

MINUTES OF THE UNIVERSITY FACULTY FORUM
ON THE STRATEGIC PLAN FOR THE DEPARTMENT OF
ATHLETICS AND PHYSICAL EDUCATION

Wednesday, February 17, 1999

Professor P.C. Tobias deBoer, Mechanical and Aerospace Engineering: "I would like to welcome all of you to the discussion of the Strategic Plan of the Department of Athletics and Physical Education. The initiative for this forum was taken by the Dean of the Faculty, Bob Cooke, and I'd like to invite Bob to say something about the background and purpose of why we are here."

J. Robert Cooke, Dean of the Faculty: "Thanks Tob. The session today was organized by the Office of the Dean of the Faculty as a way of giving the community a chance to have its views heard on issues of broad interest to the University community. We have an organized Faculty Senate which handles the legislative aspects of faculty governance, and many years ago, we had University Faculty meetings in which members of the community could hear presentations and participate in the shaping of the values and decisions. Today's session was organized in the context that if you really want to build community, you have to treat people as part of the community.

"We had a session in this very room on Biological Sciences, which was a prototype of today's session, for when we were embarking on restructuring of the Biological Sciences at the University. The one today, of course, is on Athletics and Physical Education, and the timing was triggered by the fact that the Trustees have active involvement in this and there is a report that will be going to the Trustees in March. We will have a verbatim transcript of the session, and a copy of it will be supplied to the chair of the Trustee committee, so your views will be heard. I say this also so that you will choose your words wisely and carefully.

"There will be another session of this nature, in this room also, a month from today at 4:30, which deals with campus climate. I will put up a transparency as I leave the stage to indicate the people on the committee. It is going to be built around a book written by Donald Downs, who was a student here in 1969, who is now a faculty member at Wisconsin. The occasion of it will be a book published by the Cornell Press and there will be copies of it on sale at this meeting a month from today. Perhaps, if they can arrange it, there will be some earlier than that. In addition to Professor Downs, Hunter Rawlings, Dale Corson, who was Provost in '69, Ken McClane from English, and Walter LaFeber from History, will be the speakers. So I invite you to come back and participate in that meeting, which will launch a broader effort on campus of dialogues in a department-based setting."

Professor deBoer: "Thank you very much. In organizing this session, Bob has asked me to preside. My name is Tob deBoer. You may know from the announcement that we have a program we want to follow. First of all, there is a panel discussion, and the panel is organized by George Conneman, who is sitting to my left, and who is the Chair of the Faculty Advisory Committee on Athletics and Physical Education (FACAPE). He has asked other members of that committee to prepare various presentations. All of them are faculty members and are representing the faculty on FACAPE. After that, we have a number of prepared questions, a total of 17 subject areas that have multiple questions. We hope that we can go through all of them, but in any case, no later than a quarter of six, we will open the floor to any questions and we will then list any questions that have not been asked yet on the University Faculty web page. Also, Mary Morrison has 3x5 cards on which you can list your questions, and those will be on the website. So, I'd like the panel presentations to start. George?"

Professor George Conneman, Agricultural, Resource, and Managerial Economics: "Good afternoon, I'm George Conneman, and as Tob said, I'm the Chair of FACAPE. I'm pleased to be here and to introduce the panel to you. Let me tell you what my role is. My role is to keep the panel on time, and then at a later time, to make sure that everyone has a chance to talk. That's very important; it's what a facilitator does. Let me tell you what the panel is going to do. These are the people in the panel. I'll introduce them each individually, but before I do that, I want to say that what we're trying to do today is to gain perspective on the Strategic Plan for the Department of Athletics and Physical Education.

"I don't know if you know what perspective is, but I'm going to tell you what it is so you never forget. The best thing I can do is to remind you that you all live in a house, and that's how you see your house. Perspective means that that's your

house, but that's how the builder and the realtor see your house. This is how your mortgagee/banker sees your house. This is how your fire insurer sees your house; and this is how your assessor sees your house. Let me remind you that is precisely what we want to do today. We want you to see the real thing that is going on in Athletics, not the assessor or any of these smaller or little ones. That's the issue.

"The panel members are all people who have a presentation to make that takes about 8 minutes. How will I assure that they take 8 minutes? I brought my wife's kitchen timer with me, and I will let it ring after 8 minutes. So that is how we're going to keep them on schedule. The first person on the schedule, and I don't get a chance to tell Charlie to do something in 8 minutes very often, is Charlie Moore, the Director of Athletics. Charlie is going to give us an overview of the Strategic Plan. Charlie?"

Charles Moore, Director of Athletics: "Okay, good afternoon, and thank you all for coming. We've going to talk first about the Strategic Plan, but mostly we're going to address your questions about the Department of Athletics and Physical Education. We prepared, this summer, the first complete strategic plan on athletics and physical education. It was intended for a lot of purposes, but I must tell you that the greatest advantage we got out of it was a team-building experience. So in terms of what George was saying about the house, and how you want to look at it, we saw our house in many different ways, as well, and we're going to share some of that with you.

"The planning process, and it was a planning process ([Moore, Fig. 1](#)) that took about a three-week commitment on the part of the entire staff, was to address what we saw as our environment - internally and externally - in terms of strengths and weaknesses, and opportunities and threats. With that sense of our value, we then could create what we thought were the most important values for the participants - the employees, the students, and the faculty - that are taking part in our programs of physical education and athletics ([Moore, Fig. 2](#)).

"Out of that came a mission statement which will be covered briefly later this afternoon. Out of that, we dealt with the objectives. If this is our mission, what should be the simple, internalized, objectives of our department? And out of that, because we didn't meet all of our objectives, we needed functional plans to address. And out of that, and we're still working on this, are the financial implications and the performance management component. There's nothing more important than the execution of a plan, and having the human resources to do just that.

"In putting this together, we saw many important relationships ([Moore, Fig. 3](#)). Certainly the products, the markets, the customers, and the technologies were each important to us. You can read for yourself as well as I can highlight them for you, but we saw ourselves in these kinds of ways, different boxes, perhaps different houses, but we saw ourselves in terms of different boxes, different markets. Ivy League, yes, but more than that. We are a New York State college; we are certainly an important private and state college across the United States in competition. We have, of course, international institutions in which we compete. We certainly expect to compete in the National Collegiate Athletic Association (NCAA), the Olympics, and so on. Not everyone agrees with customers. We found no difficulty in reducing the count to four customers. Frankly, we spent most of our time addressing the students. We found ourselves discussing the kinds of technologies we brought to bear, and that was an important part of the plan.

"Of course, there were implications for what we were doing. We were, at that time, just starting in our National Collegiate Athletics certification process. At that point, a Trustee Task Force on Athletics had been appointed to study the scope of our programs. I was stepping down at the end of some period of time, and we knew we were going to be going into some succession planning and finally a search. Of course, there were many interested parties. You can see that we put the students first, but the faculty, the staff and many others were part of the interested parties and were sharing in the implications. The values are not surprising ([Moore, Fig. 4](#)). I would not try to put them in any priority order, except the first. The academic achievements and the athletic achievements are very important to the students. All the rest are important, as well, all the way down to the alumni involvement and stewardship.

"I had dinner, last week, with Kofi Annan. He was discussing his background. He happened to be a soccer player. This is what he said about his own experience that I thought was important to share with you. He expressed, and I know from my own personal experience as you do, that 'dedication, determination, and discipline' are the things that he got from his athletic experience that he used and continues to use in the United Nations.

"Our athletic department ([Moore, Fig. 5](#)) is not really complicated, I suppose, but it is complex because it has at least four

sections to it. Half of it is intercollegiate athletics, and you will find that's true if you're dividing by the number of persons who are employees. It's lopsided the other way in participants, but costs, revenues and so on pretty much divide 50/50 between intercollegiate athletics and everything else. The everything else includes physical and outdoor education, recreational services that includes fitness centers, intramurals, wellness, and many recreational offerings, the enterprises that are run for the students, as well as the enhancement of the community, as well as administration, which touches on the offices of human resources, facilities, administration, and external relations. That's where we started. That's the shortened form of what the Department of Athletics and Physical Education is all about. You're now going to hear from the others who will take you through the pieces that will make more sense to you. Thanks."

Professor Conneman: "Thank you, Charlie. Charlie is as fast as he was when he won the gold medal in the Olympics at Helsinki. That was only 7 minutes, Charlie, pretty good. Our next speaker is Professor Dale Grossman, who is professor of Agricultural, Resource, and Managerial Economics and who is going to talk about the mission of the Department of Athletics and Physical Education. Dale?"

Dale Grossman, Senior Lecturer, Agricultural, Resource, and Managerial Economics: "Well, first I want to thank George for the promotion, as I'm a Senior Lecturer. We tell my students that I'm a professor so that I'll get the respect that those of us who stand in front of these rooms are due. I'm not really a mission statement kind of person. But what we have up on the overheard is a lawyer's summary of the mission statement of the Department of Athletics and Physical Education. A lawyer's summary gives you the important bullet points and leaves out some of the rhetoric. Many of you may disagree with that. The department is designed to provide opportunities for broad-based participation by students, faculty, and staff, in a diverse program of physical and outdoor education, recreational services, and intercollegiate athletics. Anybody have a problem with that? Isn't that what one would expect from the mission statement of a department of athletics and physical education? Further, it provides opportunities for students to engage in activities and experiences, which foster the value of lifetime participation in physical fitness and total well-being - participation in activities and programs which teach leadership, teamwork, responsibility, and accountability. Values, I think, we all feel are important to the University community.

"The Department of Athletics and Physical Education is designed to complement the mission of the University as a whole. One of the things that I think we need to look at is how the department does that and the extent to which the department needs to focus on its delivery of those services, and to improve the way in which it develops those kinds of qualities. Intercollegiate athletics is probably what most of you think about when you think about the Department of Athletics and Physical Education. Intercollegiate athletics is a critical element in the educational and personal development of student athletes. Those of you who are or were student athletes in your undergraduate days wouldn't take issue with that. I suspect what is a much more controversial question is what importance that could possibly have for the rest of us and to what extent should the University's resources be devoted to developing the educational and personal development of student athletes? The department is a vital link between the University and the general public. It is a means of uniting the University community, it is a symbol of the University, and inspires interest, recognition, and support. Once again, there's an awful lot more room in Schoellkopf Stadium than is necessary to accommodate even the large undergraduate and graduate population of this University. The season tickets sold at Lynah rink are sold not only to Cornell students, but to members of the Cornell community and members of the Ithaca community in general. I don't know that anyone would take issue with that statement. The question may be, again, what role the Athletic Department should take in the relationship between the community and the University as a whole? Ultimately, the Department strives to provide powerful and meaningful experiences, which forge enduring bonds with Cornell. Translated: the Department does what it can to engender long-term alumni support and loyalty that translates, whenever possible, into the writing of a very large check. Once again, very consistent with the mission of a University where financial concerns of supporting the programs of the University are very important. So, once again, the issues become to what extent should resources be devoted to the programs in athletics and physical education and to what extent is the mission of this department and this program consistent with the rest of what happens to Cornell?

"Well, I would put to you that this is mission statement language. I suspect that if you look around, and you look among your colleagues or the students that you teach, you can see very real examples of the importance of the role of the athletic department to the development of student life at Cornell and individual success of students graduating from this University.

"I stand in front of you as the embodiment of this mission statement. My parents were Cornellians. My father lettered in two sports. I could sing the 'Alma Mater' when I was five years old because that was my lullaby. I came to Cornell as a pre-frosh for an interview the weekend of a Cornell football game. I didn't participate in varsity athletics at Cornell, but I played intramurals. I played Broomstick Hockey, which doesn't exist in the same form any longer. My kids have grown up in the Cornell/Ithaca community. They don't necessarily aspire to go to the University, but they attend athletic events. For a number of years, we had Cornell hockey players who lived in our home. My son learned the value of calculus as a subject by watching a Cornell hockey player do his homework at our dining room table. My 16-year-old still maintains a relationship with someone who graduated from Cornell over ten years ago as a result of the ties that he formed because of his parent's relationship with Cornell athletes. Do we have the same kinds of relationships with non-athletes? Absolutely, but there's no better way to appeal to a 16-year-old, particularly a 16-year-old boy than by looking at the prowess and the experience one gains through athletics.

"There are a lot of challenges put forward by this mission statement, but I put to you that when you listen to the panel's presentations, and when you challenge some of the preconceptions and perhaps the misconceptions of the role of an athletic department in an Ivy League institution, I would hope that you come back feeling a lot better about what the Athletic Department here at Cornell is proposing to do and that the Strategic Plan, as it's shaped as a result of your input, is, in fact, a much better representation of the community's values as well as the values of those of us who've already signed on to the plan. George?"

Professor Conneman: "Thank you, Dale. Incidentally, if any of you want to see the overheads later on, to answer a question or to raise a question, we'd be glad to put them back up. Our next speaker is Carol McFadden. Carol has a number of roles. She is a biology teacher, and also an advisor to the men's basketball team. Carol is going to tell us a little about intercollegiate athletics. Carol?"

Carol McFadden, Senior Lecturer, Physiology: "Intercollegiate athletics at Cornell is a big enterprise. We field 36 varsity teams, 18 men's teams and 18 women's teams and we have achieved gender equity in numbers, which is something of which I think we should be proud. There are some other aspects that I don't think we should be quite as proud of and one of them is the performance over the years. Cornell teams are at the bottom half of the Ivy League in all statistics. So, we rank near the bottom in all the measured sports statistics. We are non-competitive, and mediocre, at best. If I were to look at this and give us a grade, I would probably say that it is a mercy C-, I should say, for mediocre.

"Okay, is it getting better? No, it's getting worse. Last year, we didn't win one Ivy League championship, not one. Princeton during this time won 12. They also won 4 national championships. They won the ECAC Men's Ice Hockey Championship. They went to the NCAA and won a first round, and they won a national championship in lacrosse, which I regard as Cornell's turf. Whenever you look at this, you see that our competitive position is really poor, and I find this very embarrassing. I am a Cornell alum, and I've been here for a long time, and I hate to see Cornell mediocre in anything, whether it be biology, which is my area; athletics, teaching, whatever. I want us to be among the best. One of the goals of the Strategic Plan is to increase our winning rate, fix this a little bit, ([McFadden, Fig. 1](#)) and take it up to 50%. I don't think that's asking too much. Harvard, Princeton, Yale, and Penn have done it in the 42 years that the league has been going and, in fact, Princeton and Harvard have both won well over 60% of all of the contests. I think that that shows that the argument that you can't have good academics and good athletics at the same time is a rather poor argument.

"I think that there a lot of benefits to Cornell, if we improve our athletics. National recognition and name recognition bring in a lot of new students and boost alumni support and giving ([McFadden, Fig. 2](#)). But I think that the most important thing is that it would benefit the Cornell community, the student body, and the Ithaca community. In recent years, when I look at my students, who are mostly freshmen, I see a lot of student apathy, lack of school pride, lack of school spirit, and most disturbing, lack of community. I think that the pride in our teams could be a unifying factor. Think of how exciting it is around here when hockey is competing for the National Championship. Even non-hockey fans become fans. In the mid-to-late 80s, there were standing-room- only games in Barton Hall and we had students going crazy and the spirit was absolutely fantastic. Now I leave Newman Arena with very few students there, go down through Collegetown on my way home, and they're all in the bars drinking. I think that good sports could really add to our community. It's hard to understand, in many ways, our lack of success. We're the largest school in the Ivy League by a factor of two. Our admission standards are lower than some. We have, by far, the most diverse student body. Our course offerings are more diverse than any other schools. No one offers more than we do and we should be at the top of the Ivies without any problem, it

would seem.

"Why are we not? Is it the facilities? I think it's really not the facilities. We're better in some areas than others, but overall I think our facilities are about as good as the rest of the Ivies. Is it our coaches? I would say 'no' to that because I think our coaches are terrific. They are doing a good job. In fact, I know that students are coming here because of the coaches.

"Is it admissions? Well, admissions is the area that is usually blamed but despite what you read in the Strategic Plan, I do not think that it is asking for a lowering of admission standards. Most of the coaches feel that Admissions is doing a good job. The coaches are bringing in good student athletes and Admissions is accepting them. It is important to realize that coaches don't want students that can't be successful here. They're wasting their time on someone who is not going to be here, so they want their students to be successful. So I don't really think it's admissions and I don't really think we have to lower standards.

"I think it would be helpful if we didn't have decentralized admissions. At least half of our students don't know what they want to do and yet they are immediately forced to choose among seven colleges and then, in certain colleges, they have to decide on a specific major. This is pretty daunting for a student who is in high school who doesn't know what he wants to do, who just knows he wants to get a good education. I don't see that changing. I think we somehow have to put a different spin on it to make it more positive. It's not going to change, but we have to face the fact that for many students that is an impediment.

"I think that more of a problem is timely notification. Three out of our seven colleges have rolling admissions. Students hear in a timely fashion. The other four, however, have the April 1 deadline. The other schools in the Ivy League, because the coaches work more closely with one admissions staff, tend to know what is going on more, and although they can't tell their students that get in that they have gotten in, what they can do is say, 'I can't tell you whether you've gotten admitted or not yet, but I think you'll be very pleased when you open up your envelope on April 1.' If we could do something similar, I think it would solve some real problems for us.

"The last thing on admissions that I'd like to mention is that if we could occasionally have some flexibility. Let me give you an example. Two years ago, our point guard in men's basketball, who had a fifth year of eligibility, decided not to come back. Now maybe you're not a basketball fan and so you don't know that point guards are crucial. It's like trying to sail a ship without a rudder. So we were without one. Coach Thompson came up with a really good candidate. He was a minority candidate with good SATs, good rank in class and, had he applied at a normal time, he probably would have gotten in. But it was too late, and all of the appeals fell on completely deaf ears. It was too late to accept him. Dartmouth and Penn, for two, can do it, but we can't. Out of 3,000 students coming in, can't we at least once or occasionally be a little bit flexible? The problem, though, is not that the students aren't getting in, it's yield. How do we increase our yield, that is the number of students who actually come here. The reputation problem is always going to be a problem. We're competing against Harvard, Princeton, and Yale and we're going to lose a lot of students to that reputation. They have a better academic reputation than we do, and they're smaller, and students are going to go there. How can we combat this? One thing I suggest is that we need to fish in different pools. We do better in the midwest, southwest, and far west, where a lot of students perceive Harvard and Yale as being elitist and snobby and so Cornell fares better. Cornell is the kind of school they want to come to. So I think that we need to look at some of that.

"The other real problem with getting students to come here is money. We've always faced the problem of competing against schools that give athletic scholarships and give everyone a free ride. It's always going to be so unless we go to that. Recently, however, we're not functioning on a level playing field with the rest of the Ivies. This is complicated, but Princeton's changed its financial need calculations a little bit in that they still fill out the forms, but they're converting in many cases more of the need to grant rather than to loan. Well, the loan part of a Cornell package is about \$4900 a year and so would you rather go to Cornell and pay \$20,000 in loans when you're done, or would you go to Princeton without any? So the other Ivies are kind of going along with this. They have different ways of doing it and the situation is complex, but we're facing another challenge there and this is the first year that this has happened.

"I'd like to say, too, that our athletes and the Department of Athletics and Physical Education deserve better support. Cornell support from central administration is really low and this creates a serious problem for the Department and for our students. For example, at intersession, Cornell's per diem is the lowest in the Ivy League. There is no housing provided for our students during intersession. The freshmen are sleeping on floors, literally, in their friends' apartments and the other

schools do a better job. What I notice the most is that not only do we not have support financially, I don't think we have the support of the administration. When the present President of Penn was appointed, she went right out and said: 'I am the number one Penn men's basketball fan. I'll be at every game that I can, and I'm going to do everything that I can to make sure that Penn remains competitive.' Guess who's tied for the League title right now? And then there is always Princeton. I'd like to finish with a quote from the Princeton Trustees: 'The University is fully committed to a first-rate athletics program within the context of its primary academic mission. A strong athletic program - like other valued extracurricular activities - attracts students whom we wish to attract and offers the University community benefits that enrich the (Princeton) experience for many students, faculty, staff, and alumni. Athletics can bring the community together in unique ways and can play a significant role in carrying forward some of the University's important objectives.' Now I think if you take that nasty word 'Princeton' out of there, I'd like to see us have the same sort of attitude toward Cornell and all of its programs."

Professor Conneman: "Thank you, Carol. Carol does it with passion and maybe Princeton does have one thing that they do right. You may want to see a couple of those overheads later also. Our next speaker is Bill Cox and he's going to talk about physical and outdoor education and the facilities that go with it. Bill?"

Professor Bill Cox, Soil, Crop, and Atmospheric Sciences: "Thank you, George. I appreciate the opportunity to discuss with you one of my favorite topics, that being Cornell recreational facilities. Now in order to put the recreational facilities in proper context, let me first give you a brief overview of the Physical Ed, Outdoor Ed and Intramurals Program. The Physical Ed Program offers a number of diverse courses to our students, who are required to take two PE classes. I don't know if you've ever looked through the course catalog. I've been here fifteen years and never did, but I was amazed to see the types of classes in there for PE. There's Basic Sailing, Martial Arts, Ice Skating, Snow Boarding, Weight Training, and all kinds of interesting and challenging courses. My daughter, who is a senior here at Cornell, who participated in Women's Crew her freshman year, was not required to take PE classes. Nevertheless, she took two units because they were informative, interesting and fun. Likewise with the Outdoor Education Program. Again, look through the catalog and you'll find amazing classes like Basic Wilderness Emergency Care, Basic Rock-Climbing, Canoeing, Kayaking, Camping, and all kinds of life-skill types of courses. These are the kinds of courses that I would have loved to have taken, but of course, they never had them when I was attending college. Likewise with the Intramurals Program, which is first-rate and offers leagues in all kinds of sports, including soccer, football, tennis, bowling, basketball, etc. I've participated in basketball for a number of years now and I can say that I've really, really enjoyed it. The students and the faculty and staff take it very seriously, perhaps too seriously. Nevertheless, we do because it's fun and very well-managed.

"So we have outstanding programs but, ironically and unfortunately, success of these programs has created what I believe is a serious problem on this campus: the availability of recreational facilities. Now we can discuss outdoor facilities, but I'm going to limit my discussion to indoor facilities. I want you to be cognizant, however, that the same problems exist with the outdoor facilities. There are basically six of them, if you include Lynah Rink and the Ries Tennis Center, which I won't get into because I don't think that they have the same types of problems that the others do.

"Let's start off with the Varsity Field House. The Varsity Field House is used heavily by the physical ed classes as well as varsity athletics. General use by the students and faculty and staff is virtually off-limits, and understandably so because of the tremendous demand on that facility for use by PE and varsity athletics. In fact, the demand is so great that during the fall semester, the men's basketball team practices at 6:30 a.m. I doubt if Jim Boeheim is getting up at 6:00 a.m. to attend practice at Syracuse, and more importantly, I doubt if any of our Ivy League peer teams are up practicing at 6:30.

"Another indoor facility includes Teagle Hall, which along with Helen Newman, houses our two swimming pools. I'm not a swimmer, but my swimming friends have informed me that both facilities are very well-managed and extremely well-maintained, first-rate facilities. Teagle Hall is open from 6:00 a.m. to 11:00 p.m. but free swims occur only from 6:00 a.m. to 8:00 a.m. for those of you inclined, certainly not myself. There's a noon-hour swim, which can be very crowded. Two people have described the noon hour swim to me. One said it was very crowded and uncomfortable; the other said it was dangerous it was so crowded. There are also a couple of miscellaneous chunks of time. Nevertheless this problem exists - lack of availability for general use.

"Helen Newman, built in the early 1960s, has two basketball courts on the ground floor, a number of dead spots on the floor I'm sad to say, and antiquated half-moon backboards. Nevertheless it's a nice facility for basketball use. There's also an aerobics studio. But Helen Newman is heavily used by the Wellness Program, volleyball players, basketball players, and

badminton players.

"Now that leaves us with our flagship facility if you will, that being Barton Hall. But there is one problem with Barton Hall. Barton Hall is a multi-use facility. It's available for general use from 7:00 a.m. to 2:00 p.m. and, at the noon hour, there is tremendous use by basketball players and joggers and walkers. From 2:00 p.m. to 4:00 p.m., ROTC uses it, and rightfully so since it's their building from the original date. From 4:00 p.m. to 7:00 p.m., Cornell cross-country and indoor track use it, and rightfully so since it's their home facility. And from 7:00 p.m. to 11:00 p.m., intramurals uses it during the winter for basketball, and rightfully so because the participation is so high. So at our flagship facility, there are no general use hours from 5:00 p.m. to 7:00 p.m., a prime time for general use. As bad as that is, the problem becomes particularly acute on weekends when Barton Hall is not available because of track meets, ROTC events in the fall, Cabin Fever - an event that is coming up next month and that is a tremendous outreach effort on the part of Cornell. Last weekend, Barton Hall was closed on Friday night, Saturday all-day, and finally became available at 1:00 p.m. on Sunday. This coming weekend because of the Heptagonals, Barton Hall is closed Friday night, and Saturday, and Sunday all day.

"So, what do our eighteen-thousand students do on the weekend in the dead of winter in Ithaca? Well, some of them go to Helen Newman, and I was there with them on Saturday morning trying to get a workout in. What did I see at 11 o'clock? Well, on one basketball court there were six badminton nets set up, four players per net, which equals twenty-four swinging rackets. It looked dangerous because they're in such tight quarters. Another twenty to twenty-five were waiting to play. On the other court, we have two baskets length-wise and one in the middle on the side and three half court five-on-five basketball games going on. Thirty people on the court and another twenty people waiting. We have a serious problem. But fortunately, the problem has been ameliorated somewhat with the introduction of our fitness centers in the last three or four years.

"Now let me say a little bit about our fitness centers. I spend three days there for about an hour. I've been in probably seven or eight fitness centers, but Cornell fitness centers are absolutely first-rate. They are the best that I have seen. All new, state-of-the-art, Cybex equipment, which is top of the line. They have everything you can imagine. If you haven't been to Helen Newman's fitness center, take a look at it. It overlooks Beebe Lake and it is the most picturesque fitness center you can find. So it is very heavily used. Last Saturday morning, at 11:00 a.m., every piece of equipment was being used, including eight treadmills, eight Stairmasters, the elliptical trainers, the stationary bikes. Everything was being used and I estimate that there were sixty people there at 11:00 o'clock on a Saturday morning. So the fitness centers have temporarily addressed the problem, but they are very close to reaching their carrying capacity. If you've been in there between 12:00 p.m. and 1:00 p.m. during the week, or from 5:00 p.m. to 7:00 p.m. when it's even worse, you know that it's very crowded, not only with bodies but there is so much equipment in there that everything is on top of each other.

"So, what is the solution? Well, the solution is obvious. We need a new recreational facility, and not just a recreational facility that addresses the needs of the new west-end dorms. No, we need a recreational facility that addresses the needs of the Cornell community. We need a recreational facility with four basketball courts at a minimum, preferably six, to accommodate volleyball, badminton, and basketball. We need a recreational facility with a new swimming pool of 50 meters in length because we and one other Ivy League institution are the only ones without a 50-meter pool. We need a new recreational facility that has a new fitness center large enough to accommodate the equipment and the people. And why not an ice-skating rink that would be a tremendous outreach effort? Certainly in Ithaca there is a tremendous need for ice-skating facilities.

"So, in closing, I would like to say that our students who pay \$30,000 a year annually, deserve more than Helen Newman on a weekend in the dead of winter in Ithaca. I think our faculty and staff who have lower salaries than our counterparts at peer institutions deserve a new recreational facility for their use. More importantly, I think Cornell should make that investment. It's been documented that recreational facilities play an important role in the satisfaction of students on campus and also with students selecting a college to go to. If you look at the *US News and World Reports* ratings, there are two things that we're knocked on: student satisfaction and alumni giving. I think, in part, they're dissatisfied because of the lack of recreational facilities. Likewise when new students are coming in, I've been in Barton Hall when the high school tours come through and I look at those 17 year-old faces, they don't see the beautiful stone building that a fifty-year old guy sees, they don't see that eight-lane track that is the envy of most universities. No, what they see is a dark and dreary building, something that does not excite them about Cornell. So let's make an investment for us all and build a recreational facility that meets the community's and the Cornell community's needs. Thanks."

Professor Conneman: "Thanks Bill. Last, but not least, is Wolfgang Sachse, who has agreed to give us a perspective on measuring success in athletics and physical education. Wolfgang?"

Professor Wolfgang Sachse, Meinig Family Professor of Engineering: "Thank you, George. If you read the newspaper last week, you saw that I was supposed to talk about grading and academic standards and things like that, but when I began to prepare and I spoke with Charlie to get ready for this, my scope was enlarged a little bit and so I'm going to look at all metrics of success for this program in athletics and physical education ([Sachse, Fig. 1](#)). I thought one way to do that would be to look at it from different viewpoints. You've already heard that these are the customers, but really the students are very important and so I'll focus a large portion of my presentation on the measures of success from the students' perspectives. Then I'll talk a little bit about the numbers that go into physical education, intercollegiate athletics, intramurals, and outdoor education. Another group is faculty, staff, and employees and they use the facilities for the Wellness Program and the fitness centers. Then I'll focus a bit on the community's perspective. Outreach has already been mentioned, and the summer sports camps. Finally, I'll conclude with a perspective from the University's side.

"In terms of physical education, the participation is over 9,000 student credit hours per year. The number of course offerings is over two hundred, with 531 sections. You've already heard about some of the interesting subjects students can take. The coaching staff and professional staff, in terms of evaluations, are 5.5/6.0 and 5.8/6.0 and the overall evaluation is 93%. I daresay that there are few courses on this campus that will have that kind of evaluation. I might also mention that many students take not only the two semesters that are required, they take courses throughout their stay at Cornell. In Outdoor Education, the usage is phenomenal. The climbing wall, the special physical education courses offered by Outdoor Education, the training of instructors, seminars on leadership training, wilderness retreat trips, retreat guide training, and team building are important aspects of the Outdoor Education Program. You can see the kinds of participation that the different aspects of the program have ([Sachse, Fig. 2](#)). The Intramurals Program has been mentioned also. Over 9,000 - almost 10,000 - students participate in that activity. So it's an incredibly busy kind of thing.

"Now let me talk about intercollegiate athletics. This is an evaluation questionnaire ([Sachse, Fig. 3](#)) that the students who are recruited to play are given and question number one is, 'What were the deciding factors in your decision to attend Cornell University?' I want to show you that the number-one and number-two ranked answers are the academics and the reputation of the University. So clearly, these people are coming here not for any of these other reasons that you see here, which are much lower, but are coming because of the academics and the reputation. Question #23 is, 'Are you pleased with your decision to attend Cornell University?' I've quoted some things here and maybe we can make these available on the web so that you can click on it. I just draw your attention to this number, 96% say 'Yes.'

"Now, in terms of the Intercollegiate Athletic Program, I focused only on the fall semester ([Sachse, Fig. 4](#)). Over 1100 students participated in that and I want to remind you that there are about 13,000 undergraduate students at Cornell. The varsity sports have already been mentioned, but we have gender equity now with 18 men's and 18 women's sports. As for the G.P.A. of the student athletes, again this ([Sachse, Fig. 5](#)) is the fall semester, the average is 3.021, with women being slightly higher. The cumulative G.P.A. is about 2.95 and again you can see the breakdown of men and women. Not bad. The student athletes who achieve a grade point average exceeding 4.0 equal 35. In fact, there is a 400 Club for the student-athletes to participate in if they achieve this rank. Then the student athletes who we are concerned about, those with a G.P.A. less than 2.0, are 51. So these numbers are quite comparable. The student athletes with a cumulative G.P.A. of less than 2.0 is 43. You see, though, that it is a very small number when compared to total student athletes. If you break down the G.P.A. for the fall semester according to sport, the important thing to understand is that it hovers just as the average indicated, some sports are up while some are down slightly. There are some differences between men and women, but again the average is very respectable. Now another number that people are very interested in is one that is supplied in the NCAA evaluation certification program is the six-year graduation rate ([Sachse, Fig. 6](#)). This is the standard used by the NCAA and this is the entering class; these are the graduates of 1998 and you see that the student athlete G.P.A. is very much the same as the Cornell average.

"That was the academic performance, but in terms of the sports statistics, this is a picture that you've seen before, and I won't dwell on it too much except to emphasize how mediocre the athletic record is, whether you talk in terms of Ivy Championships, or Win/Loss records ([Sachse, Fig. 7](#)). Clearly, our competitive position in the intercollegiate athletics is quite weak. Something very interesting is the statistics of the overall experience of student athletes ([Sachse, Fig. 8](#)), and I've gone through some of those with help from people in athletics, looking at the evaluation forms, and I've just listed

some of them. The point of this is that there is a building of community among student athletes. This is a wonderful experience for them.

"Another thing is the winning of fellowships and scholarships, and I looked at the 97-98 academic year ([Sachse, Fig. 9](#)). This was the student enrollment in that year, and the student athletes comprised about 8.9% of the student body in 97-98. If you'll look at some of the awards that I was able to find, there are the Cornell Tradition Awards, which total 525. The scholar athletes make up 9.3%, slightly higher than their proportion of the total student body. The Meinig Family Scholars total 262 awards and the scholar athletes make up 9.2%, slightly greater than the proportion in the student body. Very prestigious, of course is the Rhodes Scholars, in which there is a component called 'athleticism' that makes sure they are well-rounded. There were four Rhodes Scholars in the past five years.

"I've also tried to look at how student athletes fare after they graduate. I decided to look at how they compete in the job market. Unfortunately, I only have anecdotal evidence on that, but it's clear that if these students are able to successfully balance athletics and academics, then they possess very good time-management skills, which are very important. They certainly have experience working as a group. They have a competitive spirit and know how to use it constructively, and they are networking. I have also done a small sample that I had access to in Engineering, which shows that the starting salary is higher than average.

"Let me move on to the faculty, employee, staff perspective ([Sachse, Fig. 10](#)). The number of paid memberships in Teagle and Helen Newman is 538. Maybe that will decrease if the facilities continue to be jammed up like this. I draw your attention to this number. Seventy-one are Emeritus Faculty who have memberships in these facilities. The building availability has also been mentioned, which is 16-18 hours a day during the week, and 8 hours a day Saturday and Sunday. This shows you the kind of activity in terms of the climbing wall. There are faculty, staff, and employees who take physical education Courses and there is participation in intramurals and team-building, including the Johnson Graduate School of Management, and there's the Bowling League. The Wellness Program had 675 participants of whom 122 were faculty, 500 were staff, and 41 were retirees. There were some special events, which included the health expo, with about 2000 participants.

"Now on to the community's perspective ([Sachse, Fig. 11](#)). It has already been mentioned by my colleagues and one of my friends gave me this quote: 'It's the only game in town if you want to watch any athletics.' You've also heard about the community outreach. Here specifically, are the kinds of activities that are ongoing. There are Section 4 High School Athletic Association events like football, basketball, swim meets, track meets, ice-hockey and so on. Then there are the Empire State Games, which operate on a five-year cycle in using the Cornell facilities. And also, if you've read the newspaper recently, you see that our athletes get involved in the community. For example, I clipped this out of the newspaper recently ([Sachse, Fig. 12](#)): The women's hockey team has this 'Cub Club' in which they interact with young girls in the community. Or the story of Mr. Hood, who is the quarterback, who plays pick-up football with the kids after a game. So, I think that there is outreach that these student athletes do, and I think that it is very valuable not only for the community but also for Cornell. Then there's the sports camps I've mentioned before. There are 3000 participants in the summer in 25 activities and 57 sessions.

"Finally, let me turn to the University's perspective ([Sachse, Fig. 13](#)) and you'll notice that the green boundary means money. If you look at the budget for physical education and athletics, the expenses in terms of intercollegiate athletics are around \$8 million. All other expenses total \$7.9 million. That's \$15.9 million as the budget for that department. That includes \$1 million for the maintenance of facilities. In terms of the revenues, they have an income of gifts and investments of \$3.5 million. The NCAA revenue in ticket sales is about \$0.8 million. Direct user fees are very high, \$5.8 million. So, total revenues in \$10.1 million. The difference between these two numbers is the University's allocation, which equals \$5.8 million. That's 36.5% of the total expenses. I remind you of the numbers that Carol McFadden showed you, and that this is a very low number compared to our peer institutions. In terms of the alumni, the alumni giving to athletics in 96-97 is \$1.6 million ([Sachse, Fig. 14](#)) and rising this year to an expected \$2.3 million. I have some interesting facts about this. Thirty-eight percent of all giving measured in dollars from all undergraduate alumni comes from former student athletes. Thirty eight percent of the dollars. This participation rate is double that of the non student athletes. Again, it reinforces the close ties and connection that the student-athletes have with this institution. Second, of the funds raised, 7% is returned to the Department of Athletics and Physical Education. The rest is swallowed elsewhere.

"Let me summarize then going back to my first line ([Sachse, Fig. 15](#)) and doing it like a report card. If you look at it from the

students' perspectives, physical education is a very positive experience. Intercollegiate athletics is mediocre, at best. Intramurals is very positive. Outdoor Education is very positive. From the faculty, staff, employee perspective, the use of the facilities and fitness center is positive. The Wellness Program is slightly positive. I've only based these on the total numbers involved. From the community's perspective, outreach is positive and the sports camps are also positive. From the University's perspective, in terms of alumni giving, it's very positive. But in terms of the Ivy League and our peer institutions, it's mediocre. Thank you."

Professor Conneman: "Thank you Wolfgang. I want to thank the panel. There is no better panel. We did it and if the Dean of the Faculty hadn't taken two minutes, we would have been exactly at 5:30. So now we have some questions that have been submitted by students and faculty and some other people. Tob is going to read those and I'm going to try to moderate this so that we don't have anyone speak too long about any one answer. But I would like to request that the panel to make their comments as brief as possible and when we get to the open questions, I would hope that you would stand up because if you stand up and speak out in this room, you can be heard without a microphone. Tob?"

Professor deBoer: "First of all, I would like to thank Charlie Moore and the rest of his panel for informative presentations. They made very good use of their limited available time. There is a list of questions that has been made up that's available for printout and Bob Cooke and Mary Morrison will distribute them to those of you who don't have a copy yet. Unfortunately, there's not going to be time to go through all of these questions, so what I plan to do is use some judgement in selecting some of them. As was mentioned before, eventually all of them will be available on the University Faculty webpage.

"I'd like to start with the first question. Many of these questions are about the Draft Strategic Report, so they can be addressed to Charlie. It's on the basic premise: ***The Strategic Plan starts with the 'fundamental belief' that having successful athletic teams is major advantage and that it will 'pay huge dividends in increasing alumni support.' What kinds of changes in alumni support can be expected if Cornell's win/loss record improves as much as proposed? And what precisely would be the cost to the University in terms of the necessary additional financial investments?***

Professor Conneman: "Charlie, do you want to start off with that and then we'll move on to the rest of the panel?"

Director Moore: "I'd be happy to. There are three issues here: Alumni support, win/loss record, and the financial implications of investments required. Let me get rid of the win/loss piece first because that keeps cropping up. For the last decade, we have had an Ivy win/loss record of some 41%. This year it's down to 26%. I don't think our goal is that ambitious. It means to win as much as you lose or, if you want to be negative about it, lose as much as you win. That's what we're asking. And because of the dominance of Harvard and Princeton in the Ivy League, that would put us either third or fourth on a consistent basis. When you're talking about ranking, we're talking about all of the programs, not every sport. We're simply saying that we should rank whether it's championships or win/loss as a composite group. Another point is that more successful teams will cause no change in the balance in intramurals and intercollegiate athletics.

"Now let me move from win/loss to the alumni support. You've already seen the slide that shows that substantial contribution that the former athletes make on an annual basis, and the leverage that provides. It's 7% to athletics and 93% to the rest of the University. That's 14-1 leverage. So you want to hope that we raise an awful lot of money for athletics because there is that leverage that comes across this alumni base of 120,000 persons. I can assure you that institutional support for athletics from the top will increase donor rate and the level of individual giving and it will increase alumni support. Finally, taking the additional investment over time, the incremental revenue will more that offset the required investment. We want intercollegiate success in the most cost-effective way and without compromise to the student's academic or overall Cornell experience. Let me repeat that it is my view that over time, incremental revenue will more than offset the required incremental investment. Thank you."

Professor Conneman: "Any other comments by the panel?"

Professor deBoer: "I'd like to jump to a question that I know is of interest to many people: ***The plan calls for the department to 'advocate for dramatic admissions process changes which are needed to become competitive in the Ivy League.' What changes are proposed and what kinds of results might likely be achieved if they were implemented? Why are special provisions for admissions needed for 'elite scholar-athletes'? What is the plan for dealing with the inevitable stigma associated with admission under special procedures? Are athletic scholarships anticipated?***"

Director Moore: "I'd like to try that one Tob, and I'm sure we'll have others. I want to take two approaches. I want to address the pressure on admission standards and then the admission process changes. With regard to pressure on admission standards, let me start by telling you that Cornell has the lowest academic index in the Ivy League. That hurts us in recruiting elite students. Cornell's gap between athlete and non-athlete academic index is the lowest in the Ivy League. Cornell's average academic index, and we're not happy about this, is 4% below our all-University average. That not only involves the students, it has the effect of diluting our all-campus academic index by less than 4/10 of 1%. Not much. At the end of the first year, even though they came in with a slightly lower academic index, the grade point average for these students are the same whether they are athletes or non-athletes. By the way, our athletes tend to have a higher grade point average in season than out of season. That is not true at Princeton. You can read public data that Princeton athletes maintain a much lower relative average. It's expected there. It is not expected here. We expect them to be as good or better than the non-athletes. Graduation rates have already been established and they are the same for athletes as for non-athletes. The bottom line is that admission standards do not have to be relaxed and academic results will not be negatively affected.

"College admissions is a competitive process, not only for potential students, but among other institutions as well. The admissions process along with recruitment and retention of faculty defines an institution. The quality and diversity of the student body as well as the faculty contributes directly and significantly to an institution's academic and social substance. Theoretically, Cornell should have an easier time with admission of student athletes than other peer institutions. We need only one out of every 10 to field teams. At Princeton the number is 27; at Harvard it is 23; at Dartmouth it is 20; and at Yale it is 19. So they need two to three times more athletes as a percentage of the academic base. Cornell needs to be more competitive in the search for student athletes and for all students. New financial aid initiatives have clearly widened Cornell's disadvantage. Effective recruiting and admission of student-athletes will help close this competitive gap. Nothing is proposed to admissions that is not already available at all other Ivy institutions. We advocate dramatic admission process changes in the plan only to become competitive and to operate on a level playing field.

"So now what are the admission process changes? Happily most of them have already taken place and the admissions departments across this university get all the credit for that. We have had outstanding individual cooperation within the individual colleges. We have a well-developed athletic admissions liaison program. Reinstatement of the round-table discussion groups covering 17 programs of our 36 is in place. We have an effective athletics admissions advisory group. We have faculty involvement in recruiting and counseling, they take ownership. We have early credentials, which we did not have before - that gets the files up front. We've done an extraordinary job of training the coaches, especially new coaches. We now have point persons in each college related to athletics. Is that special treatment? I don't think so. That's effective treatment. Now yield is up to 64% and can go higher. Take a school like Arts & Sciences, that's so important to our programs because it's substantially higher than our normal yield. Timing is the area where Cornell is not competitive. We need more emphasis on early decisions, and I'm happy to tell you that we jumped from 96 to 108. Next fall you'll have 40% of the student athletes admitted early decision. That's pretty exciting. We are recruiting fewer athletes with higher admission rates. Let me give you the numbers. Just two years ago, we recruited 685 athletes and we yielded 240. This year we're going to recruit less than 500 and yield 240. That's where everybody wins across admissions and across the University. And as a final comment, there will be no athletic scholarships."

Professor Conneman: "Tob I'd like to come back to question three."

Professor deBoer: "Well, I have another one, George, which is number 13 - the Administrative Structure Change. We're very short on time, and I think it's important to get it out of the way. ***There's a call for a modified administrative structure, is this still an issue?***"

Lynne Abel, Associate Dean of Undergraduate Education, College of Arts and Sciences: "I'd like to know if we can offer clarifications of questions that have been made."

Professor deBoer: "We will open up the floor in about two minutes. "

Associate Dean Abel: "Thank You."

Director Moore: "As a part of any good plan, you look carefully at your various options and our department is somewhat complex, not complicated, and we looked at the various ways we might organize our department. Having looked at that

and laid out a plan, there is no plan whatsoever to reorganize."

Professor deBoer: "The final question is on club sports. There are three items under this. It says: ***Those athletes who are in club sports participate in regional and national championships, and thus represent Cornell to the outside world. Their oversight is not by Athletics but by Student Activities and they are run on shoestring allocations from the SAFC, from alumni donations, and out of their own pockets. Strong intercollegiate club sports are consistent with the goals of this strategic plan, yet the document ignores them. Question #1 is, Does the omission of club sports from this document signal a further deterioration of support?***"

Director Moore: The answer to question one is that our plan does not recognize club sports because we simply do not have the responsibility. We provide many facilities for them but we did not include them—not because we don't care about them, because we do care about them. One thing about club sports is that we've stopped calling our varsity athletes student athletes, because we have more student athletes that are not on varsity sports than are because of these marvelous club sports. We just do not have the responsibility or the accountability for them. There was nothing intended, we are just not responsible."

Professor deBoer: "Question #2: ***If not, how can club sports be included in this proposal so that they too can enjoy the benefits of a renewed commitment to athletics?***"

Director Moore: "Well, that's a financial issue. In the first place, you have to understand that we treat these students under the Dean of Students as independently insured and independent contractors. So the insurance and how we treat them in all respects as part of the Cornell family is quite specific. They are not included in any of our insurance or other programs, so I would tell you that we have no plans whatsoever to change that at this time."

Professor deBoer: "Question #3: ***In what ways could the athletic department support such clubs? For example, could the department provide members of such clubs access to the fitness centers without cost or else at a nominal fee?***"

Director Moore: "The answer is that we support them with a number of facilities. The question is a fair one and what needs to be considered further is how can we help them with the use of our fitness centers. They do have use, at a fee, of the other fitness centers. We are studying how we could at least provide some lower fees at the fitness centers."

Professor deBoer: "Thank you very much. Unfortunately we have to stop because we promised that the last part would be open questions from the floor, so I'd like to recognize Lynne Abel."

Associate Dean Abel: "I was very happy to hear from Carol McFadden and Director Moore that the College was doing a pretty good job of admitting athletes who were qualified to come. And I also heard you say that we don't have to lower standards. So that leads me to believe that athletes don't need to be admitted by any person or institutional structure beyond the regular College admission process. Is this true?"

Director Moore: "I'll try to answer that. You're referring to an initiative whereby each of the Colleges has appointed a point person, and you are quite comfortable with that. You're also referring to an initiative that says that in the event that the College and the Dean of Admissions and Financial Aid cannot agree, in this extreme situation, the Dean would have a modest number of overrides, if you want to use that gross word. The truth is that the number should be zero and with the cooperation that we're getting it is very low. Every student that comes to Cornell—I don't care how bright they are or what school they're coming from—every student is at risk. They're all at risk and that's an issue. What we're trying to do is strengthen athletic performance within the academic boundaries that we set for ourselves. We have no intention of violating those boundaries. These students graduate and they get a lot more mentoring than any other student base. They get preferential treatment in that sense, and I would like to think that that is an opportunity. Don't forget that the coaches are spending time in their homes, meeting their siblings, and getting to know these students in a social sense and we need to get them as long as they are academically qualified. So a long answer to your question, yes, I do think that this new initiative is appropriate. I like to think that it will not need to be used at all due to the outstanding communications of the point person and the great ownership that takes place at the round table discussions. They're very informative and direct at finding the best scholar athletes. Thank you."

Professor deBoer: "Thank you. Jack Lowe."

Jack Lowe, Executive Vice President for Research and Director of Sponsored Programs: "I find something missing in all of these presentations today and in the plan. I see here and hear today the emphasis on our rather mediocre Ivy League record. Yet I've heard from the panel that the problem is not the admissions process; fundamentally, we are admitting the right students. We've heard that it's not the coaches or the students themselves. We heard that the facilities, while maybe not the best in the League, are certainly quite reasonable. I think that I heard all of those things in the course of the presentation. I guess what throws me is that if I had the good fortune to be able to give to the athletic department today a million dollars a year, what would you do with that to improve it? I see nothing in the plan about what needs to be changed. What is it that needs to be done that I haven't heard?"

Director Moore: "Well, first, we accept your offer of a million dollars a year. I said earlier that the financial implications for raising the bar of athletic success are in the process of being reviewed by the Trustee Task Force on Athletics. We have changed 70% of the head coaches. That's a lot. Twenty-one coach changes, five through promotion. You don't do that without raising expectations and costs. We have brought excellent coaches. So part of it is to support that bars that we have already raised through far better coaching. You've heard references to what I call 'Student Welfare Issues,' whether it's the per diem during intersession or during regular traveling itself. That is likely the lowest in the Ivy League, so there are areas there. There are areas in equipment where our kids don't have practice uniforms or they don't have competition uniforms and so on. There are many things in that area that require attention. But I think that the real thesis for our concern is that this department has consistently run on an operating deficit. For years, we have been out of balance and we need to achieve financial equilibrium in the department. We have taken many steps to bring it back into equilibrium. For example, in February of 1996, we took a number of steps to bring it back and the following year we had a modest surplus. This year we have a small deficit. But in the last few years, the accumulated deficit is about \$100,000 out of roughly \$32 million of expense. We've turned the corner. There are many ways we could spend money, such as on coaching, on recruiting, but mostly in the areas of 'Student Welfare.' We're also always down trying to get a balanced budget. Thank you."

Professor deBoer: "I'd like to recognize Joe Ballantyne."

Professor Joseph Ballantyne, Electrical Engineering: "I just have two questions that are somewhat unrelated. I heard a comment that as the win/loss record improves, alumni giving will improve very substantially and I saw that the win/loss record was 6 and 7 in the Ivy League and I wondered what is the correlation between the places 6 and 7 in the win/loss record and our place in annual giving? Are we also number 6 and 7 in total annual giving by alumni? That's the first question. The second question is that I heard a comment that we need expanded recreational facilities and I would like to know how many square feet of roof, athletic and recreational facilities per student we have compared to peer universities?"

Professor deBoer: "Anybody want to tackle that?"

Sr. Lecturer McFadden: "I have a partial answer to that question. I can't answer about alumni giving, but I can answer about some of the benefits of some success. These are some information that I've gathered. Northwestern University, when they went to the Rose Bowl a couple of years ago, their admissions increased 30% the next year and their SATs went up 19 points. Their revenues went from \$59,000 one year to \$600,000 the next. Duke has found similar kinds of relationships, so has Georgetown. Their SATs went up 40 points. There has been the same kind of effect between admissions and national recognition and this has been documented in a number of different schools. It's kind of interesting that the connection is best between strong academic schools when the team success is a surprise. So you see, I'm just waiting for Men's Basketball to get back to the NCAAs because that would be the surprise part of it and we've already got the strong academic part. So there are some benefits to this. I also would mention one thing. It's not on the question, but I wanted to get it across and they didn't give me enough time. Penn and Princeton made a very good decision about 30 years ago. They decided that they were going to put money into men's basketball because you only needed 15 players, everybody plays basketball, there's a national championship, and you can get a lot of recognition. That means that since 1970, Penn or Princeton have won the Ivy League title all but two times. Cornell won it once and Brown won it once. The other times has either been Penn or Princeton. It brought hundreds of thousands of dollars into the school, and I don't know if you watch Princeton play basketball on television, but the amount of free publicity they get is worth millions of dollars. So there are a number of benefits. I can't answer the question on alumni giving, and the answer to square footage. I guess we'll have to put that answer on the web."

Director Moore: "I'd like to address the donor part. Cornell's donor rate is close to the bottom of the Ivy Leagues. That's donor not dollars. We have a reason to think that it's relatively low, maybe in the middle, on donor rate to athletics. We have reason to expect that it's highest dollars in athletics. So we're very proud of that kind of support. As for the square footage, that's a number that I tried to get just for fitness centers, and I went berserk trying to get that. We have much of the data, but unfortunately none of it is on a square foot basis. Remember, though, that because of the all-inclusive nature of our programs—including club sports, intramurals, and the rest—ours should be twice as high as the others because we have twice as many students that are using all of these facilities."

Professor Ballantyne: "I asked for square footage per student."

Professor Cox: "But you have to add to that number of square footage per student per available hour. Number two, if you don't think that there's a problem, I invite you to attend Helen Newman this Saturday or Sunday and observe for yourself the number of students occupying a very small square footage."

Professor deBoer: "We are essentially out of time, but Bob Cooke wants to say something."

Dean Cooke: "Tob, it occurred to me that there are still people in the audience who have a question or comment. Read the University Faculty Website if you care to submit some [additional questions](#) for the panel to be answered in virtual time or send a comment or a word of advice. We'd be glad to receive that. But check the website for instructions."

Professor deBoer: "What about the 3x5 cards that people could submit questions on? Where are they?"

Dean Cooke: "Oh, yes, there are some on this table and Mary Morrison has some."

Professor deBoer: "So anyone who wants to pose a question that will be transmitted on the website please fill out a 3x5 card. I'd like to end by thanking the panel, Dean Cooke, and all of you who came here and asked questions. Thank you."

Respectfully Submitted,

Kathleen Rasmussen, Associate Dean and Secretary of the University Faculty