

**Outline of Remarks on Measuring Attitudes and Behaviors**  
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- Franklin & Marshall – “Concerted Approach” to Integration – in the spirit of Bro and Steve’s comments from last evening (integration must be approached from all perspectives).
- Three Phases of Integration Process:
  1. Putting the issue on the table.
  2. Setting up the College to address the issue of integration.
  3. Taking a broad approach to working through the issue – touching all areas of the College.

I will discuss each in turn.

1. Putting the issue of athletics and recreation on the table:
  - During my first year as President, we launched a strategic planning process. I began this process by publishing a paper that shared my reactions so far and my vision for the future. Regarding athletics, I wrote: “I believe that athletics and recreation play a central role in the life of a residential liberal arts college. While we are here for academics, well-managed athletic and recreational offerings help round out the experiences of our students in many ways...each of these is readily translatable to all other aspects of our students’ lives.”
  - I hastened to add, however, my sense that: “Many of our faculty and administrators view athletics as superfluous...I think this deserves an open discussion...that focuses instead on what athletics and recreation has to do with the purpose and life of a liberal arts college...I would like this conversation to shed light on whether and how athletics and recreation programs might help move Franklin & Marshall closer to our aspiration of being recognized as one of the country’s finest liberal arts colleges.”

2. Setting up the College to address the issue:

- Governance
  - Faculty Committee on Athletics and Recreation
  - Student Athlete Advisory Committee
  - Trustee Committee on Quality of Campus Life
  - Diplomat Athletic Club
- Organization
  - Dean of the College created, reporting to Provost and President, which takes Athletics as a direct report.
  - Recruited Tim Downes from Cal Tech as our new Athletic Director. (Tim's search was chaired by a faculty member.)
  - Invested heavily in Institutional Research
- Process
  - Strategic Plan
  - Operating Plan/Annual Budget
  - Campus Master Plan
  - Capital Budget

Examples:

- Developed mission statement for Athletics and Recreation

“The athletic program at Franklin & Marshall promotes liberal learning in the fullest sense by complementing the academic mission of the College.”

“Through our participation in athletics, we grow in respect for others as we develop responsibility, integrity, perseverance, industry and the ideals of sportsmanship. At the same time, responsibility to the community and the academic program requires that all participants adhere to the highest standards of personal and civic behavior.”
- Process used for developing mission statement was led by a faculty committee
- Consultation with all key groups
- Will be presented and discussed at full faculty meeting this fall
- Will then be fully integrated into College's strategic plan, operating plan, annual operating budget, and capital budget.

3. Taking a broad approach to working through issue of integration: 7 areas
- Faculty outreach
    - “Faculty Coach” – select faculty member as adjunct to coaching staff (Princeton, Wesleyan).
    - Official Visit – prospective student–athletes will have significant 1:1 encounter with faculty member during visit.
    - Senior/Faculty Advisor Recognition Day – faculty relationship highlighted.
    - Working with Educational Policy Committee to establish policies regarding schedule conflicts between academic and athletic activities.
  
  - Admissions
    - Structured communication process
    - Use prospective student-athletes GPA, class rank, SATs as communication device. Set clear institutional standards for admissibility; create transparency.
    - Official visit program.
  
  - Student-Athlete Representation
    - Orientation – new program (funded by NCAA) to better involve all campus constituencies in orientation of student-athletes and to better define what it means to be a D-3 student athlete (Code of Conduct). Target fall student-athletes who arrive 1-2 weeks prior to orientation.
    - Data Collection – analysis of academic data of student-athletes vs. non student-athletes in:
      - Admissions
      - Financial aid
      - GPA
      - Graduation rates
      - Participation in academic disciplines
      - Campus involvement
  
    - Recognition – telling the story of academic and personal achievements of student-athletes
      - diaries
      - profiles
      - honor societies for academic achievement

- Human Resources
  - Evaluation – restructure process – place greater emphasis on coaches’ interpersonal and community relations; academic performance of each program – based on jointly established performance goals (GPA, community service, campus involvement)
  - Professional Development – emphasis on creating opportunities for coaches to be involved in campus life
  - Hire more full-time coaches – multi-year staffing plan to move all part-time coaching positions to fulltime employees
    - focus on positions that pair coaching with other administrative jobs outside of athletics
    - better integrate coaches into life of the college
  
- Enhancing Social Environment
  - Implementation of College House System – intramural sports/wellness as key component
  - Greater support for club sports/recreation/wellness as exciting social alternatives to alcohol-based parties
    - lit playing fields to support late night recreation activities
  - More meeting places to promote serendipitous interaction among faculty, students, staff (coaches)
    - Buchanan Room
    - Coffee shop/Bookstore
    - Outdoor spaces/chairs
  
- Physical development of campus
  - Involve Athletic & Recreation Department in all campus planning activities
  
- National leadership in D-3 Reform
  - Fry – NCAA President’s Council, CSP
  - Caniglia – CSP Tech. Adv. Committee
  - Downes – Recent Chair of NCAA Membership Committee
  - Epps – NCAA Management Council

\* One Final Phase

How do we measure and evaluate progress on our integration initiatives?

1. Put the infrastructure in place
2. Need to develop a process to ensure that our “behaviors match our attitudes”
  - Are we really doing what we say we’re doing?

Amy will address this facet of integration.