

To: Faculty Senate

Re: Annual report on the activities of the Faculty Advisory Committee on Athletics and Physical Education (FACAPE)

Date: July, 2023

From: Frank S. Rossi, Ph.D., Chair
Associate Professor of Horticulture
School of Integrative Plant Science

The Faculty Advisory Committee on Athletics and Physical Education (FACAPE) remains engaged with the Department of Athletics and Physical Education (A&PE) as a means of continuous review and support of the department's overall alignment with the University's educational objectives.

Summary of Key Activities.

New Athletic Director

The 2022-23 academic year marked an active year for FACAPE as the committee was engaged in two significant transformational activities associated with our charge. First, we bid farewell to our long tenured Athletic Director, Andy Noel, after 26 years of service. Andy represented Athletics with passion and commitment and oversaw a department that maintains 34 Varsity teams, multiple recreational facilities, and a burgeoning Outdoor education program with over 500 courses, the most in the Ivy League.

We welcomed our new AD Dr. Nikki Moore. Dr. Nicki Moore, brings nearly two decades of visionary athletics leadership and served as Vice President and Director of Athletics of Colgate University since 2018, was named the Meakem Smith Director of Athletics and Physical Education on Nov. 30, 2022.

Moore became the 15th Director of Athletics in Cornell's storied history and the first woman to hold the position. She is the second director to lead Big Red athletics since the position was endowed in 2003 by Jack '58 and Diane '61 Meakem and Scott Smith '79.

Moore joined the Big Red after serving as Vice President and Director of Athletics at Colgate from 2018-22. As a member of the President's Cabinet, she contributed to the University's strategic, and operational decision-making while developing and executing the Third Century Athletics Plan. Colgate teams won 11 league titles in football, men's basketball, women's ice hockey, volleyball, men's soccer and men's rowing. Teams had success at the highest levels, with football reaching the FCS quarterfinals in 2018, the Sweet 16 in men's soccer that same fall, and the quarterfinals in women's ice hockey in 2021.

During her time in Hamilton, Moore developed and successfully launched and implemented a new visual and brand identity for Colgate Athletics and overhauled athletics fundraising operations in partnership with University advancement. She helped raise \$1.3 million to install the Biddle Project for football/lacrosse that included a new video board, plaza, and walkway.

She helped secured more than \$25 million in gifts in support of a new athletics center and increased funding of scholarships. She also hired eight of the Colgate's 18 head coaching positions during her tenure, and launched the department's first plan to advance diversity, equity and inclusion.

Student-athlete well-being was a focus of her tenure at Colgate, and under her leadership, several new programs were launched and supported to enhance the student-athlete experience. Such programs included

the Raider Refuel nutrition station, Wellness Advocates, Career Ambassadors, and Sustainability Partners. A collaborative approach to promoting mental wellbeing and preventing and remediation injury was installed under her watch, including the addition of sport psychology services, partnership with the University Chaplains' Office, and the installation of Real Response – a secure and anonymous communication platform for teams to report concerns, provide feedback and receive immediate responses.

During a three-year stint as Senior Associate Athletics Director and Senior Woman Administrator at North Carolina, Moore managed sport administrators for the Tar Heels' 28 varsity sports. During that span, UNC earned a pair of top 10 Directors Cup finishes, won four national championships and claimed eight ACC championships while directly supervising men's soccer, women's basketball, volleyball, football, and cross country and track and field. She was part of the implementation of the “Together, We Win” strategic plan and chaired the Title IX group that completed a comprehensive gender-equity review. Moore also chaired the ACC Senior Woman Administrator Governance Group.

Moore spent more than a decade at the University of Oklahoma in various roles, culminating in three years as Senior Associate Athletics Director for Student Life and Strategic Planning and SWA. As a member of the Executive Leadership Team, Moore assisted the Sooners in achieving three top 25 Directors Cup finishes while winning three NCAA titles and 19 Big Twelve titles. She led the writing, launch and execution of the “Sooner MAGIC” five-year strategic plan. She also served Oklahoma in academic and student life, psychological resources and strategic planning roles, founding the first comprehensive in-house counseling and sport psychology program in the NCAA.

She began her administrative career by holding various positions of increasing responsibility in fundraising, alumni relations, counseling, and teaching at the University of Missouri, University of California Davis and University of Nevada Las Vegas prior to joining Oklahoma.

Maintaining a Water Competency Graduation Requirement of All Cornell University Undergraduate Students.

FACAPE established a sub-committee to address concerns regarding the “Cornell Swim Test” in 2021-22 and this committee completed its work in Spring of 2023 with a draft resolution that was presented to the Dean of the Faculty and the Senior Vice President of Student and Campus Life.

Proposed Resolution:

Maintaining a Water Competency Graduation Requirement of All Cornell University Undergraduate Students

Faculty Senator Co-Sponsors:

Ashleigh Newman

William “Bill” Miller

Justine Vanden Heuvel

Committee Sponsor:

Faculty Advisory Committee on Athletics and Physical Education (FACAPE)

Goal:

This resolution is drafted to reaffirm the Cornell Swim Graduation Requirement for Undergraduates, address its current unequal application, as well as revise the swim requirement to a more thorough evaluation of water safety competency based on industry standards.

Background:

The Cornell Swim Requirement, established for males in 1905 and females in 1920, was the first college in the country to do so outside the service academies. Motivation for the requirement was military fitness for males and “developing a well-rounded education for women” for females. The requirement was adjusted in the 1970s and standardized for all incoming first year students to be: “Jump into deep water and swim 3 lengths (75 yards) continuously: 25 yards on the front, 25 yards on the back, and 25 yards choice.” While stated as an undergraduate graduation requirement, this has not actually been required of undergraduate *transfer* students.

It is important to note that students are never forced to attempt the swim test if they are unable to swim. Anyone can forgo the test and voluntarily enroll in beginning swimming to develop their comfort in the water and learn how to swim. Approved exemptions are also granted. From 2016 to 2019, there have been 4 such exemptions: one for religious reasons and three for a documented disability. It is also not widely known but is the current policy that **even if students are never able to complete the 75-yard swim during their two semesters of beginning swimming, they will have fulfilled this graduation requirement, so long as they attend class and actively participate.** These courses also fulfill their physical education graduation requirement and are offered at no additional cost to the student.

The most recent years of complete data from beginning swimming course enrollment (Fall 2018 and Fall 2019) reveal gender and racial disparities. Specifically, out of the 256 Cornell students enrolled in beginning swimming, approximately 65% were female, 35% male; and 37% self-identified as Black, 35% as Asian, 12% Multi-ethnic, 10% percent Hispanic, and less than 5% White. Cornell’s data mirrors that of the United States, in which drowning death rates for Black people are 1.5 times higher than that of White people. The greatest disparities are seen in youth, in which Black children ages 5-9 years old die from drowning at a rate 2.6 times higher than White children, with Black children ages 10-14 at a rate 3.6 times higher. Black children ages 10-14 drown at a rate 7.6 times higher than White children.¹

It is important to understand the history behind these statistics. First and foremost, these disparate rates are not due to an inherent lack of potential or physical attributes. In fact, historical reports dating back to the 1600s, describe the excellent swimming ability of West African men and women, including their use of the faster freestyle stroke, as opposed to the slower breaststroke used by Europeans (most of whom could not swim at the time).² This superior skill and comfort surrounding water was stripped from African Americans following the Civil War with the enactment of Jim Crow laws starting in the 1870s legalizing racial segregation, as well as the racial violence that ensued during this time. From the early to mid-1900s African Americans and the very poor were prohibited from swimming in municipal swimming pools that were built in urban centers, limiting access and opportunities for future generations to learn to swim.²

With the knowledge of Cornell’s beginning swimming data, FACAPE sought out Black leaders in the aquatics community to better inform their discussion and decision of whether or not the swim requirement at Cornell should continue. In the summer of 2022, FACAPE members, as well as Athletics and Physical Education leadership met over Zoom with Dr. Miriam Lynch, Executive Director of Diversity in Aquatics and Volunteer Swim Coach at Howard University and Nick Askew, Head Coach of Howard University Swimming and Diving. The organization, Diversity in Aquatics, aims to promote water safety and drowning prevention in historically underrepresented communities and vulnerable populations. Howard

¹ <https://www.cdc.gov/drowning/facts/index.html>

² Dawson, K. (2006). Enslaved swimmers and divers in the Atlantic world. *Journal of American History*, 92(4), 1327-1355.

University is the only remaining NCAA Division I historically black college and university (HBCU) swimming and diving program, and has a swimming graduation requirement for its undergraduate students.³ In this meeting, FACAPE Chair, Dr. Frank Rossi, shared Cornell's current swimming graduation requirement, along with the data on beginning swimming enrollment based on race and gender. Then Dr. Lynch and Coach Askew were asked, do you think Cornell should keep its graduation swim requirement or eliminate it as other predominantly white institutions are doing. Both responded with "absolutely yes" to keeping the swim requirement. They believe that teaching swimming is being "a part of the solution" and that those who learn to swim are more likely to engage in aquatics programs upon returning to their home communities, passing on this life-saving skill.⁴ Teaching underrepresented minority students to swim also breaks the cycle of parents who keep their children away from swimming for fear of them drowning and pass on their fear of the water to their children.⁵ It is worth noting that drowning is the leading cause of death for children ages 1-4 years old and second leading cause of accidental death in children 5-14 years old.¹

In discussing the specifics of the requirement, Dr. Lynch and Coach Askew suggested moving towards an evaluation of swimming competency as defined by the American Red Cross, as opposed to the 75-yard swim. The American Red Cross defines Water Competency as the ability to perform the following 5 skills: 1) Step or jump into the water over your head, 2) Return to the surface and float or tread water for one minute, 3) Turn around in a full circle and find an exit, 4) Swim 25 yards to the exit without stopping, and 5) Exit from the water. If in a pool, be able to exit without using the ladder.⁶ Believing that water competency to prevent accidental drowning, and not proficiency is the goal of the Cornell swim requirement, we are proposing the swim requirement be changed for all undergraduate students to perform the above 5 skills.

It is also noteworthy and further justification for maintaining the requirement, that the beginning swimming course receives high praise from students on evaluations (see Appendix 1). Students who have completed the beginning swimming PE courses out of necessity report undergoing a transformative experience starting with reluctance, fear, and dread to one of immense pride and accomplishment when they learn how to swim.⁷

In conclusion, while on face value, the Cornell swim requirement may be viewed as an undue burden on Cornell's underrepresented minority students and a reason to end it, Black leaders in the aquatic community support such a requirement. By providing formal swimming instruction, Cornell is doing its small part to help right the wrongs of U.S. history and close the racial gap in accidental drowning in this country.

The Resolution:

Whereas, drowning is the leading cause of death for children ages 1-4 years old and the second leading cause of accidental death in children 5-14 years old.

Whereas, Cornell University has long valued swimming as an important life skill to prevent fatal unintentional drowning, as demonstrated by over 100 years of a graduation swim requirement.

³ <https://www.si.com/college/2023/02/01/howard-swimming-daily-cover>

⁴ Quash, T, KC Rawlins, SM Anderson. A Comprehensive Analysis of Aquatic Programming at Historically Black Colleges and Universities (HBCUs). *International Journal of Aquatic Research and Education*. 12(3).

⁵ Irwin, CC, et al. The Legacy of Fear: Is Fear Impacting Fatal and Non-Fatal Drowning of African American Children? *Journal of Black Studies*. 42(4):561-576.

⁶ <https://www.redcross.org/take-a-class/swimming/centennial> https://www.redcross.org/content/dam/redcross/atg/PHSS_UX_Content/Infographic-Water-Safety-Skills.pdf

⁷ Jain, A. [A Changing Perspective of the Swim Test](#). Retracting a Former Column. Cornell Daily Sun. March 29, 2017.

Whereas, Ithaca and the surrounding area have numerous lakes, gorges, and streams that pose a risk for students unable to swim.

Whereas, the existing swim requirement is to “Jump into deep water and swim 3 lengths (75 yards) continuously: 25 yards on the front, 25 yards on the back, and 25 yards choice” or pass two semesters of beginning swimming (PE 1100).

Whereas, undergraduates that transfer to Cornell University after the first year are currently not required to complete the swim requirement.

Whereas, underrepresented minority (URM) groups disproportionately drown and die unintentionally from drowning at a higher rate than white people, due to a legacy of systemic racism in the United States.

Whereas, >95% of enrolled students in beginning swimming (PE 1100) are from URM groups.

Whereas, Cornell was founded on a commitment to diversity and inclusion, and states as a core value to changing lives through engagement.

Be it resolved, that Cornell reaffirms its commitment to requiring formal swimming lessons to those who cannot swim, as a means of promoting water safety and drowning prevention, and reducing the racial disparities of drowning.

Be it further resolved, that the Cornell swim requirement be known henceforth as the “Cornell Water Competency Graduation Requirement,” and be changed to align with water competency as defined by the American Red Cross: 1) Step or jump into the water over your head, 2) Return to the surface and float or tread water for one minute, 3) Turn around in a full circle and find an exit, 4) Swim 25 yards to the exit without stopping, and 5) Exit from the water.

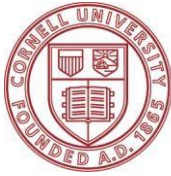
Be it further resolved, that the Cornell Water Competency Graduation Requirement be expanded to include transfer students to unify Cornell undergraduate graduation requirements.

Be it further resolved, that undergraduate students may still voluntarily enroll in beginning swimming (PE 1100) in lieu of performing the Water Competency evaluation, and will fulfill the graduation requirement after participating in and completing two semesters of beginning swimming, even if Water Competency is not obtained.

Be it further resolved, that the Office of Student and Campus Life is recommended to develop a comprehensive, diverse, and inclusive communication strategy to incoming and current undergraduate students, as well as faculty and staff that conveys the goal of the Cornell Water Competency Graduation Requirement and discontinues the use of language such as “test” that may elicit anxiety in students.

Academic Performance Summary

We saw a small increase in academic performance from the FA 22 to SP 23 semesters for our Student-Athletes. All but one team averaged over the 3.00 mark for their team GPA. We also saw 141 Student-Athletes achieve a 4.00 or better in the SP 23 semester. Overall, our student-athletes performed consistently across both semesters and took advantage of student support resources, including 1:1 meetings with student-athlete support staff and utilizing the Big Red Tutors Program which saw 629 requests and matches for individual peer-tutor support. (See Attached Report)



Cornell University
Athletics and Physical Education

Team Faculty Advisor Guide 2022-2023

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Dear Team Faculty Advisor,

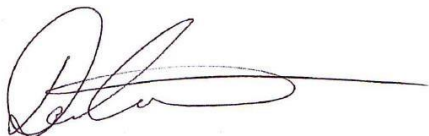
On behalf of the Cornell University Department of Athletics and the Office of Student Athlete Support Services, we thank you for participating in our Team Faculty Advisor (TFA) Program. Your support and mentorship are crucial to the success of our student-athletes in the classroom and in competition.

The purpose of appointing Team Faculty Advisors for each of the 37 varsity sports programs is to establish a direct relationship between members of each team and the Cornell University faculty.

This guide will provide information regarding expectations and responsibilities, and it will also offer suggestions and ideas to help you connect with your coaching staff and players both as a team and as individuals. At the end of this guide, you will also find resources across campus as well as a comprehensive list of all our Team Faculty Advisors.

Whether you are a long time Team Faculty Advisor or in your first year, we hope that you enjoy your role within our Big Red family. Thank you so much for your support, time, and commitment to Cornell Athletics...Go Big Red!

If you ever have any questions, concerns, or feedback please let me know. I look forward to working with you this upcoming year.

A handwritten signature in dark ink, appearing to read 'Devan', with a long, horizontal, slightly wavy line extending to the right.

Best Regards,

Devan

Devan J. Carrington

The Andrew '78 and Margaret Paul

Associate Athletic Director for Student-Athlete Support Services, Development, & Inclusion **Cornell University Department of Athletics**

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THE IVY LEAGUE

The Ivy League stands at the pinnacle of higher education and Division I athletics, rooted in the longstanding, defining principle that intercollegiate athletics competition should be “kept in harmony with the essential educational purposes of the institution.” Unrivaled in its legacy, The Ivy League provides the true test of academic and co-curricular rigor – fostering an enduring culture that celebrates a storied-tradition, thrives on shared values, and holds paramount the academic and personal growth of students.

Consistently ranked as the top academic conference and with more national championships than any other collegiate athletic conference, The Ivy League showcased over 240 nationally ranked programs over the past three years and prides itself on sponsoring 34 sports, the highest number of any NCAA conference, with more than 8,000 student-athletes competing annually. The League’s world-renowned schools – Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton, and Yale – serve as the standard bearers for inspiring and transforming student-athletes to boldly take on the world’s challenges and lead lives of great impact.

The Ivy League annually finishes among the top conferences in the National Association of Collegiate Directors of Athletics competitive rankings. Ivy League student-athletes annually compile the country's best marks in the NCAA's Academic Performance Ratings and Graduation Success Rates under the Ivy League model of athletics as a key part of their overall undergraduate experience. Ivy student-athletes grow from their athletics experiences to become national and community leaders across the spectrum of 21st century life in business and technology, law and government, medicine and research, and professional sports and entertainment.

DEPARTMENT OF ATHLETICS AND PHYSICAL EDUCATION

The Department of Athletics and Physical Education strives to provide students with powerful and meaningful participatory experiences that forge enduring bonds with Cornell, and to provide for the well-being of members of the faculty, staff, and community.

We offer a diverse program of physical and outdoor education, recreational services, and intercollegiate athletic competition, equitably administered with special attention to the needs of women and members of under-represented minority groups. We foster the values of physical fitness, total well-being, and enduring participation in athletics; teach leadership skills, teamwork, responsibility, and accountability; and administer programs that can be critical to the

educational and personal development of students in keeping with the high standards of Cornell, the Ivy League, the Eastern College Athletic Conference, and the National Collegiate Athletic Association.

The department promotes pride and unity within the university community and provides opportunities to develop, strengthen, and maintain ties to external audiences such as alumni, friends, the educational community, and the public by attracting interest, recognition, and support.

You can find a full directory of our staff [here](#).

What is the Team Faculty Advisor (TFA) Program?

The purpose of appointing Team Faculty Advisors (TFA) for each of the 37 varsity sports programs is to establish a direct relationship between members of a particular sport team and the Cornell University faculty. The TFA serves as an advocate of the sport, and acts as a liaison leading to a broader network of faculty that can assist student-athletes in meeting immediate and long-term needs. Recognizing teams and individuals vary in the degree to which they need support, the TFA fosters a relationship with their team to fulfill the specific needs of their team members. TFAs may also be asked to support student athletes from different teams based on their academic or professional expertise.

General guidelines and purpose of the TFA Program may include, but are not limited to, the following:

- Provide student-athletes with an additional opportunity to receive faculty mentoring.
- Strengthen the relationship between student-athletes, professors, and coaches beyond the classroom.
- Act as a liaison leading to a broader network of faculty by identifying faculty members who can act as resources for team members that have common interests or areas of expertise.
- Assist in directing student-athletes to available campus resources, including their college faculty advisor, or advising dean, the Associate Director of Student Athlete Support Services, or resources such as:
 - Learning Strategies Center ○ Cornell Career Services ○ Cornell Health ○ Student Disability Services
 - Dean of Students – Identity Resource Centers ○ Office of Academic Diversity Initiatives (OADI)
- Promote cooperation between intercollegiate athletics and the Cornell faculty. □ Provide academic and career counseling when appropriate

EXPECTATIONS

- Meet with coaching staff at beginning of the academic year to discuss specific expectations and team(s) needs.
- Connect with team at the beginning of the academic year, based on the coaches' recommended method (i.e., in-person, email, zoom, etc.).
- Provide contact information to student-athletes ○ Office hours/location ○ Email address ○ Office phone ○ Other information, as necessary
- Maintain contact with team and individual student-athletes, as needed.
- Provide appropriate referrals for coaches and student-athletes to campus resources.
- As you are willing and able, support additional student-athletes and coaches from teams you are not currently assigned to.
- Identify other faculty members willing to assist student-athletes in meeting their academic obligations.
- Maintain communication with the Assistant Director of Athletics for Student Services regarding: ○ Student-athlete concerns (i.e.: class performance, attendance, personal, etc.) ○ Faculty policies and expectations ○ Suggestions for the TFA Program, including suggestion of new advisors

TIPS AND SUGGESTIONS

Many team advisors have gone beyond general expectations over the years with remarkable success by creating encouraging impressions on their teams. Below you will find tips and suggestions that positively influence the student-athletes *and* advisors.

Please remember that the following are always **optional**:

- Pay particular attention to first-year students. The transition from high school to college can be especially challenging for students trying to establish a healthy balance between athletic and academic endeavors.
- Email student-athletes individually to offer congratulations on a “win” or exceptional performance.
- Reach out to a student-athlete when you learn of an injury or other difficult experience that may affect academic performance.
- Develop a relationship with the coaching staff. Positive rapport is fundamental to the success of the advisor/team relationship.
- Communicate with coaches about Cornell. Many of our coaches come from institutions that are quite different from Cornell and the Ivy League. You can provide a valuable perspective on what it means to be a Cornell student as well as the demands and rigor they will experience in the classroom.
- Attend home athletic competitions and/or practice. Complimentary tickets are offered to events with entry fees for regular season games except for Men’s Ice Hockey.
- Accompany the team on a road trip. Consult with coaches about team travel as this can help you determine when it is most appropriate within the season.
- Meet with recruits and their families when they visit Cornell’s campus. Often coaches may request that you meet with recruits but remember that is optional as many recruits visit on weekends or holidays.
- Support in advocacy and conversations around the [Missed Class Time Policy](#) for our student-athletes among colleagues.

NCAA & Ivy League Rules of Interest

Students must always be enrolled in 12 credits; PE credits and courses < 1100 do not count toward the 12 (except ENG 1050). For Arts & Sciences students, courses on their ["Non-Credit Courses" list](#) are also not countable toward the 12 (Bylaws 14.2.1 & 14.2.2).

Students must pass **6 credits/semester** (Bylaw 14.4.3.1(c)).

Students must pass **18 credits across the academic year** (can include winter session) (Bylaw 14.4.3.1(b)).

Freshmen must pass **24 credits before entering their 3rd full-time semester** (sophomore year); As long as they pass at least 18 across the academic year, the difference between what you earned and 24 can be made up with summer coursework (Bylaw 14.4.3.1(a)).

After their first year, students are responsible for meeting **Progress Toward Degree** requirements (PTD). These are credit totals based on a percentage of what is required to graduate (120 + 2 PE) for most degree programs.

Progress toward degree requirements are as follows (Bylaw 14.4.3.2):

- By start of 3rd full-time semester (soph year) = 24 credits
- By start of 5th full-time semester (Jr. year) = 48 credits
- By start of 7th full-time semester (Sr. year) = 72 credits
- By start of 9th full-time semester (5th year) = 96 credits

GPA requirements are based on a percentage (90/95/100) of what is required to graduate; for most colleges/majors, these requirements are (Bylaw 14.4.3.3):

- At the start of 3rd and 4th full time semester (soph year) = 1.80
- At the start of 5th and 6th full time semester (Jr year) = 1.90
- At the start of 7th full-time semester and thereafter (Sr year) = 2.00

To be eligible for post-season competition that takes place after the conclusion of the semester, you need to have passed at least 6 credits during the semester (Bylaw 14.4.3.4.3).

Fifth Years: Generally speaking, Ivy League rules require students to use their 4 years of eligibility during their first 4 years of enrollment at Cornell. If a student misses a season due to injury, personal extenuating circumstances, study abroad, or other reasons, it may be possible for them to regain that season of eligibility through an approval/waiver process to use during your 5th year of enrollment.

Our eligibility policies are maintained by the Eligibility Officer in the University Registrar's Office and are updated and approved by the President annually. They are accessible in detail to you (and the students) in the [Student-Athlete Handbook](#) through the Student Athlete Services section of the CornellBigRed.com website.

PLAYING AND PRACTICE SEASONS

In Season: Max. of 20 hours/week, 4 hours/day, and one day off/week must be provided; Competition counts as 3 hours regardless of the actual amount of time spent (Bylaws 17.1.7.1 & 17.1.7.3.2).

Ivy League rules prohibit [CARA](#) for a 10-hour period upon return to campus from a road contest (Ivy VI-G-5-f).

Out of Season: Voluntary, max of 6 hours/week, of which a max of 4 hours can be spent on skill instruction (in football, 2 of the 6 hours may be used for film review and walk-throughs). The remaining time may be used for strength & conditioning. Two days off/week required (Bylaw 17.1.7.2 & Ivy VI-F).

Non-Traditional Season: In sports other than football, a max of 8 hours of practice per week (a total of 32 hours of practice for the non-traditional season). An additional 4 hours of strength and conditioning per week is allowed (a total of 48 hours of activity during the non-traditional season). Two days off/week required (Ivy VI-D-5-c & VI-D-8-c). Football may have 12 team practices during a 34-day period with 6 hours of strength and conditioning per week. Two days off/week required (Ivy VI-D-6-d).

In addition to the NCAA Days off, the Ivy League requires an additional 49 days off during the academic year. Study days and exam days count toward this requirement (Ivy VI-D-2).

Ivy League rules also require a two-week recovery period at the end of the championship season during which no [CARA](#) may occur other than one team meeting and one individual meeting with the coach (Ivy VI-D-1-f).

If at any time there are questions as to whether practice hour limits are not being adhered to, please bring your concerns forward to the compliance office.

RECRUITING

In general, coaches are responsible for the recruiting process.

You may be involved while a recruit is on campus (i.e., meet with a recruit).

In some circumstances, you may be permitted to send general correspondence (email/regular mail/text messages) to a recruit. If there is a situation where you would like to send a message, please contact the compliance office to see if it is permissible in your given scenario.

You may not be involved in providing any recruiting inducement (and you should report any that you might be aware of). A recruiting inducement is any benefit made available to a prospect or his or her relatives or friends that is not otherwise available to prospects generally (i.e., cash, loans, tangible items such as a hat or t-shirt, free or reduced cost services, other gifts, arrangement of employment, etc.) (Bylaw 13.2.1).

NAME IMAGE & LIKENESS

The [NCAA adopted a temporary new policy](#), effective July 1, 2021, permitting student-athletes to use their Name, Image, and/or Likeness (NIL) in a commercial manner.

- If you ever have any questions about NIL, please reference [Cornell's NIL Policy](#) which is designed to take into account NCAA, Ivy League New York State and institutional rules or contact the athletic compliance office.

EXTRA BENEFITS

“Extra benefits” is to current student-athlete as “Recruiting Inducement” is to prospective student-athlete. Other than that which is logical to provide student-athletes relates to their participation in their sport (i.e., workout clothing and equipment, transportation/lodging/meals for away from home games, meals on the day of/day prior to home games, participation and end of season award, etc.), student-athletes cannot receive any benefit that is not otherwise made available to the public or to a bigger population of which they are a part of (i.e., Cornell student population) (NCAA Bylaw 16.11.2.1).

Examples of extra benefits include (but are not limited to):

- A loan of money. ○ A guarantee of bond. ○ Providing rides or use of an automobile (occasional local transportation may be provided). ○ Signing or co-signing a note with an outside agency to arrange a loan; or
- Free or reduced cost services or items (laundry, dry cleaning, housing for the student or his or her parents, food at a restaurant or otherwise, etc.) (NCAA Bylaw 16.11.2.2)
- **Academic assistance in violation or breach of Cornell’s Code of Academic Integrity. This includes, but is not limited to, providing a student with credit or a grade they did not otherwise earn for the purpose of maintaining their athletic eligibility.**

Exception: A student-athlete or the entire team may receive an “occasional meal” from an institutional staff member or representative of athletics interest on infrequent/special occasions. If you would like to host your team for meal, please ask the coach to complete an Occasional Meal Form on your behalf (Bylaw 16.5.2.4).

Please note that the above synopses are generalities and meant to provide an efficient overview of relevant NCAA rules, but exceptions and complexities abound. If at any time you have a question about NCAA rules, or if you have a concern that needs to be brought forward, please contact:

Andrew Turker
Assistant Director of Compliance
Bartels Hall, art28@cornell.edu, 607-254-8457

We rely on the entire Cornell community to protect and maintain the integrity of Cornell athletics! Thank you for all that you do in support of our student-athletes!

Fall 2022 Team Grade Summary Report

Men's Sports

	Team GPA FA 2022	# Athletes	# 2.0 & <	# 4.0 & >	Team GPA CUM
Baseball	3.439	34	0	3	3.424
Basketball	3.074	19	2	1	2.896
Rowing - MHC	3.255	54	2	0	3.235
Rowing - MLC	3.352	44	1	5	3.370
Cross Country	3.298	23	1	1	3.275
Football	2.814	107	11	7	2.874
Golf	3.300	12	0	1	3.205
Hockey	3.066	29	2	0	3.063
Lacrosse	3.400	49	0	3	3.400
Polo	3.354	15	0	3	3.345
Soccer	3.254	33	0	3	3.170
Sprint Football	3.574	61	2	13	3.509
Squash	3.621	18	0	5	3.495
Swimming & Diving	3.429	31	0	4	3.447
Tennis	3.436	14	0	0	3.303
Track	3.210	76	2	2	3.165
Wrestling	3.316	34	0	2	3.244
AVG/TOTAL	3.305	653	23	53	3.260

By Class	Total	4.0 & Above	2.0 & Below	FA GPA	CUM GPA
1st Year	278	13	12	3.185	3.185
Sophomore	334	29	12	3.262	3.261
Junior	269	31	5	3.418	3.362
Senior	232	47	0	3.592	3.482
5th Year	6	0	1	3.139	3.025
AVG/TOTAL	1119	120	30	3.319	3.263

Women's Sports

	Team GPA FA 2022	# Athletes	# 2.0 & <	# 4.0 & >	Team GPA CUM
Basketball	3.482	15	1	2	3.388
Rowing	3.518	54	0	5	3.415
Cross Country	3.491	30	0	3	3.443
Equestrian	3.493	27	0	5	3.495
Fencing	3.477	30	0	6	3.461
Field Hockey	3.475	29	2	4	3.390
Gymnastics	3.579	26	0	3	3.485
Ice Hockey	3.353	27	0	2	3.219
Lacrosse	3.531	36	0	4	3.506
Polo	3.547	33	0	8	3.523
Sailing	3.214	20	2	4	3.297
Soccer	3.616	35	0	3	3.500
Softball	3.413	19	1	3	3.338
Squash	3.626	15	0	2	3.512
Swimming & Diving	3.515	27	0	4	3.546
Tennis	3.430	10	0	2	3.439
Track	3.425	68	3	11	3.369
Volleyball	3.237	19	0	0	3.201
AVG/TOTAL	3.468	520	9	71	3.418

"By Class" information only counts each athlete once vs the numbers for each team could account for students being on multiple teams.

Spring 2023 Team Grade Summary Report

Men's Sports

	Team GPA SP 2023	# Athletes	# 2.0 & <	# 4.0 & >	Team GPA CUM
Baseball	3.491	34	0	5	3.440
Basketball	3.215	20	0	1	3.027
Rowing - MHC	3.375	54	0	4	3.312
Rowing - MLC	3.504	43	1	8	3.409
Cross Country	3.350	26	0	3	3.306
Football	2.930	97	7	2	2.910
Golf	3.335	12	0	1	3.269
Hockey	3.220	29	1	1	3.119
Lacrosse	3.267	52	1	2	3.376
Polo	3.458	13	1	1	3.344
Soccer	3.297	28	1	3	3.145
Sprint Football	3.454	74	2	16	3.502
Squash	3.675	17	0	4	3.544
Swimming & Diving	3.482	30	0	4	3.463
Tennis	3.476	14	0	1	3.347
Track	3.244	74	1	6	3.195
Wrestling	3.184	36	1	3	3.198
AVG/TOTAL	3.350	653	16	65	3.289

By Class	Total	4.0 & Above	2.0 & Below	SP GPA	CUM GPA
1st Year	283	23	7	3.285	3.253
Sophomore	296	21	11	3.309	3.278
Junior	255	35	6	3.435	3.385
Senior	243	60	3	3.620	3.488
5th Year	10	1	2	2.968	3.246
Graduate/Professional	1	1	0	4.124	4.124
AVG/TOTAL	1088	141	29	3.457	3.462

Women's Sports

	Team GPA SP 2023	# Athletes	# 2.0 & <	# 4.0 & >	Team GPA CUM
Basketball	3.381	14	0	2	3.345
Rowing	3.555	37	0	5	3.470
Cross Country	3.606	28	1	6	3.506
Equestrian	3.495	25	1	4	3.493
Fencing	3.305	30	3	6	3.458
Field Hockey	3.577	25	0	3	3.479
Gymnastics	3.695	26	0	8	3.526
Ice Hockey	3.304	27	1	1	3.249
Lacrosse	3.609	36	1	5	3.540
Polo	3.722	29	1	8	3.585
Sailing	3.325	19	0	2	3.277
Soccer	3.651	34	0	7	3.534
Softball	3.343	19	1	2	3.315
Squash	3.714	15	0	5	3.540
Swimming & Diving	3.576	27	1	5	3.557
Tennis	3.497	10	0	2	3.417
Track	3.639	61	1	15	3.453
Volleyball	3.416	19	0	2	3.279
AVG/TOTAL	3.523	481	11	88	3.446

"By Class" information only counts each athlete once vs the numbers for each team could account for students being on multiple teams.

Academic Year 2022-2023 Team Grade Summary Report

Men's Sports		Women's Sports	
	Team GPA 2022-2023		Team GPA 2022-2023
Baseball	3.465	Basketball	3.432
Basketball	3.145	Rowing	3.536
Rowing - MHC	3.363	Cross Country	3.549
Rowing - MLC	3.428	Equestrian	3.494
Cross Country	3.298	Fencing	3.391
Football	2.872	Field Hockey	3.526
Golf	3.318	Gymnastics	3.637
Hockey	3.143	Ice Hockey	3.329
Lacrosse	3.334	Lacrosse	3.570
Polo	3.354	Polo	3.635
Soccer	3.275	Sailing	3.269
Sprint Football	3.514	Soccer	3.633
Squash	3.648	Softball	3.378
Swimming & Diving	3.456	Squash	3.670
Tennis	3.456	Swimming & Diving	3.546
Track	3.227	Tennis	3.464
Wrestling	3.250	Track	3.532
AVG/TOTAL	3.326	Volleyball	3.327
		AVG/TOTAL	3.495