time for the next year. I'm most pleased that she has agreed to do that. (clapping)

Nancy Allen: Thank you. That wasn't on the agenda, but much appreciated and I look forward to doing this, Peter, after my — what is it? 3-year sabbatical — that I thought was coming? [the Provost offered no response to this challenge.]

The next order of business is to read into the record names of candidates for honorary degrees....[At which point non-faculty members left the room and the Council went into Executive Session, after which...].

David Jamieson-Drake (Director of Institutional Research) reported the number of faculty members who had by this time completed the on-line faculty climate survey: 660, a 27% response rate after four days.

Nancy Allen [stimulating the faculty's competitive juices]: David, what was MIT's response rate?

Jamieson-Drake: Seventy.

Nancy Allen : 70% — so we need one of those large United-Way-Campaign-type thermometers. Do you want to put one up in front of the Allen Building?

Jamieson-Drake: If Tallman says it's OK, sure.

Nancy Allen : I thought it might complement the architecture.

A voice: That would be tacky! Be serious! We should raffle a Mustang... (laughter).

David Jamieson-Drake: I'll send you one by e-mail every morning.

Nancy Allen: OK, I will get an update every morning, so if anyone wants to know...

Election of Faculty Secretary

Nancy Allen: The primary responsibility of the Faculty Secretary is to provide the minutes for these meetings. The Faculty Secretary also serves on the Executive Committee. ECAC wishes to thank John Staddon for the minutes he has provided this past year. We have learned that John is willing to continue in this post should he be reelected. You have received in your packets that were mailed last week brief biographical information about Professor Staddon with your agendas. At this point I will ask: are any nominations from the floor for candidates for this position? We do need to know that the individual has agreed to nomination. Hearing none, I offer the name of John Staddon as Faculty Secretary for the coming academic year and ask all of those in favor to signify by saying aye. John can close his ears. Any opposed. He can close them again. It passes unanimously and congratulations John and thank you. Your photography skills are excellent also.

Election of New Executive Committee Members

Allen: The next item on the agenda is the election of 3 new members to the Executive Committee. Before I proceed I would like to acknowledge the ECAC members who will complete their terms this spring. First, Fritz Mayer in Public Policy, who has also served as the vice chair of this Council, for which I am grateful. Ann Marie Pendergast in Pharmacology and

Cancer Biology and Joshua Socolar in Physics. I'd like to ask for a round of applause for their many contributions. (clapping)

For those of you who are new, I will say that the Executive Committee meets about 3 hours once a week, plus we have many e-mail exchanges during work hours and even outside of what people would consider reasonable work hours. This is an important group which acts as a committee on committees. It interacts with the Provost, the Executive Vice President and the President, each once a month, at least — and with the Chancellor for Health Affairs, the Dean of the School of Medicine and many other administrators. We hear the preliminary committee reports prior to their presentation at Council meetings, to be sure that they are at least semi-appropriate. It is a task that takes considerable time and thought and energy and we are grateful for members' service.

For today's election we have called on Professors John Board and Mary Fulkerson to act as tellers. They will distribute and collect the ballots. When the ballots are counted I will announce the winners later in the meeting probably without the benefit of any color of smoke. (laughter)

You've received with your agendas a brief description of each of these candidates, nominated in a manner consistent with Academic Council bylaws. Those bylaws say that ECAC should prepare a ballot with two nominees for each position and circulate that ballot in advance of this meeting. I will read the names of the candidates and ask each of you to stand when I read your name. Garnett Kelsoe (Immunology), Sally Kornbluth (Pharmacology & Cancer Biology), Michael Cuffe (Cardiology/Medicine), Elizabeth Livingston (Obstetrics & Gynecology), Margie McElroy (Economics) and Ken Spenner (Sociology and Psychology: Social & Health Sciences). The ballots show the pairs, so just vote for one in each pair. We ask that only active Council members vote.

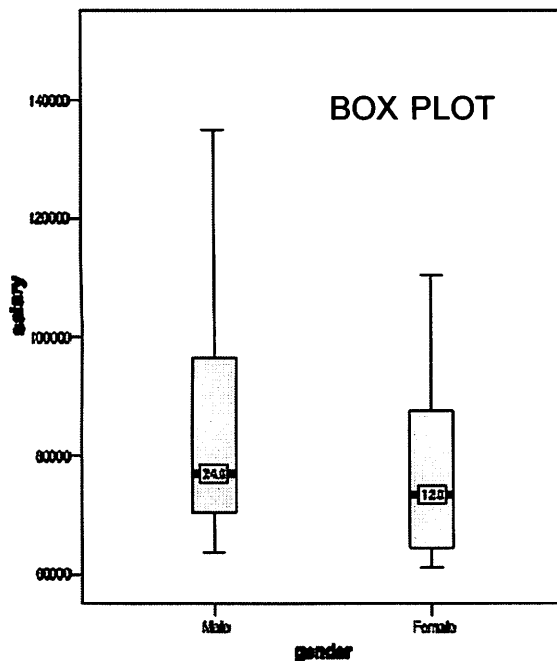
The continuing members of ECAC will be Paul Haagen (Law), Chair, Julie Edell Britton (Fuqua), Linda Franzoni (Mechanical Engineering) and Laurie Shannon (English). And I thank as well my continuing colleagues who have one more year of service.

Report of the Faculty Compensation Committee

Allen: The next item on the agenda is to hear from Michael Lavine, who chairs the Faculty Compensation Committee. Michael is in the Institute for Statistics and Decision Sciences and every two years we hear the results of a salary-equity report and study which are performed through the Provost's office, with a huge amount of help from David Jamieson-Drake, our institutional research guru. I want to thank at this time all the members of the Faculty Compensation Committee and if any of you are here as I read your name please raise your hand: Anne Allison (Cultural Anthropology), Shahnaz Sultan (Medicine/Gastroenterology), Chris Conover (Center for Health Policy), Henry Grabowski (Economics), Jeff Krolik (Electrical and Computer Engineering), Ken Knoerr (Nicholas School), Arie Lewin (Fuqua), Margie McElroy (Economics), Will Mitchell (Fuqua), Kevin Schulman (Medicine), Rochelle Schwartz-Bloom (Pharmacology and Cancer Biology) and Larry Zelenak (Law). I now call on Michael to provide the information from the salary equity study.

Michael Lavine (Institute for Statistics and Decision Sciences): This is a study that is done every other year on equity in salary. This biennium we have an extra thing to show you. I'm going to start with salary... Let me try to tell you briefly what we do. There is a study of salary which is supposed to be adjusted for which department you are in, what rank you are — full, associate, assistant professor — whether you are a chair of a department or a distinguished chair and how long you've been in your rank and finally your sex or your race. What we here care about are the last two of those — there are reasons to care about the others, but that's not what I'm here to tell you about.

There are two ways that we look at this. One is pictorially, and those are the *box plots*, and one is by a regression and that's numerical. I'll show you the results of each. But first let me explain what a box plot is. For each division, social sciences, natural sciences, etc., for each rank, and then for each comparison we want to do, male/female or caucasian/minority, we make a box plot that looks like this (slide).



Allen: You might point out that medicine means *Basic Science*.

Lavine: Medicine means basic science not clinical. [Lavine then described what a box plot is.] There is a little box there on the left for men and a little box on the right for women and there is a dark line through the middle of the box. That's the median salary for those people. The title at the top of the pages says Arts and Sciences, Associate Professors of Social Science. Those are the groups we're looking at. You can see those dark lines: those are the median salaries for male and female associate professors of social sciences. And the gray box extends from the 25th percentile to the 75th per-

centile, so the box shows the middle 50% of salary. Then there are some whiskers that extend above and below the box. Those whiskers show almost everybody else. (There's a technical definition for what *almost everybody else* is. But exact definition isn't important.) There may be a few outlying people above or below those whiskers and the number of those people is indicated in the text below the box.

I'm not expecting you to digest all these boxes right now. I'm showing you this to explain how we go about looking up the data. This is one way. I'll show you another one of these. Here we have Assistant Professors of the Humanities by caucasians and minorities: the same kind of picture. There is a dark line across the middle for median salaries. There is a box that shows the middle 50% and that's the story. So we will get a lot of these and we try to see whether there are differences between men and women and differences between whites and minorities. By the way, I'll take questions as we go along if you have them.

Question: Did you disaggregate minorities at all ... Is there a difference (inaudible)?

Lavine: Yes, we do and I haven't brought any of those pictures, but the answer is yes.

Sunny Ladd (Public Policy Studies): Just for clarification, there are no controls in the analysis, this is just the raw data?

Salary =	standard for the rank
×	adjustment for years in rank
×	adjustment for chair
×	adjustment for department
×	adjustment for sex
×	adjustment for race
×	other effects

Lavine: This is the raw data and this is one way we look at it. Then we look at the data in another way, which is a *regression analysis*. A regression analysis looks like this. We write down a mathematical model that says a person's salary is a product of a bunch of things. The things are: some baseline salary for whatever rank that is and then there are adjustments for all these other things (how long you have been in the rank, whether you are a distinguished chair or a department chair, there's an adjustment for different departments)

and finally there are adjustments for sex and race. So the question is this: if those multipliers for sex and race are close to one, that is saying that men and women, blacks and whites are getting approximately the same salaries. If those multipliers for sex and race are not close to one then they're not getting the same salaries.

John Staddon (Psychology and Brain Sciences/ECAC): Michael, there is probably a very simple answer to this: What is the reason the regression equation is multiplicative rather than additive?

Lavine: Yes and no. The reason is that this has been the standard way it has been done over the years. It is also a standard thing to do with salary data which looks skewed to the right¹. I can't tell you that this is the one right way to do it and that an additive model is not a good way to do it. I can't tell you that. But I can tell you that this is reasonable.

So now I'm going to show you what these multipliers are for sex and race. You can see how close they are to one, that's the answer.

Question: Could you explain this? I don't understand how I'm supposed to read this.

Lavine: Ok I'll explain it. For full professors: on average, when you adjust for all those other factors, men have salaries that are 1.3% lower than women's salaries and whites have salaries that are about 1/2% higher than minority salaries, and so forth.

Question: What about distinguished chairs?

Lavine: Well, I didn't happen to bring that, but do you remember David?

David Jamieson-Drake: Let's see, my recollection, I can tell you in dollars, but I'm probably not supposed to.

Lavine: I can tell you if you come to my office where I do have the information.

[There followed a somewhat confused discussion with the following outcome:]

Lavine: . There's big table that has a lot of numbers in it that says "full professors." At the bottom of that table there is line that says *distinctio*, which is David's code word for distinction (i.e., distinguished professors). It's on the 2nd page of those coefficients. And the coefficient is .288 which says that all other things considered, people who have distinguished chairs have salaries that are about 29% higher than other people's salaries.

[There followed an inaudible question to do with cohorts and minorities.]

Lavine: Because all I'm showing here are the coefficients that have to do with race and sex. I'm not showing the effects of different departments or the effects of distinguished chairs.

Rich Schmalbeck (Law): But they want to know the effects of sex within the distinguished professorship cohort.

Sunny Ladd: Did you ever add an interaction term for sex: interacting gender and distinguished professor?

Lavine: No, we didn't add interaction terms between gender and distinguished professor.

Ladd: Could we ask you to go back and do that?

Lavine: Sure, you can ask. Yes, I'll do it. I just want to be clear. Are you asking the question: Is the difference between men and women the same for *undistinguished* professors — (laughing) or are you asking the question: Are distinguished professors all men and therefore what might be an apparent sex effect is being obscured by not adjusting for that? Is that the question?

Ladd: Yes

Lavine: It is true that the ranks of full, associate and assistant professors have different proportions of men and women in them. I would like to address that question in just a minute. So, I'd like to ask you to hold off on that question until I present the rest of the report.

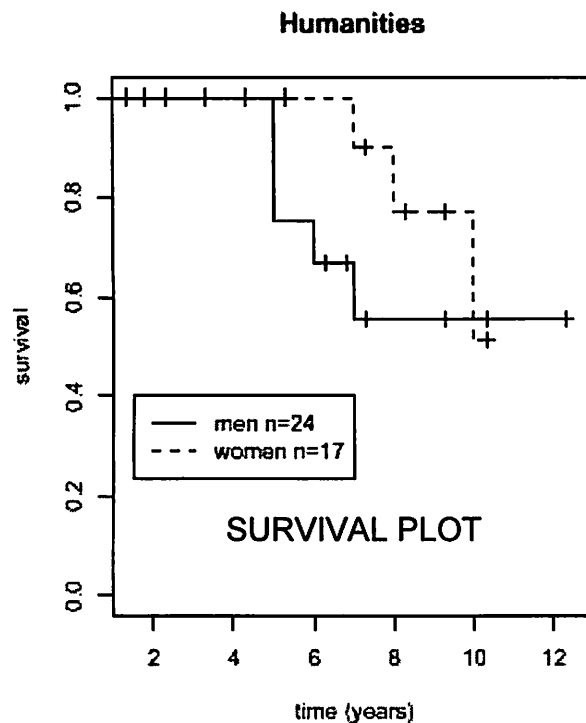
Here comes the new part that we haven't done in the past. I wanted to ask this question:

¹ Suggesting a log-normal, hence multiplicative, error distribution.

are there differences in promotion, in how long it takes you to be promoted? Are there differ-

ences by sex and race? This is the first time we have asked this question. I've looked at promotions from associate to full professor and that's all I'm prepared to show you today. And again we look at this with a graph and we look at it with a numerical analysis. I'll show you both.

Here's the graph: these are *survival curves* and I understand not everyone knows what they are, so let me explain. First of all, survival analysis comes from statistical analysis of medical data where patients are enrolled in medical trials and they are given some treatment and then we see how long they survive. In medical trials, survival is good. I'm using that same method of analysis, but here we're saying the treatment is promotion to associate professor. *Death* is promotion to full professor. So what we're seeing is how much time you spend from the time you become associate professor until you die and become a full professor. So survival in this situation not



good, but bad.

Now on each one of these plots there are two lines and the black line is for men and the dotted line is for women. What it shows on the horizontal axis is the number of years since promotion to associate professor. And starting in the left hand corner of one of these plots, I see that the height of the line is 1. That is 100%. So 100% of the people who were promoted to associate professor, nothing has happened to them yet. None of them have died, let's say in the first year. But as time goes on I see that line falls. The height of that line shows me what proportion of them are still associate professor.

Let me give you a particular example: if you look right here, the height of this line is around .3 which says that 8 years after becoming associate professor, 30% of those people are still associate professors. The dashed lines are typically above the solid lines. That means that women are surviving longer than men. Or, to put it another way, men get promoted to full professor *faster*. (Pointing to another graph:) The solid lines are for caucasians, dashed lines are for minorities. By the way I did not disaggregate here, because there are not enough people to make much sense out of disaggregated analysis. Anyway, the picture here is that minorities are being promoted to full professor *faster* than caucasians. These results — both comparing men and women, and comparing whites and minorities — these results are fairly consistent across the 4 divisions that we're looking at here.

Barry Myers (Biomedical Engineering): How do you deal with people who neither get promoted nor stay?

Lavine: For some people who are promoted to associate professor, we don't know when they were promoted to full professor. There are two reasons for that: one is they may have left Duke, by retiring or going to another university, or they still may be associate professor and we just know if they will ever become full professor. Those people are shown as little tick marks on these plots. So, for example, this person right here is someone who was associate professor for 12 years and then we don't know anything more about that person. Either that person was pro-

moted to associate professor 12 years ago and we have followed that person the whole rest of the time or that person was promoted to associate professor sometime in ancient history, was an associate professor at Duke for 12 years and then left. That's what the tick marks are. The drops in the curves represent people who were promoted to full professor.

Mariano Garcia-Blanco (Molecular Genetics and Microbiology): Particularly in those data for minorities, are the differences statistically significant? I mean could the jumps be just one person?

Lavine: Those are two different questions. Some of the jumps are one person and the data are statistically significant in the case of minorities.

Dona Chikaraishi (Neurobiology): How do you define minorities? Are they under represented minorities or everyone who is not caucasian?

Lavine: They are either African American, Hispanic or Asian.

Lavine: So, for example, this drop right here where you can see the curve goes from 50% to 0% that means that all of the associate professors who made it to 8 years were then promoted. This curve doesn't show you whether that's one person, or two people or three people. However many it was, they were all promoted at 8 years.

[Several detailed questions on the graphs followed.]

Susan Lozier (Nicholas School): Is there an equal proportion of men and women in the caucasian and non caucasian groups?

Lavine: I don't know

Lozier: Because there was such a disparity before with the male and female...survivor data...caucasian and non-caucasian.

Lavine: I don't know. When I do the quantitative analysis it's factored in, but I don't know what the answer is for this pictorial...

Josh Socolar (Physics/ECAC): Michael you said that the differences between the dashed and the solid pair of bars is statistically significant. Do I understand you to be saying that the previous one's sex differences were not statistically significant?

Lavine: Yes. Did everyone hear that? (No) He was asking whether the differences between men and women are statistically significant. The answer is no. Let me try to phrase this quantitatively. In analyses like this often when we analyze data like this quantitatively we often think in terms of a *hazard rate*. Here's what that is. Let's say we look at a group of people who have been promoted to associate professor 7 years ago and they are still associate professor. Of all those people, what proportion of them will be promoted to full professor in the next year, say, or the next little bit of time? That proportion is called the hazard rate. Of course that terminology comes from medicine where it's your chance of dying. So, the way that I analyze these data is that I made a statistical model for hazard rate and I tried to see: What is the hazard rate of women compared to the hazard rate of men? What is the hazard rate of minorities compared to the hazard rate for whites? The answer is approximately this: the hazard rate for women is approximately half the hazard rate for men. The hazard rate for minorities is approximately twice the hazard rate for whites. Now the question of statistical significance gets at how accurately can I estimate that. The answer is from these data I cannot estimate that very accurately. In other words, when I look at the male-female data it's possible that the differences we're seeing are just arising by chance. That's a plausible explanation of the differences we're seeing. I'm not saying they are arising by chance; I'm saying that differences of that size and similar size can plausibly arise by chance. But whether they are or not that's not a statistical question. That's not a question that can be answered by looking at these data.

Provost Lange: Michael has described the data from the standpoint from our investigation of general patterns, right? But those data are made up of individual cases and one of the things that we administratively are interested in, is whether there are individual cases that are being

identified through these studies who deserve further scrutiny to see whether the salaries are inequitably or unfairly low by gender. The individual involved could be a man or a woman. (These data are studied only for administrative purposes — since we're not sharing these data with Michael they would not be shared with faculty. They are seen only by a very restricted group, within the Provost's office.) What we do, is ask David Jamieson-Drake to identify cases which fall one standard deviation below the expected salary for their group.

I then go and look, with the dean of the relevant unit, at each and every one of those cases to see whether there are or are not reasons why they have fallen out of the study as being one standard deviation or more below the expected salary for their group. The fact is that there are some people who are that low, but when you go and look at the case you fully understand why they are that low. But then there are other individuals who are that low, where you cannot understand why they are that low.

What I mean by "look at the cases" is that we look at what have they been teaching, what is their research productivity, etc. If there are cases like this (more than one standard deviation below) that we identify as requiring further attention, then the dean will use the salary process in that school to rectify the overly low salary over some period of time. Not always in one year, because budgets are limited; but within a year or two, the dean rectifies through his or her normal salary mechanism, the salary which has been identified as being low.

I want to stress that that is true for both men and women. In fact, if I recall this year, the cases of men who fell into that category were almost as frequent as the cases of women. Now you might say of course they were not proportionally as many because there are many more men on our faculty than there are women. Nonetheless, we did rectify cases of both men and women and we do that every other year. So that is what happens at an operational level with these data. The study Michael reported on provides us with a general picture of whether our overall structure seems in general to be promoting salary equity across gender and racial categories. OK., but obviously there could be individual cases and those we deal with through administrative intervention.

Sunny Ladd (Public Policy Studies): Two questions, Peter. When you make that adjustment that you just talked about, what happens to the salary pool for the department...

Lange: Actually we take it out of every other...no! (laughter) What happens to the salary pool is that all your deans in one way or another retain a pool money out of all the total amount that is allocated for salary in any year for extraordinary circumstances...so it would come out of that money. It does not come out of the chair's pool.

Ladd: And I just have one other follow-up question. I'm always unclear on how leaves are counted. I noticed in this analysis there was no adjustment for leaves. But what's the standard policy? If somebody goes on leave does their salary go up at the same rate as everybody else's, go up at a lower rate, a higher rate? Is it uniform across this university or separate by department or what happens?

Nancy Allen: Does it depend on whether we want them to come back or not?

Lange: They have to come back. The salary recommendations go from the chairs in Arts and Sciences or in the schools through the deans and then I review all the salaries as part of the budget process. Generally leaves will count in the same way as regular time: it depends on what work happens during the leave. If you have a great book that comes out while you are on leave your chair and your dean are going to take that into account. So I don't think you can make any generalized statement about how leaves effect salary.

Susan Roth (Office of the Dean of Faculty): [Asked a question about the consequences of the fact that there are many more male than female distinguished professors.]

Lange: There was a case like that ... I think it was that male assistant professors in the social sciences were paid significantly higher. So we looked and tried to understand that anom-

aly. I had a hypothesis about what the driver was. It was this: Economics as a field pays significantly higher than any of the other social-science fields. Economics is a heavily male field and so the combination in that case explained the finding. Now what you would not want to do is reverse the causation: to say that Economics is a highly paid field because there are more males — which you might do in other areas, but not in that one, because Economics is paid higher than any other Social Science field across the country. Then, as Susan said, there's still an issue of why Economics is a heavily male field at Duke or elsewhere, but that is a separate issue.

Susan Roth: The final thing I want to say is about time-to-promotion from Associate to Full. I don't recall the exact numbers in the context of the women, but we did find a difference and so it is something that is an important thing to discuss whether or not the statistical significance is such that there is enough evidence about why this might in fact be an area of concern.

Lange: A very important thing for understanding our academic culture is that one of the ways you get promoted from associate professor to full professor is to *ask*, to press; and one of the other things that we know (I would say in multiple, anecdotal ways, OK; that is, not systematically, but in multiple anecdotes), particularly in certain fields — and even I believe more generally across the university — is that women ask to be promoted less frequently and less forcefully than their male colleagues. That just means if we want to correct what would be an inequity, it requires administrative intervention or cultural change within the community on the campus to rectify that situation. We still have to make appropriate judgements about whether people should be promoted or not when they ask. But it should not be diffidence that creates a systematic difference...

Susan Roth: [Commented on self promotion...]

Barbara Shaw (Chemistry): I recall a study from about ten years ago...and it was very clear from the study that there was a penalty for being at Duke and that that penalty was something like \$2,000/year, or maybe \$1,500, for staying at Duke. I was wondering if the committee had looked at this at all or intends to look at this, because at least in a lot of the departments I'm aware of, newly hired individuals Duke come in at much higher salaries.

Lange: It's not a penalty for staying at Duke. I think the question that's being asked is do you suffer... or let's put it another way. (laughter): Is there a salary inequity between those recently recruited from the outside and/or those who have received outside offers, and those who have had neither of those things? I don't have systematic data on that but we do occasionally look anecdotally at it. But the policy response to that question, is not quite as easy as it might appear. Certainly the absence of an outside offer may be due to a person's self effacement, but it also may be due to the fact that he or she is not attractive in the academic marketplace as others. So, based on the criteria we use for determining salaries, you cannot immediately draw the conclusion that those who got outside offers at higher salaries necessarily have those salaries for unjust reasons.

With respect to coming in from the outside, the market operates there as well. And I'm not sure exactly what policies we should alter. But obviously we want our successful faculty to be paid well and to be paid in a fair way. And obviously the thing we need to look at is the kind of thing I described to you about the policy studies and then look at individual cases on a regular basis — which is what we are doing.

ECAC Election Results

Nancy Allen: Thank you Michael and thanks to your committee for their work. I thank David Jamieson-Drake, the Provost for his comments, and all of you for your questions today. I do wish to announce the winners of the Executive Committee election. If you wish to stay a moment [President Brodhead made move to leave...]. And again I thank all of you who were willing to have your names on this ballot. The Council today has elected **Sally Kornbluth**

(Pharmacology and Cancer Biology), **Elizabeth Livingston** (Obstetrics and Gynecology), and **Margie McElroy** (Economics).

NCAA Certification

The last item on the agenda is to hear from the Vice President for Student Affairs Larry Moneta about the process for NCAA Certification which, involves a self-study followed by certification. Larry will give us a brief update about the process today and he has agreed to come back on May 12 to our next meeting to share additional information about the subcommittee work.

Larry Moneta (Vice President for Student Affairs): Due our timing it's probably useful for this to be in two parts. Originally, a month ago, when I asked for the opportunity to present to you, I had full confidence that we would actually provide all the reports. Those of you who may have worked with the NCAA on any activity will understand that given the choice between quality and quantity, quantity tends to win out, so these reports have turned into more extensive tomes than we might have imagined. And we're still compiling the last of the data. I have to admit that we did promise you that all these reports would be mounted on a website and, given that I didn't hear from anyone that they couldn't get the reports since they are not available yet, I'm going to trust that I didn't put any of you out who were intending to spend last week reading them all. Just Linda who did check them all. We had every reason to believe that by the end of next week or early the following week at the latest all of the reports will be on the website. We will be broadcasting quite widely the availability of the site. One of the key intentions of the certification process is transparency in the analysis of the reports.

Very quickly, the NCAA requires that every member institution be certified every 10 years. This is a process that began in the early 90's. Duke has already gone through its certification once, 10 years ago. You will be pleased to know that there were almost no findings in the report 10 years ago that required any alterations. There were some technical adjustments, in committee structures and in some of the ways in which materials were documented, but essentially a clean slate — and Duke received full certification.

So now we're approaching this certification process with the assumption that they are unlikely to uncover dramatic failings of any sort. But there is another important reason for doing this. Not only do we satisfy the NCAA's requirement for certification, but the process also allows us to take some time to reflect internally on our athletics program. And the report will provide some great opportunities for that to happen. There are 3 committees, 2 of the chairs are here. Dr. Judith Ruderman is chairing the Academic Integrity Committee. Academic Integrity unlike the role of academic integrity as she manages it on the campus generally, really speaks more to graduation rates, essentially looking at athletic progress — the progress of our athletes in relation to students in general — to insure that our students are essentially performing in their academic obligations at or near the same level of performance as all of our students. There is a lot of information that relates to that.

Dr. Kathleen Smith is chairing the Governance and Rules compliance which looks at the extent to which everything from initial contact with recruits to their initial process of achieving eligibility, retaining eligibility, coaches' performance in their recruiting process: essentially verifying that all of the activities are consistent with the 20,000-30,000-page NCAA manual (or at least it feels like 20,000 or 30,000 pages at times!). Those two reports are essentially complete. We're just doing some final editing. We'll have those available on the website very soon.

The third committee is Equity and Student-Athlete Welfare that Sue Wasiolek is chairing. That's what we're still cranking the most. And that's the committee that has the obligation to generate most of the data when we're looking at race and gender issues — obviously compliance with Title IX, looking at the distinctions among athletes of color vs. white athletes, looking at the

relationship against the entire student body. As I said all the data will be public. That's one of the expectations and obligations of the certification process. As I saw in this last presentation, many of you will want to go through the data in detail. There are voluminous tables and charts that will all be available to you. We will also be going public in a sense with the website, which will provide an opportunity for individuals to comment. We'll be collecting all that information. It's a bit of a timing issue; it's just the way the NCAA schedule worked out.

Our report has to be submitted in July so it means a lot of this effort and the conversation occurs with a poor window for access to a number of people we'd like. But the site visit by the outside reviewers, which is also part of this process, doesn't happen until next November. So, to the extent that we want to talk as a community more about what the findings are, we will have an opportunity to do that. And as I said, as for NCAA reporting purposes, we'll actually have less to focus on than what we need for an internal conversation. And there will be ample opportunity for that conversation.

So right now the game plan is get all the reports up, get a message to you that they are up and that the website is live, give an opportunity for those of you who want to go through them in detail to do so. At the May meeting, the 3 committee chairs will make brief presentations and we'll summarize the findings for those of you who chose not to read the many pages and then have hopefully some opportunity for question and answer and reflection. And then we'll have additional open opportunities through the next few weeks and then again in the Fall preceeding the site visit by our outside review team. Thank you.

Nancy Allen: Thank you Larry and thank you Kathleen and Judith for being here. Perhaps next month there will be some questions for you all. If I hear nothing in the way of new business we will go ahead and adjourn. Thank you.

The meeting adjourned at 4:54 PM.

Respectfully submitted



John Staddon
Faculty Secretary,
April 30, 2005