

STRATEGIC PLAN FOR THE DEPARTMENT OF ATHLETICS, PHYSICAL EDUCATION AND RECREATION

The mission of the Department of Athletics, Physical Education and Recreation is to bring students, faculty, and staff together in educational activities that promote healthy lifestyles, enhance a sense of community, foster growth in leadership and teamwork skills, and encourage the pursuit of excellence.

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Members of the Planning Committee:

Dr. David Ellis, Consultant

Walter A. Alessi, Associate Professor, MIT

Larry Anderson, Assistant Professor/Coach, MIT

John A. Benedick, Assistant Director of Athletics, Associate Professor, MIT*

Laura Capone, Special Assistant to the Dean for Student Life

John Paul Clarke, Associate Professor, MIT

Jean A. Heiney, Senior Woman Administrator, Associate Professor, MIT

Gordon V. Kelly, Associate Professor, MIT

Julie Lively, Graduate Student, MIT

Daniel Martin, Assistant Department Head for Facilities and Operations, MIT

Galen McKinley, Graduate Student, MIT*

Eduardo Ovalle, Coach of Women's Gymnastics, MIT

Cheryl Silva, Associate Professor/Coach, MIT

Halston Taylor, Associate Professor/Coach, MIT

Chi-An Wang, Undergraduate Student, MIT, '01

Candace L. Royer, Department Head/Director of Athletics, Chair of the Committee*

Robert Wickham, Visiting Committee MIT, Alumnus, '93 *

* Committee members responsible for the first DRAFT of the report.

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EXECUTIVE SUMMARY

Purpose and Background

The purpose of the strategic planning process was to guide the Department's planning efforts for the future. The goals of the process were to allow DAPER to clearly articulate its current position, its future direction, and to effectively develop a more responsive decision-making framework.

The Strategic Planning Process for the Department commenced on December 19, 2000. The process included interviews with more than fifteen constituent groups at MIT to gain insights into the workings of the present system. Using information from this initial stage of the process, the Committee reformulated the mission for the department, focusing on the unique contributions of DAPER to the MIT experience. In addition, two main themes emerged from data collection: ***rebalancing the priorities*** within the department and delivery of a ***higher quality of service***. These two themes now form the strategic direction for implementation of future department initiatives.

Mission Statement

The mission of the Department of Athletics, Physical Education and Recreation is to bring students, faculty, and staff together in educational activities that promote healthy lifestyles, enhance a sense of community, foster growth in leadership and teamwork skills, and encourage the pursuit of excellence.

Goals for DAPER

DAPER recognizes that its role is to continue to fulfill the responsibilities identified by the Task Force through its five program areas; physical education, intercollegiate activities, intramurals, club sports and activities, and informal recreation. To do so, it must meet the following goals:

- Bring the MIT community together by providing diverse educational, competitive, and recreational activities that are well-supported by facilities, equipment, and personnel.
- Engage community members in productive self-improvement pursuits that satisfy their priority interests at a skill level appropriate to their ability while positively impacting the greatest number of participants.
- Create more responsive systems for assessing and meeting the needs of our current student body and community in order to the highest level of service possible to each constituent group.

Only by adhering to these principles can DAPER realize its potential for the Institute.

Rebalancing

With the feedback from the community received during the strategic planning process and with significant self-evaluation and introspection, DAPER is poised to rebalance the educational, recreational and competitive aspects of its mission. The functional priorities will now be implemented in this order:

- **Education**- teaching physical skills and lifetime activities that encourage social interaction and physical and mental well-being through intercollegiate athletics and physical education.
- **Competition**- promoting teamwork, leadership, sportsmanship, and the achievement of personal goals and pursuit of excellence through competitive opportunities at the intercollegiate, club, and intramural levels.
- **Recreation** -allowing stress management as well as the pursuit of a balanced and healthy lifestyle through the availability of facilities for personal fitness, club activities and informal recreation.

Quality of Service

In pursuit of its new mission and goals, DAPER seeks to provide the highest possible level of service for its constituents. This Quality-of-Service Standard (QoSS) is intended to be a guiding principle to effectively manage the education, competition, and recreation services delivered to the MIT community. The QoSS is comprised of three fundamental components:

- Establishment of priorities.
- Delivery of a level of service to each constituent group within the MIT community commensurate with these priorities.
- Monitoring and evaluating effectiveness of the services and programs with a view to adjustment to maximize DAPER priorities.

Initiatives

Several initiatives were identified in the areas of programming, personnel, facilities and operations, fiscal and financial, and system management to help DAPER achieve the rebalancing it needs. Some of the key initiatives are grouped below:

- Developing user hierarchies and criteria for adding and eliminating programs.
- Curriculum revision in Physical Education and development of a proposal for a health-related fitness class.
- Add the position of Director of Recreational Sports.
- Develop a comprehensive facility maintenance and capital renewal plan.
- Audit departmental fiscal processes to improve fiscal management.
- Develop a business plan for the Zesiger Sports Center and create a model plan for increasing gifts to the department.
- Develop metrics for program assessment and improve communication, technology, and data collection throughout the department.

Summary:

The strategic planning process has provided a valuable opportunity for DAPER to assess its programs and level of service. However, the Strategic Plan is only the first step in realizing the potential of DAPER. New initiatives cannot be realistically achieved without a complementary Implementation Plan that capitalizes on the ideas and the momentum of the Strategic Plan. With a plan for implementation and commensurate resources, the goals and initiatives set forth in this document will enhance the important functions of DAPER and enrich student and community life at MIT.

Strategic Plan for the Department of Athletics, Physical Education, and Recreation

The Strategic Planning Process

In May 2000, Chancellor Larry Bacow suggested that the Department of Athletics, Physical Education and Recreation (DAPER) develop a strategic plan. The goals of the process were to allow DAPER to clearly articulate its current position, future direction, and to effectively develop a more responsive decision-making framework.

DAPER Visiting Committee enthusiastically embraced the idea of a strategic planning process. In August of 2000, the planning process began with the appointment of Dr. David Ellis, President of the Museum of Science, as a planning consultant. A committee comprised of department personnel, Visiting Committee members, students, and staff was named in late September. Strategic planning meetings began officially on December 19, 2000.

As part of this process, the committee has reviewed DAPER's role and performance, met with users to solicit their input, and reformulated the mission of DAPER. It has become clear to the planning committee that for the long-term viability of DAPER, the Department must focus on delivering a higher quality of service than in the past. This can be done through educational and recreational programs operated at the very highest level possible.

This report briefly describes the history and current status of DAPER, presents the new mission statement and goals, identifies strengths and challenges within DAPER, and provides recommendations for initiatives to help DAPER meet the goals of the Strategic Plan.

History of the Department

DAPER began as a student-initiated program before the turn of the 20th century. At that time, MIT was located in Boston and was known as Boston Tech. In 1891, Albert Whitehouse was appointed as a trainer/gymnasium instructor and all first-year students were required to take gymnastic exercise. The first varsity team, men's track and field, was formed soon afterward in 1894 (see Appendix A for a listing of inaugural seasons of varsity teams). Men's varsity athletics expanded rapidly in the early part of the next century, reaching fifteen teams before the outbreak of World War II.

In 1908, an official Department of Physical Training was constituted and the physical education requirement was maintained until just prior to World War II. During the war years, there was no physical education requirement, perhaps due to the involvement of most students in ROTC training on campus. An Athletics Board provided the principal direction for department activities until 1947 when MIT hired its first Director of Athletics, Ivan J. Geiger. In the 1970's, another major change occurred in DAPER. The first women's varsity teams were formed in 1973 with the additions of women's basketball, crew, and sailing. In the next ten years, the number of women's teams would increase to thirteen.

Today, a Department Head of Athletics, Physical Education, and Recreation/Director of Athletics working with other department managers provides oversight of a large, complex department that encompasses intercollegiate athletics, physical education, club sports and activities, intramural sports, and informal recreation. The Athletics Board continues to provide policy input and assessment of overall effectiveness.

The Department Today

As noted above, DAPER offers five major program components: physical education, intercollegiate athletics, club sports and activities, intramural sports, and informal recreation. Through its various programs, the Department provides opportunities for learning physical skills, leadership and teamwork development, pursuit of team and individual competitive excellence, mental and emotional growth, and the development of interpersonal skills.

Physical Education:

In its current form, the required physical education program ensures that all undergraduate students will take part in a modicum of physical activity. Research indicates that physical activity is an important factor in preventing debilitating chronic disease and in enhancing an individual's overall quality of life. The goal of the required program is to encourage students to develop a healthy lifestyle that includes physical activity. The physical education program offers a wide variety of sports and activities, which fulfill this General Institute Requirement. Each year, there are more than 7000 registrations across 50 activities (see Appendix B for a listing of activities offered in the 2000 – 2001 academic year).

Intercollegiate Athletics:

MIT has classified itself as an NCAA Division III institution. The Division III philosophy places the student's experience first and encourages participation, which fits within the educational constructs of the Institute (see Appendix C for the NCAA Division III Statement of Philosophy). At present, there are 41 intercollegiate sports programs, 21 for men, and 17 for women. Three of the sports programs are coeducational: sailing, rifle, and pistol.

Intercollegiate sports have increased in number in response to student demand. In the past, when a critical mass of students showed sustained interest and ability, it was common for club programs to move to the varsity level with the approval of the Athletics Board. Beginning in the late 1960's and continuing through the 1990's, DAPER focused resources on the development of women's intercollegiate teams. The motivation for this focus was servicing the ever-increasing number of women who were gaining admission to MIT, and compliance with Title IX. As the Institute prioritized the admission of women, DAPER assumed the pre-emptive stance of creating intercollegiate programs for them. This has served MIT well, assuring that Title IX regulations were being met if not exceeded during the period (see Appendix D for information on Title IX).

Club Sports and Activities:

Club sports and activities are member-organized competitive teams and recreational groups that allow participants to pursue a wide range of interests from ballroom dance to martial arts to

rugby. Club programs are open to all members of the MIT community. At this time, graduate students heavily populate club sports, occupying approximately 450 of 800 spaces.

Intramural Sports:

The intramural program is primarily comprised of undergraduate students who affiliate according to their living groups. Recent statistics show that more than 8000 students, staff, and faculty compete in 19 different activities on approximately 670 teams annually.

Informal Recreation:

Placing an exact number on recreational users is difficult. Our best information comes from the sale of athletics cards. Annually, we sell approximately 3000 cards to the MIT faculty, staff and alumni, and approximately 5000 students activate the athletic membership that is included in their tuition. Thus, up to 8000 members of the community make use of DAPER's facilities during informal recreation hours. Swimming, ice- skating, basketball, sailing, tennis, weight training and cardiovascular fitness, and aerobics classes attract the highest number of participants.

Through these programs, DAPER is both a service and an educational entity. On the whole, students and alumni are extremely positive about their experiences in DAPER and attribute many successes in their lives to skills learned through these experiences.

**The Mission
of the Department of Athletics, Physical Education and Recreation**

In setting the context for our mission, DAPER recognizes that the student attending MIT today comes with high expectations for personal achievement and fulfillment in athletics and other active pursuits as well as in academics. The MIT community also has high expectations for our programming and services.

Mission Statement

The mission of the Department of Athletics, Physical Education and Recreation is to bring students, faculty, and staff together in educational activities that promote healthy lifestyles, enhance a sense of community, foster growth in leadership and teamwork skills, and encourage the pursuit of excellence.

The mission of DAPER is both integral and complementary to the mission of the Institute. In particular, DAPER helps the Institute accomplish the community piece of its education-research-community triad. Community building occurs to a significant degree through recreational sports, building bridges across departments, between undergraduate and graduate students, and between faculty, students, and staff. As cited in the 1998 Report of the Task Force on Student Life and Learning, DAPER plays a “powerful role in bringing students and faculty from across campus together in activities that teach teamwork, build self-confidence, and encourage perseverance, dedication and personal fitness”(p.2 Section 4).

The Report of the Task Force also describes eleven defining principles of an MIT education. Many of these principles can be seen in practice in DAPER. For example, DAPER's emphasis on the promotion of healthy lifestyles through physical activity contributes to the principle of "Education as Preparation for Life". The "Learning by Doing" principle is evident in the leadership and teamwork opportunities that DAPER provides through athletics, intramurals, and club sports. Club and intramural teams, in particular, are predominantly student organized and managed.

DAPER programs also provide an important focus for the principle of "Intensity, Curiosity, and Excitement". All members of the MIT community can pursue their individual interests and curiosity through learning new skills in the diverse offerings of the Physical Education Program. Intramurals, club sports and intercollegiate athletics add another dimension of excitement to campus life. Competition and rigorous training contribute to the intensity of sporting experience while providing an avenue for the pursuit of excellence. An alumnus summarized the value of the athletic experience this way: "The MIT athletic experience should teach you as much about how to set goals, be part of a team, and compete, as it does a specific athletic skill. Setting high expectations and focusing to achieve them is the true value of the program."

MIT is a major player on the national and world stage. As such, academic, research, and community expectations are enormous. At no time has the ability to balance demands been more important in the lives of MIT students, faculty and staff than it is today.

The Department acknowledges its role in fulfilling its professional responsibilities as educators and supporting the tenets of the Task Force on Student Life and Learning. The Department takes seriously its role in the health and well being of the MIT community and its position of opportunity to bring together all members of the community to engage in healthy and productive pursuits of self-improvement. MIT's investment in physical activity is a direct investment in the lives and livelihoods of the people in our campus community. As one of the few departments serving all of MIT, DAPER fosters community building, supports productivity, and provides unique educational opportunities.

Goals for the Department

The members of the MIT community expect to learn, be challenged, and have opportunities to explore innovative ways to add variety and balance to their lives. DAPER recognizes that its role is to continue to fulfill the responsibilities identified by the Task Force through its five program areas; physical education, intercollegiate activities, intramurals, club sports and activities, and informal recreation. To do so, it must meet the following goals:

- Bring the MIT community together by providing diverse educational, competitive, and recreational activities that are well-supported by facilities, equipment, and personnel.
- Engage community members in productive self-improvement pursuits that satisfy their priority interests at a skill level appropriate to their ability while positively impacting the greatest number of participants.
- Create more responsive systems for assessing and meeting the needs of our current student body and community in order to provide the highest level of service possible to each constituent group.

Only by adhering to these principles can DAPER realize its potential for the Institute.

Strengths and Challenges:

Through its conversations with alumni, faculty, staff and students, the Strategic Planning Committee has identified many strengths and challenges faced by DAPER. These are presented in five subsections: Programmatic, Facilities and Operations, Financial Resources and Fiscal Responsibilities, Personnel, and Systems Management.

Programmatic

The ability to offer a breadth of programs that serve as many needs and desires of the MIT community as possible is both DAPER's greatest strength and challenge. DAPER has offered so many activities for such a broad constituency that it can be said that it "does too much, for too many, too much of the time."

DAPER's capacity to educate about the importance and practice of a balanced and healthy lifestyle is a strength. Through a wide variety of activities, students, faculty, staff, and alumni learn movement skills that contribute to lifelong fitness. Most classes are taught by faculty/coaches who bring a high level of expertise to each instructional area. The "mens et manus" motto of MIT is extended to "mens et manus et corpus" through attention to strengthening the body while developing the mind. At the same time, the curriculum needs to be reviewed and refined to meet the changing needs of the MIT community.

DAPER and its alumni view high levels of participation in programs that are ability appropriate as a strength. Intercollegiate programs include approximately 20% of the undergraduate student body in 41 different sports. Intramural sports serve approximately 75% of the total student population. DAPER provides access to skill development through physical education classes, holds open try-outs for most intercollegiate teams, supports club sports and activities, and opens its doors for informal recreation. However, growth unchecked and unchallenged can produce the most diverse varsity athletic program in the country while creating an enormous management and service challenge. Another concern that was identified was the disappointment of many undergraduate students with the dissolution of junior varsity teams in the fall of 1999.

The Department's capacity to balance the intercollegiate program with other programs has been a conspicuous weakness due to funding requirements. In the past, a significant portion of operational funding has been applied to this program. Increased demand from student/athletes for excellence in all aspects of the intercollegiate programs has made it difficult to also service the growing needs of other users. Graduate students, faculty, and staff, while thankful for the opportunities they do have, generally feel that the club and informal recreation programs that most serve them have been neglected in the shadow of the intercollegiate programs. It is apparent that DAPER needs to establish guidelines for the creation or elimination of teams and other activities in order to rebalance programs and fulfill its mission.

Facilities and Operations

The facilities that comprise the Athletics Complex span 26 acres and 8 separate facilities on the MIT and Lincoln Lab campuses. There is no area where constraints are greater and where the community has expressed more longing for expansion and renewal. Simply stated, the Department is stretched to the maximum in its attempts to satisfy user needs.

That said, the Department has responded admirably if not stoically to requests for space and resources, attempting to meet as many as possible of the fitness and recreational needs of the diverse MIT community. Institute special events, from Commencement to conventions, frequently require DAPER facilities. In addition, DAPER recognizes and values the Institute's "town and gown" opportunities and responsibilities, but it must gain a better understanding with non-MIT constituencies regarding unauthorized use of our facilities.

A lack of clear priorities has resulted in significant over-use of field and facility spaces, contributing in a very real way to poor maintenance and renewal opportunities as well as tension over user priorities. DAPER also faces a challenge with the projected opening of Zesiger Center in the fall of 2002.

Financial Resources and Fiscal Responsibilities

DAPER recognizes that each academic department at MIT is responsible for identifying resource streams. While most departments are actively involved in solicitation of corporate or government funding, DAPER's primary funding is through the sale and subsidy of the Athletic Card and the generous support of our Friends of MIT Athletics groups. It is no longer possible to maintain programs at an appropriate level of excellence or satisfaction with the current budget. DAPER, in concert with MIT and the Dean for Student Life, must address this critical issue.

In addition, more efficient methods for tracking revenues and expenditures need to be developed to allow program administrators to assess financial conditions, provide accurate and timely data, and to devise appropriate budget requests. During the fall of 2001, with support from DSL, undertook an accounting/budgeting review of all accounts and financial structures. The result of this investigation is a new budgeting and expense tracking mechanism that will permit accurate and multi-dimensional analysis of all accounts across the Department

Personnel

It is the opinion of DAPER as well as the Athletics Visiting Committee (2000), that having a large percentage of part-time head coaches reduces faculty/coach to athlete contact and thus the potential for valuable mentoring. The expertise of the part-time coaches is also unavailable to the greater MIT community through physical education or other programs. In addition, part-time coaches are subject to high turnover, challenging the time and budgets of the Directors and Assistant Directors to identify, hire, and train personnel. Furthermore, the evaluation system for faculty/coaches needs to be refined in order to provide better information with regard to professional development and achievement.

System Management

The management of programs, facilities, and human resources has been difficult in recent years. The staff of managers has not increased over a 20-year period of incredible program growth and increased expectations from all users. The Department's Visiting Committee in 2000 noted that DAPER is significantly understaffed and overworked, leaving little time for attention to program

detail, critical program evaluation, professional development, or communication with users. In addition, many functions of DAPER would be enhanced if newer technology were in place to handle routine activities. Relieving administrators of these types of duties would allow better service throughout the program areas.

DAPER has been criticized in the past for not having clear priorities and thus trying to do too much for too many. Unstated, yet operational priorities for physical education and intercollegiate athletics have allowed these programs to become unbalanced with respect to programs serving the entire MIT community. Many users express concern about a perceived lack of clear decision-making protocols and the lack of communication with the Department. The Department now recognizes that it must set clear priorities, articulate these priorities to its users, and strive to achieve the balance among the priorities that allows the fulfillment of its mission.

Strategic Direction:

DAPER will have to adhere to new directions in its program management if it is to meet the challenges of the department and achieve the goals of the Strategic Plan. These directions, or guiding principles, can be summarized simply as:

- rebalancing of priorities, and
- providing a high quality of service.

Recommendations for Initiatives:

The following initiatives have been identified by the Strategic Planning Committee to address the challenges faced by DAPER and to advance the goals identified in this plan:

Programmatic

REBALANCING:

With the feedback from the community received during the strategic planning process and with significant self-evaluation and introspection, DAPER is poised to rebalance the educational, recreational and competitive aspects of its mission. The functional priorities will now be implemented in this order:

- **Education**- teaching physical skills and lifetime activities that encourage social interaction and physical and mental well-being through intercollegiate athletics and physical education.
- **Competition**- promoting teamwork, leadership, sportsmanship, and the achievement of personal goals and pursuit of excellence through competitive opportunities at the intercollegiate, club, and intramural levels.
- **Recreation** -allowing stress management as well as the pursuit of a balanced and healthy lifestyle through the availability of facilities for personal fitness, club activities and informal recreation.

Functional efforts are prioritized in this sequence to reflect MIT's mission as an educational institution, and to emphasize the importance of teaching the members of the MIT community about the theory and practice of a balanced and healthy lifestyle so that they will be equipped for lifelong fitness. Competition is a second priority because the competitive spirit encourages excellence in individuals, promotes teamwork towards a common goal, and enhances the

development of leadership skills. Recreation ranks third as it is the area in which DAPER has the least active organizational role and where individuals or teams must self-organize to make use of available facilities. Although Recreation remains the third priority, DAPER recognizes that it has neglected the recreation piece of its role on campus and must do more in this area in order to provide an appropriate balance between the three functional areas. The following initiatives have been selected to enhance the goal of rebalancing:

Initiative #1: Establish a user hierarchy based on the functional priorities.

Through the establishment of user priorities, DAPER will be able to allocate resources more fairly and consistently while meeting the goals of the Strategic Plan.

Initiative #2: Develop a set of criteria for establishing and eliminating teams.

This initiative will provide managers with the tools for evaluating the size of the intercollegiate program and provide a framework for decision-making about requests for new teams as well as the discontinuance of teams that do not meet the criteria.

Initiative #3: Develop a formal structure for establishing and eliminating club sports.

Club sports have proliferated in DAPER. By developing a structure for evaluating club sport requests, managers will be able to assess whether the resources and facilities are available to permit a quality program. In February 2001, DAPER initiated a collaborative project between the Association of Student Activities, Graduate Student Council, and the Undergraduate Association to address this important issue.

It is the goal of the Department to provide a balance of services offered to each group of users and between the functional areas supported. Priorities will not be followed blindly, as this would naturally lead to an imbalance of service and offerings. Given the need to work within limited resources, DAPER will have to view each decision in the framework of these priorities, but be vigilant in its pursuit of balance.

PHYSICAL EDUCATION

As part of the rebalancing process, Physical Education will take a more prominent role in DAPER as it provides much of the educational priority. Skills for health, fitness, and life are needed by all, especially as we move toward a more technologically advanced society in which sedentary work is increasingly the norm. At present, both the undergraduate/graduate student bodies and the MIT community in general need to develop skills that lend balance to their lives and improve their physical state. On this campus, more education must occur regarding nutrition, basic fitness principles, and stress management. The Department is ready to take the lead on this front by incorporating the principles of health, fitness and life into our physical education classes and intercollegiate athletics.

Initiative #1: Curriculum revision.

This project will permit greater focus on health-related fitness and lifetime physical activity within the physical education program. The strand of health-related fitness could then be woven throughout program offerings, reinforcing the importance of physical activity to healthy lifestyles. The curriculum would be designed to fully complement the rigors of the MIT academic education and would, in fact, enhance it. Students would be able to elect classes not

only in rock/wall climbing, in-line hockey, kayaking, spinning, and fly fishing, but in leadership development, nutrition, eating disorders, relationship skills, and mental health initiatives (see Appendix E for possible curriculum offerings).

Initiative #2: Proposal for a core health-related fitness course.

One outcome of the curriculum revision process could be a proposal for a required health-related fitness course. The most effective way to ensure that all MIT students are exposed to the principles of fitness and wellness is through a class that all students take.

Initiative #3: Collaboration with other departments.

DAPER will need to pursue partnerships with MIT Medical and with other departments and offices on campus in order to most efficiently provide this educational service. Engaging in interdisciplinary projects in nutrition, biomechanics, and materials science may provide additional opportunities for students and faculty/coaches to explore cutting edge technology and sports product development.

Initiative #4: Independent Studies in Physical Education.

DAPER desires to offer greater flexibility in the fulfillment of the PE requirement, and will need to develop methods to do this. An example might be the implementation of a supervised “independent study” program whereby students who are involved in regular, physical exercise at a high level can receive credit for their participation.

Initiative #5: Rename the Physical Education Program.

“Health, Fitness, and Life Program” would become the new name for Physical Education. Ultimately, the design of the MIT Health, Fitness and Life Program would become a benchmark program for the holistic approach to fitness, life, and sport skills acquisition. This design would enhance the educational process and provide a basis for a more satisfying and healthier lifestyle.

Facilities and Operations

As a facility-intense operation, DAPER must continually strive to develop relationships necessary for consistent control, maintenance, and renewal of indoor and outdoor facilities. Facilities and Operations impact the service of all three of the functional priorities in DAPER. During a campus-wide facilities audit in 1998, all of DAPER’s facilities were found to be in serious need of renovation and/or renewal. Many areas have received significant attention dating from the fall of 1998 to the present. However, there are outstanding repairs that require our immediate attention. Through effective partnering with the Department of Facilities and the MIT Safety Office, several initiatives have moved forward.

Initiative #1: Development of a comprehensive facilities maintenance and capitol renewal plan.

It is critical that a long-range plan is developed to ensure regular maintenance and upgrades of facilities and fields.

Initiative #2: Partner with Campus Police and the City of Cambridge.

On the important issue of control of facilities, DAPER supports stronger alliances with these groups to help us manage unauthorized access to facilities.

Financial Resources and Fiscal Responsibilities

Fiscal responsibility includes managing accounts efficiently and accurately. It must be recognized that DAPER is involved in complex and persistent travel and procurement activity. DAPER must also encourage resource development activity to support its programs. Both fiscal processes and funding clearly impact the quality of service that can be provided by DAPER.

Initiative #1: Engage in an audit process to explore and define new processes for financial management of department activities.

In July 2001, DAPER enlisted the assistance of a financial accounting firm along with other Institute offices to examine and create a new accounting/budgeting structure.

Initiative #2: Partner with the Office for Major Giving, the Alumni Association, and the Office for Resource Development to create a model plan for increasing gifts to the Department.

This partnership will allow DAPER to explore traditional and new initiatives to increase financial resources with the goal of enhancing programming and services.

Initiative #3: Develop a business plan for the Zesiger Sports Center.

The new Zesiger Sports and Fitness Center must be leveraged for appropriate income-producing activities. Creating a business plan will also help assure a high level of service and maximize potential of the facility.

Personnel

Perhaps the most important component required to implement the chosen strategic direction is human resources. The quality and type of personnel will play a large role in DAPER's efforts to rebalance priorities and clearly influences the quality of service throughout the Department. With that in mind, it is essential that DAPER renew its commitment to management, teaching and coaching excellence. To make best use of limited resources, an appropriate number of high-quality, dedicated faculty/coaches and staff must be part of the team. The best people must be recruited, and they must be retained and renewed by the funding of professional development on a regular basis.

Initiative #1: Add the position of Director of Recreational Sports.

The Strategic Planning Committee believes that at a minimum, this key position needs to be added to DAPER. At present, DAPER has a Department Head who also serves as the director for intercollegiate athletics. There is also a director responsible for physical education. However, there is no comparable position for the third department program area of recreation. Recreational sports are addressed by the management only in the form of additional assignments to faculty/coaches whose primary foci are coaching and teaching. Without a point person for this important area, it is difficult to upgrade the recreational opportunities on campus - specifically club sports, intramural sports, and informal recreation.

The designation of an individual with recreational sports as his/her primary responsibility is particularly important to enhancing service to graduate students, faculty and staff. Graduate students are primarily served by club sports, intramural sports, and informal recreation. One view of the management system might include a Department Head, Assistant Head for Athletics,

Assistant Head for Physical Education, Assistant Head for Recreational Sports (Clubs, Intramural Sports, and Informal Recreation) and an Assistant Head for Facilities and Operations. Restructuring of department management will be explored throughout the implementation period.

Initiative #2: Explore ways to increase the full-time head coaching staff.

One defining aspect of DAPER programs is the quality contact time between students and faculty/coaches. By having appropriate staffing levels, DAPER will be able to provide more effective mentoring of students as well as a higher level of learning experiences in the Physical Education program. Faculty/coaches will also be able to participate more substantially in campus life activities and student life initiatives.

Initiative #3: Develop a human resource plan that allows for the recruitment, retention, and renewal of DAPER staff.

This initiative will promote effective hiring practices and improve assessment and professional development of DAPER members. It will also permit the identification of accomplishments by individuals and strengthen recognition opportunities within DAPER.

System Management

DAPER recognizes that it must develop a dynamic management system that takes into consideration its functional priorities while creating a feedback mechanism that will monitor and evaluate its effectiveness. Such a system would enable DAPER to adapt quickly to the needs and demands of the MIT community. A dynamic management system will allow the Department to optimally meet the needs and expectations of the MIT community through continued development and regular evaluation of its five program areas.

DAPER is committed to building a management system and a management team that will provide efficient, effective, and professional service to its users. DAPER must continually evaluate whether exceptional service can be offered in a particular area. If it cannot provide effective services to a requested area, then it will not undertake the initiative. In this way, DAPER will optimize its resources for the areas in which it can perform at the highest level.

QUALITY OF SERVICE

In pursuit of its new mission and goals, DAPER seeks to provide the highest possible level of service for its constituents. This Quality-of-Service Standard (QoSS) is intended to be a guiding principle to effectively manage the education, competition, and recreation services delivered to the MIT community. The QoSS is comprised of three fundamental components:

- Establishment of priorities.
- Delivery of a level of service to each constituent group within the MIT community commensurate with these priorities.
- Monitoring and evaluating effectiveness of the services and programs with a view to adjustment to maximize DAPER priorities.

Initiative #1: Develop Program Metrics.

In order to achieve the desired adaptability and agility, DAPER must be able to continually monitor its progress and critically evaluate its strengths and weaknesses. The establishment of firm metrics and the collection of data to initialize their use in each program area are high priorities for the implementation phase of the strategic planning process.

Initiative #2: Implement a discovery process for technology in DAPER.

DAPER must develop an information technology system that will enable the management team to monitor and review each program on an annual basis, assist in facility management, and enhance communication. Systems that are already place need to be evaluated and most likely upgraded. DAPER also needs to make data collection and analysis part of its routine. Data from the dynamic management system (such as usage patterns and registrations, etc) will provide valuable insight for facility upgrades. As planning begins for Phase II of the central athletics complex, these data will guide the department management team and facilitate decision-making for the future direction of DAPER.

Initiative #3: Add an information technology professional to DAPER.

Communication with users is an area in which there is much work to be done and in which steps are already being taken. The Internet must be used to provide our users with complete program information, rules and regulations, sign-ups, schedules, and the opportunity to comment. To facilitate this goal, DAPER must obtain an information technology professional.

Initiative #4: Develop a plan to improve other forms of departmental communications.

A commitment to old-fashioned communication technology through proper signage and visible suggestion boxes in all facilities must be made. DAPER must stay abreast of the changes and the direction of academics at MIT. It is not sufficient to communicate with only those who use our services. We must consider and inform our academic counterparts so that our mission can continue to complement the educational mission of the Institute as a whole.

Summary:

The strategic planning process has provided a valuable opportunity for DAPER to assess its programs and level of service. However, the Strategic Plan is only the first step in realizing the potential of DAPER. A new mission statement has been formulated with goals and initiatives for various program areas. These initiatives cannot be realistically achieved without a complementary Implementation Plan that capitalizes on the ideas and the momentum of the Strategic Plan. With a plan for implementation and commensurate resources, the goals and initiatives set forth in this document will enhance the important functions of the Department of Athletics, Physical Education and Recreation and enrich student and community life at MIT.

Appendix A. Inaugural Seasons of MIT Varsity Sport Teams

Chronological Order

1894	Men's Track
1901	Men's Basketball
1905	Men's Cross Country
1907	Men's Golf
1907	Men's Ice Hockey
1907	Men's Tennis
1912	Men's Crew
1912	Men's Swimming
1913	Men's Wrestling
1920	Men's Fencing
1923	Men's Rifle
1928	Men's Lacrosse
1930	Men's Squash
1936	Men's Sailing
1938	Men's Pistol
1948	Men's Baseball
1952	Men's Skiing
1956	Men's Soccer
1968	Men's Gymnastics
1970	Men's Water Polo
1973	Women's Basketball
1973	Women's Crew
1973	Women's Sailing
1974	Women's Fencing
1974	Women's Volleyball
1975	Women's Tennis
1976	Women's Gymnastics
1976	Women's Skiing
1976	Women's Swimming
1978	Women's Field Hockey
1978	Women's Softball
1981	Women's Cross Country
1984	Women's Soccer
1986	Men's Volleyball
1988	Men's Football
1992	Women's Outdoor Track
1992	Women's Lacrosse
1999	Women's Indoor Track
1999	Women's Ice Hockey

MIT Men Varsity Sports

Baseball	1948
Basketball	1901
Crew	1912
Cross Country	1905
Fencing	1920
Football	1988
Golf	1907
Gymnastics	1968
Ice Hockey	1907
Lacrosse	1928
Pistol	1938
Rifle	1923
Sailing	1936
Skiing	1952
Soccer	1956
Squash	1930
Swimming	1912
Tennis	1907
Track	1894
Volleyball	1986
Water Polo	1970
Wrestling	1913

MIT Women's Varsity Sports

Basketball	1973
Crew	1973
Cross Country	1981
Fencing	1974
Field Hockey	1978
Gymnastics	1976
Ice Hockey	1999
Indoor Track	1999
Lacrosse	1992
Outdoor Track	1992
Sailing	1973
Skiing	1976
Soccer	1984
Softball	1978
Swimming	1976
Tennis	1975
Volleyball	1974

Appendix B. Physical Education Activities for the Academic Year 2000 – 2001

Aerobics& Fitness

Aerostep
Body Sculpting
Cardio/Kickboxing
Early Bird
Exercise Fitness
Fitness Program Development
Hi/Lo Combination
Step
Water Aerobics
Weight Training
Yoga

Aquatics

Scuba
Swimming, Advanced Techniques
Swimming, Beginner
Swimming, Beginner II
Swimming, Advanced Beginner
Swimming, Advanced Beginner II
Swimming, Intermediate
Water Polo

Individual Sports

Archery
Badminton, Beginner
Badminton, Intermediate
Figure Skating
Golf
Gymnastics
Ice Skating, Beginner
Ice Skating, Intermediate
Pistol
Squash
Table Tennis, Beginner
Table Tennis, Intermediate
Tennis, Advanced
Tennis, Beginner
Tennis, Intermediate

Martial Arts

Aikido
Boxing
Fencing, Beginner
Fencing, Intermediate
Self-Defense RAD
Shotokhan Karate
Tae Kwon Do

Dance

Ballet/Modern
Ballet II
Choreography & Technique
International Dance
Middle Eastern Dance
Partner Dance, Beginner
Partner Dance, Intermediate

Team Sports

Basketball, Beginner
Basketball, Advanced
Coed Field Hockey
Ice Hockey, Beginner
Ice Hockey, Intermediate
Indoor Lacrosse, Men
Indoor Lacrosse, Women
Soccer
Volleyball, Beginner
Volleyball, Intermediate

Outdoor/Adventure

Ropes Adventure
Sailing, Beginner
Sailing, Intermediate
Sculling
Skiing/Snowboarding

Appendix C. NCAA Division III Philosophy Statement

Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student-athlete's athletic activities are conducted as an integral part of the student-athlete's educational experience. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. (Revised: 1/10/95)

To achieve this end, Division III institutions:

- 1) Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (students, alumni, institutional personnel) than on the general public and its entertainment needs.
- 2) Award no athletically related financial aid to any student.
- 3) Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators.
- 4) Encourage participation by maximizing the number and variety of athletics opportunities for their students.
- 5) Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes.
- 6) Assure that athletics participants are not treated differently from other members of the student body.
- 7) Assure that athletics programs support the institution's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution.
- 8) Provide equitable athletics opportunities for males and females and give equal emphasis to men's and women's sports.
- 9) Support ethnic and gender diversity for all constituents. (Adopted: 1/12/99)
- 10) Give primary emphasis to regional in-season competition and conference championships.
- 11) Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. The above statement articulates principles that represent a commitment to Division III membership and shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences.

Appendix D. Title IX Basics and Chronology of Women's Sports

by Valerie M. Bonnette
Good Sports, Inc., Title IX and Gender
Equity Specialists

Introduction

“Title IX” refers to Title IX of the Education Amendments of 1972, a federal civil rights statute that prohibits sex discrimination in education programs, including athletics programs, that receive or benefit from federal funding. Since nearly all educational institutions benefit from federal funding, nearly all educational institutions must comply with Title IX. The Office for Civil Rights (OCR) within the U.S. Department of Education is responsible for enforcing Title IX. The federal regulation implementing the Title IX statute became effective July 21, 1975. On December 11, 1979, OCR issued an Intercollegiate Athletics Policy Interpretation (Policy Interpretation) to clarify the Title IX regulatory requirements for athletics programs. The Title IX statute is the law enacted by the U.S. Congress stating the general requirements for nondiscrimination on the basis of sex. The Title IX regulation, which was written by employees of the enforcement agency and submitted to Congress for review, also has the force of law and provides greater specificity. OCR’s Policy Interpretation clarifies the Title IX regulatory requirements for athletic programs and is afforded considerable deference by courts. The Title IX regulation and the Policy Interpretation are the two major sources for specific requirements for athletics programs. OCR has also issued significant athletics policy documents which are: the Title IX Athletics Investigator’s Manual (issued April 2, 1990); the “Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test;” (hereinafter referred to as the 1996 Clarification) (issued January 16, 1996, a copy of which is attached to the end of this section); and guidance regarding the award of athletics scholarships (issued July 23, 1998, to 25 institutions subject to OCR complaint investigations and disseminated nationwide in fall 1998). “Title IX Basics” contains the author’s interpretation of OCR’s policies in evaluating athletics programs under Title IX and should not be considered to have the endorsement of OCR. Additionally, this text is intended as technical assistance and not legal advice. Title IX Basics highlights the most important compliance considerations and does not anticipate addressing every concern for athletics programs.

Basic Concepts

The 1979 Intercollegiate Athletics Policy Interpretation divides athletics issues into three major categories to be analyzed for compliance: sports offerings; scholarships; and everything else, which includes 11 program areas. The three categories are:

- I. Accommodation of Interests and Abilities (sports offerings).
- II. Athletic Financial Assistance (scholarships) .
- III. Other Program Areas (everything else—11 program areas), including:

- (1) equipment and supplies;
- (2) scheduling of games and practice time;
- (3) travel and per diem allowances;
- (4) tutoring;
- (5) coaching;
- (6) locker rooms, practice and competitive facilities,

- (7) medical and training facilities and services ;
- (8) housing and dining facilities and services,
- (9) publicity,
- (10) support services; and
- (11) recruitment of student-athletes.

Under each of the program areas, compliance is determined by weighing several factors, which are listed in the Policy Interpretation. In the following sections addressing each of the 13 program components, these factors have been condensed to simplify explanations.

Appendix E. Health, Fitness and Life Program

What follows is an example of the curriculum that might be offered in the Health, Fitness and Life Program. A total of 8 points of HFL credit would be required for commencement.

- I. For *all* freshman students: A Health, Wellness, and Physical Activity class that would expose all first year students to concepts in nutrition, time management, healthy lifestyle, and fitness program development. This class would allow students to select from an array of life sport skills in which to explore the development of their individual fitness program. (2 points)
- II. For all upper class students and open to members of the MIT community:
 - A. Classes would be offered in skill acquisition courses ranging from Archery to Yoga.
 - B. Special attention would be given to including cutting edge activity classes, such as spinning, rock climbing, in-line skating etc.
 - C. Undergraduate students would be required to take 1 activity class in both their sophomore and junior years (2 points for each activity)
- III. Classes would be offered in courses taught by the Medical Department. These classes would be designed in collaboration with HFL so that they fulfill the requirement in the Department. (2 points for each activity)
- IV. A swim requirement would be continued. Courses would be offered that allow the students to explore various swimming competencies, including Life Saving, water aerobics, Triathlon training, and swimming for fitness.