

Interview of Myles Brand
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GRAY: I am Don Gray. I am speaking to Myles Brand in his office as the President of the National Collegiate Athletic Association. It is March 17th, 2008. Eventually, Myles, I want to talk about what you do now, but let's talk first about how you got started. Why philosophy? Why the kind of philosophy you decided to do?

BRAND: I grew up in lower middle class Brooklyn, New York. Neither parent went to college. I don't think my mother finished high school. There were no books in the house, maybe occasionally a *Reader's Digest Condensed Book* found its way in. But very early on, around the fifth or sixth grade, I found the library, the community library.

GRAY: Did you find it yourself?

BRAND: I found it myself, in Brooklyn, and this is true, Don. Walking through the stacks just gave me tingling feelings. I wanted to read everything I could touch. I still feel that way. I'm a little more digitally literate now, but there is nothing that substitutes for me than walking through stacks of libraries, amongst the books. I never get very far, because I stop every moment. And so, I found books, and I enjoyed that very much.

GRAY: Do you remember what you started to read? The first books that got you?

BRAND: Anything I could get my hands on. Through high school I just read anything, without purpose, really. It was the Sputnik era. I happened to have been good in math and science, and so my parents thought I should pursue something that was vocational and make a good living. By that time we moved from New York City to Long Island, a suburban community.

GRAY: Is that where you went to high school?

BRAND: I went to high school in a place called Carle Place High School in [Long Island] New York. I was bused in. Now it is very urbanized out in Nassau County, but when I lived there it was rather rural, so we were bused in. I read a lot in high school. Hated every minute of high school, couldn't wait to get out of there. The only thing I enjoyed about high school actually was playing sports.

GRAY: What did you play?

BRAND: I played basketball, and I ran track. That was the bonding to the school. I did well in high school, but I didn't like it there at all. I wanted to get to college.

GRAY: You were bored.

BRAND: I was terribly bored. I didn't like the environment. It was an anti-intellectual environment, the same environment I grew up in. I didn't know at the time, but it didn't suit my predilections. So I went off to an engineering school, looking at being an engineer. I went to Rensselaer Poly Tech.

GRAY: Did you know what engineers did?

BRAND: My father worked on the fringe of engineering, and so in high school actually I had part-time jobs during the summer in what they used to call job shops, which was doing drafting, minor engineering. It seemed all right. I didn't know what the alternatives were. I thought that was where I was headed. So I went off to become a mechanical engineer.

GRAY: What year was this?

BRAND: I went to college in 1960. I had a crew cut. They called it a flat top at the time. I went to college to be a mechanical engineer. It didn't take that long...

GRAY: Did you wear your slide rule on your belt?

BRAND: No, I didn't, but I did carry it all around. I still have my slide rule. I'm very proud of my facility with a slide rule at the time. I remember one summer, I think it was right after my freshman year, I was working in one of these engineering corporation's job shop, and I had to design a device. This was the beginning of the data processing era, so people would punch in their punch card at the beginning of the work day, and then this whole device was designed so that at the end of the week, the check would automatically come out. So it eliminated the people who actually added up the accounts. You put in these punch cards. Now, my job for three months was to design the mechanism to make the card pop back out after it was pushed in. It was at that point I realized I don't really want to do this. [laughs]

GRAY: Were you successful?

BRAND: Oh, yeah, I got it to pop out. Now remember, this was all on paper. We didn't actually design it physically, but it eventually was built and the prototype worked. I felt good about that. I got to do all the gear work and all that. I said, No way. This is not going to work.

GRAY: After one year?

BRAND: One year, that was it. And so, by the end of my sophomore year, having spent my sophomore year completely not knowing what I wanted to do, I had no one to turn to, no one to help. But I started to take a couple courses from faculty at an engineering school who taught philosophy. And I found, I looked at my shelf of books, and I found the majority of my books were philosophy books. I had gravitated towards that without even thinking about it. Those are the sorts of things --

GRAY: There was no advice?

BRAND: No advice. No direction, no advice. The only advisors I had in college -- actually I didn't take an elective until the second half of my sophomore year, and that was only one elective. I mean, this was a boot camp. And so, I found a teacher.

GRAY: What was his name?

BRAND: Robert Whalen. I remember very clearly.

GRAY: How do you spell it?

BRAND: WHALEN. Robert Whalen, and I remember very clearly. He would come into class, and the first class I took was history of philosophy, and today he would be Plato and tomorrow he would be Aristotle and the next day he would be the Stoics, and he would argue about how this was right. And you were convinced that was right, until the next day, and it would be something different. I just loved it. I couldn't stop it. As luck would have it too, there were about a half-dozen students in an engineering school who figured out philosophy was what they were interested in. We would argue into the night. It was just the right thing for me, and I very much enjoyed school after that.

GRAY: So it was the ideas that got you, and not so much the analytic processes? Given what I know about analytic philosophy, a mathematical background would be a great advantage.

BRAND: Right. Actually I graduated with a Bachelor of Science in Philosophy, because they didn't do anything else, and as I said, I had a handful of electives. So it was basically a math and physics degree, and I enjoyed math and physics. Maybe I should have become a mathematician. I could have been headed in that direction. I always thought if I had to pick a different major it would have been math. I always enjoyed that type of work.

GRAY: But you liked to argue about ideas.

BRAND: I liked the ideas, and I liked the content. It isn't just the pure structure, which is mathematics. It was the content, and I gravitated toward the more technical and analytic side of philosophy. It was kind of a mixing then of using and enjoying the skills, the mathematical skills, along with the content. So that was just a great joy. And then, starting about the second half of my sophomore year, I really enjoyed college. It was a teacher that did it, a faculty member.

I remember going home to tell my parents, I finally found something, and I said, "It's philosophy." They said, "Psychology?" I said, "No, philosophy." And so we went around on that a few times, and I don't joke. They put me in a room with a bright light and said, "You can't earn a living like that." [laughs] Actually, for a nineteen-year-old, it scared me a bit. But I just loved it so much I couldn't do anything else.

I spoke to people about becoming a faculty member. What else do you do with philosophy? I just wanted to be in that set of ideas, those abstract ideas, and that's all I wanted. I was concerned about anti-Semitism, because at the time, I was told, in the academy that I wouldn't have a real opportunity. That turned out not to be true, fortunately, but at the time I didn't know that.

GRAY I think at the time it was.

BRAND: At the time, it was, and maybe I just sort of slipped in when times were changing. Trying to go from an engineering degree program to a Ph D in Philosophy wasn't the easiest thing to do, but I did wind up at the University of Rochester. I had a few choices, but I ended up at the University of Rochester, which was a good school. I wouldn't say one of the premier schools, but a good school.

One of the things I developed in college, in engineering school, and in retrospect, I never was sorry that I went there, because I did learn a lot of content about science and math, and that put me in good stead. I also learned the value of hard intellectual work, and so when I went to graduate school, not having had more than a handful of courses, I just worked very hard, and got my PhD in two and a half years. I probably would have got it more quickly if I didn't have to wait until June. I just worked very quickly. I'm not sure that was a good idea, in retrospect, but by then I was tired of school and wanted to get out.

GRAY: Given all of the math and physics, how come you didn't go towards philosophy of science?

BRAND: I didn't start in philosophy of science, but I went towards analytical philosophy and analytic metaphysics, which is kind of borderline between foundations of math and things about the world. I didn't particularly want to do physics any more. I really wanted to look at -- I actually looked at beginning human behavior, human action.

Again, when I got to graduate school in Rochester, I met a couple faculty members who were very influential, so faculty members were always influential in my life. I once, while I was in college, switched into architecture one summer, finding out I couldn't draw, which was a big detriment to becoming an architect. [laughs] But I was just looking for anything. If it wasn't for this one faculty member, I don't think I would have found my true love, so faculty members became very important people in my life. Frankly, more important than my parents or advisors or anyone.

GRAY: How about fellow students?

BRAND: Oh, I enjoyed them, but I don't think I was influenced by any of them.

GRAY: You didn't learn from them.

BRAND: It was Robert Whalen and a couple other faculty members, and I just can't tell you what a joy it was, sitting in those classes, having just gone through high school and a year of mechanical engineering, and some of those classes, it was just an absolute joy.

GRAY: Did he stay at Rensselaer?

BRAND: He did. He eventually died from emphysema from smoking. Went off to Greece in his last years, to be on a Greek island.

GRAY: Good for him.

BRAND: Good for him. He really loved ancient philosophy. I remember when I was in graduate school, I was finishing up, and I had a paper that you read for your jobs. So I went back to my undergraduate institution to read it to faculty members and students there, and I shook my head when I left there. I said, "Boy, he doesn't know anything about contemporary philosophy." It took me another few years to realize how smart he really was. It was sort of a Mark Twain story. When I was nineteen, my father didn't know anything. I was shocked by how much he knew when I got to be twenty-five, how much he learned in that time. I felt like that. But I completely switched from history of philosophy, and got really into it.

GRAY: How did you find the topic of your dissertation?

BRAND: It really was another faculty member. I don't think it matters, frankly, what you write your dissertation on. It is just learning how to be a professional in that field. A man named Richard Taylor, who is also deceased at this time, a fine philosopher, found his way to Rochester from Columbia and was a very senior member of the department at the time. I got to know one of the junior members of that department, who is still one of my best friends actually. A good friend of mine, Keith Lehrer at University of Arizona now, was a beginning assistant professor at Rochester when I was there. It was just an exciting time for me.

GRAY: It always is. Did your dissertation pretty much track your work after that in philosophy?

BRAND: Yes, it really did. It was a point of departure for a while, and I was fortunate enough to get my first job at a place called Pittsburgh, University of Pittsburgh, which was at that time the number one philosophy department. So it was again very exciting for me. In a way, that first job continued the learning experience, because right now they had some of the most distinguished American philosophers on the staff there, and I got to spend a lot of time with them.

GRAY: Susan's [Gubar] son-in-law teaches philosophy at Pitt. We were just there last week.

BRAND: It's still a good department.

GRAY: He's very -- I shouldn't say threatened -- but he was really unhappy because four of his best friends are leaving all at once. And when that happens to a small department, that is just devastating.

BRAND: When I was there it wasn't that small. There were twenty-five or thirty people.

GRAY: I come from English, so --...

BRAND: For a philosophy department, that's huge. [laughs]

GRAY: Were you teaching when you were in graduate school?

BRAND: Yes. I taught one year, and the others I was on fellowship.

GRAY: Did they help you?

BRAND: They just threw me in. I was a teaching assistant. I didn't teach my own course, and that was a learning experience. I enjoyed teaching. Mostly I enjoyed the ideas and writing about it. I enjoyed the research at that point more than teaching, and Pitt was, it continued for a few years, a good place to learn. It allowed me, because there were some very good logicians there too, it allowed me to actually get more deeply into the analytic side. Philosophy has changed over the years. It has become more eclectic and more broad-based, but in the 60s and early 70s it was very analytically oriented. That was by far the dominant approach, and so it just suited my interest and my abilities, so it worked out very well for me.

GRAY: How about your first teaching, when it was your class, and this was going to be your job?

BRAND: I worked hard at it. I saw it as a part, and I saw it as a whole. I didn't consider myself a teacher. I considered myself a philosopher who was teaching and writing philosophy and trying to integrate into it. One of the advantages of being at Pitt for that first job was there were superb graduate students, and I enjoyed teaching graduate students. Of course, they were older than I was at the time, but I still enjoyed teaching them.

That's the hardest teaching work I ever did, smart graduate students, and the reason is because they don't know anything. What you want to do is say, "Here are the ideas I'm working on. These are the new ideas." But they're not up to that. I mean, first, you've got to get them up to that point where they understand what you're talking about. You can get that kind of interchange with students, I found, at the dissertation level, but graduate students before that, that's hard teaching, I think. Very enjoyable, but difficult.

At that time I taught three courses a semester, and that was standard fare, at least for the assistant professors. And I enjoyed that. I had a repertoire of courses, from ancient philosophy, which I started in undergraduate school, and followed through on that history of philosophy part, and logic and metaphysics and epistemology, so I had a nice repertoire of courses.

GRAY: Undergraduate as well as graduate?

BRAND: Yes. Graduate courses, I always taught the work I was on, so whatever it is I was working on, that's what the topic of the graduate course was. I always used the graduate students to try out ideas, and usually get a paper or two out of it. Then you go around and read them.

GRAY: When did you write your book?

BRAND: At the time most philosophers didn't write books. They wrote articles, and they put them together in books. I didn't write a cover-to-cover book until I think it was in the mid-70s. When I started teaching in the late 60s, I wrote a bunch of papers, edited a few volumes, and put some articles out from those volumes. I didn't write a full book, cover-to-cover, until the late 70s actually. So it was about ten years.

GRAY: Where were you then?

BRAND: I was at Pitt for four or five years, and then something funny happened. They needed someone to do some administrative work. [laughs]

GRAY: I was going to get to that.

BRAND: I wound up as the assistant department head as an assistant professor at Pitt, and I spent some time doing that, which I half enjoyed. This was a theme, a growing theme in my life that came on pretty early. I was pretty good at the administrative side. I really enjoyed the intellectual philosophical side, and I was always torn. So I was at Pitt for a while, and the University of Illinois, Chicago, which was another top ten philosophy department, was looking for a department chairman. I had some friends -- I made a good group of intellectual buddies in philosophy -- and some of them were at what we called then Chicago Circle.

GRAY: You made these friends through conferences and papers and things like that?

BRAND: Right, exactly. And so they said, "Why don't you come over and look at this job?" And I did, so I moved from an assistant professor -- they promoted me to an associate professor -- to be the department head. Again, this was a top ten department, and I felt pretty good about myself, you know? Here I was barely thirty years old.

GRAY: What year was this?

BRAND: I think it was like '72. I was just barely out of graduate school really, and I was a department head of a major department, which was a great thrill. But by then I was really torn between doing administrative work, which I did without too much effort, and doing the philosophical work. I did that for about ten years. I was a department head for ten years at Illinois-Chicago.

GRAY: And you kept the philosophical work in play all the time.

BRAND: The philosophic work still dominated it, even though I -- ...

GRAY: That's hard as the chair, right?

BRAND: Maybe it was easier then, but I would come in the afternoon. I would do my philosophy in the morning, my writing in the morning. If I had a teaching assignment -- I didn't give up teaching obviously -- if I had teaching assignments I would do those, then I'd come in about 2:00 or 3:00 o'clock in the afternoon to the office and I'd do my administrative work and sit on administrative committees. I was very conscientious about it. In the university itself I went well beyond the department. I sat on all kinds of university committees and so on, but the philosophy always came first.

GRAY: Chicago Circle was brand new then, right?

BRAND: They were first developed in '65, so I got there maybe seven or eight years [later]. It was a brand-new school and there were a couple of departments -- I don't think philosophy was the only one -- but there were a couple of departments that they invested heavily in and brought some very good people to. So it was a lot of excitement. Of course, this was Chicago in the 60s and early 70s.

GRAY: Where did you live?

BRAND: I lived in Chicago, on 2000 North on Armitage Avenue. I had a long ponytail and big moustache. I was out there protesting with everyone else. I remember, one of the reasons I think they hired me for this was because I had these very democratic views of how all this should go. So we'd have department meetings that would start in the afternoon, and about 8:00 or 9:00 at night we'd send out for pizzas. Everyone had a vote. Even the secretaries had a vote, and we voted on everything. It suited the times, and it suited the people in the department. They were all young like me so it was really a lot of fun.

I enjoyed it, but philosophy was always dead center, and the administrative work kept me busy. At that time, as I mentioned before, I had this ethos, and still have, this ethos of hard work, so I was getting everything done and quite satisfactorily. But it was always philosophy that counted.

GRAY: Do you still know some of the people?

BRAND: Oh, sure, sure. I don't see them as much as I did. I met my wife there. She was, I guess I can say this amongst friends, she was a graduate student at the time. That was okay then. She actually took -- Peg took a master's degree in art, painting and printmaking at [University of Wisconsin at] Madison, and didn't like just being a full-time artist, so after a few years she went back to graduate school. She was an older student, struggling with philosophy and esthetics.

GRAY: One of the questions you once asked me, the point at which you take a turn from a normal academic career into administration. I suppose in your case it was when the balance shifted.

BRAND: Right.

GRAY: When was that, and why was that?

BRAND: That is an important question in my life. There are turning points in one's life, and that was it. I was very pleased writing my philosophy, and I was having some success with it. It was an intellectual joy. I never would have dreamed I could have enjoyed it as much when I was younger, before college, but I was doing well. The fact was the assistant professor I had mentioned was at Rochester was now at the University of Arizona, so he said, "Why don't you come over and be the chair here?" And we did. Ten years is a long time to be at one place for me. So we went to Arizona, which was great fun, and bought a little ranch about seventy miles outside of town and had horses and played cowboy for a while. It was great fun.

All of a sudden, after about two years of being there, the dean was removed, stepped down -- I don't know what happened or recall, but there was an opening for the deanship. The provost said, since I was department head now in the philosophy department in Arizona, "Why don't you just be interim dean for a little bit, until we find a new dean?" I remember coming home and telling Peg, I said, "They asked me to be interim dean". She said. "Don't do this. You're going down a bad path. Don't do this." [laughs] Of course, she was right, but the fact is I did do it.

GRAY: By this time you had done a lot of university stuff, committees and that sort?

BRAND: Oh, yes, I was on lots of committees and things like that. I read more P&T [promotion and tenure] papers than anyone should have to read in their lifetime, all that stuff. So, they asked me to be interim dean of the College of Social and Behavioral Sciences. I said. "It's only until they find a dean, six months." Well, the dean search wasn't successful, and so the provost said, "You're doing a pretty good job as interim, why don't you do that?" So I went home and told Peg. and Peg said, "Don't do that. Don't go down that path." The fact of the matter is I did go down that path, and that was the turning point.

GRAY: Did she ever say, I told you so?

BRAND: No. She's nicer than that. [laughs] Although it kind of wrecked her academic career. It was really tough on her, so I really appreciate what she has put into this as well.

Then I was dean, and there were four arts and sciences colleges, with a coordinating dean. So I served as dean of the coordinating colleges as well as Dean of Social and Behavioral Sciences. I started a new program -- at that time it was new -- called cognitive science, so I was the founder of that while I was at Arizona. I was doing work on the borderline between philosophy and cognitive science.

GRAY: What was cognitive science then?

BRAND: Then it was a brand new field. It was really trying to figure out what, mostly from an artificial intelligence point of view and cognitive psychology point of view, you can make of the mind. I had been doing work on the nature of human action, and I focused in on questions about what is going on in your head when you try to act? What is the difference between, in terms of Wittgenstein's comments, if you see my arm going up, how can you tell the difference between my arm going up because of a nervous twitch, and raising my arm? What is special about human action, and in particular, what goes on in your head? I had done a lot of work with what might be called folk psychology, namely talking about intention, desire, belief, goals and plans and rational behaviors. I had done all that, and I was beginning to look at it, when I said, "I understand what the common sense, folk psychological perspective is. How do I now make sense of that in terms of the science of it?"

In particular, cognitive psychology was a growing field then, "How do I relate these kinds of philosophy of mind, metaphysical questions, to what happens in the sciences, both in terms of the newly developed artificial intelligence sciences and analogy to computers on one hand, and the other hand, what was growing out of behavioral psychology to cognitive psychology."

GRAY: Is this about neurology? Was that in there?

BRAND: A little bit, but that wasn't the framework I was using at the time.

GRAY: There wasn't much, but now they know how to unwrap things inside your head.

BRAND: Yes, that came a little later, when you look at the more physiological basis. But I was looking at more of the psychological bases for it. The reason for doing all this was to get clear of our traditional philosophical problems like the nature of free will, the questions of the basis of ethics, how do you distinguish people from other things in the world, personal identity -- there are lots of traditional philosophical problems that all really centered upon what was unique about persons in terms of their mental processes leading to actions and plans. So I was looking at all that, but then I began to look at the growing sciences of the times. It was pretty messy at that time. When things are messy intellectually, that's fertile ground for philosophers, because they do their best work when there is confusion. So I was really engaged in those interfaces between various growing sciences as well as the philosophical side.

GRAY: How did you find out who was doing what? How did you find people who were going to be colleagues in this?

BRAND: You know, that sort of happened automatically. I was always going to conferences and writing papers, giving papers, reading the best journals, being on the editorial boards for the best journals, reading, writing grants.

GRAY: That means you knew this was a rich field nationally. How about in Arizona? How did you find out the people on the campus that you could go to, that would understand what you were talking about?

BRAND: There probably weren't very many. At that point already, and this was in the late 70s -- I think I went there in '76 or so -- the late 70s were already a time when colleagues weren't necessarily in your department. Most of my colleagues were working on the same thing were national. We would meet at meetings, and had a lot of correspondence. I was just starting to use e-mail and computers at the time, but we were sending people papers and reading papers. There were a couple people there [Arizona], and they were very good, and they helped, but no one directly in my field, with maybe one or two exceptions. It was really a national group of people working on these problems. The idea of the department being the intellectual center was really over, at least in my fields, by that time. The intellectual center was much more dispersed.

GRAY: Cognitive science -- were you offering courses in it?

BRAND: Yes. I started it. It was a research effort as well as an undergraduate effort. I remember I went to one conference at MIT -- they had this conference on what is cognitive science and how do you teach it? I spent a week there and brought back all this great information, how we should get this up. By that time I was a department head as well as head of cognitive science. I went to the state legislature, and I asked for a special allocation to support cognitive science.

GRAY: You, in your own person, went to the state legislature?

BRAND: Yes, with the permission of the school. I didn't do it on myself [laughs]. They had something called Decision Packages, and the administration liked the idea. But they said, "You've got to sell it to the legislature," so there I was, at thirty-something, trying to sell it. They didn't have a clue what cognitive science was, but it sounded good.

GRAY: And they bought in?

BRAND: They bought it, and I got that program started. I got some special state funding for it. It was fun to build that program from scratch.

GRAY: Is it still there?

BRAND: Not only there, they invited me for the twentieth-fifth anniversary recently. They had a big blow out. It is a major program right now, so I was very pleased I was involved.

GRAY: By this time, you were pretty much locked in administration?

BRAND: Not yet. Close, but not yet. So now I'm dean

GRAY: It took a lot to get you out of philosophy?

BRAND: It did. Instead of coming in at 2:00 o'clock, I was able to come in at lunchtime and do the dean's work. All morning I'd stay home and write my philosophy and read philosophy, so I kind of split it half and half. But it was changing. I had to go out, and I bought a tie, the first tie I had ever owned. I had to cut my hair, and so I was moving into the mode.

Then an old philosophy friend of mine, actually a graduate student, a colleague of mine, was head of philosophy at Ohio State, and he said, "You know, they've got an opening for a provost here." I said, "Wait a second. I'm going to leave the little ranch and the horses and all and living in the middle of nowhere to go to Columbus, Ohio?"

So Peg and I took a trip there. We were on our way to Dubrovnik, which before it was bombed was a beautiful city. We had a great philosophy conference there. We were on our way to that. We stopped in Ohio State just to talk to them, and one thing led to another and I wound up as provost at Ohio State. And by then, I could do very little philosophy. That was a full time job.

GRAY: What year was this?

BRAND: I went there in '86. Now administration was a full time job.

GRAY: Yes, but you hung in a long time.

BRAND: I never gave up. Even while I was provost and even president, I did find some time to teach and occasionally write papers, and go to philosophy meetings. I still write philosophy papers. I haven't stopped doing that.

GRAY: You still read?

BRAND: I still read and still write philosophy papers, absolutely. Now the subject matter has changed.

GRAY: What was the job at Ohio State?

BRAND: I was provost. It was second in command in a very large university.

GRAY: Was E. Gordon Gee President then?

BRAND: No, it was before Gee. It was Jennings, Ed Jennings, who was a very charismatic figure. Unfortunately, a wonderful, wonderful man, at that time in his life had a drinking problem, and so I wound up doing a lot of things the president does, because Ed was incapacitated for some time. I probably taught at most one course. Really, now I was in a tangle. I didn't make that switch, Don, from philosophy to administration willingly. Teaching was always part of it, and I always enjoyed that, but it was never giving up teaching that was of my concern. It was giving up my time to think and write. That was always my big concern, and I just didn't have time to do anything but administration by the time I got to Ohio State.

GRAY: Before this terrible thing happened to you [laughs], did the topics on which you wrote change from the beginning?

BRAND: Oh, sure, it evolved. It was always fun to try to be right at the edge, absolutely. As I mentioned, at least for me it went to sort of the union of cognitive science and philosophy, and that is where I found my way, philosophy of mind. That turned out to be nationally a very high area. I'm not sure how much I contributed as opposed to gravitated towards these changing positions, but even though we're dealing with perennial problems in philosophy, the methodology, the approach, changes dramatically. And so at least the time when I was a full-time philosopher, or working on it a great deal, I tended to stay on that forefront. That was the excitement of it. It really was breaking ground.

You know, I would sit in a leather chair with a yellow pad and make things up. That's philosophy. That was the joy of it. You just write it down, and while I didn't, at that point, want to read too much, because I really wanted it to be my own ideas, I read enough. I certainly knew what was going on, and I continued reading the best journals. But I didn't read the secondary and tertiary journals, because I felt my time was best spent trying to invent this stuff than read about it. That was the fun of it.

GRAY: How does the topic shape itself in your head? When do you decide, I ought to say something about X. Where does that come from?

BRAND: One of my favorite philosophers is Bertrand Russell, who I think is a wonderful intellectual. Bertrand Russell first of all was extraordinarily acute mathematically. He wrote *Principia Mathematica*, which is one of the great works of mathematics and logic, along with Alfred North Whitehead, at the turn of the twentieth century. He was very acute, but he was an enthusiast too. So what he would do, he would have a certain perspective, and then he would just follow it to its end. I kind of wrote philosophy backwards. I tried to figure out what was the best answer to a set of issues, and how do I get there? But because of the analytic training and predilections, I always tried to figure out how to get there in detail.

So it wasn't the easiest philosophy to read. It wasn't cultural philosophy. You could have taken my articles and literally outlined them in symbolic logic. In fact, often I wrote first in symbolic logic, and then translated it into English. But I was trying to figure out, how do I get there and what are the costs to get there? What positions do I have to defend, and why, to get to that end state, and, philosophically, what does that cost me? So that's the way I would write philosophy. It was very tight, but it was written backwards to front. I don't know if that's the way you write novels in English [laughs], but that's the way I wrote philosophy.

GRAY: One of the dicta of writing novels is that if you know the end, you're not going to finish the novel, because the novel should be the discovery of where you want to go.

BRAND: No, this was back to front. But it was an idea. It was a commonsensical idea. This is what makes sense in the solution to this issue. Now, how do I say that clearly and precisely, and how do I get from what we do know to that, and how to fill in those blanks?

GRAY: And the issue was some issue in human action? How people do things? Why people do things?

BRAND: Right, right. I wrote a book on what is intention. I thought I understood. That was the cause of the action. That was the difference between your raising your arm and your arm is going up. One case you intended to do it, and the other case you didn't. Well, that sounds right. But what does that really mean? It took me a book to uncover that.

GRAY: It sounds like Columbus was a watershed.

BRAND: Columbus, that switch -- by the time I took the deanship in Arizona I was halfway there. I could still do philosophy and still teach, but I was starting to look more and more like an administrator. By the time I got to Columbus, I was an administrator.

GRAY: And the next step was Oregon?

BRAND: I was in Columbus only three years. Provosts are presidents in waiting, as they say. So the opportunity came to go to Oregon, and by that time, one of the things I discovered, as a dean or a provost, I had certain ideas. I knew what the end state was. I had certain ideas, but it wasn't necessarily my decisions. I thought, mistakenly [laughs], that presidents make decisions. So I thought I would try that, and so we went to Oregon.

GRAY: I'll come back to that mistake. You talked a lot about the satisfactions of not only just doing philosophy, but of being a philosopher, being in that community of people who were students and colleagues. How about the satisfactions of administration? Something must have grabbed you. You stayed in there a long time.

BRAND: It is, and it's been a life-long tug of war, internally, of which to do. Sometimes I'm doing one more than the other, but I don't think I've ever been a professional academician without doing administration, and never an administrator without at least doing some serious intellectual work.

Yes, there are satisfactions to administration. Mostly starting things. Being a facilitator, seeing things grow. I think that is the best you can do as an administrator. Really help people discover what they are capable of, and putting in place the mechanisms for doing it. I know when I was a full time faculty member, like I was when I started the Cognitive Science Program at Arizona, I really appreciated the administrators who sort of helped me do it. They almost knew what I was talking about, but not really. I needed colleagues in my field to help me really intellectually shape it. But they were very supportive, and, of course, I couldn't have done it without them. I always thought that was the right way to run an administration. How do you build something? So building became very important. And when there were successes, that was what made me feel good.

GRAY: How do you find the people that you're going to trust to help you build something? Clearly they went to you because they thought, "I don't know what he is doing, but I think he can bring it off."

BRAND: That's a really good question, because I think one of the most important skills of a successful administrator is to figure out who is telling you the truth, and how to triangulate on it. Not that they're lying to you. But they may be trying to manipulate you, or shape things in a way that you don't think they should be shaped, not necessarily for nefarious reasons. Who's trustworthy? How can you sit down and talk with them to figure that out? That's a really basic skill. And it's an intuitive skill. I don't know that it can easily be taught. I think that was one of my administrative skills, to figure out who is giving me the straight dope. I'm never beyond triangulating it. I've always called on other people.

One of the things I enjoyed as an administrator was the ability to have a large network, and I knew whom to trust. I learned to do that when I was a department head. I knew whom to trust in the field. If I wanted to know about Jones -- is he going to be a good philosopher; he's got a great graduate record -- I knew whom to call.

I always use those kinds of techniques but then you learn whom to trust, and whom to support. If you can get it right most of the time, that's not bad. I think that's an important skill, and it's an intuitive skill. You just have to listen, and to ask a lot of questions, challenge them. Maybe my dialectic days of being a philosopher helped a little bit. I used to go into meetings and just argue with people.

GRAY: I know that. [laughs]

BRAND: That was my way of eliciting information. It's not that I had the answer. I wanted to see how well they could defend what they had in mind.

GRAY: When you're up that high, as president or provost, is stuff coming to you that you decide what you should back, or can you initiate something, and find people to work it out?

BRAND: It's both, it's both. You might find someone who really had a good idea, but it really wasn't developed enough. You might remember at Indiana we used to have those Thursday evening dinners. Those were very productive. I remember early on at those dinners Gary – what was his name? In Chemistry? [Hieftje] Anyway, the idea came up, we're not going to have engineering at Indiana. What we need is applied science. That emerged in one of those discussions. Everyone had a specific image. I didn't get attracted to any one in particular, but the general idea that that there was an element missing at Indiana became apparent.

So I went to a lot of people and raised the question. What does this mean to you? And over the period of a couple of years this idea of informatics emerged. There were a couple of committees of good faculty members, first-class faculty members working on it. But I think that emerged actually from those dinner conversations. I used to invite two dozen people over to the house, and just ask them questions. But that was a productive idea. I didn't think anyone had it right at the beginning, but there was something there. So as an administrator I saw my job as, how do you flesh that out, and figure out where it might go?

GRAY: Is that how Informatics started?

BRAND: That's the way it started.

GRAY: Same thing?

BRAND: No, that was it. Applied science became Informatics. So it was applied science, it wasn't engineering. It had something to do with IT, information technology. I didn't know what. That was our opportunity, and so how that got shaped, it didn't start out as an IT endeavor. Actually it started out as making instrumentation for making analytical, chemical experiments, and I said, "No, it's too narrow. That won't do it." It emerged in a different way. There were some good cognitive scientists at Indiana, although this isn't cognitive science. It kind of got invented through those discoveries, but it started in that evening discussion group.

GRAY: Gary Hieftje.

BRAND: That's right, that's who it was. He made the case well. This is what we really needed, applied science. Although I thought his initial idea was a little narrow, it was the right approach, and so we just invented it.

GRAY: That's a very interesting trajectory. Did anything like that happen in Oregon?

BRAND: Oregon was interesting. I remember calling up a friend of mine, Bob Berdahl, at the time, who wasn't a philosopher, but he had been, I had met him as a dean, him then being provost at Urbana and Chancellor at Austin and Berkeley and is now in fact the AAU [American Association of Universities] president. I remember calling Bob when he was provost at Urbana because he had been the dean of Arts and Sciences at Oregon. I said, "How is it out there?" He

said. “You know, financially, it’s pretty tight out there.” I was at Ohio State at the time, and I listened carefully. I didn’t understand what he said apparently. I thought, “Well, we’re still struggling a little for money at Ohio State.” I thought it was just a little tighter than Ohio. I didn’t get it.

So we went out to beautiful Eugene, Oregon. A wonderful place to live, and the money was really tight. And then they passed what was called Measure Five, which was similar to California’s Prop 13. They have no sales tax, and they essentially did away with property tax, and the income tax was already very regressive, so there was no opportunity to raise the income tax. I was there about two years, and we lost seventy-five percent of our state funding within the next couple years after that. I had a sign on my door, a disheveled cowboy with a three-day growth and a torn bandana that said. “There were some things they didn’t tell me when I signed on to this outfit.”

It was absolutely devastating. I had to fire a thousand people. I closed down all the Ph D Programs in the School of Education but one. We did not cut across the board, which would have really harmed the University.

I remember probably the worst academic meeting I’ve ever been in. I formed a committee of how to deal with this crisis, and it was a deadly crisis. Oregon was an AAU institution, but frankly, barely so, and it looked like it was going to slip down. I asked this group to say what academic programs are we going to have to cut back on, because we were going to lose thousands of students, and, of course, they came to me, as any faculty committee would, with a menu. Here, you choose. Do you want to close the Law School? Seriously, those were the kinds of choices we faced. And so I chose off the list. I chose to close one [school] which was kind of a compilation of programs, geriatrics and physical education and so on. I announced it at a sort of town hall meeting, which literally had thousands of people at it. Everyone in the University was there. I had to go in and tell how we were going to meet the financial crisis, and I said, “We’re going to close such and such a program,” and the dean stood up, a wonderful man, and made an impassioned speech. “Don’t close my college. Don’t close my college.” He looked around the room to everyone, and said, “Today it’s me. Tomorrow it’s you.” Of course, everyone around the room had survivor syndrome. They’re keeping their heads down. They knew they weren’t in favor of it, but they just kept their heads down. Everyone in the room knew he was dying from brain cancer. He had a tumor. It was very hard.

I was up nights just trying to figure out what to do, because cutting wasn’t the answer. Then I finally figured out what to do. We were going to make the university semi-private. The neighbors didn’t like the Grateful Dead playing in the football field, so we had to stop that. And the students were carrying on about the Grateful Dead, and I pointed out to them, “You’re talking about the wrong thing. Your tuition is about to double.” I had that wrong. The tuition tripled. We went from maybe ten or twelve percent of state students to fifty to sixty percent out-of-state students. I went out to talk to the president of the University of California, to become part of the University of California system. Students were wearing T-shirts that said “University of California at Eugene, Oregon” on campus. Lots of international students from Asia. Tuition skyrocketed.

By the time I left, we got back our two thousand students. The quality of the institution had appreciably increased. The College of Education, which had been decimated in its Ph D Program, went out and hired a new dean who rebuilt it because of the new income we had.

I negotiated with the state for keeping our revenue. It was a state system. All the revenue was going in [to the state system], so the more money I was getting, the more money the

other schools were getting. So we had to negotiate to keep our own revenue, which was very difficult, because no one else was in favor of that. I tried going to the state and said, "Privatize us." We were down to under ten percent of the total amount of money that came in to the campus was from the state. I said, "You can keep it all. Just get us out from under these restrictions." We went some of the way there, not all of the way there. But by the time I left, after five years there, it was frankly a stronger institution academically. But it went through a horrendous time.

That was the most difficult time. The most difficult time I ever had as an administrator. What happens as President, you live the university. You are the university. The hits that campus was taking, I took personally. It wasn't happening to them. It was happening to us. I never fired, or even threatened to fire, a tenured faculty member. I never even entertained fiscal exigency. I never entertained it, because I would never broach tenure, having been a faculty member, and still considered myself a faculty member then.

So that was the toughest time. Did being a philosopher help? Maybe in thinking through things, but not really. Not really.

GRAY: Looking back, you have a lot of satisfaction.

BRAND: I was pleased where we wound up.

GRAY: You got out of it.

BRAND: But the path was terrible. It was terrible. I feel good that we did it, but when I was finished, when we got the university to where it was, I had to get out of town, because I did as much as I could for that institution.

GRAY: What was the equivalent satisfaction after you left Indiana?

BRAND: When I left Indiana?

GRAY: The presidency of Indiana. What did you look back on and say, I'm glad I was there.

BRAND: I was really pleased about starting some programs. One of the main ones that we talked about before was Informatics, but there were others. I think the transition of the medical schools and hospitals into something that is viable. Frankly, it was greatly at risk when I got there.

GRAY: People in Bloomington don't know that.

BRAND: That was a major effort.

GRAY: I know that, because I was working for you then, but it was like it happened in a foreign country down there.

BRAND: That was I think a major effort. I never stopped to make a list. I was pleased about the quality enhancement in a number of areas. The support of faculty, for example. When I

started, there were very few professorships through private fundraising, and when I left it was first in the Big Ten. We were last in the Big Ten when I started, first in the Big Ten when I left. One of the things a president of a university like Indiana has to do is provide the wherewithal for the faculty and others to do their best work, and that meant financial support, because Indiana, internal to the state, has modest support. So you have to look for it elsewhere. I managed to get funding from a number of places, such as the Lilly Endowment. While I was there we got over 300 million dollars, because they had never given a nickel to a public university before then.

I think the legislature was reasonably helpful. For example, in Informatics, I understood that given the tightness of budgets and competition for monies on the Bloomington campus, any building would have to take place with new money, and we managed to do that. So that was satisfaction, I think. It always goes back to building, doing something new and helping faculty members.

I always projected myself. Now, if I was sitting in the classroom, what would it take for me to be able to do my work well? That's the way I always conceptualized it. So I think those sets of building projects that took place.

GRAY: I remember the meeting that I attended with you, when you addressed the Biology Department and told them they ought to get in touch with the Medical School, and they were outraged. It's like you told them to get paper routes or something.

BRAND: I do remember that.

GRAY: But that happened, it happened.

BRAND: That's because we bribed them. I do remember that meeting. They said, "Yeah, we'll work with the Medical School. We'll work with Harvard and Yale." I said, "No, no, it's the guys up the road that you've got to work with." Unfortunately, Bloomington faculty had, and probably still do, a hard time understanding how to leverage their relationship with IUPUI to their advantages. So essentially what we did is, we got a lot of money from the Lilly Endowment, and I said, "If you want any of this money, you've got to work directly with the Medical School." Frankly, the Medical School wasn't happy with me, because they wanted it all. They said, "How dare you take some of this money and give it to Bloomington. It's all for us." I said, "No, no," so I got it from both sides, as usual.

But the fact of the matter is you just had to set up an incentive situation -- that was necessary. I don't think Bloomington will ever have the resources in isolation in order to be entirely successful. They have to learn how to use someone else's resources to be successful, and that was slow in coming.

GRAY: When you got to Indiana, how was it different from Oregon and from Arizona?

BRAND: Indiana University has the most complex administrative structure I've ever encountered and that I know about in the country. Ohio State has a pretty complex structure, so it wasn't that I came from small schools and didn't know what was going on. But the levels of administration, the campus administration and University administration, the duplication and the internecine battles, were really detrimental to the faculty members, I believe, at Bloomington, whereas the desire to keep all the decisions on the Bloomington campus, and the desire of a

Chancellor who wished he had been President stepping in the way of getting progress made, was very difficult. I continued to work through that.

Another important difference, one that I actually enjoyed, at Oregon it is a state system with one Board [of Trustees]. Now, on the one hand, the president has complete control of that campus, and doesn't have to manage or work with the Board. When I came to Indiana one of my big jobs was working with the Board, and at least when I started, not everyone was favorable towards the University. Some of them, in fact, thought their task in life was to be the watchdog of the University. That took a lot of my time and effort to deal with, just managing that situation. I felt good, within several years -- and it did take a lot of time and work -- we got the Board to the position that they were supportive. From that time outward I really enjoyed working with the Board, although it took a lot of time and energy, but the Board then was supportive, I think.

I had a couple of incredibly good Board chairs. I thought John Walda, for example, was a superb board chair who was skilled at what he did but was committed to the success of the University, so I felt fortunate. But that doesn't happen by itself. You really have to work with those individuals. So that was a big difference, the relationship with the Board.

GRAY: How about the regional campuses? There must be a better name by now, but my sense of it is that within certainly your tenure as president, and before that, there was a very strong centrifugal force for them to pull away.

BRAND: There was, and before I came they were going to the legislature and asking for dollars by themselves. That actually made it too easy for the legislature not to give us anything, because they said, "These guys don't know what they want. They're all confused." So I made it a hanging offense if you went to the legislature on your own.

What I really wanted to do with those regional campuses was to be sufficiently supportive that they could be self-contained. They had something to add to the mix, certainly in trying to get state support for everyone, and to serve students. The key is to serve students, and they were doing a good job in that. They weren't the main players. The main players were Bloomington, the Medical School, and the growing IUPUI campus, and that's where I devoted my attention.

GRAY: Do you want to switch to where you are now?

BRAND: Sure.

GRAY: How's it going?

BRAND: It's going great. I'm enjoying it and having fun. I think whether it was Oregon or Indiana, being a president is a sixteen-eighteen hour a day job. That's all I ever did. I would finish my meetings usually about 7:00 or 8:00 o'clock at night, more often than not with a dinner with somebody, and I had to go home and do all the paperwork. I'd do the paperwork until I fell asleep, and then I'd get up for a breakfast meeting and do the whole day over. I'd do it almost every day. I would try and take Sunday mornings off, but that would be about it. It was constant, and when I left town, for example, I'd bring everything with me. That was a little bit of time I had to think. So I probably only did about two-thirds of what I was supposed to do

anyway. I'm reasonably efficient, but I just couldn't get it all done, and certainly couldn't keep all the meetings I needed to and so on. It's life consuming.

I'll tell you a story. When we took this job -- I took this job in January of, I think, 03 or so. Peg and I are in our new house in Indianapolis. The first time we're off the public dole. We were living in public housing for fifteen years, so now the first time we're off the public dole, living in our own house. It's the weekend, and we look at each other -- this is a true story -- and we say, "There's nothing on the calendar. We have a weekend to ourselves." We didn't remember in fifteen years where we ever had a weekend to ourselves. And here is the worst part of that story. We thought it was normal. We had so embraced that life we didn't realize there was another way to live your life.

That is not true of this job. The cultivation isn't there. We don't take any federal or state money. We don't raise funds. There used to be a foundation here, but once we got the six billion dollar CBS contract, we closed the foundation down, thinking it was obscene to raise money under those conditions. We get ninety-five percent of all the revenue that has come in, almost all of it from the men's basketball tournament. We distribute it. I take four or five percent off the top to run this 400 person office -- which compared to Indiana University, is not such a big challenge -- to run this 400 person office, to oversee athletics nationally, and we redistribute ninety-five percent.

GRAY: To the schools?

BRAND: Yes, it almost all goes out to the schools. There's not much that stays here, and because the contract is in place to 2013, I don't have to renegotiate. We probably will. These contracts have a way of ending sooner. But the fact of the matter is, it is a steady stream, and there is no cultivation involved, so I can really address issues and problems and new endeavors and try and build new things.

The reason I was hired was very clear. I'm the first university president in this position. My old buddies, the university presidents, wanted someone to come in and take over the academic side of the issue. You may remember, I had an opportunity to speak to the National Press Club about academic reform in athletics, and that speech apparently got a few people's attention. So they said, "Do you want to do this?" Gee, life's an adventure. That seems like a good thing to do. I was probably going to finish up the Indiana job in a few years anyway, so the choice was. "Well, do I become another president? Fifteen years is a long time. I'm not sure I want to do that anymore." Or do I want to go back to teaching and research, which was very attractive. That was the struggle. Do I now go back to a part of my life. That was a very strong pull. I really wanted to do that.

GRAY: It would have been possible?

BRAND: Yes. Philosophy hasn't changed that much. It would have taken me a few months to get up to speed. I can't say I would have walked right into it, but clearly, if you're a scientist, it's very hard to do. I had been continuing to read and teach, so I wasn't that far behind. I would have needed to take some time off and catch up, but I was looking forward to that actually. It was already in my head, thinking about what journals I ought to catch up on, what books I wanted to read, which was very exciting. But then this came along, and it seemed to me this would be a nice thing to do, and also put in practice some of these ideas I had.

GRAY: How about that? Have the ideas been put in practice?

BRAND: Oh, yes. We've seen major academic reform. The graduation rate and the academic achievement of the student athletes have steadily increased. We've put in place metrics to measure it. We hold people accountable. It used to be, for example, that students were always held accountable. If you didn't do well academically, you'd lose your eligibility. You couldn't play. We said, "No, the unit of analysis really needs to be the team," so now we hold teams and coaches accountable. If your team isn't doing well academically, we will penalize you by taking away the coin of the realm, which is scholarships. So if you don't do well academically as a team, we start taking away scholarships. We've been doing that for several years. All of a sudden, between the bad publicity and the inability to recruit -- fifty percent of college athletics is recruiting -- so the inability to recruit because you don't have scholarships, all of the sudden the coaches, "Well, we've got to do better," and the AD's [Athletic Directors] understand it. The presidents understand it.

GRAY: This must affect recruiting too.

BRAND: Dramatically so. But more importantly, it affects high school, because if you want to play college ball, you know you're not going to play college ball unless you can succeed academically. We've changed. I don't want to say the job is done, but we've changed it. There are still some recalcitrant problems out there, so if we don't get your attention with taking away scholarships, starting next year we're going to keep you out of post-season play. Now what coach doesn't want to have the ability to go to a national championship, like the men's Final Four? He won't have his job long. If we still don't get your attention -- I don't think there will be anyone left standing at that point -- but if we still don't get your attention, we're going to decertify the team, which means --

GRAY: They can't play in conferences?

BRAND: They can't play any sports, and no team in that school can go to post-season play. The one thing that the NCAA controls is post-season play. That is devastating to the school. Never before have there been sanctions attached to academic poor performance. It's changed the entire environment.

GRAY: Your constituency, at the beginning, is university presidents and the academic side. How about the coaches? How are they taking this?

BRAND: Better than you might expect. I think there are enough good coaches out there who really want to get it done. If the culture is such that there are no limitations on it, it doesn't matter how well you do academically, in order to be competitive you've got to go for the lowest common denominator. But they're pleased to see more attention on the academic side. A good majority of the coaches -- I work closely with the basketball coaches in particular, because first of all, as I mentioned, that's mostly where our resources come from, but it is also the most visible sport we have. We don't do BCS football; we don't have Division 1A football. We do all the championships in the others. So high profile football is not ours. We don't do any regular

season or conference tournaments in any sport. All we do is the championships, again, which is basketball, men's primarily but the women's too, I work closely with those coaches. I work closely with the athletic directors and the presidents, although presidents come and go. The current set isn't everyone that I've worked with. When I first came onto this job five years ago, I practically knew them all, but they're coming and going.

GRAY: In general, what is the place of athletics, in say an AAU institution?

BRAND: I think the reason why you have athletics in universities is to add educational value to the experience of the students.

GRAY: All students?

BRAND: Primarily those who participate. It affects -- they are role models, so it does affect the general student body. But a major AAU institution will have six or eight hundred or a thousand student athletes. There used to be like thirty or forty philosophy majors, so it is a large proportion of the student body. So, it affects their education. I've always believed an education is more than what you learn in the classroom and the laboratory and the library. It is changing teenagers into people. That's what you do in college, and there is nothing better than athletics. It's not unique, but nothing better. I think being a music student, working on student newspapers, student government -- there are lots of other ways to grow and use the academic learning that takes place. But athletics, if it's done right, it works well.

Now, the problem is, in football and men's basketball, it is so much harder. Our social and cultural phenomena, and aspects of our life in this country, mean that it has outgrown that ability, in those two sports, to really just focus on the educational side. So when you're talking about volleyball at IU, for example, those young women are really growing because of that sport.

Let me just give you an example. One of the things that is most challenging for graduation is getting past the first semester. Lots of longitudinal studies have shown that if the students aren't bonded to the university. If they are alienated in the first semester, the first six weeks, the likelihood of graduating diminishes very rapidly, so you have to bond them to the university. There is very little better bonding than joining a team of people who are working together with a coach on site who talks to you every day. It gives you a ready-made network of friends with common interests. That's what sports really does, so no one should be surprised that student athletes graduate at a higher rate than the general student body, in every demographic area.

GRAY: There is also that feeling that you're learning how to do something. You don't get that in philosophy courses always.

BRAND: That's right. It is a part, and done right, and in proportion, it is part of the education you receive as an undergraduate. It doesn't mean it's always done right. And it doesn't mean that sometimes it doesn't get exaggerated, and it certainly doesn't mean that the exogenous forces, the social forces that push on college sports as entertainment and try to assimilate it into professional sports, aren't there and have to be fought against.

And I don't think rabid idealism or reformism is the answer to this, because you can't get it done. Anyone who thinks you can do away with college sports in this country is whistling in

the dark at best. But you can reform it enough, working with the college presidents, even in those high profile cases like basketball and football, to make it part of the experience. If there are a handful of young men who go off to be professional athletes, more power to them. I'm not worried about Eric Gordon going to the pros and making multi-million dollars next year. Good for him. I am worried about the thousands of others who are now high school students who think they are going to be Eric Gordon. And they're not, and they're not prepared for college. When they get to college they don't know how to study or are interested in getting a degree. It's those thousands of others that I'm interested in. Good luck, Eric Gordon. I'm pleased you're going to be a one and done kid.

And so it isn't a criticism that a few go off to be professional stars. Less than one per cent in Division 1A ever get to play professional football or basketball. There are 500,000 student athletes playing basketball in high school right now. Five thousand of them, one per cent, ever get to play Division 1 basketball, and of those 5000, one per cent, fifty, ever get drafted by the NBA, and the chances of playing even if you get drafted are less than one in three. So the chances of becoming a star -- you're better off waiting to get hit by lightning.

I want everyone else, in order to play college sports, to be prepared in high school to go to college and get a college degree. I don't want to spoil your dreams. If you think you can become a professional athlete, good luck to you. But the fact of the matter is you need a plan B. You're going to have to get an education, and that's what I'm after, and I think I'm getting some traction with that, and I think the college coaches and the athletic directors more so, and certainly the presidents are buying into that, and that's what makes this fun. It does.

GRAY: How about the identity of the university with the state, with alumni, how athletics creates that bond, fosters that bond. Is that as important as people say it is?

BRAND: Yes, I think it is.

GRAY: They're not going to support the university?

BRAND: No, I don't think that's it. The major support doesn't come in because of athletics, although more and more so athletics is getting resources. A place like IU, probably about ten to fifteen percent of the support that comes to IU goes to athletics. The vast majority of the money doesn't. I'm talking about philanthropy, but it is true that we are a sports culture. For better or worse, we can't do away with that. I think it almost makes us unique as a country, the extent and breadth of our interest in sports.

Everyone follows soccer in Europe -- they call it football -- but the fact of the matter is it still isn't as prevalent as it is in this country. The only national newspaper, *USA Today*, is there as a sports paper, and everything else is fluff. It's all about the sports section. When the major networks are ESPN and its affiliates, and it's twenty-four hours a day sports, and the new media are just showing sports, and the problem is we can't give it to the population enough, we have a social phenomenon here that we can't pretend isn't there.

I see my job, the NCAA job, as how to bring that back into perspective, given the values of higher education. How do you make all that work? How do you convince the main players -- the coaches, the athletic directors, the parents of the students -- how do you convince all those main players it is really about education? It's not an easy task. I think we're getting traction.

That makes me feel that I'm accomplishing something that is important. I want others to walk through the library and feel the tingles. I want others to relate to faculty members the way I have the opportunity to and say, "There's something there for me. This is my life. I'm better for it and I feel good about myself." If I can get that done -- not for everybody, you can't get it done for everybody --- but if I can get it done more so than in the past and influence the lives of young people, I'm doing the right thing.

GRAY: You've brought it very neatly back to where it started, walking through the library. I've got two questions I ask everybody. One is, would you do it again?

BRAND: Life is an adventure. Whenever I'd go home and say that, Peg would start packing a bag.

GRAY: Because we're off somewhere.

BRAND: We're off somewhere. I've enjoyed the tension between the administration and the intellectual. Probably, I don't know if I'd do it exactly the same. I might not have given in to the lure of the administrative and stayed more with the intellectual. I might have been a mathematician rather than a philosopher if I met a different faculty member. If I met a faculty member who was doing foundations of math, which was my interest, and logic, I might have done that. It could have gone in different ways. I'm not unhappy about doing it.

GRAY: But it would have been in the academy?

BRAND: Oh, without question. There is no question. I continue to feel connected to the academy. I continue to teach. I'm teaching now. I just taught at IUPUI last semester. I'm still writing philosophy. Philosophy of sports, cultural studies now -- it's not necessarily analytic philosophy. So I can't stop. It absolutely has to be the academy.

GRAY: The last question is -- and I ask this because I've gotten very interesting answers. Sometimes when I say, "Would you do it again?", people say, "No. In the condition of the academy today, I wouldn't." Do you think the academy has changed all that much?

BRAND: Oh, yes. Some of it is the way it was built in terms of age. It grew up in the 60s, when there were fresh people. I think the financial pressures that the academy feels as a result of the loss of funding and desire to do well. In the 60s, and I think we did it to ourselves, in the Vietnam War era. We can talk about that some other time, but I think the academy is under much more pressure now. I think there is more dissatisfaction in the academy. I think the external forces are enormous. It's not just on the president, but everyone else, to a much greater degree. I think we kept telling students and their parents how important it was to get an education, and how valuable an education was, and they took us seriously, and now they're consumers. It affects what happens in class, even amongst the best students. The technology has changed the way teaching takes place. I think it's different. That doesn't mean it's not as good, but it's different and harder.

GRAY: But it wouldn't have stopped you from getting in it?

BRAAND: I couldn't stay away.

GRAY: You got any last words?

BRAND: No. I appreciate you doing this, and thanks for asking the questions.