Athletics at Skidmore:

An Advisory Report and Recommendations

Submitted by the Athletic Review Committee to the Interim
Vice President of Academic Affairs and Dean of the Faculty

May 2002
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Athletics plays a crucial role in the lives of educated people and is essential to the health, wellness and productivity of students, faculty and staff on the Skidmore campus. ARC urges the college community to support with its energies and its resources an active athletic program, including physical activity courses, intercollegiate teams, intramural and club sports, health and wellness classes and recreational opportunities.

The Athletic Review Committee was appointed by then Vice President for Academic Affairs/Dean of the Faculty John Berman in the fall of 2001 and, with the endorsement of Interim VPAA/DOF Chuck Joseph, has been meeting regularly since October, both as a whole, and in subcommittees to complete individual assignments. The Committee received the following charge:

**CHARGE TO THE ATHLETIC REVIEW COMMITTEE - 11/01**

The athletic program at Skidmore College has undergone remarkable change and development over a history that began with Lucy Scribner’s “Young Women's Industrial Club” in 1903. With transformation, first into the Skidmore School of the Arts in 1911, and then, in 1922, into a four-year liberal arts college, drawing students from well beyond the local area, Skidmore's sports program has kept pace with each major transition, including the significant decision, in 1971, to become a coeducational institution. Only a few years after that decision, Professor Tim Brown was hired as Athletic Director and Chair of the Department (then called Physical Education and Dance). Continuing to serve as Chair for seventeen years, Dr. Brown has now, after twenty-two years of inspired service, announced his resignation from the position of athletic director.

It seems only appropriate, therefore, that the College take this opportunity -- at a time, indeed, when we are engaged in a major strategic planning exercise in any case -- to conduct a review of athletics and its very closely related activities to ensure that we are prepared for the role of sport and fitness in the life of our community in the decades ahead. Moreover, as many are aware, we have been listening for a number of months to the national conversation about the appropriate roles, and the potential risks, of intercollegiate athletic programs, and we recognize that change in
collegiate athletics over the recent decades has included professional specialization similar to that in academic disciplines even at the NCAA Division III level.

We begin our study by defining athletics to include not only intercollegiate athletics, but also intramurals, activity classes, club sports, and the fitness-wellness of the entire Skidmore community. Broadly, too, we begin with the question of the role of athletics at Skidmore.

The Review Committee is charged with revising or reaffirming the mission of athletics at Skidmore and with making recommendations regarding that mission by exploring the following questions:

1) what educational/fitness values are served by the components of the existing athletic program, broadly defined?
2) do the various athletic programs instill valuable capacities and knowledge within our students?
3) are there tensions between the athletic programs and the academic programs that need to be addressed?
4) do the athletic programs enhance our function as an educational institution by attracting and retaining students?
5) do our athletic programs foster the health of the campus community?
6) do the athletic programs foster a sense of community within the College, particularly among the students?
7) do the athletic programs build pride in Skidmore in the extended Skidmore community?
8) are advancement opportunities -- both in terms of national recognition and of fundraising capabilities -- served by the athletic programs?

The Committee - "ARC" - is charged with familiarizing itself with the various programs, their missions, costs, and benefits; with analyzing the extent of participation in each activity; with consulting with any and all relevant groups - including, but not limited to, members of the professional athletic staff, students, faculty in the Exercise Science and Dance Programs, parents, alumni, admissions and advancement staff, members of student and academics affairs staffs -- to determine operations and perceived values, as well as any tension points requiring resolution, and to make recommendations regarding future directions of the athletic program.

The Committee is further charged with producing a document that will make recommendations to the VPAA/DOF not later than March 15, 2002. An interim document outlining the directions of the final report will be submitted by March 1st. Throughout the work of the "ARC," communication lines with Athletic Council will remain active through those who serve on both groups.

I: Introduction

In response to this charge, the Athletic Review Committee (hereafter: ARC) has interviewed a broad representation of Skidmore administrators, coaches and student athletes; has surveyed parents of athletes, past and present, alumni who participated in the athletic program as students, and the Skidmore faculty, the last specifically on the question of intercollegiate athletics; has held two open meetings for staff and faculty, and two for students, to respond to questions about fitness/wellness, to listen to suggestions and to offer comment. In addition, ARC has prepared itself by reading several chapters of the Shulman and Bowen book, *The Game of Life*, a lengthy and critical review of college athletics at all levels, as well as selected articles from *The Chronicle of Higher Education* dealing with recent developments in Division III athletics at small colleges. It has
also collected data about the Skidmore athletic program in all its dimensions and as much data as possible concerning budget, staffing, and programming from those schools with whom we compete both academically and athletically.

As a result of our studies, interviews, surveys, and debate, we have become aware of the ways in which “athletics,” writ large, engages a host both of constituencies and functions at Skidmore, and we believe that our report will be valuable for many members of the community. ARC’s work has entailed an analysis of the structural and cultural circumstances at Skidmore that shape athletic programming and the contribution of that programming to our mission. The membership of ARC includes faculty, coaches, administrators from a variety of relevant offices on campus and, when available, a student athlete. No committee member is a stranger to athletics at Skidmore. Such broad representation has contributed a range of experience, values, and sensibilities to our rigorous debates about and our deep understanding of the pressing matters surrounding the athletic program at Skidmore. We have come to understand that the issues are more complex and richer than is suggested by the eight questions listed in the charge to the committee. Therefore, we have not designed this report as a direct, item-by-item response to them. Rather, by contextualizing them in what we think is a helpful and instructive fashion, we hope to educate the community and to make clear the rationale for our recommendations.

We should note here that ARC is not attempting a full departmental review of the kind that occurs on a regular cycle among departments and is characterized by internal self-evaluation of departmental members and visits by external reviewers. The Department of Exercise Science, Dance and Athletics is scheduled for such a review in the upcoming 2002-2003 academic year. While our report touches on issues that will be relevant to this pending review and that may suggest new directions for the future, ARC is undertaking its work with reference to the current structure and operations of the department and has not tried to anticipate how the College will evaluate the program next year. The focus of the report is on the delivery of the athletic program, broadly defined, and on those responsible for its delivery; there are, therefore, no references to the Dance program of the department nor to the Exercise Science program per se.

Moreover, we are mindful that ARC is comprised mostly of “outsiders” to the athletic programs. While we have listened attentively and studied carefully, and while we believe we have come to a well-informed sense of the programs, the issues, and the stakes—we may indeed “see it whole” where others may not—we do not believe it to be within our purview to recommend changes at the micro-level or with regard to personnel matters. Additionally, we are concerned not to make recommendations that would tie the hands of the new Athletic Director; rather, we wish to point to areas where we see change in procedures and resource enhancement or reallocation are needed and desirable. So, while we recommend a variety of steps toward workload restructuring, for instance, we do
not presume to detail exactly how that might be accomplished through changing
the schedules of individuals.

**A Brief Overview**: The charge states that, over the course of Skidmore's history, athletics has evolved—indeed, has “kept pace”—as the College has undergone several major transitions. While this is generally true for much of Skidmore’s history, it is the case that this review takes place at a propitious moment. *The Game of Life* has both touched a nerve and touched off debate and change, resulting in a sense that many of the institutions we perceive to be our peers are retrenching from an over-emphasis on intercollegiate athletics. In undertaking our work, we have been attentive to growing national concerns about the professionalization of sports and coaching at the College level, and we hope that no one who reads this report will be unclear about our commitment to the primary mission of the College—the educating of students. Our recommendations are made with the understanding that they will serve the fundamental academic and educational goals of the institution, not merely the needs of individual sports teams or selected student athletes.

In this context, it is especially important to say that, while athletics may have kept pace with change over many of the decades at Skidmore, that does not appear to be true for the ‘90’s. During this decade, the College became increasingly competitive academically and increasingly well-regarded for its educational program, and that program was increasingly well-supported by facilities, new faculty, and an entirely new technological infrastructure. We aimed at the same level of excellence in intercollegiate athletics, moving into the stiffer competition of the Upstate Collegiate Athletic Association (“UCAA”), comprised of more schools with which we compete for students and faculty than was the case before, and we did enlarge the Sports and Recreation Center and add a stadium, field and track; however, we were unable to afford proportional resources for athletics from the operating budget. We see, therefore, that a number of tensions have emerged as a result of under-funding in the athletic program and in staffing, facilities, and equipment; there is as well tension between the athletic/wellness ambitions of the College and its other ambitions.

Much of our athletic programming is working smoothly, although there are some serious problems that need resolution. Just as each problem demands a resolution, each possible solution has rippling implications for other issues. The practices linked to structured physical activity in all its manifestations touch the identity of the college community, student and alumni relationships, faculty-student relations, recruitment, admissions and development efforts, human relations, organizational logistics, facilities, resources and of course our educational mission. They are embedded in the fabric of the institution. Developing broad institutional policy in relation to athletics linked to physical activity represents in microcosm the complexity of the institution as a whole.
We believe ARC is uniquely positioned to propose initiatives and policies that will most effectively serve the institution's interests. We have reached a consensus that physical activity is absolutely essential to the success and well-being of liberally-educated students, and we have distilled from our experience on this committee as well as from the responses to our alumni and parents survey (cf. Appendix I) the following principles for the Skidmore College athletic programs based on that consensus:

1) Athletics broadly construed does and should have an integral place in the Skidmore undergraduate academic experience and in the lives of our students and should be embraced by the community as such. Properly situated in Skidmore’s educational vision, physical activity should be empowered and guided by our most ambitious traditions linked to the mind and hand, to life-long learning, and to our goal of producing broadly educated citizens of the world.

2) A well-grounded athletic program, encompassing intercollegiate competition, intramural and club sports, physical activity courses, health and wellness classes, and recreational opportunities, contributes to the productivity of the entire Skidmore community.

3) In our intercollegiate program we are committed and should continue to be committed to the principles and philosophy of the NCAA Division III and the Skidmore College Athletic Program Mission Statement— a participant-centered program with no athletic scholarships (cf. Appendix II).

4) Our varsity athletes should be competing against students at those schools with whom we compete academically for students and faculty.

5) We must provide equal opportunity for meaningful athletic experiences for all our students.

6) The Athletic Director should continue to report to the Chief Academic Officer of the College, and the athletic program should continue to be budgeted in the same manner as all other academic programs at the College.

7) A visible and viable athletic program is an important part of our admissions recruitment effort to attract the best students, athletes and non-athletes alike. In addition, health and fitness programs and opportunities increasingly are considered by parents and prospective students to be important factors in choosing a college.

8) A visible and viable athletic program is an important part of our public relations effort to engage alumni and past and potential donors with the College, and as such, benefits us most if it is competitive with nationally ranked, selective institutions of recognized academic excellence.
What follows below are detailed narrative accounts of the programmatic histories that informed ARC’s discussions as well as reviews of the most salient points of debate and resolution that prompted our recommendations. For convenience, ARC has organized the elements of this section of the report into six broad areas: History of Competitive and Recreational Athletics at Skidmore, Programming, Staffing, Student Athletes and the Academic Mission, Facilities and Equipment, and Gender Equity.

Supporting materials are provided in the appendices to this report, and still more detailed materials are on file in the Dean of the Faculty’s office.

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II: Athletics at Skidmore

A: History of Competitive and Recreational Athletics at Skidmore

The long and storied history of competitive and recreational physical activity at Skidmore provides important insight into the particular choices ARC has made in its recommendations and the urgency with which it has made them.

In September of 1959, Beverly Becker came to Skidmore College as an instructor in the Department of Physical Education. Dr. Becker's original responsibilities centered on the development of the exercise physiology program. When, in September of 1968, she became the Chair of the Department, she oversaw the development of Skidmore's sport and physical education programs on both the old and the new campus. The Physical Education department administered a few intercollegiate athletic programs in the early 1970’s; however, it was not until 1977, in response to the recommendation of the Task Force on Coeducation that an all-college committee was formed (COSAR – Council on Sport and Recreation, later renamed COSP – Council on Sport Programs) to undertake the task of designing a program of competitive and recreational sport for Skidmore College. During its years of operation (1977-1980) COSP focused primarily on the development of a mission statement, the construction of policies, procedures, and guidelines for the creation of new interest groups, clubs and intercollegiate teams, and the creation of an appropriate structure for the administration of an intercollegiate athletic program. In 1979, COSP recommended the appointment of an Athletic Director to oversee the growth and expansion of Skidmore’s intercollegiate athletic program, and in 1980 Dr. P. Timothy Brown assumed the responsibilities of both the Chair of the Department of Physical Education and Dance (since renamed) and Athletic Director.

Dr. Brown made it one of his earliest goals to improve the quality of intramural sports at Skidmore. Intramurals had existed at Skidmore since 1975, but activities were limited to co-ed volleyball, badminton, tennis and softball as well as men’s and women’s basketball. In 1976, Kris Burns was appointed faculty advisor for the intramural program, and a number of students made up an intramural board, but by 1979 facility constraints made it impossible to run an intramurals program. Between 1980-82, Skidmore designed and built a 93,000 square foot Sports and Recreation Center. The new Center allowed for a complete and year-round intramural program. In 1990 Larry Ramos assumed the position of intramurals director and expanded the program offerings. He also helped develop a handbook with policies and procedures.

In 1981 a new policy advisory group, Athletic Council (AC), was created as a standing tripartite college committee to replace COSP. Among the Council’s
early tasks was the development of a clear and effective policy to standardize both the establishment and elimination of competitive sports teams. In November 1982 the Council issued its "Statement of Policy on Club Sports and New Intercollegiate Sports," which provided the policy blueprint for subsequent program decisions.

In response to a Board of Trustees’ request for a report on the College’s long-range policy for its sport program, the Department of Physical Education and Dance in consultation with Athletic Council submitted a 5-Year Plan in December 1984. The charge given to Athletic Council from the Provost stated that “our goal is to offer athletic, recreational and sport programs comparable to those of other institutions with whom we compete academically.” The thrust toward an expanded athletic program received support from other groups, such as the Task Force Committee on Alumni in Admissions. This committee, chaired by Trustee Susan Kettering Williamson, argued for the “increased visibility of intercollegiate athletic teams” in seeking to address the problem of Skidmore’s identity and image, particularly with regard to the impetus toward coeducation. The report stated that “the committee clearly agreed that an athletic image is critical. The most ‘prestigious’ colleges are those that offer a combination of academic rigor and intercollegiate athletic opportunity. Prospective students look critically at the quality, scope and variety of intercollegiate athletic programs.” The committee stressed the opportunity intercollegiate competition provides for promoting local, regional, and in some cases, national exposure (cf. Appendix III).

Throughout the 1980s, Dr. Brown attended numerous NCAA, NAIA and ECAC meetings with an eye toward developing a plan for Skidmore’s entry into various athletic conferences and associations. In 1981-82 Skidmore joined the NAIA District “5” in the Northeast and the Mayflower Conference. In 1984 Skidmore joined the ECAC and accepted membership into the NCAA in 1985. In 1985 Skidmore dropped out of the NAIA District “5” and Mayflower Conference and remained in the ECAC and NCAA as an Independent without league affiliation. In 1993 Dr. Brown and Union College athletic director Dick Sakala called a meeting of 20 colleges to discuss the development of a conference or association. The result was the Upstate Collegiate Athletic Association. The UCAA was a working association for two years and started conference play in 1995.

In 1989 a self-study was completed by the department and an outside evaluation team reviewed the athletic program. Many positive changes and additions accompanied the review; however, early in the ’90’s the College faced the prospect of considerable financial challenges. As a consequence, President Porter appointed two task forces, whose charge was to devise strategies for eliminating projected budget deficits. The Task Force on Academic Affairs, chaired by Dean of Faculty Phyllis Roth, studied all the academic programs at the College. At that time, five varsity teams were changed to clubs, and all our junior varsity programs were dropped. Once the projected deficit was under control over the next year or two and the prospect of a bond issue was in sight,
Dean Roth appointed a committee chaired by Eric Weller to review personnel, facilities and budgets of the athletic program. Many of the recommendations of this committee, which included a 26,000 square foot addition to the Sports and Recreation Center along with an all-season artificial turf field with lights and running track, were subsequently implemented. In addition, modest increases were made in athletes’ meal allowances and adjustments in travel and lodging practices.

Over the past two decades, the department has sought to establish an athletic program equal in stature to Skidmore’s academic reputation, and comparable to and competitive with the athletic programs at such institutions as Connecticut College, Middlebury, Hamilton, and Bowdoin. Skidmore’s Inter-collegiate Program has grown from 4 teams, involving approximately 20 students, and a budget line so small that it was not included as a separate line item, to today’s impressive program encompassing about 400 athletes on 19 varsity teams, with an operating budget of $360,000 in FY’ 2001. It is important to note that these expenditures are only 7.5% of the College’s total academic operating budget of almost 5 million dollars a year (exclusive of personnel costs) and rank Skidmore at the very bottom of the list of expenditures on athletics as a percentage of total academic operating budget among our peer institutions. Even so this represents a substantial increase over the level at which the program started just a few decades ago (cf. Appendix IV).

The intercollegiate program has also grown in quality: conference affiliation has been upgraded to NCAA Division III membership; competition has stiffened with an increased number of scheduled contests against comparable institutions and the elimination of contests against community and junior colleges; individual athletes and teams have gained regional and national recognition through post-season play; coaching has improved in terms of expertise, experience, and success; the commitment of our student athletes has intensified in terms of pre-season preparation, fitness maintenance, and attitude; and alumni games and reunions have been organized.

The quality of all Skidmore’s sports programs has been enhanced by the growth in the number of staff and the construction of facilities such as the Sports and Recreation Center addition and the stadium with artificial turf field and running track. In particular the Sports and Recreation Center has centralized operations which at one time or another were held at the YMCA, Tennis Club, and Saratoga Armory. The Sports and Recreation Center has also facilitated the storage and organization of equipment, the dispensation of athletic training services, the housing of locker room facilities, and the union of the faculty under one roof (though with coaches now having to endure extremely cramped conditions).

Certain in-house athletic programs, including the Physical Activity classes, have been a part of the offerings of the Department of Physical Education since the early days of the College. In their current form they were born of a curriculum
change initiated by CEPP and approved by the faculty in 1972 which, among other things, eliminated the foreign language, English composition, and physical education requirements for graduation. The latter consisted of four semesters of physical education classes taken any time prior to graduation, but typically during the freshman and sophomore years, and which, though required, carried no academic credit. This was complemented by a requirement (common in the early and mid-twentieth century) that every graduating senior be able to swim the length of the Skidmore (Cochran) Pool.

In exchange for the elimination of these two graduation requirements, the Department of Physical Education was encouraged to develop a number of credit courses that students could elect if they wished. The courses were meant to have academic content reflecting the new emphasis on the science of movement. Physical activity courses were originally designed to benefit the “physical education and well-being” of the general student body and to recognize physical health as an important prerequisite to the kind of academic achievement we wished to encourage in our students.

The focus of the physical activity courses has quite clearly changed over time, depending on the requirements of majors, trends in the broader culture, the number and expertise of the department faculty and staff, and the growth and development of facilities. Currently the program emphasizes health and wellness activities, a reflection of the Exercise Science major with its emphasis on health, disease prevention and lifetime wellness and sport.

There has been a less consistent commitment to general “fitness” on the part of the College. In 1983 Beverly Becker proposed to the Physical Education and Dance Department the initial idea of an employee fitness program. Unfortunately, it was not until the 1986-87 academic year that the program was advertised to the faculty and staff for the first time. Material was sent out to the employees, inviting them to receive various types of physical evaluation. Initially the program had difficulty getting established because of this sort of clinical approach, though recreational aerobics classes were generally well-received.

Direction of the program was turned over to coach Pat Manning the following year when Manning implemented a “Self-Paced Fitness Program.” In September of 1990, with the addition of Professor Denise Smith to the department, the program’s direction again changed hands. Her responsibilities included directing the Human Performance Laboratory and the employee wellness program. At the time Smith began as director, the program had mainly involved aerobics classes and personal consulting. She managed to organize these activities and attempted to implement several others. Again, the program was not extremely well received. Pat Fehling took over responsibility for directing the program in September of 1993. She changed the name of the program from Skidmore Employee Wellness Program (S.E.W.P.), to Skidmore Employee Lifetime Fitness (S.E.L.F.) which, she felt, described the program more accurately. Under
Fehling's direction, the central components of the S.E.L.F. program developed into an array of well-utilized fitness options including aerobics, yoga classes, group lectures on weight loss, strength training and equipment use, and personal consultations. Then in Spring 2000, due to the reconfiguration of teaching loads, Fehling no longer received “time” credit for administering the S.E.L.F. program and so ceased to organize these classes and clinics or offer consultation on a formal basis. Since then there have been sporadic attempts to offer aerobics and yoga classes but there has been neither a consistent fitness/wellness program nor any budget made available for administering or staffing it.

The history of competitive and recreational athletics at Skidmore reveals a strong and consistent interest among students, faculty and staff in such programs but a lack of adequate financial and institutional support to sustain and nurture them. The College has been relying on the good will of a few people who have given unselfishly of their time to put programs into place, but it seems unlikely that such sacrifices will (or even should) continue in lieu of a stronger financial commitment on the part of the College. The rationales below derive their urgency from the persistence of these funding problems as reflected in the historical record above.

B: Programming

The Shape of the Intercollegiate Athletic Program: Skidmore currently fields a total of nineteen teams, ten women’s and nine men’s teams as follows:

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<td>Ice Hockey</td>
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<td>Lacrosse</td>
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<td>Soccer</td>
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<td>Tennis</td>
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<td>Golf</td>
<td>Volleyball</td>
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<td>Crew</td>
<td>Crew</td>
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<tr>
<td>Swimming/Diving</td>
<td>Swimming/Diving</td>
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<td></td>
<td>Riding</td>
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Skidmore’s athletic program is young and, compared with our competition, still dramatically underfunded. Colleges with whom we compete have been in the business of building their intercollegiate athletic programs for much longer, in
some cases since the beginning of the 19th century, and we cannot expect to make up the difference overnight. We have been remarkably successful, however, considering that the athletic program in its present configuration didn’t even get started until the late seventies and really not until 1980, with the appointment of Tim Brown as Chair of the Department of Physical Education and Dance and Director of Athletics. We currently compete in the Upstate College Athletic Association (UCAA) conference of NCAA Division III and routinely play many members of the New England Small College Athletic Conference (NESCAC), one of whom (Hamilton) also overlaps in play against UCAA colleges. These are institutions which are either most like us, or whose academic reputations we most aspire to, and with whom we compete for students and faculty in admissions and hiring. We are well-served as an institution by being linked with them in the numerous press reports generated by athletic contests.

In a real sense we are the victims of our own success. With high aspirations and gritty determination we have scratched and fought our way up into the company of these elite institutions (both academically and athletically) ‘on a shoestring’ – the typical Skidmore success story. But, as the attached documents show (Appendix V), we are either at the bottom or almost at the bottom of the list of these elite colleges when it comes to the number of intercollegiate teams we field; at or almost at the bottom of the list when it comes to the staffing levels that support our students in competitive play; seriously disadvantaged by the recent spate of building of new facilities to accommodate new or expanded programs at these peer institutions; and at the bottom or almost at the bottom in terms of operating budget expenditures for our intercollegiate program. In spite of this, we have, up until now, managed to compete seriously with these institutions and in some cases have even established superiority, as with the field hockey, lacrosse, golf and national championship women’s tennis teams to name a few. The credit for these achievements must go to the incredibly dedicated and motivated athletic staff of the department – administrative staff and assistants, faculty, and coaches – not to mention our many talented student athletes.

Simply in order to maintain our position vis-à-vis our peer institutions, we must find some way to increase our financial support of the intercollegiate program. The committee considered the challenge of dropping some programs in order to support others at the levels at which they should be supported. Redistribution of resources is always preferable to seeking an absolute increase in resources, although politically, much more difficult to accomplish. The plain fact is, however, that we already are at the bottom of the list when it comes to resources committed to our entire intercollegiate (not to mention our other athletics) program, and even if we were to pick on the most obvious candidates for excision – sports, for example, for which the competitive season is too short and for which we have the least desirable weather, facilities and support – we would save so little that the redistribution would have only a negligible effect on the remaining sports. At this time we’re not recommending cutting a sport because
doing so would not save significant revenue to boost other sports. However, we do suggest that the primary consideration is the quality of the teams we field, and it may well be the case that further review of our teams may warrant eliminating a team in the interest of fielding the most competitive teams possible.

The Shape of the Intercollegiate Athletic Program in the Future: There are no definite plans to add new sports to the current line-up, but there is some pressure to add women’s ice-hockey, which has been a varsity sport in the past, but was cut in the early ‘90’s and is currently a club sport. Serious cost/benefit issues would have to be faced, however. With the exception of what may be essential for gender equity considerations, the committee certainly does not advocate the addition of any teams until we can fully fund those we already have. Operationally, that means that the College must fund all its teams at a level where expenses for uniforms, equipment and meals (on the road) cease to be borne, even in part, by our student athletes but are fully provided by the College. In addition, we should not add teams if we cannot provide the appropriate facilities, training and practice infrastructure to support them.

Assuming that at some point these immediate needs will be met, however, the committee does have some suggestions for shaping the intercollegiate program in the future.

1. There is unanimous agreement that football is not a sport that fits either with Skidmore’s past history, nor with its future, and in view of the implications of Title IX legal requirements, would be impractical and unwise for us to consider.

2. There is less than unanimous, but majority agreement that if all requirements can be met (facilities, staffing, budgetary support) and the pressures still exist, the College should consider returning women’s ice hockey to varsity status.

3. Should funding become possible in the future, there is considerable enthusiasm in the committee (echoed by many alumni, faculty, and prospective students) for cross-country running. Moreover, an important and substantial subset of our admissions’ inquiry pool (those with the highest SAT scores) consistently indicates a determining interest in this area. Given that Saratoga Springs High School has one of the leading secondary school cross-country programs in the nation; that every one of our peer colleges fields such a team; and that the Saratoga Springs State Park plays host to numerous cross-country meets every year, it strikes us as an oddity that we have no cross-country capability at all. The closest we have ever come was several years ago when a member of the American Studies faculty initiated and then served as coach to a cross-country running club. We could initiate a varsity cross-country capability for a relatively small initial investment. We are, however, well aware that serious runners also want
track and field opportunities, and that these are much more expensive events to support. Still, we wouldn’t have to begin with a capability in the full range of track and field events in order to field competitive men’s and women’s teams, although embarking on a plan to expand the intercollegiate program in this direction would eventually require a more substantial commitment of additional financial and staff resources, if not also additional facilities.

4) The one area in which ARC would presume to make recommendations in terms of numbers of teams is in relation to women’s teams. Early reports from our gender equity consultant suggest that we should not consider cutting women’s programs. Relative to guidelines for gender equity as established by Title IX in available slots for women as a proportion of women in the overall student body, we are lower than we should be in slots available for women in varsity athletics (cf Appendix VI).

The overwhelming sense of the committee, reinforced through our interviews of college officers in Admissions, Advancement, Student Affairs and Academic Affairs, is that whatever we do, we should do it properly. Quality is more important than quantity, and if that means we field fewer intercollegiate teams than our peer institutions for the foreseeable future…so be it.

**Scheduling of Intercollegiate Contests and Practices:** The issue of scheduling conflict between practices and classes may be the single most vexing problem facing players, coaches, and faculty, one other institutions have resolved by creating a late afternoon period during which there are no classes. Such an open slot has other advantages, as well, providing time for an occasional all-College convocation, rehearsals for performing artists and open time for meetings. The faculty survey conducted by ARC suggests that 82% of classroom teachers responding would be flexible in regard to rearranging teaching schedules to accommodate an open slot (Appendix VII). While only 25% of the faculty responded to the survey, the tendency toward flexibility on the part of those who did participate should be encouraging to those who would like to see the College implement a new class meeting schedule. Unfortunately, having reviewed classroom utilization data provided by the Director of Institutional Research and having exhaustively discussed the issue of changing the class schedule to allow for late afternoon practices without conflict between athletics and courses, we find ourselves unable to imagine the possibility of scheduling such an open time under present conditions.

The key problem for Skidmore is the relatively small number of classrooms. Therefore, it appears to us that without added classrooms there is no way to carve out time during which no classes would be held. Nevertheless, we recommend that faculty and staff renew the effort to fully spread course offerings across different time-slots to maximize flexibility in the coming years and in preparation for creating the free afternoon time-slot when sufficient classroom
spaces are made available. We also recommend that no new buildings be constructed on campus without the inclusion of additional classrooms to help alleviate existing scheduling problems. We also urge that current classrooms not be transformed into spaces for other functions, as that strategy exacerbates the classroom shortage resulting in further scheduling conflicts. ARC applauds the sensitivity to the significant need for classroom space evidenced by the new strategic plan.

Physical Activity Courses: PA courses have been consistently popular with the students and regularly enroll between 500 and 700 students a year. A review of the most recent student course evaluations (2000-01) reveals a remarkable level of satisfaction and many gratuitous and glowing comments about the courses and the instructors in about 40% of the returns. Average scores on the three questions (What I Learned; Quality of Teaching; Overall for the Course) were 4.47, 4.61 and 4.60 respectively. A high percentage of the students in the courses took the time to fill out the evaluations in detail, and there is every reason to regard the results as a very strong vote of confidence by the students in the quality of the offerings.

We believe the key to success of this program is solid institutional commitment to its goals and provision of the resources necessary for realizing them. This will require that both coaches and exercise scientists take responsibility for the program and develop a much stronger culture of teaching around it. Those who teach such courses are more likely to be sensitive to the academic demands made on students and to the necessity of keeping sport in proper perspective. In short, they are more likely to see their activities as coaches as a part of the academic mission of the College rather than in competition and conflict with it.

PA courses have received academic credit over the years on the grounds that the specific cognitive skills and knowledge necessary to accomplish the movements and activities in these courses (such as learning defensive strategies, body positioning, etc.) render them appropriately academic. The courses should emphasize the physiology of the body as it relates to training principles, nutrition and health, and should generally be introductory but nonetheless rigorous, ensuring appropriate means for student learning. Cognitive and psychomotor skills should be evaluated at the end of the experience.

These PA courses represent the core of our commitment as a college to the value of physical activity for our students. Such courses need to be offered in a rigorous, fully-committed manner and with the appropriate support of the institution with regard to workload compensation and equipment. Above all, there needs to be consistency and uniformity in the delivery of the courses. PA courses have at different times been taught by Exercise Science faculty and coaches. Currently, and for the past several years, virtually all of them are being delivered
by coaches who are teaching associates, while the Chair of the Department of Exercise Science, Dance and Athletics supervises the program. Shared responsibility is crucial to our fundamental conviction that athletics ought to be situated in the educational process at Skidmore; therefore, ARC strongly recommends that all coaches and all Exercise Science faculty teach at least one PA course a year.

Recognizing that workloads in these areas have increased substantially in recent years and that our recommendations here will further strain resources, ARC urges the College to provide appropriate and necessary resources for the infrastructure of both parties. For example, the employment of additional interns or other appropriate staff in the intercollegiate athletic and Exercise Science programs will make available the time for coaches and faculty to deliver high quality PA courses as well as to attend to their duties in recruiting, setting up practices and meeting with athletes. Many of the disagreements over PA courses as well as other issues – which sometimes appear to reflect disparate educational goals or cultures – have derived from the competition for scarce resources, which can be ameliorated by this kind of enhanced institutional support. The current solution of dropping physical activity courses as a way of meeting shortfalls in resources is not a healthy strategy in ARC’s estimation. We believe the current level of commitment in terms of both quality and quantity of courses should generally be maintained.

In terms of oversight, those charged with supervision of the PA program must have the appropriate educational credentials, must evince significant commitment to the program, and must be provided with adequate resources. We therefore believe the current leadership in the hands of the department chair is appropriate. Keeping such criteria and pending personnel changes in mind, however, we recognize the possibility of different scenarios in the future. In the context of appropriate credentials, advocacy and resources, the supervisor of the PA program must cultivate a strong sense of ownership and responsibility among all those who teach in it. Toward this end, rigorous review and accountability of the classes need to be structured into the program.

**Fitness and Wellness Programs:** Currently there is no fitness/wellness program. Facilities such as the pool, weight room, and cardiovascular center are open and available for employees and students on a limited schedule; however, there are no scheduled recreational classes in these facilities, nor is there anyone assigned to instruct people in the use of exercise equipment. Employees and students would like the sports complex and the pool open longer hours. Furthermore, there is a strong sentiment among both groups about reinstating aerobics and yoga classes during the noon and late afternoon hours. A Recreational Director charged with developing and overseeing programming and staffing linked to non-competitive fitness and wellness activities is crucial. The director could tap expertise in the Department of Exercise Science, Dance and
Athletics while developing the program. In addition, students (for example Exercise Science interns) might be a source for program and equipment instructors.

For years, members of the Skidmore community have complained about the unavailability of the pool and weight rooms during times when students are not on campus. Often athletic facilities are closed to recreational users during academic year breaks in December, January, May and August. Part of the problem is the lack of available monitors when students are not on campus. In addition, facilities such as the pool are budgeted through the Department until the end of classes only, while Special Programs does not assume responsibility for them until summer school begins. While these stretches of time are convenient for doing maintenance on a facility like the pool, they also constitute long periods of inactivity and unwarranted closure. Employees of the College who are working during such periods and who depend on the facilities year round feel as if they are being kept from the pool and weight room unfairly and have been very vocal about how such closures reflect on the issues of access and availability of college-wide athletic facilities. There is also a general desire for more control over access and a willingness to submit to monitoring either through showing or swiping an ID card.

Therefore, ARC strongly recommends that a Recreational Director be employed to oversee programming and personnel linked to fitness and wellness and that s/he work with the Athletic Director to make sure that hours of operation for recreational users of the Sports and Recreation Center between semesters and during the summer be comparable to the hours during the regular school year.

**Intramurals:** The intramural program provides a variety of activities to meet the competitive and recreational needs of the students, faculty, and staff. The overall objective of the program is to provide participation opportunities in a wide variety of activities for those who choose intramural over (or in addition to) intercollegiate varsity sports.

The Intramural program is currently assigned to a director and several student commissioners who are responsible for advertising activities, securing rosters, scheduling games and/or matches and occasionally scorekeeping and refereeing. The Director of Intramurals currently spends approximately 33% of her time on Intramurals and 66% as Equipment Manager. The student commissioners are paid an hourly wage for their work. Intramural events take place generally between 7pm and 10pm with the exception of weekend tournaments and individual sports, which are scheduled at the convenience of the participants.

Skidmore students (and a smaller number of faculty and employees) participate in intramurals at a relatively high level, occupying over 700 roster spots a year on
average (some in more than one sport). Last year's participation numbers provide a representative sample of the distribution of this activity:

### INTRAMURAL PARTICIPATION (2000-01)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>NUMBER OF TEAMS/PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>6 teams/32 males - 38 females</td>
</tr>
<tr>
<td>Football</td>
<td>7 teams/85 males - 7 females</td>
</tr>
<tr>
<td>Racquetball</td>
<td>6 males - 1 female</td>
</tr>
<tr>
<td>Ultimate Frisbee</td>
<td>1 team /8 males - 2 females</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>15 participants</td>
</tr>
<tr>
<td><strong>SPRING SEMESTER</strong></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td>14 teams/113 males - 52 females</td>
</tr>
<tr>
<td>5-on-5 Basketball</td>
<td>12 teams/95 males - 3 females</td>
</tr>
<tr>
<td>Softball</td>
<td>16 teams/118 males - 70 females</td>
</tr>
<tr>
<td>Tennis-singles</td>
<td>12 males - 7 females</td>
</tr>
<tr>
<td>Volleyball</td>
<td>7 teams /36 males - 37 females</td>
</tr>
<tr>
<td>Racquetball</td>
<td>4 males</td>
</tr>
<tr>
<td>Water Polo</td>
<td>2 teams/6 males - 2 females</td>
</tr>
<tr>
<td>Squash</td>
<td>6 males - 1 female</td>
</tr>
</tbody>
</table>

Football, softball, soccer, basketball and volleyball have the greatest participation rates, attracting sufficient numbers to sustain longer regular seasons and playoff formats. In certain sports, participation rates have been disappointing, including racquetball and ultimate frisbee, which were cancelled for lack of interest last year, and field hockey and water polo, which did not have complete seasons.

Colleges across the country wrestle with the question of whether varsity athletes should be allowed to participate in their intramural programs. Some schools ban anyone who has competed in a varsity sport from participation in intramurals. Others restrict varsity athletes during the seasons in which they compete at the intercollegiate level. Currently the Skidmore policy is that only two varsity athletes may play on an intramural team. But there is still considerable ambiguity in this definition of what constitutes eligibility. Questions have been raised as to what a "varsity athlete" is. Is this a student who has competed in the current academic year at the intercollegiate level or in any year? What about a student who started a season but quit a varsity team? What of a faculty member or employee who played a varsity sport in college? The consensus seems to be that intramural sport should be competitive and therefore more open in its policies, but that programs should be fun and encouraging to those who don't have the opportunity or desire to compete at the varsity level. To that end, we recommend a policy in which Skidmore varsity athletes (as defined by the Intramurals Director) may
compete in any intramural sports in which they are not active at the varsity level. Hence, varsity basketball players would not be allowed to play in the 5-on-5 basketball tournament; varsity soccer players would not be allowed to compete in indoor or outdoor soccer.

Communication between the intramurals office and intramural participants remains an area of concern. Students complain that they do not have enough advanced warning about sign-ups for intramural seasons or about adjustments to schedules. In addition, students have requested better information about results of competitions, including team records, league standings and playoff information. Various web-based organizational systems have been tried (most notably intramurals.com, which went out of business), but no satisfactory system seems to have been established. The intramural program would also like to encourage better communication with the SKIDMORE NEWS, in hopes that the student newspaper could disseminate informational news regarding intramurals in a timely manner and publish results of intramural activity as a way of advertising the program.

Club Sports: Club sports at Skidmore date back to the early decades of the institution. Indeed, for many years, most sports were student clubs before any emerged as formally organized intercollegiate teams. After the College became coed, a number of other physical activity clubs emerged, especially in the 1980s. While some sports have been transformed into varsity teams and others have been terminated in the last decade, other new ones have been formed, and the overall number of clubs and participation in them has remained very substantial, with student membership numbering in the hundreds each year.

Student clubs devoted to sports and physical activity encompass a broad set of organizations, which include: Alpine Ski Team; Dressage; Halfbreds (men’s ice hockey club); Kung Fu; Mountain Biking; Nordic Ski Team; Outing Club; Polo; Sailing; Snowboarding; Water Polo; Weight Training (Health and Fitness); Wombats; Women’s Ice Hockey. Each club is granted formal club status by the Student Government Association. SGA also provides the bulk of most clubs’ budgets. A small number of clubs have relationships with advisors (with varying degrees of interaction). Otherwise, each of the club sports is an independent entity.

Club sports offer unique competitive and non-competitive opportunities for non-varsity athletes, a practice that must be protected. Clubs are costly for the College only in indirect ways as the funding is maintained by SGA. Expenses for facilities, transportation, and equipment for several groups (e.g., the ice hockey teams, polo, alpine skiing) run high. Competition with intercollegiate sports teams sometimes means that participants in club sports are forced to move off campus to find facilities for training. Longer hours in the Sports and Recreation Center and better communication regarding use of campus facilities would certainly help.
Some of the clubs seek more assistance with special facilities (e.g., horse stables) and transportation too.

Reports from Student Affairs, SGA and Business Services, and a number of the club leaders suggest that club sports are thriving. Balancing independence and supervision is an ongoing issue, but for the most part we have been able to achieve a healthy middle ground. A small number of teams have occasionally exhibited inappropriate behavior. The students claim that they desire support and guidance but resist constraints. The problem is that more supervision probably would complicate liability issues with the College’s insurance providers.

Club sports would benefit from medical and training services; however, this would also complicate liability issues. Some folks suggest that additional conversations about preventive care and strategies could provide plausible middle ground. This is probably an issue that warrants further serious investigation as it ties into other sectors at the College.

A major concern is insurance. Two issues complicate the insurance of club sports. The first is the liability of increased institutional oversight, which would accompany any substantial expansion of supervision or medical support, as noted above. The second pertains to “high risk” activities that are not currently covered. The few exceptional examples of this (e.g., bungee-jumping, ice-climbing in the Outing Club) are of course unacceptable without new arrangements. In any case, the clubs need to be regularly informed of the rules about high-risk behavior and to have ongoing consultation with appropriate college officials. ARC recommends that representatives from Student Affairs and the Leadership Office in particular, as well as Business Services, coordinate with SGA to facilitate such consultation with clubs.

Some suggestions from college administrators and/or faculty might be directed to all clubs about the most reasonable, healthy ways to participate in various activities. In addition to current information from SGA, the Student Activities Coordinator, the Dean of Student Affairs and others, guidance might be explicitly offered about the use of facilities, the best training practices, appropriate behavior (on the road and at home), etc. Being more explicit about expectations linked to the spirit of club sports would help structure appropriate activity without generating too much ongoing work or expanding the College’s liability.

**Health and Safety Issues:** The Athletic Program includes staff in charge of training and the training room who are responsible for treating the thousands of injuries that occur each year during athletic practices and competitions. The staff also treats less severe traumatic injuries and muscle overuse syndromes among intercollegiate athletes, non-athletes, referrals from health services and members of the faculty and staff. One of the primary concerns is whether we are appropriately staffed and equipped to support this high level of activity for our
Skidmore College

athletes and also to maintain the additional generous support the trainers provide to other members of the community.

Additionally, Skidmore has a Health Services Facility and staff, under relatively new leadership, which also serves those student athletes who experience injuries. While we have not analyzed the separate functions in any depth, it is clear from the reports we have received from staff in both functions, as well as from others including coaches, that there are both staffing issues and complications associated with the coordination of the two functions having to do with appropriate jurisdiction and reporting of injuries. Protocols need to be established that will help establish and maintain the best possible relationships between the athletic trainers and the health services staff.

There is the additional complication of our relationship with Saratoga Hospital, a relationship that has been problematic in the past, but which currently seems to be improving. Since this area deserves far more attention than we can afford it and since several of the issues may entail personnel reviews, we have determined that making specific recommendations to the Vice President for Academic Affairs and Dean of the Faculty would be inappropriate for us. We do, however, suggest that the new Athletic Director be charged with immediate and timely review of the health and safety issues for athletics, giving special consideration to the appropriate purview and responsibilities for the training room staff.

C: Staffing

Many of the difficulties and tension points associated with the Skidmore athletic program as identified in this report are deeply rooted in the history and fabric of the institution and suggest few simple or easy solutions. A few, however, might be solved relatively easily by the hiring of additional staff. While ARC is mindful that any additional positions carry with them substantial costs, we believe that the immediate benefits of such expenditures justify these financial outlays.

Recreational Director: In particular, ARC recommends the hiring of a 12-month Recreational Director who would be responsible for expanding the current recreational program into a richer, more comprehensive and integrated vision and would have oversight of open recreation, intramurals and fitness/wellness programs. Such a director would serve many different needs at once. Presently there is no one on campus who has responsibility for recreational education in the broadest sense. Although badly needed, no consistent recreational program has emerged at Skidmore because no one has had responsibility for any more than a small piece of the total program. Currently those involved with these
segments of the program often find themselves in competition with each other for facilities and equipment.

What is needed at Skidmore is someone to create a program where one currently does not exist; someone who might find creative ways to reinstitute fitness/wellness classes for faculty and staff as well as students; who could work with the people in Exercise Science and Health Services to provide guidance to students and staff about proper training techniques; who could work with the trainers to oversee a clinic on free-weight training; or, who could organize an intramural swim meet. Such a person would help coordinate the scheduling of facilities and might work closely with coaches and Exercise Science faculty to encourage a fuller usage of the facilities by recreational users. Most of all, such a person would be an advocate for recreational users of the facilities, finding ways to negotiate the sometimes complex relationships that exist among the many constituencies at the Sports and Recreation Center competing for limited space and resources.

In addition, a Recreational Director would allow the Department of Exercise Science, Dance and Athletics to reallocate its current faculty and staff resources to make better use of the talents and training of personnel currently distracted from other duties by their obligations to recreational programming. We imagine a successful Recreational Director would be a facilitator as well as an administrator and that s/he would assume responsibilities currently shouldered by coaches and Exercise Science faculty, who, in turn, would have time to help deliver physical activity courses and other academic programs.

**Interns:** ARC also recommends the hiring of additional interns who would support the operations of the coaches and Exercise Science faculty and free up faculty to deliver the physical activity courses. Interns currently serve the department well in a variety of capacities. The hiring of additional interns or other appropriate staff, especially those who could help in the Exercise Science labs, might free up faculty and coaches to undertake other challenges connected to the academic mission of the college.

ARC enthusiastically supports the initiative of the Office of College Relations to engage an intern to support the efforts of the Sports Information Director; we are unusual in having a one-person operation for sports information; and the workload, particularly now with the addition of the web, is simply too substantial for one person to manage with full effectiveness.

**Facilities Director:** ARC also considered recommending the hiring of a Facilities Director who would have oversight of the Sports and Recreation Center and would be responsible for supervising its maintenance and security. Nearly every one of our peer institutions has such a person, and some employ more than one.
Currently we have only a part-time “building supervisor,” who is also a head coach and an assistant coach and on the road with teams for long stretches of time. In addition, only 13% of his workload is allocated for this enormous responsibility, not nearly enough for him to do the job adequately. Given increased expectations of building usage as recreational programs develop, there is good reason to believe that the substantial problems with building maintenance and security will intensify rather than diminish over the next few years.

There are currently significant and repeated frustrations in dealing with Facilities Services. A new Facilities Director who had full responsibility for oversight of the tasks described above might be able to exert greater leverage with those responsible for the upkeep of the building.

In an effort to keep spending on new positions at a realistic level, however, ARC has stopped short of recommending at this time the hiring of a new Facilities Director for the Sports and Recreation Center. The Committee does recommend, however, that the College intensify its efforts to improve the cleaning and maintenance of facilities at the Sports and Recreation Center by bettering the relationship between the current building supervisor and Facilities Services. If a more efficient and responsible relationship cannot be achieved, then we recommend that the College hire a full-time Facilities Director who would oversee operations and be responsible for scheduling and upkeep of the building and other teaching or administrative duties.

**Coaches:** ARC is aware that in order for coaches to be fully vested in the College’s academic mission while maintaining high standards in their athletic programs, they must deal with increasing responsibilities that go far beyond coaching intercollegiate athletic teams. For example, coaches must often teach classes, supervise recreational facilities and (as will be noted below) recruit for the College, all tasks that compete for their time, energy and resources. Members of ARC believe that adjustments might be made to the current structure and description of some jobs in the department as a way of improving efficiency and of providing greater job security to departmental employees. ARC recommends that the position of department assistant, where appropriate, be changed to the category of teaching associate with three-year contracts and with responsibility to help deliver the physical activity courses as well as serve in various advisory capacities as a way of connecting better to the academic mission of the College.

In addition, ARC recommends that all head coaches have full-time contracts. Part-time head coaches cannot devote enough time to the recruiting of student athletes that is so critical to the success of their programs, and they are generally unable to involve themselves in the academic programs of the department.
We also recommend that no member of the Skidmore coaching staff be the head coach of more than one intercollegiate sports team. It is virtually impossible to expect a head coach to take responsibility for more than one sport because of the aforementioned recruiting pressures, the need for coaches to stay in contact with their athletes even out of season, and the overlapping calendars of some sports. Coaches currently serving as head coaches of two sports should be relieved of one, with any resulting time saved allocated to the delivery of the physical activity courses as well as to other teaching or administrative responsibilities.

ARC acknowledges that hires in athletics will require additional support staff, especially secretarial, and that they will place additional stresses on already limited office space. These costs should be considered in the budgetary debates over each new or reconfigured staff position, bearing in mind the savings that might accrue from the reallocation of certain responsibilities.

D: Student Athletes and the Academic Mission

Coaches and Recruitment: Athletics is an integral part of the Skidmore undergraduate academic experience and helps diversify our community. High school students are interested in intercollegiate athletics, intramurals and club offerings, and increasingly in recreational fitness programs at college. The majority of Skidmore’s applicant pool is interested in some type of organized athletic experience and the growing awareness of wellness adds to the interest. Moreover, athletics plays an important role in recruiting and attracting students who add to student body diversity. Coaches contacting high school students at summer camps is extremely beneficial; often these student athletes do not come from feeder schools, and normally they do not consider applying to Skidmore. Additionally, athletic recruitment seems to have been successful in attracting more academically qualified male candidates.

There is little understanding or appreciation in this community – outside the Admissions Office staff and among the coaches themselves – of the major role coaches play in recruitment of a given class. Their efforts are not limited to the recruitment of varsity athletes, but extend also to those many students who prefer a club or intramural experience or simply want to be assured that there are staff and facilities available to assist them in keeping fit. Out of an annual inquiry list of 40,000, coaches reach at least 10,000 of them (and a comparable percentage of the applicant pool). Coaches participate extensively in Admissions Office Open Houses and Accepted Candidates’ Day events and respond to thousands of inquiries from prospective students or their parents.
Stereotyping of Student Athletes: Stereotyping of student athletes across the nation is common and can be a major source of alienation for those who are targeted. Two common assumptions are that many student athletes present weaker profiles for admission than other students and subsequently that they do worse academically in their college careers. It is our clear impression that such stereotyped attitudes exist at Skidmore as well, although ARC’s faculty survey did not necessarily confirm those assumptions. The survey revealed that most faculty members (88% of those responding) believe that participation in athletics tends to promote self-discipline, encourage self-discovery and build self-confidence in students. The survey also suggested that 69% of those surveyed believe that at a small college, Division III school such as Skidmore, participation in athletics is an integral part of our students’ educational experience (cf. Appendix VII). It is important to note that only 25% of the Skidmore faculty responded to the survey and that there was no way to determine how representative of the faculty as a whole the sample set of respondents was, but members of ARC were encouraged by some of these results insofar as they overlapped so closely with the conclusions of the committee. Nonetheless, we believe the stereotypes do exist in our environment, held perhaps by a minority, but to a degree out of proportion to their representation among the faculty.

All faculty and staff should take encouragement from the fact that at Skidmore student athletes perform over a four-year career almost as well as students who are not athletes, and many excel academically while honoring very demanding practice and game schedules (both of the Luce Scholars for 2002, for instance, are student athletes). Data provided to the committee by the Office of Institutional Research shows that there are some differences from sport to sport and from year to year. For example, the Office of Institutional Research has recently looked at the Skidmore gpa’s for the first semester for the class of 2005 which shows that the gpa’s of the 62 top recruited athletes is lower than that of the 464 non-athletes, but that the gpa’s for the 53 athletes who were not among the top recruited is virtually indistinguishable from the non-athletes. The same is basically true for the class that entered in the fall of 1998, except that the differentials between both groups of athletes and the non-athletes are even smaller. Not surprisingly, the Skidmore gpa’s correlate well with high school gpa’s, with the women students having higher gpa’s across the board and comprising a smaller portion of the top recruits. Despite this data, overall the statistics are remarkably consistent. For the years that we examined, Fall ’98 to Spring ’01, the mean difference in gpa’s between athletes and non-athletes ranges from .04 to .16.

It is sometimes the case that student athletes seem over-represented among those considered for academic disqualification or social integrity infractions. Information from the Office of Institutional Research suggests that there is very little distinction between athletes and non-athletes when it comes to academic disqualification. Of the 2594 students enrolling at Skidmore from the Fall of 1998 to the Fall of 2001, 84 students were disqualified, about 3.2% of the total student
population. Athletes represented 543 of these 2594 students and were disqualified at a 3.3% rate (18 of 543). Non-athletes constituted 2051 of the 2594 sample and were disqualified at a 3.2% rate.

With regard to the proportion of student athletes who appear before the Student Integrity Board, there is a sense among those most involved in those hearings that athletes are over-represented, though there is no long-term data available to document fully this impression. Moreover, it is not clear at all whether the infractions with which these students are charged are related necessarily to the fact that they are athletes, though that is the case at least part of the time. Those involved with Social Integrity Board hearings report that many of the problems with athletes occur during those periods between semesters when students are not involved with course work or other College activities. ARC urges the Dean of Students and the intercollegiate athletic coaches to continue to find ways to keep student athletes involved in the larger mission of the College (including the academic component) even when classes are not in session. In addition, we suggest that members of the Dean of Student Affairs office meet regularly with all coaches to improve communication and understanding regarding the proper comportment of student athletes.

Stereotypes often reflect partial truths in ways that are important to recognize, but they rarely prove satisfactory as the basis for generalized policies. This maxim would seem to hold true for athletes and the admissions process. Of those faculty who responded to the survey, 27% argued that the Skidmore Admissions Office admits too many student athletes who have questionable academic credentials. This concern for the preparation of some student athletes is important to recognize and address, although ARC’s studies reveal that the vast majority of student athletes gained admission to Skidmore irrespective of being athletes, and that they are not, as a group, the students at Skidmore who are the least academically qualified by the standards set by Admissions evaluators. This concern may ignore the fact that there are numbers of student groups across the campus who struggle academically but whose difficulties are not assumed to be the responsibility of the Admissions staff. If student athletes have trouble academically, there is an all-too-common perception that it is because the Admissions Office “let them in” by lowering standards; whereas if art, theater, dance, or music majors have academic problems, faculty (and others) are quick to excuse them because they have “such demanding studio, practice, or rehearsal schedules.” The committee concluded that this may be an unfortunate and rather unfair consequence of the fact that the arts have long been valued and respected areas of study at Skidmore, with a lengthy history of excellence, whereas our athletic program is a much more recent phenomenon. While many in the Skidmore community embrace the athletic program with the same degree of acceptance and even enthusiasm with which they have historically accepted other programs that require special talents, some faculty and staff have yet to make this transition.
Admissions Policy: Members of the Skidmore Admissions staff and coaches expressed one salient fact about our admissions policy with respect to athletes – we have none. When it comes to other valued target groups: HEOP/AOP, multicultural students, faculty and staff dependents, and Filene scholars, etc., fairly specific admissions goals, and in some cases dedicated financial aid, power our recruitment efforts. When it comes to student athletes, however, the institution has not acknowledged explicitly that having athletic ability is a special talent that enriches our community, much less expressed a policy that it counts for something special in the admissions process. The result is that, mindful of the campus stereotype of the athlete and wary of the misperception that it favors athletes by lowering standards for them, the Admissions staff often retreats from the intuitive measures that long experience has provided. Instead, the staff relies more heavily on standardized “objective” measures (S.A.T. scores, rank in class, high school G.P.A.) that allow them to defend their admissions decisions with respect to student athletes. What we all know about these “objective” measures is that they fail miserably when it comes to recognizing, much less measuring, student motivation.

In the late 1970s, the College discovered the same dynamic at work in the admission of males. Without realizing it, we discriminated against men rather than risk being charged with lowering standards despite the fact that, during those initial years of coeducation, our entering men actually had stronger “objective” statistics than our entering women. Their performance once here was another matter, at least in part, because Admissions staff (in the absence of a clear admissions policy) did not go beyond the numbers to consider motivation to succeed.

Due to the lack of a student athlete admissions policy, we do not admit some student athletes who may have marginally lower “objective” statistics, but have strong chances for success at Skidmore in the best professional judgment of our Admissions staff. In fact, we frequently turn down candidates who really want to attend Skidmore, and who are then admitted by one or more of our peer and aspirant colleges, where they go on to achieve both athletic and academic success. Rosters of visiting UCAA and NESCAC teams often have names of athletes we turn down. This conservative stance, then, perpetuates (arguably aggravates) the problem rather than solving it.

In the absence of an admissions policy specifically geared to the special talents of student athletes, or even a general statement by the College in support of athletics and the contributions of student athletes, the Admissions staff does not feel comfortable in admitting some student athletes in the same way it currently admits some other students with special talents or characteristics. ARC feels strongly that we should not be discriminating against student athletes in admissions; we should be using the same combination of objective standards and subjective measures that we use so successfully with respect to other valued target groups. ARC recommends that the Admissions Office follow a policy with
respect to student athletes that is similar to that followed for HEOP/AOP, multicultural students, Filene Scholars, and to a lesser degree art, theater and dance majors, and other valued groups such as faculty/staff dependents and legacies. In these cases, the Dean of Admissions and Student Aid usually sits down with the program Director (where there is one, in this case the Athletic Director) to establish targets. Establishing targets for each incoming class with respect to these programs creates a defined admissions policy with known limits that can be controlled for quality by the Admissions staff. More targeted admissions decisions—which ultimately means fewer offers of acceptance—can then be made earlier. The current practice of throwing the net wide in the case of the athletic program and hoping for a catch good enough to field competitive athletic teams, is a strategy that results in the admission of some students who are, though clearly admissible, considerably weaker than we desire.

The advantage of identifying, early on, those student athletes most likely to enroll at Skidmore and to succeed academically, is that fewer students need to be offered admission in order to enroll the same number of student athletes as at present, thus enhancing the overall yield statistics for admissions. Moreover, any efficiency we achieve here either increases our selectivity or opens up admissions places elsewhere. Since we are constantly trying to raise our yield and selectivity statistics as part of our marketing appeal, this is all to the good. The one caveat that would hold here—as it does with respect to the other targeted groups at present—is that under no circumstances is the Director’s recommendation considered if the student in question is deemed not to be admissible according to the minimum standards set and implemented by the Admissions Office.

While establishing targets may require more work from the coaches to identify those student athletes most likely to enroll and to succeed at Skidmore, their recruiting efforts would be rendered much more efficient and fruitful. It should also raise the coaches’ stake in the academic success of their student athletes, and an advising system such as is described below, will require that greater attention be paid to assisting students needing additional help; two factors that can only redound to the advantage of both the student athletes and the College.

We recommend that the Admissions Office carefully assess the results of admission of athletes for the next three years and report those results to Committee on Admissions and Student Aid in order to determine the success of its admissions policies with reference to student athletes. The assessment should include comparative data (with the most recent three years prior to this report) regarding: number of recruited student athletes admitted, selectivity statistics, successful enrollment of student athletes, effectiveness of coaches’ efforts and therefore their satisfaction with the process, and the Skidmore gpa’s of admitted student athletes.
**Student Athletes and Academic Conflicts:** ARC also considered the current relationship between student athletes and their course instructors. Although a well-defined policy is in place at the College (see Appendix VIII) and student athletes are instructed as to the procedures for notifying professors about possible conflicts, problems still exist. In addition, student athletes bear responsibility for keeping their instructors informed about possible conflicts between classroom work and athletics. It appears to be the case now that students often do not tell their coaches when they are having academic difficulties and often, alas, faculty do not submit unsatisfactory work reports to the Office of the Dean of Studies. The result is that a given student may be doing quite badly in several courses with no one being aware of it, least of all the coach, who might have been effective in getting the student to attend to his or her academic work.

When appropriate coaches should be included in general advising meetings to be held for first-year faculty advisors and non-faculty staff to discuss ways of assuring successful acclimation of new students including student athletes to their college experience at Skidmore. Additional efforts should also be made by all involved to assure that student athletes are aware and take advantage of the College’s resources for providing tutorial assistance, whether in The Writing Center or through the Office of the Dean of Studies, for those who need such support, and that access to those resources be as user-friendly as possible for all students.

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**E: Facilities and Equipment**

Skidmore’s Sports and Recreation Center was completed in 1982, and an addition was constructed in 1994. An outdoor stadium with artificial turf and a track were added in 1993. These major facilities have served us well over the past two decades, but they are no longer sufficient to meet the needs of the current athletic program or to stay competitive with our peer institutions, virtually all of which have added new facilities in the past decade. We are simply at the bottom of the list when it comes to athletic facilities, both for intercollegiate athletes and the larger Skidmore community.

Some of our facilities needs require immediate attention. Early reports from our Gender Equity study suggest that the building of a softball field on a par with the facilities of other intercollegiate sports at Skidmore and commensurate with NCAA standards is a pressing concern. Currently the women’s softball team is playing on a field that is woefully inadequate, without dugouts or adequate stands and without permanent fences or a scoreboard.
Other needs are almost as pressing. One of the primary frustrations we heard was the inability of teams to practice inside during inclement weather. The tennis teams must travel to the YMCA, and indoor practice space for other teams, such as lacrosse, baseball, softball, field hockey, and soccer, is severely limited. There are also significant scheduling problems (discussed elsewhere in this report) affecting all users that result in part from the limitations of our facilities, with the consequence that some team practices do not end until midnight on occasion.

The committee, therefore, strongly recommends that the College include a field house in its future building plans. A field house would solve many scheduling problems and bring our facilities more in line with our program needs and with our peer institutions. Our efforts to recruit top students and top student athletes would be enhanced; we would have greater flexibility accommodating large college events; and we might gain additional office space for a very cramped department. As well, a field house would provide better space for all-college events, including convocations and concerts and could serve the wellness needs of the entire community in a way that our current facilities do not.

ARC also believes there are steps that can and should be taken with the management of our current facilities to improve the situation before a field house is built. We recommend that (1) access to and security at the current facilities be increased, that (2) cleaning and maintenance be radically improved, and that (3) fitness/weight training rooms be staffed at all times of operation with trained monitors.

Students, faculty and staff alike would like to have access to the Sports and Recreation Center on a par with what is available at comparable facilities at our peer institutions. Opening the facility from early morning to late in the evening (possibly midnight) every day should relieve some of the current scheduling problems.

We also recommend that open hours between semesters and during the summer be comparable to those in effect during the regular school year. For the purposes of physical activity, recreational and fitness/wellness programming, we need to get out of the habit of making a distinction between being “in session” (when the students are on campus) and “out of session” (when they are gone for breaks). If we are to take seriously ARC’s primary argument that physical activity is crucial to the well-being and performance of all members of the Skidmore community, then there is no reason to think that such activity is any less important when students are not on campus. Many Skidmore staff and faculty work on a 12-month cycle without breaks, and physical activity programming should be designed and budgeted with their expanded needs in mind.

Security at the Center is also a major problem. Non-Skidmore community members enter the building regularly, rear doors are propped open, and
equipment and personal property have been known to disappear. Currently students are used to monitor the facility at selected hours, but at present there is no consistent security system in place.

There is also a substantial space issue associated with offices for faculty and staff. Currently eight coaches are sharing a single office, while other groups rotate in and out of spaces as need dictates and circumstances allow. Faculty-Staff recruits and prospective candidates are no doubt negatively affected by these embarrassing shortages of office space. The College must find ways to alleviate this intolerable crowding so that faculty and staff can work under conditions conducive to meeting the high standards suggested for them and their relationship to the academic mission in this report.

All users of the building expressed concern and dismay about the cleaning and maintenance of the Sports and Recreation Center. Locker rooms, bathrooms, courts, and equipment are dirty and in disrepair. We tried to probe the source of the problem and were not able to come to any definite conclusions. The great frustration felt by the Athletic staff in their relationship with Facilities Services seems due to a high turnover rate in the personnel assigned to the Athletic facilities. We strongly recommend that a single person (perhaps a new facilities director) be assigned responsibility for oversight of cleaning and maintenance.

In addition to these facilities needs, intercollegiate teams have some equipment and transportation needs that are not being met. The Equipment Manager reported to us that 80% of the teams are well equipped. We recommend that the College take responsibility for equipping all of our intercollegiate teams well. In the past some generous parents and alumni have provided equipment for individual teams, but the College should not continue to rely on such donations because they tend to introduce inequities in funding. This is especially important because many teams do not raise sufficient funds to offset fully their spring trips, requiring many parents to fund sports trips in addition to the already high cost of a Skidmore education.

Additionally, since parents and alumni are often enthusiastic supporters of athletic programs, ARC believes it is important to take advantage of such enthusiasm and to ensure that discussion continue with regard to the appropriate means of fundraising for athletics.

We realize there are budget implications for all of the above recommendations, but we believe it is important for the College to appropriate the necessary funds to implement them. The current state of affairs is not conducive to maintaining an adequate, much less an excellent, athletic program. In the period before beginning a major project to build a field house, it is important that we upgrade our current facilities and access to them to support our programs at an acceptable level.
F: Gender Equity Issue in Athletics:

Due to time constraints, the Athletic Council agreed to take responsibility for the gender equity piece of the ARC report and that committee in turn has hired an outside consultant, Janet Judge, to make recommendations about any gender equity issues that arise out of her examination of the athletic program at Skidmore.

While ARC does not presume to know what the results of the Athletic Council’s deliberations over the matter of gender equity will be, it expects that the Council will wrestle with questions such as:

- whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes
- whether adequate and equitable provisions have been made for playing venues, equipment and supplies
- whether the scheduling of games and practices is equitable
- whether travel and *per diem* allowances are equitable and sufficient
- whether opportunities to receive coaching and academic tutoring are available in equal proportions
- whether assignments and compensation of coaches and tutors are equitable
- whether there are adequate and equitable provisions for locker rooms, practice, and competitive facilities, medical and training facilities and services, and housing and dining facilities and services
- and whether there is equal attention to publicity for men’s and women’s athletics.

Janet Judge has been to campus and conducted interviews with coaches and Athletic Director Tim Brown and held two information meetings with Athletic Council at which she collected data about Athletics over the past ten years. She has sent a 45-page survey to be completed by coaches. She was back on campus in early May with a report and analysis of data collected through survey and on-campus visits, plus advice on areas of concern, if any. Unfortunately, her final report was not available to ARC at the time of this printing although members of ARC and Athletic Council have had some conversation with her in an effort to make provision within this report for what some of her final recommendations may be.
III: Recommendations

Based on the data reviewed (most of which is encompassed in the Appendices) and after lengthy debates regarding the applicability of the eight principles (cf. pp. 5-6) to athletics at Skidmore College, we, the members of ARC, make the following recommendations in four general areas: policies and practices, programming, facilities and staffing. Section II of the report provides elaborate rationales for these recommendations as keyed to the pages listed below.

Policies and Practices:

- We recommend that the College and the new Athletic Director review current spending practices with regard to athletics (relative to our peer institutions) to evaluate how and where we might increase our support for the important initiatives outlined in these recommendations, beginning immediately with basic support for intercollegiate sports teams, including equipment, uniforms, travel allowances and meals on the road, as well as the most pressing issues raised in the Gender Equity Report currently being prepared by consultant Janet Judge (pages 13, 37).

- We recommend that the new Athletic Director review the health and safety issues for athletes, giving special consideration to the appropriate purview and responsibilities for the training room staff (pages 20-21).

- We recommend that the Dean of Admissions and Student Aid articulate a clear student athlete admissions policy by September 2002 that directs Admissions staff to use the same combination of objective standards and subjective measures that they use so successfully with respect to other valued target groups such as HEOP/AOP, multicultural students, faculty/staff dependents and legacies (pages 27-28).

- We recommend that the Dean of Admissions and Student Aid and the Committee on Admissions and Student Aid (CASA) oversee and assess this student athlete admissions policy, just as they oversee policies tied to other target groups (page 28).

- We recommend that the Office of the Dean of Studies use qualified coaches as first-year advisors and conduct ongoing, regular meetings with coaches and randomly selected faculty advisors as well as general
advising meetings for first-year faculty advisors and non-faculty staff (page 29).

- We recommend that the Dean of Studies and the new Athletic Director put into place an active system for encouraging student athletes to take advantage of the extensive academic support services that exist for all students at Skidmore, including, where appropriate, tutorial services and the Writing Center, among others (page 29).

- We recommend that the Office of the Registrar and Academic Staff continue to explore ways to implement a schedule that would allow for a period in the late afternoon on designated days of the week during which classes would not be held (or, more realistically, during which far fewer classes would be held) so that athletic groups and others (such as performing artists or faculty committee members) might schedule practices and games (performances or meetings) so as not to conflict with courses (pages 14-15).

- We recommend that Student Affairs, Business Affairs and the Leadership Office coordinate with SGA to facilitate regular consultations with Club Sports and Activity Clubs regarding the College’s insurance policies and practices (page 20).

- We recommend that Skidmore varsity athletes (as defined by the Intramurals Director) may compete in any intramural sports in which they are not active at the varsity level (page 19).

Programming:

- We recommend that the Physical Activity courses continue to be offered at their current levels and that all coaches and Exercise Science faculty be required to teach at least one such course a year (pages 15-16).

- We recommend that the College commit itself to a full-fledged, non-competitive fitness/wellness program that would revive programs and activities such as aerobics and yoga and that would encourage use of the pool, weight room, fitness room and cardiovascular center by recreational users (pages 16-17).

- We recommend that the College address gender-equity concerns raised by the Title IX consultant and that it give consideration to the possibility of adding opportunities for women athletes, including reinstatement of women’s ice hockey to varsity status (page 14).
• We recommend that any future discussions about adding intercollegiate sports teams at Skidmore include serious consideration of a men’s and women’s cross-country team (pages 13-14).

Facilities:

• We recommend that the Sports and Recreation Center be open from early morning to late in the evening every weekday in order to alleviate difficult scheduling problems and to accommodate a wider range of users of the facilities. We also recommend that open hours be comparable between semesters and during the summer to the open hours during the regular school year, and that the fitness facilities (including pool, weight room, fitness equipment) be available under supervision throughout weekdays on this expanded schedule and for at least the afternoon hours on Saturdays and Sundays (pages 16-17).

• We recommend that the College build a softball facility on a par with the facilities of other intercollegiate sports at Skidmore and commensurate with NCAA standards, to be ready for use by the Women’s Softball team by the Spring of 2003 (page 29).

• We recommend that the College include a field house in its future building plans (pages 30-31).

• We recommend that the College create additional office space for faculty and coaches in the Department of Exercise Science, Dance and Athletics to alleviate both cramped conditions and gender inequities, and that additional office resources commensurate with such expansions (computers, for instance) be provided (page 31).

• We recommend that no new buildings be constructed on campus without the inclusion of additional classrooms to help alleviate existing scheduling problems. We also urge that current classrooms not be transformed into spaces for other functions, as that strategy exacerbates the classroom shortage resulting in further scheduling conflicts (pages 14-15).
Staffing:

- We recommend the hiring of a 12-month Recreational Director in the Department of Exercise Science, Dance and Athletics who would have responsibility for expanding the current recreational program into a richer, more comprehensive and integrated program with oversight of open recreation, intramurals and fitness/wellness. A successful Recreational Director would be a facilitator as well as an administrator, and s/he would also assume some teaching or administrative responsibilities currently shouldered by coaches and Exercise Science faculty, who, in turn, would then be liberated to help deliver physical activity courses and other academic programs (pages 17, 21-22).

- We recommend that the College intensify its efforts to improve the management of facilities at the Sports and Recreation Center by bettering the relationship between the current building supervisor and facilities Services. If a more efficient and responsible relationship cannot be achieved, then we recommend that the College hire a full-time Facilities Director who would oversee operations and be responsible for scheduling and upkeep of the building (pages 22-23).

- We recommend the promotion of appropriately credentialed department assistants to the rank of “Teaching Associate,” who would be hired on three-year contracts and who would help to deliver the physical activity courses and/or to assume other teaching or administrative responsibilities (pages 23-24).

- We recommend the hiring of additional interns or other appropriate staff to support the operations of the coaches and Exercise Science faculty, thus freeing them to teach or to assume other administrative duties (page 22).

- We recommend that no member of the Skidmore coaching staff be head coach of more than one intercollegiate sports team and that each head coach position be a full-time appointment as “Teaching Associate,” entailing other departmental responsibilities, including academic advising and the delivery of the PA program (pages 23-24).

These recommendations are by nature broad and simplified in their current form, yet they derive from lengthy and complex discussions and debates concerning tension points within the athletic program. They speak to an increased financial commitment on the part of the institution to the athletic program, but they also suggest ways in which current resources could be reallocated to accomplish
certain tasks. Most of these recommendations (if implemented) need to be monitored and assessed over the next few years to determine their effectiveness.

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IV: Conclusions

We wish to reiterate that all ARC’s principles and recommendations derive from a fundamental belief in the importance of carefully programmed physical activity for the healthy functioning of the Skidmore community. We hope this report will make a difference in an athletic program we greatly respect and admire and that we think can be improved by the establishment of new positions, the creation of alternative policies, the rethinking of old assumptions, and the infusion of financial resources for much-needed facilities and services. **Above all, ARC recommends that the College and the new AD review our current spending practices with regard to athletics (relative to our peer institutions) and that they evaluate how the College might increase its support for the important initiatives outlined in these recommendations, beginning immediately with basic support for intercollegiate sports teams, including equipment, uniforms, travel allowances and on-the-road meals.** As we implement a new strategic plan and anticipate beginning an ambitious capital campaign, it seems a propitious time for the College to acknowledge the importance of health, wellness and physical activity in its life and to commit its energies and its resources to the reaffirmation of Lucy Scribner’s original call for an education of both mind and hand.

As for priorities among the recommendations, ARC suggests that all of the policies and practices recommendations be implemented immediately or as soon as the consulting bodies and individuals can meet to take the actions recommended. The first two program recommendations require workload modifications and/or the addition of at least two new staff positions—one, possibly, an intern—and will be dependent on the implementation of the staffing recommendations. The programmatic response to the Gender Equity study will also have to wait on the availability of the consultant’s report as well as for the Athletic Council’s response to it. Recommendations about future initiatives in the intercollegiate program are obviously intended for consideration over the next several years.

Several of the recommendations concerning access to and security of existing athletic facilities are dependent upon new staffing, but there is an urgent need to attend to the maintenance and cleanliness of the Sports and Recreation Center. Given our commitment to gender equity, there is also an immediate need for an adequate softball facility, and ARC recommends that this project be funded from the capital budget in time for such a facility to be constructed and operational by the Spring of 2003. While we do not expect a new field house to appear tomorrow, it is never too soon to be thinking and planning for it. Decent office space for our coaches could be carved out of existing space somewhere in the Sports and Recreation Center complex and funded from the annual budget for capital projects.
Finally, but not last, in terms of getting the greatest benefits from the smallest investment, we believe the staffing recommendations should be refined by the new Athletic Director in consultation with the Department Chair and the Interim VPAA/DOF and implemented as soon as possible—at the very least built into the next fiscal year’s budget yet to be assembled---so that staff workload adjustments and changes in program can be made and improvements seen before staff morale suffers any more than it already has.

Members of ARC would like to thank the many administrators, faculty members, coaches, teaching assistants and associates, students, trainers, alumni and consultants who participated in this process and who provided us with a rich store of information from which to make our recommendations.

In particular we would like to thank Ann Henderson and Joe Stankovich for their tireless work in providing ARC with statistical analyses of surveys and narrative responses to questionnaires. Leo Geoffrion was helpful in developing and managing web links on the Skidmore web page in order to keep the community up-to-date on our activities. We would also like to acknowledge the efforts of Marion Terenzio (ACE Fellow on loan from Russell Sage College where she is VP for Student Affairs), who kept minutes of our numerous meetings and gathered and collated important information from our peer institutions.

Institutional support for our work was provided by the Interim VPAA/DOF, Chuck Joseph for which we are most grateful.

-Respectfully submitted by:

Voting Members of the Committee: Ex-Officio, non-voting

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Kate Leavitt (spring ’02)
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Leslie Mechem
Greg Pfitzer (co-chair ’02)
Phyllis Roth
Eric Weller (co-chair ’01-’02)
John Young
Rebecca Booker, (student rep, fall ’01)
V: Appendices

I: Skidmore College Alumni and Parent Survey on Athletics

• Survey
• Simple Statistics
• Frequencies

II: Division III Philosophy Statement; Skidmore Athletic Mission Statement

III: Studies of the Athletic Program at Skidmore prior to 2001-2002

• Trustees 5-Year Plan (1984)
• 1989 Self Study
• External Reviewers Report (1989)
• Riding Program Review Task Force (1996)

IV: Expenditures on Athletics as a Percentage of Total Academic Operating Budget

V: Comparative Charts: Peer and Aspirant Schools

• Comparison Schools for ARC Study
• 2000 EADA Participation Comparison
• Structuring Athletic Programs at Other Institutions
• UCAA & NESCAC Athletics Data (forthcoming)

VI: Janet Judge’s Gender Equity Study (pending submission)
VII: Athletic Review Committee Faculty Survey

- Survey
- Responses
- Frequencies

VIII: Academic Policies and Scheduling of Athletic Competitions