KELLY MARCOLINI: Good afternoon, everyone. Thank you, again, for joining us today for the ACC's of Duke Athletics Panel. My name is Kelly Marcolini from the Duke Alumni Development Office.

And so I wanted to thank you again. Just a few housekeeping items before we get started. First thing, we'll be recording and sharing this presentation with the Duke Law Alumni after the week is over. And so if you've missed anything or want to review, you'll be able to do so. Please remember to mute your microphone when you are not speaking.

If you have any technical challenges, something that may help is by turning off your video. And that will help with the connectivity for your enjoyment. Oh, excuse me, there's also the Chat feature on the side. And if you have any problems, our Duke Law Alumni inbox will be posted in there that you can always email us, and we can help you as best as we possibly can.

If you're dropped off at any time, you'll be able to click that same link and log right back and without being put into the waiting room. And remember, once we get to questions, hold those to the end. And we will have the Raise Your hands feature available. And I will call on those that have their hands raised once our speakers are done with their introductions.

All right, so we have-- Heather Ryan is going to start us off. A background on her, she is the associate director of Athletics of Academic Services and senior woman administrator. She started at Duke Athletics in 2005 and was promoted to this new role in June of this past summer, as she was previously the executive director of academics support. She is the sport administrator of volleyball and women's lacrosse. And today, she's going to be addressing the demands of student athletes from classes, practice, training, travel, and competition.

And I'll do a quick introduction for our other two panelists that you will hear from later. We have Coach Will Stevens. He's the associate director of Sports Performance and the head basketball sports performance coach. He started at Duke in 1998 and has been with the men's basketball program ever since then.

Some highlights of Coach Will's career, he has coached 42 NBA players-- 32 of those were first round draft picks-- and 21 WNBA players. And 11 of those for first round draft picks. And he is going to talk to us more about his experience with coaching a little basketball superstar that we've heard of named Zion Williamson.

And Todd Mesibov is the senior associate director of Athletics and Compliance. He has been at Duke since 2006 and is a Michigan law graduate. We won't hold that against him.

He is making sure Duke Athletics is staying compliant in all areas. And he is a sport administrator of softball. And he is going to be talking to us about NIL legislation and the
impacts on the college campus. And that's enough for me. Heather, we would love to hear from you now.

HEATHER RYAN: Great. Well, thank you very much for having all of us. And I'm very honored to be asked to be a part of this. As Kelly mentioned, I'm the associate athletic director for academics.

I've been working in college athletic academic support for over 20 years. And I've been at Duke for 15. So I thought a lot of times when we talk about student athletes, it's very common to hear, like, oh, they have so much on their plate, or there's so much time demand. And I think people understand that there's a lot that a student athlete has in terms of time commitment, but I thought maybe today it would be it would be interesting to share a little more practical example of some of what a day in the life of a student athlete might look like.

Just checking, can you guys this? Yes. So I got up, and I downloaded-- this is a schedule for one of our freshman football players. So we use a system called Teamworks. And just a little bit about that, that's our calendar system that everybody that has-- that touches football-- and it's within the athletic department, but I'm not talking specifically about football. That's our scheduling software.

So when a student athlete, they download it on their phone, they can pull up their schedule at anytime. They're going to see the same schedule that I do. And I can put appointments, tutoring appointments, mentoring appointments in there. They'll get a message that they have a new appointment. They can pull it up and look at it.

They can also add appointments. Coaches can add appointments. It's just a central way of knowing what everyone's schedules like and keeping communication open. It's also very helpful if somebody gets hurt or someone has to change the schedule that we can make adjustments quickly and communicate effectively with everyone.

So I pulled the schedule up today. And as I was looking at it just now, I realize this is their biweek. So they actually don't have a game this weekend. So this schedule is a little bit lighter than it would be, but you'll get the idea.

So usually they practice Tuesday, Wednesday, Thursday, Friday in the morning. You'll see on here this is-- they just practiced. This week they practice Thursday, Friday, Saturday, Sunday. Anything in blue, outlined in dark blue, is academically related.

So we have homezoom, which is our corny version of homeroom for our freshmen, where they can get their schedules set for the week. And they can plan out their weeks and just a refresher of the weekend and make sure they focus. We have AP, which is our Academic Enhancement Program, which is study hall, fancy study hall. And you can see the student has AP three times a week with Danny, one of our coordinators.

He also has a tutor down here on Thursdays. And he's got a mentor on Wednesday afternoons. So anything in blue, in dark blue, is academics. Anything in green is actual class attendance.
So this student is taking education, music, African-American studies, and economics classes. And so those are the times he will attend class. And then anything in-- I'm going to call this gold-- is practice, football related.

You can see that COVID testing is on there. They get tested every day. And then their practice, their meetings, and snacks, all of that will be on there every day. And then Sunday, for some reason, is light blue. I don't know why we changed that, but this is their Sunday schedule as well.

And so you can see, there's not a lot of time. This guy gets a little bit of a break on Mondays between 1 and 5, which I'm sure is taken up by meeting with professors and maybe a short nap. But for the most part, they're busy all day.

We try to get them done-- you can tell by 6:30 or 7 o'clock-- so that they have time to eat dinner and then finish up work that they need to do on their own so they can get up early. 6:25 comes super early for an 18 to 22-year-old young person. It comes pretty early for me too. I'm not going to lie.

So we'd like to get them done at a decent time at night so they have some time to themselves. So that is an example of a football schedule. Then I was going to also show you, if I can get it up-- one second.

So this one-- can we see this one, Kelly? OK. So here's an example of a woman's basketball schedule. I work with women's basketball academically by myself. So I don't have to be as fancy with the Teamwork schedule.

I can just make my own little elementary school color grid. But so for these, I color code by class. So anything in red for this student is chemistry. This includes her tutoring, her class, her lab.

She's also taking neuroscience, writing, and then a seminar Phys Ed class that she has to attend. You can see with women's basketball, we practice three days in the morning. And we practice two days in the afternoon. And the reason to switch that up is because of course selection.

So this year we have an engineer. And we have a pre-med student. And we have a graduate student. And so we have to make sure that everyone can get the classes they need, as well as we can find a practice design that works for everyone. So sometimes we have to switch it up a little bit.

So what you see in there is class times, and tutoring times, and mentoring times. What you don't see in there are meals, rehab, film, extra study time, traveling the competition, and some of the things like that. And so you can get a sense of what the word busy-- it might take on a little bit of a new meaning when we talk about how they have a lot to do. The other things you don't see included in there are things such as research opportunities, or internships, or job shadowing.

And a lot of times in recruiting, those are some of the questions I'm getting from parents, like how is my son or daughter going to do all the things, manage all these demands, and then prepare
to have something to put on the resume or network to get a job? And so I think it's kind of important and gets lost sometimes that the intangible skills that these student athletes are, I am going to say, sharpening just by participating in athletics. So a lot of times what they don't understand and what people don't think about is the fact that through their participation, not only are they learning how to manage their time, but they're learning how to communicate.

And they're learning how to take feedback. And they're learning how to work in groups. And as someone who's hired plenty of people and managed plenty of people, those are hard things to teach. And those are things I don't want to teach.

I want to teach someone how to do the job. It's hard to teach the other stuff. And so I think it's important to kind of remind people of the other skills that our student athletes are fine-tuning. They learn how to recover from losses and mistakes. They learn how to get up and dust themselves back off. They learn how to work with people that they don't really like. They learn how to know what their role is and do it the best they can.

Not everyone can be a captain, but everyone has a role, and just developing leadership skills. So I think those things are important. The other thing I thought I would talk a little bit about is how COVID has wreaked havoc on everything we've done.

I think like probably everyone else, we've had to relearn how to do our job, much as students have had to relearn how to do theirs. I think if you had told me that I would have the opportunity to work from home, I would have signed up right away. And now that I have to work from home, I'm not such a fan, not a big fan of that.

Same thing with online classes, believe it or not. They all thought it was a great idea right up until that was the only thing they got to do. And so everybody zoomed out, much like probably everybody on this call. And so we have to be really aware of their mental health and aware of the new issues and things that they have to navigate.

It's a little bit easier for me personally to remind myself of this, because I'm like, man, if I'm zoomed out, what are they experiencing? I feel like I'm a pretty disciplined person. And if I have a hard time paying attention, I cannot imagine having to do it all day.

So we work through that. Also, they are all in-- football and women's basketball are in hotel rooms. So they're not on campus. They're not in the dorm. They don't have roommates, which again sounded really good to them, until they got into it and realized socially that's a lot different.

It's a lot different not to be able to walk around campus and see people and be seen-- so again navigating that. Their schedule changes weekly. These are very scheduled humans. And they like to know what's next.

And then through COVID, we've learned that everything changes. One day we get tested three days a week. One day we get tested-- all of a sudden, we're testing every day. With some of the
COVID outbreaks that have happened on other teams, we've had to reschedule games. And we've had to reschedule competitions.

So our biweek wasn't supposed to be this week. It was supposed to be a couple weeks ago-- so just learning how to be adaptable as everyone has had to do. I'm just trying to think of anything else that scheduling-wise-- they just have to make it work and learn how to-- and they're great at it.

I think they're all happy to be here. And they're enjoying their time, but it's certainly been different COVID-wise. I would say the same for myself. So I think that's mostly what I have, Kelly. So happy to answer questions at the end, but I will kick it to Will.

KELLY MARCOLINI: Go ahead, Coach Will, you're up. Thank you, Heather.

WILL STEVENS: Thank you for having me today. I'm just going to talk a little bit about when our basketball players get involved with our program. And I am going to use Zion Williamson as a good example. I think most of you probably know who he is based on the one year that he was here.

Obviously, our kids come on-- they come here on our recruiting visits. So my interaction with our kids when they come in on a recruiting visit, obviously, we do-- myself, Nick Potter, who is our physical therapist, and also our sports scientist, and Jose Fonseca, who is our athletic trainer-- we basically do a really good presentation to our recruits about what we do, our program, what we're able to do far as their development once they get on campus. So that was my first meeting.

That's my first meeting with all our recruits. And with Zion, in particular, that was the first time I got a chance to meet him and his family. So first impressions really good kid. Obviously, had a unique kid, because of his size.

So anyway that got me thinking about that before he got on campus. So generally, in May, I call all our kids just to give them some information, because I always send down some a workout program. So I physically call every kid.

So I actually still remember that first phone call with Zion just go over his program before he got here on campus. And one of the things he said is that, Coach Will, I'm obviously-- I'm a little concerned about my weight and being in really good shape. And we talked a lot about nutrition in that phone call and things that he needed to do just to prepare himself for it once he got on campus. And it was good.

He was already thinking about those things, because that gives me a lot of insight about the kid. So my next interaction with him was the first week of July. That's when normally all our freshmen and our returning players, they return to campus, the first week of July.

And that's when we start our-- basically, for me, that's when our season starts, because that's when the kids are on campus for the first time for that second session of summer school. Just a
little bit about that week, that is basically our test week. Before we do any workouts with our kids, we got to get a lay of the land, as far as where their bodies are when they get on campus.

So that first week is a week of testing. We do a complete medical screen of the kids. We get with our team doctor. And actually go to the hospital, and we do all the tests.

We do EKG. We do MRIs on they're on their lower bodies. We do basically a whole checklist of everything that we can test just to make sure that the kids are healthy. That's just part of some of the testing. Then also we do what we call a biomechanical assessment, where we're looking at all the movement patterns of each kid to find deficiencies see where their strengths and weaknesses are far as movement patterns and in deficiencies and things that we need to do to try to improve and fix.

Also, we have a sports lab here on campus. We call it the K lab. We'll send our guys over there as well, where they do more testing over there. There's a 3D motion analysis that we do.

And pretty much what it is is if you ever see some of these sports games, where they're developing games, where they put these little probes or little stickers on with little balls on them, where you can see their movements, that's pretty much what that is. It's almost like-- when you're looking at it through the computer, it's like stick figures moving around. But also it gives us some great information on how the kids are moving.

They do jumping tests and moving tests over there. So we can get some insight on their movement patterns. So we do that testing as well.

We do vision testing. We also do a nutrition analysis just with our sports nutritionist here so we can get some information on their eating habits, because we have to put together a nutrition program for our athletes. And that's not just for basketball, for all our athletes here at Duke.

So we do evaluation on that as well. And then my portion of the testing, we do what we call them-- we do a combine testing. The NBA has a NBA combine that they do with all their other players that are going into the NBA draft.

So what we did here at Duke, we created our own version of that same testing that we do here-- I mean, that they do at NBA combine. So we actually do do that testing as well. So basically, Zion had to go through all that testing during that week. And that basically gives us a pretty good picture of where he is physically.

One of the things that I learned during that week is he is a outstanding athlete, very elite athlete, just for a guy that size. When we did a combine testing, I know, obviously, you've seen-- people see all the videos of him dunking and doing all those things, which is spectacular in itself. And I will tell you a short story.

When we do the vertical jump test, we use what we call a vertec. And he's the only player I've had here in 20 years since I've had to-- I had to put like 325 pound plates underneath a vertec just
to raise it up high enough, because he kept hitting all the pegs. You can raise it up to a certain level, and then it does a little line at the bottom of it. It says do not raise any higher.

And so I had to physically elevate that thing so I could actually get an accurate number of his vertical jump, because he basically outjumped the device. So I was like, OK, that's different from what I'm used to. But the most unique thing to me about him was not his jumping ability.

It was basically that we do what we call a 3/4 court sprint test, which is from the baseline of the basketball court to the free throw line on the other end of the court. And one thing that I did learn that for a kid that size, his speed is unbelievable. I was amazed at how fast he could run, and his lateral movement as well.

There is a lane agility test that we do that measures agility. And some of the times he put up on that was really good for a kid that was very raw, really hasn't had a lot of training. So a lot of stuff that he was doing before we even started training was just pretty much his natural ability, which was pretty impressive.

So pretty much once we finish that week of testing, we pretty much put together individualized programs for each of our players based on the testing that we get from each kid. Because all these guys are different, different body types, different weights, and different strengths and weaknesses, so pretty much you don't just do just a general program for each kid. We pretty much put together a specialized program based on that.

So with that being said, with Zion from a stress standpoint, he was extremely strong already, obviously, a lead athlete. So you probably say, well, what does he need a work on? Obviously, most athletes coming in from high school, they do have flexibility things that they can get better at.

Also, his hip mobility, it was OK, but it could be better, which means he was a little stiff in his hips, a little bit, which we need to work on. And he has some weaknesses there. Also, just general movement patterns, he could get better.

So basically, we're just putting together a detailed program for him. So for me, strength was not a problem as far as in the weight room. It was just more putting together things that he needed to work on from what we saw from the test.

And so pretty much from that schedule, from July to mid-August, we call it our summer training. So he went through that part of our training. And one thing with him, a extremely hard worker, asks a lot of questions for a kid that age with all the attention he gets, and all the media attention, and, obviously, he has a tremendous following on social media.

Another thing that was very interesting to me he's a very mature kid, always thinking about what he needed to do, what he needed to say, especially like to be-- watch him do a media interview. He's very good at-- for a kid that age and with all the notoriety, yes, he does all that really well. So for me training him, it was very easy, because he understood what we're trying to do. And he completely trusted what we were doing.
So those first six weeks of training was really good for him. We saw improvement in those areas he needed to work on. And so pretty much once we finished pre-season, the next phase of that is we get into the season.

And so you transition from summer into the pre-season, which is pre-season is pretty much from September to mid-October. And so we go through that phase in our training. And we're still doing all those things, getting ready for practice.

And during that time, the kids are actually doing basketball workouts with the coaches. We're on a hour restriction. And Todd can talk about that a little more when he gets on, but they're doing basketball workouts during that time when we're lifting weights. And obviously, they got academic stuff they need to do.

So once we get to the end of pre-season, we do our combine test again. And without getting into a lot of detail, Zion improved on pretty much every area. He broke our standing and vertical, max vertical jump record, which was held by a few are other players, like Grayson Allen, Frank Jackson. They held those records. And he actually broke the standing vertical jump record by an inch and a half and then the max vertical record by almost three inches, which I didn't think would ever, ever be broken.

But he did tell me before he left that Cassius Stanley that was here last year, he thought that Cassius might could break his match vertical would jump record, which I was a little surprise. I was like, Zion, nobody's ever going to break any of your records on the vertical jump. He said, I think that kid might.

But anyway, fast forward, he actually did-- Cassius actually did break his max vertical jump record, but that's another story in itself. But anyway, we got into the season. And obviously, during the season, we're lifting. We're lifting a couple of times a week, because of games. And we're still on that individualized personalized program that he's doing.

Also, one of the things that we do do with our athletes we do track their workload. So we use what we call a catapult system, where we're tracking the guys workloads throughout the season. That's just part of the sports science stuff that we do.

So we're tracking everything that they do, all the practices, the games, all their workloads, we're monitoring. The guys wear a device called the WHOOP band. We're monitoring or sleep just to make sure to the guys are getting enough sleep so they're recovering.

So we're doing all the recovery stuff with monitoring their sleep. We're making sure that after practices we're tracking their hydration, just making sure that they're doing all the recovery stuff that they need so that they can be where they need to be every day at practice and be ready for the games. So we do all those things.

And the other thing I will say, obviously, Zion got injured during the season. And during that period of time, he was out, Nick Potter, our physical therapist put together-- because of the type of injury he had, Nick Potter put together a specialized program for that particular injury. And
during that time, Nick did an unbelievable job getting him ready to return to play, because he got hurt.

He got injured in the Carolina game. And his first game back was the Syracuse game, the ACC tournament. Mind you, know he's recovering from an injury. He's not at practice every day.

He's off to the side working with Nick Potter, doing drills, doing rehab stuff to get the knee injury that he had recovered. And so the most unique thing about that recovery period for me was how far that kid worked to get back, because there was a lot of conversation about, he's probably not going to play anymore. He's probably going to just not play and just get ready for the NBA.

One of the things from day one, which I'll never forget, the next day, this whole process was I need to get back for my team. I want to get back so I can help the team win, because the whole purpose was to try for us to win a championship. So there was never a doubt about him playing. It was just more of when he would be back.

So for me that just tells you a lot about how what type of kid he is and what a tremendous individual he is as a whole. So getting close to the Syracuse game, probably that week before the game he was able to start practicing. And one of the things that Nick did with the recovery process was-- obviously, we're concerned about his is conditioning. And also, again, Zion is a-- he's a good-sized kid, but he had done a tremendous job with his nutrition throughout the year.

I know there was a lot of conversation about his weight. And honestly, the only time-- they'd always, when you listen to sports shows or games, they always would say he weights 285 or whatever his weight was 280 or 285. The only time Zion weighed 285 was that first week of July.

Pretty much during the season his weight was in the mid-70s, low to mid-70s pretty much throughout the season and did a tremendous job with his nutrition. And so during that time he was injured, he was even more locked in on that.

And so I was impressed with those things as well, because he was doing what we asked him to do. So it was all good with his nutrition. Nick was working with his rehab.

His conditioning was good. So when he came back, when he was able to play in the Syracuse game, I think he played over 30. I think he played at 35 minus that game or whatever. It was over 30 minutes a game. And for a kid to be out for that, for three to four weeks like that, and come back and play at a high level game, actually play in all three games at an ACC tournament, it's just a testament to how hard he worked to get back from injury.

Obviously, Nick did a good job-- did a tremendous job putting together his rehab program. And then we went into the postseason. And obviously, we got to the [INAUDIBLE]. And if we'd had another 30 seconds, I think we would have been able to pull that game out.
But in a nutshell, Zion had a tremendous season. He's a great kid, did a great job of getting his body where it needed to be to perform at a level he did, and made my job very easy. I can't take credit for where he is as far as being an athlete.

He was already halfway there, 3/4 away there before he ever got here. We just helped them get a little bit better so he could play college basketball. Obviously, it's a lot different from high school, from the high school game. But if any guys are interested in more detail of our sports science, as far as what we do in more detail, Nick Potter did do a webinar over the COVID break.

So if you guys are interested in looking at that, it goes in great detail as far as everything that we do, as far as all our sports science stuff. And if you're interested in it, I can get it to Kelly. And she can give it to you guys, but that's about it. I am going to turn it over to Todd.

TODD MESIBOV: Thank you. Thank you, Kelly, and all of you for sticking around. It's always a tough act to follow when you've got someone telling Zion stories. It's kind of-- I mean with the NCAA rules talk after is a challenge.

But as Kelly said, my office handles NCAA rules for all of the athletic department for all 27 teams. So it's things like, Will was talking about, with a number of hours. It's academic eligibility, scholarships and financial aid, recruiting rules, and then sort of amateurism, and the NCAA definition of amateurism. And that's what we're going to focus on today.

Even before COVID, we were in a period of huge transformation of NCAA amateurism rules and really college athletics as a whole. And COVID-19 will cause its own changes, already is causing its own changes in college athletics. But the NCAA rules on students' ability to profit from his or her name, image, and likeness is really going to be a huge shift in what the rules have always been, what students have been able to do in the past.

So go through sort of the 30 second history of Name, Image, and Likeness rules or NIL as we call them, not to be confused with our national letter of intent or NIL rules. NIL rules, it's been a topic of discussion in college athletics really for decades.

And many of you remember the Olympics, historically, were truly amateurs competing. And then those Olympic amateurism rules have been loosened over the years in different ways with the Dream Team and basketball in the early '90s and other professional athletes being able to join. But for many years, I'm not here to take a side in pay for play debates or NIL debates or anything else, but just to try to give context to the discussion.

For many years those who believe that NCAA amateur rules are overly restrictive for student athletes have pushed this, what many called the Olympic model, where NIL rules were loosened, meaning students could do commercials, could sign autographs for money. You could do anything-- own their own businesses, run their own businesses, do other things to profit off their name, image, and likeness, but without direct payments from the schools. There are some pretty obvious differences between the Olympics and college athletics.
College athletics, for one, has been to the college part of top college athletics. So there's a school piece that is not present, but there's also, just on the competitive side, pretty big difference from the Olympics and that for the most part countries do not compete for athletes as far as through a recruiting process or something like that. There are some individuals who move from one country to another. Their parents were born in a different country then they grew up in, things like that.

They do have some choices to make as to which country they will compete for. But for the most part, the recruiting process is not a part of the Olympic model the way it is with college athletics. And one of the big challenges in thinking about name, image, and likeness rules has been how it's going to fit in with our recruiting process.

So the name, image, and likeness rules-- again, this discussion has gone in for decades. Student athletes have not been able to earn money from anything sort of tied to their athletic ability. In recent years, that conversation has really picked up partly with some Ninth Circuit cases and antitrust challenges to the NCAA's amateurism model.

And then sort of the big domino was last fall when California passed its sort of student athlete rights bill that included the ability to profit from a student's name, image, and likeness. A number of other states had their own bills sort of at different points of the process. There are close to 20 bills that were either proposed or are in the process of being proposed in 20 different states.

And so the NCAA has said for about a year, we are going to loosen our amateurism rules. And it's just become a question of sort of how that's going to happen and what it's going to look like.

So go very quickly through sort of what a lot of that discussion has been. Are you seeing the slide change, Kelly? Yes. OK. I want to make sure I have the right one up.

Name, image, and likeness-- the NCAA's sort of thought about it in two different ways. One is student athlete athletically and non-athletically-related business activities. And so those are businesses the student athlete is sort of in charge of and managing. Part of that is autographs. Part of it-- you can imagine Zion-- wearing shoes, signing the shoes, putting them on eBay that night. That is likely to be permissible starting next year.

And then businesses that a student athlete owns and runs-- and one example from right when I started, Heather mentioned Teamworks, this calendar software we use. It was actually started by a Duke football player to help sort of manage his own calendar. And then the team started using it. And he's built a pretty great business here in Durham, used all over college athletics first, but athletics generally. A lot of teams in a lot of different leagues and levels using Teamworks.

And I met Zach Maurides, who founded that company, going into his last year as a football player. He had developed the software. He wanted to sell the software. But NCAA rules did not allow him to go out and sell it because he couldn't have his name, his image, his appearances tied to any commercial product, including his own. So that's the type of sort of sympathetic case that I think most of us agree, there should be some allowance for him to do that. The challenge becomes some of the details.
The other side of it is third party promotional activities. Can a student athlete promote-- do a commercial for McDonald's or Nike or anything else? And sort of what does that look like? And what's the institution's role in that? How can the institution be involved is the other big piece of that.

This is sort of the list of challenges the NCAA has had putting details to some of this versus framework for addressing potential areas of conflict. Sort of falls into two categories. One is sort of industries that we don't necessarily want to promote or a school might not want to promote. You can think of alcohol or gambling or other things that might sort of run into NCAA values or an institution's values. And how do you handle those conflicts?

Then the other is conflicts with existing institutional sponsors. We are a Nike school. We are a Coke school. So if Zion wants to do a Pepsi commercial, how is that going to affect our relationship with Coke? Should that be allowed? And what should that look like? Or should an institution have sort of the ability to set its own rules and manage that as long as it's up front with the students during the recruiting process?

Disclosure requirements have gotten a lot of discussion. What level of disclosure is appropriate for student athletes who are earning money using their name, image, and likeness? Use of professional services-- for decades, the NCAA has tried to keep agents out of college athletics. But if you allow a student athlete to earn money this way, it is only reasonable to give the student athlete the access to professional help to do that.

They're 18 years old their first year of college. They're not supposed to have expertise in negotiating contracts or knowing the market for certain products or services. And so they should have professional help in a lot of instances. But how do you give them access to that professional help while still trying to protect the students and their educational experience? Which is why agents have been restricted, as I said, for decades.

Parameters for institutional assistance-- sort of a big area. There have been a couple of absolutes. Institutional marks are not going to be used. Sort of no cross-promotions with the institution and the student athlete.

Institutions are going to be allowed to provide educational assistance to students and programming. And we plan to do that. We've already partnered with Fuqua, plan to use other resources on campus, including the law school as time goes on and as these rules get developed and implemented. But exactly where the line is between sort of education and assistance and actually becoming an agent to a student athlete or guiding the student athlete sort of beyond where NCAA rules are going to be comfortable has been a challenge.

Similarly with boosters, NCAA has been clear. And the last one there-- prior to full-time enrollment, an NCAA institution is tied together, because NCAA has been clear that it does not want the recruiting process turned into a bidding war. Just come to Duke, and here's what we're going to be able to do financially for you through arrangements with these different boosters. Go to Alabama, here's what they'll do. And it becomes sort of more about the money than the
educational experience and the fit and those things that we've tried to promote historically. So a lot of those lines are challenging and still trying to figure out sort of exactly where those will be.

As we've tried to develop these rules as an organization, the NCAA, there's also this challenge of, as I said, 20 states had bills at sort of different stages of development. Without a uniform, consistent standard, it becomes very difficult, because we are obviously a national organization. We compete against schools from all over the country.

And so if we're playing by a different set of rules than South Carolina and South Carolina and Florida have a different set of rules, you have real challenges competitively and otherwise. So the NCAA has been working closely with the federal government. The hope is that in the lame duck session coming up, there will be federal legislation that preempts the state legislation, includes an antitrust exemption, because there's been a lot of litigation in recent years and just to provide some clarity about what the rules are and to avoid sort of that never-ending litigation. Antitrust exemption has been a big piece of the NCAA's push.

Trying to confirm the non-employment status of student athletes even as we implement some of this. Maintain distinctions between student athletes and professional athletes. And then uphold values of diversity, inclusion, and gender equity. That's been the NCAA's push.

I'm gonna go through the rest of these quickly and leave some time for questions. I talked about third party endorsements. There won't be institutional marks. The institution won't be involved in setting them up or arranging them. No institutional facilities and no reference to the student athlete as a-- student athlete's status at a particular institution.

We mentioned the conflicts and the professional services, institutional assistance. I'm going to skip ahead to the timeline. We've just-- actually in the last week, the NCAA approved the sort of legislative language that will go in. As a package, we have this 90-day window where we can amend that legislation. And so that'll be the remainder of the fall is trying to dig more into some of these details and figure out where some of these lines are.

The NCAA has an annual convention in January. The idea is to vote on the legislation in January. There is every reason to believe that it will be approved. The NCAA has been very public in saying that it will approve an NIL package in January of-- no later than January of 2021. And as I said, they've been working with Congress and have promised as part of those efforts that these rules are coming.

And then the rules will be effective in August of 2021. And so as we learn details, what we've done here-- again, working a lot with the innovation and entrepreneurship program at Duke this year for educational programming for our student athletes to really understand sort of personal branding and what that means and how they can best position themselves to take advantage of some of these rules. And then next year, we'll continue that educational programming as long as providing resources.

Again, when we figure out what's allowed and what's not, we want to help students who want help in terms of finding representation, appropriate representation. How do you sort of monitor
your own representation? And how do you take advantage of these opportunities all while balancing what Heather was talking about, your sort of incredible time commitments that you have as a student athlete with your team requirements, your academic requirements?

Many of our student athletes are involved in other campus organizations, have other leadership roles. And then they're college students. So they have and want social interaction and social obligations that take time. And earning money this way is going to be another time-consuming endeavor for student athletes who really want to take advantage of it. So trying to help our students sort of navigate all that and figure that out will be a challenge.

All right, I hope I was going through the right slide show. I have-- the Zoom slide show is just not an area of expertise for me. But we've arrived, I think, collectively at the question slide. So turn it back maybe over to Kelly to--

KELLY MARCOLINI: Yes. Thank you, Todd. Thank you, Coach Will and Heather. For any of our alumni that are on the call, you are more than welcome to use the Chat feature to submit your question. I did have one that was submitted already directly to me, so I will start off with that one to give some time to other participants.

I believe this is directed towards Heather. How flexible are faculty with student athletes? And do you find that student athletes have more flexibility to miss class than other students given travel and competition?

HEATHER RYAN: Great question. I would say our faculty are-- they work really well with our student athletes. It's about-- again, I compare it to the workplace. It's about communicating. They have to communicate on the front end, and that's the most important part.

If a student-- we give student athletes travel letters at the beginning of the semester. So it has all the dates, all the times that they will be missing class. And if they go to their professor at the beginning of the semester and say, hey, I've looked through the syllabus. You know, I'm going to be gone this Wednesday. We're going to have a test. I just want to put it on your radar now. I know it's not until October, but I just want to make sure that's OK. And give them the opportunity to look at what will be missed and say, hey, maybe you should take this a different semester, or yeah, sure, no problem. As it gets closer, we'll work with you.

So it's about communicating and being proactive. And the faculty are great. In terms of missed class, again, we get a letter from the provost saying that they are allowed to miss these classes because they're representing the institution. But each professor is allowed to determine how the work will be made up or how it will be handled within their class.

And so it's very well documented. They have the letter at the beginning of the semester. And then a week before they miss class, they have to fill out an online form to remind the teacher they're going to be missing. And then their dean gets a copy of that. So everybody, again, is on board and knows what's being missed and why. Hope that answers it.
KELLY MARCOLINI: Thank you, Heather. Another question that was submitted, directed towards Coach Will, does Duke stay in touch with workout programs for Zion, or does that transfer now over to the Pelicans organization?

WILL STEVENS: That transfers over to the Pelicans organization. They do ask questions about what he has done once he leaves, the strength coach or the athletic trainer or someone from the organization a lot of times. With all our kids that go to the NBA, a lot of times those teams will contact us just to get a feel of what they've done, why they were here.

And what we've tried to do here in the last few years is put together a complete packet of all the things that they've done here, all the medical information, all their training information so that we can give it to the teams. So that way, the teams actually know what they've done here at Duke. And if there's any issues or problems that they have, they are aware of that when they get there.

KELLY MARCOLINI: Thank you. Another question in the chat-- what do you most wish parents of student athletes knew about how student athletics works at Duke? This could go to anybody.

TODD MESIBOV: That's a hard question there. We have parents involved at very different levels. I mean, I will say the self-serving comment. But our staff is unbelievable in sort of the level of care they give to our student athletes. And we will-- I was talking about-- I think the last question was a great sort of example. I mean, yes, all of that transfers over to the Pelicans.

But you also come through in a normal summer. You'll see a lot of the NBA guys back working with Will, working with Nick, working with Jose, because they trust those guys to care about them individually and as people. And just the sort of level of commitment, the sort of breadth of resources available to student athletes through the athletic department is very impressive to me. And I think that as a parent of a not old enough to be a college student athlete, not good enough to be a college student athlete, that's what would comfort me, I think, if I had a student in that situation. Go ahead, heather. Sorry.

HEATHER RYAN: No, that's my fault. I would piggy-back on that just by saying, like, Todd mentions all the resources that we have. And I did as well. And so did Coach Will.

But we're also-- it's a support and challenge environment. Like, we're not trying to do things for them. And we're not-- I'm really particular about making them-- teaching them and helping them become advocates for themselves. So I'm not calling their faculty member when they miss class or something. And if I do, it's behind their back, and they don't know about it, because they still have to go over there and go through the motions themselves.

And Todd talks about all the resources we have. We will provide them. But we will not be a crutch for them. When they leave here, they need to be responsible, grown people that are changing the world. And so I think that's across the board. You know, and Coach Will to. He wants to teach them the right way to do it so they can carry those skills on.
KELLY MARCOLINI: OK. I think we have time for just one more question. I had another question submitted directly to me. And this is, are there opportunities for athletes to participate in study abroad programs?

TODD MESIBOV: You want to go, Heather?

HEATHER RYAN: No, go for it, Todd.

TODD MESIBOV: We do have some who take advantage of study abroad programs at different times during their careers. We've also developed-- how old is ACE, Heather? Five years? Six years? It's a joint program developed with Stanford to sort of address this very issue that because of their time commitments, it is very hard for a lot of student athletes to take advantage of study abroad opportunities. There's just not enough of a gap in their schedule to have a whole semester or even a full quarter or trimester, sometimes even a full summer to be able to do that.

So this ACE program started as 20 students from Duke-- 20 Duke student athletes, 20 Stanford student athletes, four summer programs around the world. So I think Thailand, India, South Africa. Went to Peru last year-- or the last time we did it for the first time. I'm missing one. But--

HEATHER RYAN: Vietnam.

TODD MESIBOV: Vietnam-- yes, thank you-- is another place we've been. But they're these shorter two or three-week sessions built throughout the summer with the goal of having opportunities for student athlete who, because of the time commitment, can't do a full study abroad. It allows them to have sort of a cultural and educational experience.

The program works with NGOs on the ground in each of those locations to provide a service learning opportunity to try to fill that gap for students who have a hard time doing a full study abroad program.

KELLY MARCOLINI: Thank you, Todd. Well, we are at our max. It's at 5:00 PM. So I want to thank you, Heather, Todd, Coach Will for joining us today. Thank you, everybody, for joining us as well and the very thoughtful questions and very, very fascinating understanding of student athletes and all that is going into their time here on campus.

In addition to today's program, we hope that everybody will join us for some of the events later on this week, especially Saturday. We'll have Jay Bilas and Venus Liles, both alums of Duke Law School. They'll be talking about books they have written in the past few years.

The full schedule can be seen at the link in the chat, or you can also visit that online. And you can register by clicking on the Register Here button. Or you can always email us if you have any questions.

Again, this has been recorded and will be posted online later in the coming weeks. Again, thank you for your time, and we hope everybody has a great week.