

**Boston College  
Athletics Advisory Board  
Annual Report, 2018-19**

This Report summarizes for the University community developments related to Boston College's intercollegiate athletics program and the Athletics Advisory Board's (AAB) activities during the past academic year.

## **1. Academic and Athletics Highlights**

### **A. ACC Academic Consortium**

The Atlantic Coast Conference (ACC) sponsored its 14th year of initiatives organized by the ACC Academic Consortium (ACCAC). Boston College students, faculty, and administrators participated in ACCAC events held during both fall and spring semesters. The ACCAC leverages the athletics association and identity of the 15 ACC institutions in order to enrich their educational mission.

This spring, the annual Meeting of the Minds conference, designed to showcase undergraduate research at member institutions, was held at the University of Louisville on March 29-31. Over 70 students from across the ACC, including four from Boston College, presented their work during the two-day event.

The second annual ACC-Smithsonian ACCelerate Festival took place in Washington, DC. on April 5-7. Visitors to the Festival interacted with innovators and experienced new interdisciplinary technologies developed to address global challenges. The event, which was programmed by Virginia Tech, featured 38 interactive installations from across the 15 ACC schools grouped by three thematic areas: exploring place and environment; exploring health, body, and mind; and exploring culture and the arts. Visitors also viewed 15 dramatic and musical performances by ACC students and scholars.

Other ACCAC activities during the spring included the ACC Debate Championship, held in Washington, DC on April 5-6 (in conjunction with the ACCelerate Festival), with this year's topic on whether voting should be compulsory; the fourth annual ACC Inventure Prize innovation competition, hosted by North Carolina State University on April 16-17, in which teams of students from conference schools pitched their business ideas or inventions before a group of judges; and the annual ACC Leadership Symposium, also held at North Carolina State University on February 22-24, which brought together teams of student leaders from each university to discuss this year's theme of "Leadership for the Good of Society: Food Insecurity."

The ACC Academic Leadership Network (ALN) was launched this year to provide leadership development for mid-level academic administrators across ACC institutions. The program featured an inaugural cohort of up to five participants from each university who met on three occasions during the year at Virginia Tech, Georgia Tech, and the University of Notre Dame. Speakers and workshops at the meetings covered topics on leadership foundations, implementing for results, and resources and systems. The goal of the ALN is to facilitate cross-

institutional connections among academic administrators while building leadership capacity for the participating institutions.

### **B. Academic Achievements of Boston College Student-Athletes**

Several Boston College student-athletes were recognized this year for their combination of academic and athletic achievements. Zach Allen (football), Asiya Dair (women's tennis), and Isabelle Kennedy (women's cross country and track) were awarded ACC Postgraduate Scholarships for distinguished achievement in academics, athletics, and community service, and potential for graduate study. They were honored at the 28th Annual ACC Scholarship Luncheon in Greensboro, NC, on April 10. Isabelle is currently pursuing a masters degree in sociology at Boston College. Zach and Asiya plan to attend graduate school in business after working for several years. During the past academic year, 40 BC student-athletes were named to the All-ACC Academic team in their sport, including Frederique Haverhals, who was named the ACC Field Hockey Scholar-Athlete of the Year and Sam Apuzzo, who was named the ACC Women's Lacrosse Scholar-Athlete of the Year.

McKenna Goss (volleyball), who graduated in May, was one of seven ACC student-athletes chosen for the ACC Futures Program. The internship program, which began in 1995, has been successful in placing its participants into permanent positions within the sports industry. McKenna will be interning at Teamworks Academy, the employee development program of Teamworks, a creator of athletics scheduling and engagement software.

### **C. NCAA Measures of Student-Athlete Academic Progress**

The National Collegiate Athletic Association (NCAA) uses two measures of academic achievement as part of its Academic Performance Program (APP). These are the Academic Progress Rate (APR) and the Graduation Success Rate (GSR), both of which are calculated for all full or partial scholarship student-athletes at each NCAA Division I member school.

The APR considers the eligibility, retention, and graduation of student-athletes receiving athletics aid (and, for teams that do not award athletics aid, all recruited student-athletes). The APR awards one point for each student-athlete who is academically eligible to compete in the next semester and one point if that student-athlete returns to school for the next semester (or graduates). Accordingly, for the academic year each student-athlete can receive a maximum of four points, two each for fall and spring semesters. The APR is computed by taking the total number of points actually received in a given year, dividing it by the maximum possible total points, and multiplying by 1000.

The primary use of the APR is on a team-by-team rather than an overall institutional basis. Teams must earn a four-year average APR of at least 930 (i.e., 93 percent of the maximum total points) in order to compete in postseason championships. Schools with teams whose four-year average falls below 930 also may be subject to penalties in the form of limitations on practice times, reductions in the maximum allowable scholarship aid, and coaching suspensions.<sup>1</sup> Based on the most recent data, none of Boston College's teams are subject to these penalties. Twelve

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<sup>1</sup> The benchmark of 930 has been shown to predict a GSR (described below) of 50 percent, the minimum standard that the NCAA expects all Division I members to meet.

BC teams received public recognition from the NCAA for having a four-year average APR among the top 10 percent of Division I institutions sponsoring that sport, and 11 BC teams recorded perfect scores of 1000. The 12 honored teams ranked as the third most nationally among football bowl subdivision schools, tied with Stanford, just behind Notre Dame (14 teams) and Northwestern (13 teams), and ahead of Duke (10 teams).

The second measure of academic performance used by the NCAA is the Graduation Success Rate (GSR), which measures the percentage of student-athletes entering an institution who graduate within six years from that institution, excluding students who transfer out while still academically eligible to compete at their initial institution. The latest available data cover student cohorts entering college in 2008-2011. For Boston College, the overall four-year average GSR was 95 percent, compared to a median of 92 percent for ACC institutions, and 87 percent for all Division I institutions. Fourteen of the varsity sports that Boston College sponsors achieved the highest possible GSR of 100 percent. Further details on APR and GSR for individual sports and other NCAA schools can be found at [www.ncaa.org](http://www.ncaa.org), under Division I/Academics.

Beginning in Spring 2020, the NCAA will distribute a portion of new revenues from the broadcast rights of the NCAA Men's Basketball Championship to institutions based on the academic achievement of their student-athletes. An institution will have three ways to qualify: earn an overall, single-year, all-sport APR of 985 or higher; earn an overall all-sport GSR of 90 percent or higher; or earn a Federal Graduation Rate (FGR) for athletics that is at least 13 percentage points higher than for the school's entire student body.<sup>2</sup> The ACC has decided that revenue shares earned by member institutions will be pooled and distributed equally across all 15 institutions.

#### **D. Student-Athlete Community Service**

Most BC student-athletes take part in community service activities, organized through the Student-Athlete Advisory Committee (SAAC) and the Athletics Department's Student-Athlete Development Program. During the past year, student-athletes completed over 4500 hours of community service with over 30 local and national organizations. They participated in six athletics-wide events with organizations including Team Impact, Cycle for Survival, Best Buddies, and the Department of Children and Families.

For the 10th consecutive year, a group of BC student-athletes participated in the Service Immersion Trip in partnership with the disaster recovery group SBP, this year again visiting Houston to rebuild homes damaged by Hurricane Harvey. Fifteen student-athletes from eleven sports participated for a week in late May.

At the Golden Eagle Awards ceremony in May, the Sailing Team was presented with this year's Richard "Moe" Maloney Award for outstanding service. Also recognized as Boston College's ACC

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<sup>2</sup> The FGR measures the percentage of students who graduate from an institution within six years after entering that same institution as full-time, first-year students in the fall semester. When applied to student athletes, the FGR counts only those who receive athletically related financial aid in their first semester. It differs from the GSR by not counting student-athletes who graduate after transferring into the institution and by counting student-athletes as having never graduated if they transfer out even if they subsequently graduate from another institution. Its main advantage is that institutions report the FGR for all students as well as student-athletes, allowing for comparison between the groups.

Top Six for Service were Thomas Hovespian and Andrew Strader (football), Delaney Belinskas (women's ice hockey), Maria Abrams (women's swimming and diving), Parker Biele (women's skiing), and Peter Lynn (men's sailing).

In June, Boston College was named one of three finalists for the 2019 Community Service Award by the National Association of Collegiate Directors of Athletics (NACDA) and the Fiesta Bowl. BC student-athletes were recognized for their The Adopt-A-Child program, which connects student-athletes and athletics staff with 167 underprivileged children from neighboring communities. For over 35 years, the Adopt-A-Child Holiday Party has been the athletics department's signature community event. Each team is responsible for fundraising and purchasing gifts for the children they adopt. All 31 varsity teams, as well as many coaches and staff, adopted at least one child. The award winner will be announced later this summer.

### **E. Athletics Program Highlights**

Several Boston College teams and individuals achieved athletic success this past year. Five teams made the NCAA postseason: women's soccer, football, women's ice hockey, women's tennis, and lacrosse. Two track team members competed in the NCAA Outdoor Track and Field Championship and a recently graduated member of the golf team qualified for and played in the U.S. Open Golf Tournament in June.

During the fall, football won seven games and returned to a bowl for the fifth time in six seasons. The team was ranked in the top 25 in early November and Boston College hosted ESPN's College Game Day. Junior cornerback Hamp Cheevers, senior punt returner Michael Walker, senior offensive lineman Chris Lindstrom and senior defensive end Zach Allen all received multiple All-America honors. Cheevers and Walker garnered spots on the 129th edition of the Walter Camp All-America team, the nation's oldest. A record 13 players were named All-ACC, shattering the previous high of 8 reached during last season. Field hockey seniors Frederique Haverhals and Ymke Rose Gote were named to the All-ACC first team, and were selected as first-team and third-team All-Americans, respectively, the third year in a row that the duo achieved All-American recognition. In men's cross country, junior Sean Burke finished fifth in the ACC championship race and was selected to the All-ACC team for the third year in a row by virtue of placing in the top 21 runners. Burke's time of 23:53.2 was the fastest ever for a BC runner on the 8K course at Franklin Park in Boston. Women's cross country won the New England team title, taking second through fourth places. Freshmen Nicole Clermont and Kayla Smith finished first and second, respectively, in the USATF Junior Cross Country Championship, earning a trip to Denmark for the IAAF World Cross Country U-20 Championship where they finished 70<sup>th</sup> and 75<sup>th</sup>. Men's soccer forward Simon Enstrom led the Eagles in scoring as a senior and was named to the All-ACC second team, joining midfielder Kristofer Konradsson who was tapped for the All-ACC freshman team. In women's soccer, sophomore forward Sam Coffey led the ACC in scoring and was named ACC Midfielder of the Year. Coffey also garnered first team All-America honors and was one of 15 semi-finalists for the Hermann Trophy, which recognizes the country's top men's and women's soccer player. Midfielder Kayla Duran was named to the All-ACC freshman team. In fall sailing, for the second year in a row, the team took first place in the ICSA Match Racing National Championship. The win marked the 20th national title won by a Boston College sailing team since 2008, with multiple titles in each of sailing's six championship disciplines. Under new head coach Jason Kennedy, volleyball won 15 matches, equaling its total from the previous two seasons and finishing with its best overall record as a member of the ACC.

In the winter, women's ice hockey lost a close contest to Northeastern University in the final of the Hockey East Championship, but still qualified as an at-large bid for the NCAA tourney where they lost in overtime to Clarkson. Senior defenseman Megan Keller was named Hockey East Player of the year, earned first team All-America honors for the third time, and was one of three finalists nationally for the Patty Kazmeier Award, given annually to the top collegiate women's hockey player. Keller follows sophomore forward Daryl Watts, who was a finalist (and winner) for the award last year. Six of Keller's teammates joined her in also receiving Hockey East honors. Men's ice hockey reached the Hockey East Championship final, losing by one goal to Northeastern. Head Coach Jerry York became the all-time wins leader in Hockey East Tournament history with 63 and collected his 600th win at Boston College, becoming just the fourth Division I coach to do so at one school. In June, York was elected to the Hockey Hall of Fame, becoming only the fifth NCAA coach to earn this honor. Men's basketball posted the program's best ACC finish in six years, placing 11th. Junior guard Ky Bowman was an All-ACC second team selection, the third time he has received ACC postseason honors. He was the only player in the ACC to rank among the conference's top 10 in points, assists, and rebounds. Women's basketball, under the leadership of first-year coach Joanna Bernabei-McNamee, doubled its win total from the previous year. Guard Makyala Dickens, was named to the All-ACC freshman team. Junior Emeline Delanis of the women's track team finished first in both the 3000-meter and 5000-meter races at the ECAC Championship in early March, and was named Female Performer of the Meet. At season's end, Delanis was selected to the All-ACC second team in Indoor Track and Field. Men's indoor track had strong end-of-season performances from Ian Richie, who took fifth place in the mile at the IC4A meet with a personal best of 4:06.56, and Sean Burke, who finished fourth in the 5000-meter run at the ACC Championship, clocking 14:11.99 and narrowly missing the BC record by three-tenths of a second. In skiing, freshman Bobby Ryan finished fifteenth in the giant slalom at the NCAA Regional Championships, as the men's team placed eighth in the event. The ACC Fencing Championship was held in Conte Forum at Boston College in late February. Despite strong efforts by junior captain Gabrielle Chau and Senior Captain Cameron Mayer, who each went 3-0 in sabre and foil, respectively, the Eagles fell to the three other ACC participants. On the season, both men's and women's fencing teams returned to winning records for the first time since the 2015-16 season. Mayer was named the Northeast Fencing Conference (NFC) Elliot Lilien Award winner, while first-year head coach Brendan Doris-Pierce was voted the NFC Men's Team Coaching Staff of the Year. Swimming and diving set 35 program records, breaking 19 of them at the ACC championship meets.

During the spring, lacrosse went undefeated in the regular season for the second straight year and played in the NCAA championship game for the third year in a row, falling to Maryland in a close contest. Seniors Sam Apuzzo and Dempsey Arsenault were among the five finalists for the Tewaaron Award, which is presented annually to the top male and female collegiate lacrosse players. Apuzzo, who led the ACC in goals, also was named Attacker of the Year by both the ACC and the Intercollegiate Women's Lacrosse Coaches Association (IWLCA), and was chosen for the All-American first team. Arsenault was named Midfielder of the Year by the ACC and IWLCA, and also chosen for the All-American first team. Also winning All-American first-team accolades were senior defender Elizabeth Miller and attacker Kenzie Kent, who led the nation in scoring with 127 points. Graduate student Kent also was a standout hockey player who was named the ACC Female Athlete of the year for 2016-17. Also receiving honors as ACC second-team members this year were Attacker Sheila Rietano and midfielder Cara Urbank, both juniors, and

sophomore goalkeeper Abbey Ngai. In baseball, the team made its third ACC Baseball Championship appearance in four years, advancing to the semi-final game. A program-record five players earned All-ACC honors, including senior pitcher Dan Metzdorf on the first team, freshman outfielder Sal Frelick and freshman second baseman Cody Morissette on the second team, and senior infielder Jake Alu on the third team. Frelick and Morissette joined classmate pitcher Mason Pelio in also being named to the All-ACC freshman team. Metzdorf and Morissette garnered third-team All-America honors from the Collegiate Baseball News, with Morissette joining Frelick on the Freshman All-America team. The Eagles had three players selected in the Major League Baseball draft for the third consecutive year, including Metzdorf, who compiled an 8-2 record and 2.30 earned run average over the season. Women's tennis qualified for the NCAA tournament for the first time in 22 years and only the second time in school history. The team posted 16 wins, the highest total in over two decades. Sophomore Yufei Long and junior Kylie Wilcox were named to the All-ACC third team. Men's tennis junior Derek Austin was named to the All-ACC third team, the first All-ACC honor for a team member since 2013. In men's golf, senior Matt Naumec and junior Christian Cavaliere led the Eagles in averaging just under 72 strokes per round and were selected for the All-New England team. Following graduation, Naumec qualified for and played in the U.S. Open at Pebble Beach in June. During spring sailing, Boston College finished fifth out of 18 teams in the Sperry Women's National Championship. Seniors Isabella Loosbrock, Emma Perry and Wade Waddell, junior Katharine Bowman, sophomore Sophia Reineke, and freshman Tara Ferraris received All-America accolades for their achievements in various disciplines for both fall and spring seasons. Men's track team senior standouts, Ian Ritchie and Sean Burke, earned spots on the podium at the ACC Outdoor Championship, each finishing in third place in the 1500-meter and 10,000-meter runs, respectively. Ritchie and Burke competed in the East Regional round of the NCAA Outdoor Championship, with Burke becoming the first Eagle in two decades to advance to a national men's final. He placed 16th in the 10,000-meter run, earning second-team All-America honors. Both Ritchie and Burke were named to the All-ACC first team in outdoor track and field. A trio of women's track team members, senior Paige Duca (1500 meter), sophomore Emeline Delanis (10,000 meter), and junior Amanda Sinkewicz (javelin) qualified for the NCAA East Regional round. Duca finished seventh and advanced to the national final where she placed 22nd overall in the 1500-meter run. Sophomore Jessica Creedon was named to the All-ACC second team in outdoor track and field for her performance in the heptathlon. In other sports, senior Lexi DiEmmanuele and junior Emme Martinez were All-ACC second-team selections in softball and junior Kylie Kraemer was picked for the All-ACC second team in rowing.

## **2. Athletics Advisory Board Meetings 2018-19**

The AAB met 10 times during 2018-19. Our guests included Senior Associate Athletics Director Jocelyn Fisher Gates; Head Coaches Joanna Bernabei-McNamee (Women's Basketball), Mike Stephens (Swimming and Diving), Jerry York (Men's Hockey), Steve Addazio (Football), Jason Kennedy (Volleyball), and Ashley Obrest (Softball); Marcus Blossom, Senior Associate Athletics Director, Business and Administration; Jade Morris, Senior Associate Director, Student-Athlete Development; Caitriona Taylor, Director of Campus Recreation, Rebecca Cegledy, Associate Director of Campus Recreation for Facilities and Operations, and Kenneth Turbush, Associate Director of Campus Recreation for Programming and Student Employee Development; three representatives from the Student-Athlete Advisory Committee (SAAC); John Mahoney, Vice Provost for Enrollment Management and Jeff Gallant, Associate Director of Admissions.

The AAB spent a good deal of time this year reviewing policy and procedures regarding exam conflicts for student-athletes. Meetings also covered several other issues including the admissions process regarding student-athletes, campus recreation programs and facilities, student-athlete surveys, the distribution of student-athletes across majors and class sections, the participation of student-athletes in first-year formation programs, student-athlete well-being, athletics department finances, and the annual review of potential missed classes due to competition.

At its initial meeting on **September 14, 2018** the AAB discussed potential topics for the coming year and hear updates on items from last year. The group decided to spend some time in the year ahead exploring the issue of exam conflicts for student-athletes. Following up on a discussion from spring 2018, the group agreed to review the revamped student-athlete survey, which is administered by Athletics. Members also agreed to invite coaches to visit with the Board, to meet with representatives of the Student-Athlete Advisory Committee (SAAC), and to review data on clustering in class sections.

Regarding items from last year, the group was apprised of progress implementing recommendations that the AAB put forward regarding the Office of Learning Resources for Student-Athletes (LRSA). Consistent with the AAB's recommendations, the university administration has identified additional space in the Yawkey Center, is considering adding personnel, and has renamed LRSA, which will now be known as the Office of Student-Athlete Academic Services. The group also was informed that the early registration proposal, endorsed by the AAB last year, was to again be presented to the Provost's Advisory Council in early October. Provost Quigley planned to decide whether to move ahead on the proposal by year end. If approved, rollout would be contingent on the new Eagle Apps registration software being up and running.

The AAB met on **October 5, 2018** to review surveys of student-athletes and to discuss policies regarding missed exams due to travel and competition. Jocelyn Fisher Gates, Senior Associate Athletics Director attended the first part of the meeting to provide an overview of the Athletics Department's survey of student-athletes.

Jocelyn provided an overview of the newly revised athletics department survey. The survey was redesigned and streamlined last year and was administered to all student-athletes immediately after their season of competition. Survey items ask about various dimensions of the student-athlete's experience, focusing not just within their team and with their coaches, but also across all departments within athletics, e.g., sports medicine, compliance, student-athlete development, marketing, communications, etc. The survey also asks about experience with the Office of Student-Athlete Academic Services (SAAS), career readiness, community service, and athletics facilities. Responses are anonymous, although concerns identified from the survey about coaches are investigated when warranted. The survey satisfies the NCAA requirement that institutions administer an exit survey to student-athletes. Those student-athletes wishing to speak in person with a sports administrator are encouraged to do so.

Jocelyn summarized the findings from the survey for the group. Not surprisingly, dissatisfaction with facilities was cited much more frequently by student-athletes competing in the non-revenue sports than by those competing in revenue sports (football, hockey, basketball).

Likewise, student-athletes in non-revenue sports generally were less satisfied with marketing and communication efforts for their team. This in part may reflect that Boston College only has 7 full-time sports information staff to support 31 teams. Student-athletes in some sports expressed dissatisfaction with what they viewed as insufficient availability of training staff (some trainers are employed part time and are paid on a per diem basis), the weight room, and strength/conditioning services. Jocelyn welcomed advice from the group for adding or subtracting questions.

The group also reviewed data from the annual College Senior Survey (CSS), administered by the Office of Institutional Research at Boston College, which provides responses to survey questions categorized by student-athlete status. Out of the nearly 300 items on the survey conducted in the spring 2017, only 16% had statistically different answers between student-athletes and non-athletes at the 95% confidence level. Of the items that did have statistically different responses, student-athletes were more likely to say they had missed classes and had more difficulty getting into the courses they need than non-athletes. Student-athletes also were more likely to reply that they had not participated in clubs, student government, or study abroad. They were less likely to feel depressed and more satisfied with psychological services than non-athletes. They also viewed themselves as above average in physical health compared to non-athletes. On questions about religious, social, or political engagement, student-athletes were less likely than non-athletes to say they had meaningful conversations about these issues.

The AAB spent the second part of the meeting reviewing existing policy and procedures related to travel, missed exams, and proctoring, drawing on a document distributed to all faculty by SAAS. One concern is with instructors who require exams be taken close to their scheduled time even when student-athletes are traveling for competition, relying on SAAS to arrange proctoring services. While faculty certainly can't be required to write multiple exams, they might be encouraged to provide the option of taking the same exam early or offering alternative methods of evaluation. Arrangements through SAAS are intended to be used as a last resort for proctoring exams, but having this as an option may lead some student-athletes to avoid working out alternative exam arrangements directly with their instructor.

A question arose as to whether the concern about exams taken on the road is because of the potential for cheating or because of insufficient resources to effectively proctor such exams. While cheating certainly is a worry, the main constraint is arranging appropriate proctoring. Individuals who proctor exams cannot be athletics personnel, but can be graduate students or other academic counselors. In some cases, proctoring is arranged with the institution where the competition is taking place, something that SAAS also provides on a case-by-case basis for BC's competitors. The group agreed that while prohibiting exams on the road is an option, doing so would require greater cooperation of faculty in arranging make-up exams.

The discussion also considered how to ensure student-athletes take responsibility when exam conflicts arise. While instructors are notified at the start of the semester about potential conflicts due to travel by student-athletes in their classes, faculty members cannot be expected to keep track of students' schedules nor to plan around these conflicts. One suggestion was having instructors make clear at the start of the semester when signing the acknowledgement form, that they expect student-athletes to contact them about conflicts well in advance of exam dates. Some members proposed that the SAAS policy might be amended to require student-athletes to document efforts to work out an alternative exam arrangement before contacting

SAAS. This could include a timeline specifying how far in advance of an exam student-athletes should attempt to make these arrangements. The group agreed to continue the discussion at a future meeting and consider recommendations regarding SAAS exam conflict policies.

The meeting of **October 24, 2018** was devoted to a discussion with head coaches Joanna Bernabei-McNamee (Women's Basketball), Mike Stephens (Swimming and Diving), and Jerry York (Men's Hockey). Each coach was invited to offer an update on their team and, more generally, their perspective on the state of college athletics at Boston College and beyond.

Jerry York emphasized the importance of connecting faculty members with athletics. He noted that SAAS has been proactive in providing important feedback about his team's academic performance. More generally, he felt that athletics at Boston College was in a good place, with second-year AD Martin Jarmond pushing ahead on a capital campaign that will help secure needed resources.

Mike Stephens seconded Jerry by saying he sensed a lot of excitement and energy within the Athletics Department since Martin's arrival last year. Mike highlighted the recruiting difficulties swimming and diving face in competing as a non-scholarship sport in the ACC where all other swim teams offer athletic scholarships. Mike was named interim head coach in late 2016 and then head coach in 2017, after having served as an assistant coach and recruiting coordinator for four years. Last year he doubled practice requirements for team members while providing a flexible schedule where student-athletes can choose among different times for some of the practice sessions. Despite the greater time commitment, last year's team GPA increased and remains at an historically high level. The team's goal is to be competitive in swim meets with top schools. A question arose about whether the per diem for meals on the road is sufficient, given that swim team members are not scholarship athletes who would receive extra funds meeting full cost of attendance. Mike noted that the athletics fueling station launched last year provides student-athletes with food items to take with them when traveling for competition, helping supplement the per diem.

Joanna Bernabei-McNamee, in her first season as head coach of women's basketball, noted that the program has been down and out for a while, but a renewed energy is present among the student-athletes, coaches, and staff. Joanna highlighted the importance of developing a successful recruiting model. Unlike many other programs, student-athletes at Boston College do not live in athletics-only dorms and this might be seen as a drawback to prospective recruits. Joanna mentioned putting a positive spin on this by emphasizing to recruits the benefit of living in a dorm with non-athletes, developing broader networks of friends, and becoming more well-rounded individuals. Similarly, Mike Stephens said he encourages incoming swimmers to go with random roommate assignments during first year rather than use the matching option to choose other swimmers. Likewise, eating meals in the dining halls rather than having separate team meals allows student-athletes to interact with other students. The coaches agreed that having student-athletes support each other by attending each other's competitions is vital in building community among student-athletes.

A wide-ranging discussion followed, touching on several topics. The importance of mentorship for student-athletes was highlighted, including bringing in student-athlete alumni to help with employment opportunities and career discernment. Another possibility might be to involve faculty as mentors in a manner similar to the Presidential Scholars Program.

The coaches were asked if they had experienced any problems with student-athletes taking exams while traveling for competition. While the coaches noted this sometimes cannot be avoided, they emphasized that student-athletes need to be proactive when exam conflicts arise. One suggestion is that instructors be encouraged to avoid exams on Thursdays or Fridays, which typically are days of the week more likely to involve travel and competition in many sports. Also, the new policy of allowing access to course Canvas sites for counselors in the SAAS office should help the counselors keep on top of upcoming exams and provide more lead time to work out arrangements when conflicts arise.

The coaches were asked how the AAB could help with promoting formation programs among student-athletes. The “Excel” retreat, specifically designed to fit with student-athletes’ schedules in their off-season, was mentioned as one example. More generally, the Cornerstone Program, which includes First-Year Topic Seminars and Courage to Know, was pointed to as a good way for student-athletes to get to know a faculty member. Students taking these classes have as their first-year adviser the faculty member teaching the class. The new core renewal classes are also potential options, although these challenging interdisciplinary courses, which have non-standard meeting times, might best be taken during the off-season. The group agreed that SAAS should be encouraged to promote these formation-type first-year courses to incoming student-athletes during summer orientation.

At the meeting on **November 16, 2018**, Marcus Blossom, Senior Associate Athletics Director, Business and Administration and Jade Morris, Senior Associate Director, Student-Athlete Development, visited with the Board. The meeting was devoted to learning about a survey instrument Athletics is considering purchasing and a presentation by Marcus about the finances of the Athletics Department.

Marcus arranged for a webinar by Michael Cross, co-founder of Athlete Viewpoint, the creator of the survey instrument Athletics is considering purchasing. The idea for Athlete Viewpoint grew out of the experience of athletics directors whereby existing in-house surveys were cumbersome for comparison across teams within institutions and lacked the ability to benchmark against external competitors. Now in its third year, Athlete Viewpoint hopes to have 40 schools using its product by end of year. The survey has approximately 500 questions in its library from which clients can design their own survey and allows customization through addition of institution-specific questions. To access the survey results, clients use a web-based interface that provides graphical analysis of the data. The survey is currently used by a number of institutions that are academic peers of Boston College.

The survey questions are grouped into three general categories: athletics, institutional acceptance, and social issues. Questions in the “athletics” category ask about the student-athlete experience with coaches, athletics services, facilities, etc. Those in the “institutional acceptance” category ask how student-athletes believe athletics is perceived in other parts of the institution, and “social issue” questions ask about student-athlete participation in non-athletics activities as well as alcohol and drug use.

In the general discussion that followed the webinar presentation, AAB members noted that the institutional acceptance category could be very useful in capturing aspects of institutional mission, values, and culture, and how these elements mesh with athletics. One member asked

whether the responses could be tagged to specific student-athletes. Although the software has this capability, the pre-packaged features maintain anonymity. Members felt that the ability to link responses to students would be a good feature to have. This could provide a way of assessing the social integration of student-athletes by linking to participation in non-athletics activities.

When schools purchase a subscription to Athlete Viewpoint, they are asked to share aggregated, anonymous data with other subscribers. This feature allows comparison of responses across schools to common questions at varying levels of detail—overall, by sport, by gender, etc. The set of comparison schools also can be filtered by, for example, football subdivision and other categories. When a school adds custom questions, these are not automatically used by other schools but do become available in the list of survey items. As it turns out, current subscribers have over 80 percent of questions in common. Assuming that the Athletics Department could afford the cost of a subscription, members felt it would be worthwhile to try it out as an alternative to the current in-house student-athlete survey.

During the second part of the meeting, Marcus shared information about the Athletics Department's annual finances to give the group a sense of how Boston College compares in revenue categories with peer institutions in the ACC. Conference and NCAA distributions represent significant components of BC's revenues, and because of the ACC's equal allocation formula, these distributions are in line with those at other ACC institutions. Boston College is on the low end with regard to ticket and concession revenue, although the latter increased last year following the launch of beer and wine sales at football, men's basketball, and men's hockey games. Similar to most other NCAA Football Bowl Subdivision schools, Boston College provides a substantial institutional subsidy to athletics. Marcus mentioned the recently launched Greater Heights athletics capital campaign as aiming to provide some budgetary relief through annual giving in addition to funding facility enhancement and growing the athletics endowment.

The AAB met on **December 7, 2018** to review data on the distribution of student-athletes across majors, first-year formation programs, and individual class sections, and to continue discussion from the meeting of October 5 about policy regarding exam conflicts.

Data on the distribution of student-athletes and non-athletes across majors and concentrations for the past five years show that student-athletes are enrolled in a broad array of majors, and are disproportionately represented in only a few.<sup>3</sup> As of fall 2018, 14 percent of student-athletes were majoring in Communication compared with 6 percent of non-athletes for the largest percentage-point difference across majors. In marketing, 7 percent of student-athletes were majors compared with 3 percent of non-athletes. A similar gap was seen in Management and Leadership, where 5 percent of student-athletes were majors compared with 1 percent of non-athletes. Overall, Communication was the most popular major among student-athletes (14%), followed by Finance (10%), Marketing (7%), and Economics (7%).

The disproportionate representation of student-athletes in some majors may reflect the belief that those majors are useful for careers related to sports, such as broadcasting and marketing, or more generally, careers in business. Student-athletes also might be seeking out majors that

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<sup>3</sup> The AAB thanks the Office of Institutional Research, Planning and Assessment and the Office of Student Services for providing the various data reviewed at the meeting.

are perceived to be easier, although doing so also would be available to all students. On the other hand, student-athletes are represented at about the same rate in majors perceived by some as more challenging, such as Finance and Economics. The lower share of student-athletes compared with non-athletes in science majors may in part be due to difficulty scheduling lab requirements, some of which are slotted for three or four-hour time blocks.

Student-athletes are about twice as likely to have not yet declared a major compared to non-athletes, with 11 percent of student-athletes in fall 2018 listed as undeclared compared to 6 percent of non-athletes. Under NCAA rules, student-athletes have until the end of sophomore year to declare a major or concentration. The reason why student-athletes are far more likely to be undeclared than non-athletes may be due to student-athletes focusing so much on their sport that they don't make the time to consider their curriculum options and choose a major. Delaying the choice of a major, however, can be beneficial in allowing student-athletes more time to discern their academic interests and career goals.

The group next reviewed data on student-athlete participation in first-year formation classes and programs, including core renewal classes, Courage to Know, Freshman Topic Seminars, and 48Hours retreats. All of these courses and programs provide opportunities for reflection on topics related to personal growth and development.

Data on enrollment in core renewal classes since their inception in 2015 show student-athletes account for 3 percent of students in these classes, below their overall share of 7.5 percent among undergraduates. The structure of core renewal classes, which include labs and evening reflection sessions in addition to regular class meetings, may make it difficult for student-athletes to fit these courses into busy practice schedules. Most sports have at most one or two student-athletes taking a core renewal class in any given semester. The main exception is rowing, which accounts for 32 out of the 88 student-athletes who have taken a core renewal class, with 24 team members enrolled the past two semesters. This may be due in part to student-athletes in rowing being relatively stronger academically and seeking out challenging courses. The early-morning practice schedule in rowing also helps make it easier to schedule core renewal labs and reflection sessions.

Student-athletes accounted for 26 percent of students enrolled in Courage to Know classes, nearly three times their overall share among undergraduates. This represented about half of all first-year student-athletes, much higher than the roughly 15 percent of first-year non-athletes taking the course. The reason for the sizeable enrollment of student-athletes may be because the course is offered in numerous sections across class time blocks, making it easier for student-athletes to schedule. In addition, orientation counselors strongly recommend the class to student-athletes as useful for acclimating to college life.

Student-athletes in Freshman Topic Seminars represented 3 percent of the students registered for these classes, less than half their overall share among undergraduates. These one-credit seminars are graded on a pass / fail basis and are a vehicle for first-year students to get to know a faculty member. Members suggested that orientation counselors be asked to promote Freshman Topic Seminars to incoming student-athletes.

Relatively few student-athletes participate in 48Hours retreats, possibly because of conflicts with practice and competition schedules. The recently launched Excel retreat, which targets

student-athletes who are candidates to be captains of their teams, tries to accommodate these conflicts by working around athletics schedules, for example by holding the retreat before the semester begins. But retreat attendance among all students has been falling over the past few years, and so participation rates of student-athletes may reflect broader forces.

The group next reviewed data on student-athlete enrollment in individual class sections. For class sections taught over the past three semesters, the number of classes in which student-athletes made up 10 percent or more of the enrollment ranged from 330 to 349. At higher percentages of student-athlete enrollment, the number of class sections falls off rapidly. For example, in spring 2018 the number of class sections with 20 percent or more student-athletes was 99, the number with 30 percent or more student-athletes was 29, and the number with 50 percent or more student-athletes was 12.<sup>4</sup>

Another way to assess clustering is to consider the distribution of student-athletes across class sections in which at least one student athlete is enrolled. During spring 2018, sections with 10 percent or more student-athletes accounted for about one-third of sections in which at least one student-athlete was enrolled. This number falls sharply at higher percentages of student-athlete enrollment. Sections with 20 percent or more student-athletes accounted for about one-tenth of sections in which at least one student-athlete was enrolled, those with 30 percent or more student-athletes accounted for about 3 percent of such sections, and those with 50 percent or more student-athletes accounted for about 1 percent of such sections.

The number of class sections also declines rapidly as the absolute number of student-athletes in a class rises. For class sections with 10 percent or more student-athletes, the number of classes with at least 5 student-athletes ranged from 96 to 98 over the past three semesters, while the number with at least 10 student-athletes ranged from 17 to 18.

Student-athlete enrollment in courses titled “Independent Study” has averaged 4 percent of total enrollment in these courses over the past five years, or fewer than 12 such enrollments per semester. These enrollments are spread over student-athletes representing many teams, with the vast majority of teams having at most one student-athlete enrolled in any given semester.

AAB members agreed that, other than for a few class sections, clustering of student-athletes does not appear to be a concern. And for those few sections with a large number and/or large percentage of student-athletes, this probably arises due to scheduling constraints from practice schedules that limit a more even distribution across class sections. In addition, some courses are of greater interest to student-athletes because of their content and so tend to attract more student-athletes. The group also agreed that the data would serve as a benchmark against which to compare future trends in clustering following possible implementation of an early registration system for student-athletes.

During the second part of the meeting, the group continued a discussion on the topic of exam conflicts due to competition begun at the meeting of October 5 and reviewed several

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<sup>4</sup> See addendum table presenting data on student-athlete enrollment. Data are for all class sections in which student-athletes are enrolled and include some graduate-level courses. Student-athletes account for about 7.5 percent of the undergraduate student body.

documents provided by the Office of Student-Athlete Academic Services (SAAS) including exam proctoring guidelines, a proctoring form, and an academic integrity statement.

The proctoring guidelines define the responsibilities of student-athletes and academic counselors concerning exam conflicts that arise due to competition. Student-athletes are expected to arrange a make-up exam directly with the instructor or academic department. If this is not possible, then a student-athlete requests an exam proctoring form from their academic counselor. This form is sent by the academic counselor to the course instructor who signs the form after filling in details concerning date and time of exam, pick-up and delivery of exam, time allowed for exam, and materials allowed (open book, notes, etc.). After the form is returned, the counselor reviews it and then coordinates the proctoring of the exam. Both the student-athlete and the proctor complete an integrity statement after the exam has ended, certifying they have adhered to the instructor's exam policy and Boston College's academic integrity policy.

Several members suggested making the guidelines more forceful by *requiring* rather than merely *encouraging* student-athletes to make every effort to work out exam conflicts directly with their instructor or department. The group agreed that student-athletes should be required to provide verification of their attempt to handle an exam conflict with the instructor prior to requesting exam proctoring. This could be accomplished by adding a statement to the SAAS proctoring form affirming that the student-athlete and instructor made attempts but could not work out arrangements.

Conditions for proctoring exams in SAAS offices are suboptimal compared with a standard classroom or testing center. The constraint of limited physical space requires simultaneous use of the single quiet study room for proctoring exams and running study halls. Policy prohibits proctoring in counselors' offices. Although the repurposing of space on the second floor of the Yawkey Center provides some additional flexibility, useful proctoring space remains tight. The group agreed that limited space for proctoring is all the more reason for getting student-athletes and instructors to directly work out exam conflicts.

At the start of each semester, student-athletes present their instructors with a paper form from SAAS indicating the dates of competition when they will be absent from class. In reviewing the form, instructors are acknowledging they have been made aware of dates when the student-athlete will miss class and may have potential exam conflicts. But not all instructors understand their obligation to provide some accommodation for these situations, and some are surprised when the issue arises later in the semester. Members proposed developing a better mechanism for alerting instructors to these potential conflicts and making sure they understand their obligation to consider some degree of accommodation for these student-athletes. The group agreed that an electronic notification process through email could supplement (or possibly replace) the paper form. The email would be sent from the Provost's office with a brief letter explaining faculty members' obligation to consider some accommodation for exam conflicts.

The AAB met on **February 1, 2019** for its annual review of practice and competition schedules. While the primary goal of the review is to highlight sports where competition schedules could lead to significant numbers of missed classes, another important consideration is how practice schedules themselves affect the availability of class times for student-athletes.

Prior to the meeting, each member had been assigned two or three sports to review. Scheduled practice times are considered to be off-limits for taking classes, and class conflicts due to competition are then calculated for available class times. Members were asked to review the schedules for their sports before the meeting and to flag regular class time slots (MWF or TTH) during which two or more weeks of missed classes could occur during a semester.<sup>5</sup>

During 2018-19, thirteen sports had three or more time slots that were flagged. These included baseball, men's basketball, football, men's and women's golf, lacrosse, men's and women's soccer, softball, men's tennis, men's and women's track, and volleyball. For a few sports, post-season play also has the potential to interfere with scheduled final exams during the spring semester.

Although identifying sports with many potential missed classes certainly raises concern about the ability of some student-athletes to keep up with their academic commitments, sports without any conflicts can still pose problems if practice schedules eliminate a significant number of class-time blocks. For example, field hockey has no time slots in which two weeks or more of classes are missed. But because the team practices each day from noon until 4:00 p.m., only six out of the standard thirteen class time slots are available. Similarly, skiing has no time slots in which two weeks or more of classes are missed but the practice schedule limits available time slots to just five.

Football (along with a few other teams) have the same practice schedule both in and out of season, even though NCAA rules limit the number of practices when out of season compared with in-season. In the past, the rationale for scheduling excess practice time in the off-season has been to preserve flexibility for rescheduling in case of inclement weather. With the new indoor field house, practice schedules should no longer need to accommodate the weather and so additional class time slots could be made available for student-athletes in football (and possibly a few others).

The swimming and diving teams organize practice sessions by event, not gender, and offer choices for morning and afternoon practice times. This flexibility provides more options for student-athletes to take classes, and might be a model for other individual (as opposed to team) sports to adopt. But because of liability and NCAA rules coaches must supervise official practices, so efficient use of a coach's time often dictates limiting practice options.

At the AAB meeting on **February 22, 2019**, Caitriona Taylor, Director of Campus Recreation, Rebecca Cegledy, Associate Director of Campus Recreation for Facilities and Operations, and Kenneth Turbush, Associate Director of Campus Recreation for Programming and Student Employee Development, provided an update on the new campus recreation center and an overview of intramural and club sports at Boston College.

Caitriona gave a slide presentation about the new Margot Connell Recreation Center, slated to open in July. She began by noting that Campus Recreation sees itself as an informal curriculum

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<sup>5</sup> The Registrar lists eight 50-minute time slots for classes on MWF beginning on the hour from 8:00 a.m. to 3:00 p.m. and lists five 75-minute time slots for classes on TTH beginning every 75 minutes from 9:00 a.m. to 3:00 p.m.

developing students as whole persons. Its vision is to strengthen the Boston College community by advancing the health and well-being of students, faculty, and staff.

The new center will provide an increase of roughly 60,000 square feet of useable program space compared to the Recreation Complex. Features include multi-activity courts, an aquatics center, indoor and outdoor tennis courts, squash and racquetball courts, a spin studio, a four-court gymnasium, an outdoor basketball court, climbing and bouldering walls, a golf simulator, an elevated jogging track, and a wellness resource center. The multi-activity courts are designed to provide space for large events, such as FanFest before home football games, and can accommodate up to 1500 people.

Interior and exterior spaces in the center are designed to encourage informal interactions, and include flexible social space. Multipurpose rooms will provide space for yoga, dance, and mediation, among other activities. Fitness space will be grouped by “neighborhood” zones on different levels of the center. Some zones will feature entertainment (TVs, music), some will be quiet, some will be visible, and some will be hidden. The new building will provide a substantial increase in office space for the 22 professional staff members of Campus Recreation and for coaches in the sports of swimming and diving, tennis, and fencing. Classrooms for meetings and video presentations will be available to staff and students.

Rebecca provided an overview of the timeline for opening the new center. Because demolition of the Recreation Complex is slated to begin in May following University Commencement but the new center won’t open until July, arrangements have been made for current members to access fitness facilities at the Quonset Hut on the Newton Campus and in Conte Forum, where some equipment will be temporarily be located. For logistical reasons, the University wants to complete the demolition prior to students arriving back on campus for fall semester. The footprint of the existing Recreation Complex will become greenspace but the landscaping will be arranged to keep roughly the same number of parking spots located around the site.

Discussion next turned to recreational programming. Kenny presented data on program participation for both intramural and club sports. Intramurals have over 10,000 participants each year, with more than 4000 unique individuals taking part in one or more sports. One full-time employee and one graduate assistant oversee 48 leagues, 7 individual events, and 3 “Beanpot” tournaments against outside schools in soccer and hockey. The intramural program employs nearly 100 students as officials and supervisors, operating Sunday through Thursday evenings. Boston College’s club-sports program offers 27 teams, nearly all of which have some of their competitions outside of New England. One team, rowing, travelled to Nanchang, China this past year to compete in an international regatta. Club teams currently have 946 participants, 20 paid and 21 volunteer coaches, and an athletics trainer on contract for 30 hours per week from Newton-Wellesley Hospital. The club-sports program employs 20 students who monitor games.

In response to a question about the volume of usage at the Recreation Complex, Caitriona noted that current rate is between two and four thousand visits per day, with over a half-million ID card swipes per year. The various classes offered by the Campus Recreation have roughly 40,000 participants each year. About 500 students work for Campus Recreation. The professional staff views part of its role as helping these student employees develop and grow personally.

The AAB met on **March 22, 2019** with Jade Morris, Senior Associate Director of Student-Athlete Development, who provided an overview of the programming that Athletics is doing in the area of student-athlete development. Following Jade's visit, representatives of the Student-Athlete Advisory Committee (SAAC) joined the meeting to share their experience as student-athletes at Boston College.

Jade is in her first year heading up student-athlete development at Boston College, having previously served as an assistant director for the office and earlier as an assistant director in athletics fundraising. She began by reporting the results of a recent survey of student-athletes, coaches, and athletics staff. According to the survey, student-athletes are most concerned about dining services, followed by housing selection, and mental health services. The concern with dining is that most facilities have limited hours, although the fueling station launched last year has helped. Housing selection is managed in the same way for student-athletes as for non-athletes, and concerns by student-athletes that the housing lottery causes undue stress are similar to those often voiced by non-athletes. Concern about mental health is primarily related to the limited availability of on-campus clinicians, with extended treatment requiring off-campus appointments.

Coaches and athletics staff are most concerned about student-athlete mental health and opportunities for student-athlete career discernment and personal development. On the latter issue, Jade mentioned a desire to go beyond standard resume, career, and development workshops by offering new innovative programming. In the past, all student-athletes have been required to attend a minimum number of these workshops (one per year), which has led some student-athletes to view this as simply "checking off the box." A small group of student-athletes enthusiastically participates in most or all of these workshops, but a majority of student-athletes view these as just another demand on their time. Jade plans to move away from the model of having required attendance and instead better target the interests of and enhance communication with student-athletes in designing programming.

Jade is presently working with Michael Harris, Director of SAAS, on developing a formation-type class for incoming student-athletes that would introduce them to Boston College and, more generally, to college life. One AAB member noted that such a course might be modeled on the Cornerstone Program of one-credit advising seminars.

Jade mentioned she will attend the summit on mental health that the ACC is sponsoring in late May. Others in athletics and counseling also are planning to attend, including at least one coach and one student-athlete. The motivation for the ACC summit is a growing recognition in recent years of mental health concerns among student-athletes, which presumably reflects an increase in the prevalence of mental health problems among students generally. The increase is probably due in part to a larger population of at-risk students who are now able to attend college because of medical support and other accommodations. It also may be reflective of rising levels of stress experienced by college students. For student-athletes at Boston College, additional factors include the difficulty of balancing a demanding practice and competition schedule with a challenging academic curriculum and the feeling of missing out on opportunities such as internships or study abroad.

On the issue of supporting student-athletes academically, Jade highlighted the space in the Yawkey Center that has been repurposed for SAAS. This additional space will help to provide more efficient academic counseling and tutoring. Jade mentioned that she works in partnership with SAAS to teach life skills to student-athletes. Several members suggested that SAAS's role is not well understood by faculty and that more outreach from that office could be helpful. One suggestion is that the director of SAAS meet with departmental directors of undergraduate studies as a way of connecting with faculty.

In response to a question about the bystander intervention study that Athletics had overseen during the past year, Jade noted positive feedback from participants. Bystander intervention refers to efforts by third parties to intervene in situations that could lead to sexual violence. This study, funded by an NCAA grant and done in collaboration with a researcher at Boston University, considered the effectiveness of alternative ways of providing bystander training to student-athletes. One conclusion to emerge from the study is that having a coach serve as a facilitator for his or her team is superior to having the training done in a large group setting.

Jade reported to the group that Athletics has decided to move ahead with subscribing to the survey instrument offered by Athlete Viewpoint, which had been a topic of discussion at the AAB meeting on November 16. An important feature of the service is the ability to benchmark survey responses against groups of peer institutions.

During the second half of the meeting, members of the Student-Athlete Advisory Committee (SAAC), including Maria Abrams ('19) (Swimming and Diving), Catherine "Cat" Balido ('20) (Volleyball), and Adam French ('20) (Men's Soccer) shared with the group their experience at Boston College in juggling a challenging academic curriculum with travel for competition.

Adam noted that the travel schedule for soccer in the fall semester was demanding, with four away games on Fridays against ACC opponents necessitating leaving campus by midday on Thursdays. In the ACC tourney, the team played a Wednesday evening game that required leaving campus on Tuesday. Adam felt that instructors are understanding of the missed classes and he believes that taking advantage of office hours can help student-athletes stay on track. Maria suggested that instructors might consider having a section on their syllabi specifying policy for missed classes and that these syllabi be made available prior the start of classes. Adam concurred and noted that setting explicit rules regarding how many classes can be missed would give student-athletes a better understanding of whether a particular class is feasible. Cat acknowledged a difficult travel schedule for volleyball this past fall, with competitions on Fridays requiring the team to leave by midday Thursday, and one game on a Wednesday requiring departure on Tuesday. Classes that meet once per week work well with these travel constraints, but this generally is not an option for first-year and sophomore students who are taking university core classes and/or introductory courses, most of which are offered in the usual class time-blocks.

One member asked about the 21st Century Model for Soccer that is supported by many soccer coaches. This proposal would spread the fall soccer season over two semesters and move conference and NCAA championships to late May from their current time of late in the fall. Adam indicated he favors the change because it would reduce the need to have mid-week contests and would spread out missed classes associated with Friday games over two semesters. He also noted that the proposal would provide more time between competitions allowing for

better physical recovery. Soccer already has some competitions in the spring, with four non-conference games scheduled this year as part of U.S. Soccer's College Development Program, but these all occur on weekends. Adam also pointed out that student-athletes who are prospects for Major League Soccer are pressured to graduate in December under the current structure. Stretching the season over two semesters would help alleviate this rush to graduate.

Both volleyball and swimming and diving had recently experienced coaching changes and the student-athletes were asked how they felt the changes had been handled. Maria characterized the change in swimming and diving as a smooth transition, noting that team members were kept informed, and the new head coach was well-known because he had been serving as an assistant coach. Cat noted that the change in volleyball was abrupt and occurred right after the season had ended, just before the holidays. The team was informed in a meeting with the sports administrator for volleyball. But at least it was the less intense off-season when the new head coach was hired and began assembling his staff, helping ease the transition.

Members asked about summer practice commitments and whether this interfered with the ability to take internships or do summer study-abroad programs. Cat noted that preseason practice for volleyball begins during the first week of August, so the earlier part of the summer is available for internships. Soccer likewise begins its preseason practice during the first week of August. Proposed NCAA legislation would allow up to four weeks of required athletics activity immediately preceding the start of preseason practice in volleyball and soccer. The student-athletes and AAB members agreed this legislation would limit opportunities to participate in summer internships or study abroad programs. Later in the spring the legislation was withdrawn by the NCAA D1 Council.

In response to a question about what type of support their sports needed, all three student-athletes mentioned more coaching staff and additional facilities. Swimming has two coaches and eighty-four student-athletes, making it difficult to provide individualized instruction. Men's soccer has two paid coaches and one volunteer goalie coach, fewer than most of BC's peers in the ACC. Volleyball has three coaches, which is about on par with other programs.

Regarding facilities, Cat noted that volleyball shares the Power Gym with both men's and women's basketball, presenting a scheduling constraint for practices. In addition, the Power Gym is used for volleyball competitions, so Cat felt that additional volleyball memorabilia on the walls would enhance the venue, particularly for recruiting purposes. Adam noted that soccer and lacrosse share the same field, presenting scheduling constraints.

The Athletics Advisory Board (AAB) met on **April 8, 2019** with John Mahoney, Vice Provost for Enrollment Management, and Jeff Gallant, Associate Director of Admissions, who provided an overview of the admissions process as it relates to Athletics.

John began by noting that Boston College has made an institutional decision to compete at the highest level of intercollegiate athletics and works within this framework without compromising academic standards, both in the admissions decision and while student-athletes are enrolled. He acknowledged that the admissions environment has grown more challenging because the financial pressures associated with competitive success require taking chances on some prospective student-athletes who are less prepared academically.

John mentioned that Admissions keeps channels of communication open with coaches as well as athletics compliance staff during the admissions process. The process for reviewing recruited student-athletes in the revenue sports (football, men's and women's basketball, men's ice hockey) involves the standard assessment of academic metrics such as test scores and transcripts, but also includes other aspects such as the student-athlete's background, family support structure, character, etc. No candidate is rejected solely on the basis of academics. The candidate is admitted provided Admissions is convinced there is at least a fifty-fifty chance he or she will graduate from Boston College. For the remaining non-revenue sports, a more precise system is in place whereby academic metrics can be a reason alone for rejecting a candidate. Admissions works with the Athletics Compliance Office to ensure a preliminary decision to admit is made before a National Letter of Intent (NLI) is sent out. This differs from the practice at many schools where an NLI is sent from the athletics department before the admissions office has been involved with reviewing the candidate.

Jeff Gallant, who serves as Admission's liaison to Athletics, provided additional detail regarding the admissions process. Each of the revenue sports has an assigned admissions officer who reviews candidates and meets with them. For non-revenue sports that provide scholarships, efforts are made to meet with each prospective student-athlete. For non-scholarship sports, recruits are reviewed only if they are in the top 50 percent of applicants. Those in the top 25 percent typically would qualify for admission regardless of their status as an athletics recruit. For candidates in the second 25 percent, teams are allocated anywhere from two to ten admission slots based on roster size over a two-year window. For candidates in the bottom of that group (50th-60th percentile) coaches must provide letters of support to Admissions in order to use one of the team's slots. Admissions officers review these applications and liaisons to these sports also are involved with clarifying details or gathering more information.

The discussion next turned to the recent news about students fraudulently gaining admission to college by posing as recruited student-athletes. In response to a question about whether the admissions office "Googles" athletics recruits, John mentioned that the office does check up on whether other schools also are recruiting a candidate, particularly when a coach is pushing very strongly for the candidate. But ultimately, one needs to trust that coaches are bringing forward legitimate prospects. At Boston College, approximately 150-200 students flagged as athletics recruits enroll each year. Other categories of applicants also are flagged, although on a smaller scale, in response to requests from, for example, the Departments of Music and Theater.

Admissions staff recently have assembled data on applicants flagged as athletics recruits over the past four years and plan to review whether those who enrolled at Boston College are still on athletics rosters. Of course, some students may well have come to Boston College intending to compete but then decided to leave their team due to the demands of academics or a desire to participate in extracurricular activities. Other students who legitimately play a sport, particularly non-scholarship sports with large rosters, might seek to be recruited in order to gain admittance even though not intending to compete. A few coaches on occasion have found themselves in this situation. One suggestion is better due diligence on the part of coaches when filling their admissions "slots."

Returning to the recent news about fraudulent admissions, the group explored the broader question of what had enabled this to occur. The spotlight on college rankings had intensified the mistaken belief that students need to go to a top-ranked school to be successful. Another

enabling factor is the increased ease through the Common Application of applying to many schools and the concomitant drop in acceptance rates, which fuels the perception of selectivity. Some schools have taken to using a “demonstration-of-interest” metric, counting the number of contacts a prospective student has with the school as a factor in whether to offer admission, an approach Boston College eschews. The rise of a cottage industry of college admissions counselors has led to the “packaging” of student applicants, and was the mechanism through which fraudulent admissions were supported. While most counseling firms are legitimate, they add to the frenzy high school students face in the college application process. BC Admissions does its best to see through the “package.”

In response to a question about what a prospective student-athlete asks when he or she meets with an admissions counselor, Jeff said prospective student-athletes sometimes want to know about BC’s culture and what a typical day looks like. John noted that when he has interviewed prospective student-athletes, he likes having parents present and wants to hear both the student and parents asking about academic support services.

Jeff raised concern that the recent change in NCAA transfer rules allowing increased flexibility may lead to a larger number of student-athletes seeking to transfer after completing just one semester of college. Boston College does not accept mid-year transfers after only one semester. Students must have completed at least a full-year of college before transferring in. Since students generally would not have final grades for their first-semester courses at the time they must apply, admissions decisions would have to be based on progress reports and/or high school grades, which seems ill-advised. If exceptions were made just for student-athletes this would violate NCAA rules that student-athletes not be accorded extra benefits relative to regular students.

Jeff also mentioned that the rollout of the Early Decision Program is well underway. Starting this fall, students will have the option of applying to Boston College in one of two early-decision rounds. At this point, Admissions is neither encouraging nor discouraging prospective student-athletes to apply early. Because Admissions coordinates with the Athletics Compliance Office before that office issues National Letters of Intent, there is less uncertainty about the admissions prospects of a candidate awarded an NLI, and so less urgency for rendering the “official” admissions decision.

The AAB met on **April 29, 2019** with head coaches Steve Addazio (Football), Jason Kennedy (Volleyball), and Ashley Obrest (Softball). Each coach was invited to offer their assessment of the interplay of academics and athletics in their respective sports.

Ashley Obrest noted that softball offers some flexibility with regard to the practice schedule, allowing student-athletes to take classes and labs that may overlap with practice times, although this is done mainly during the off-season (fall semester). She believes that SAAS provides helpful resources to student-athletes and indicated that some softball student-athletes also make use of tutoring at the Connors Family Center.

Jason Kennedy seconded Ashley by saying SAAS has provided excellent support to those volleyball student-athletes facing academic challenges. He mentioned that when volleyball student-athletes graduate from high school early and begin college in the spring semester this can help them acclimate to the college academic environment during the off-season. Jason was

named the head coach of volleyball in early 2018 and completed his first season last fall, after serving on the coaching staff at the University of Southern California for several years.

Steve Addazio explained how moving football practice to the morning several years ago has been associated with improved academic performance of the team. He also noted that early registration could help alleviate some of the scheduling constraints faced by student-athletes. One area that Steve would like to see enhanced is the way in which timely information about academic performance of student-athletes is conveyed to coaches. Although SAAS sends weekly updates to coaches highlighting concerns that academic counselors have identified, Steve felt the process for communicating urgent information from professors could be improved. On this last point, one member asked how counselors obtain details on student performance. The Canvas course management system is one vehicle for this, but another member noted that not all professors use the system. Steve pointed out that two-thirds of football student-athletes don't need careful tracking, but the remaining one-third are higher risk and should be tracked closely on their academic performance.

The discussion next turned to the process by which instructors are informed at the beginning of each semester about potential class conflicts due to travel for competition, a topic the AAB had discussed at two previous meetings this year. On occasion, some situations have arisen where instructors later during the semester question why a student-athlete is missing class, even though instructor had earlier signed the form acknowledging class conflicts. Ashley noted that she asks student-athletes to continue reminding their instructors of upcoming absences throughout the semester as a way to avoid these situations.

One member asked whether there is pressure for student-athletes to enroll a semester early and/or accelerate their college programs so as to graduate from college sooner. In volleyball, where top recruits often play regularly during their first year, matriculation during the off-season spring semester can help student-athletes acclimate to a challenging academic program at schools like Boston College and thereby be more successful the next semester during their first season of competition. One volleyball student-athlete matriculated this spring semester as a first-year student. In football, where recruits often need time to develop as players and are often held out of competition (redshirted) during their first year, the rush to get to college may be less beneficial. Roughly two to four football student-athletes matriculate each spring semester as first-year students. Steve noted that in the past it was common for football recruits to spend a year in prep school before enrolling in college, allowing student-athletes to mature both physically and academically.

With recent changes to NCAA rules allowing football student-athletes to participate in up to four contests without using a season of eligibility (i.e., receive a redshirt), the desire to enroll early, while beneficial to the extent it helps football student-athletes acclimate to the college environment during the off-season, may also result in these student-athletes completing their degrees with one or more years of eligibility remaining. Combined with new NCAA rules allowing flexibility for all student-athletes to transfer between schools, the acceleration of degree completion has the potential to be disruptive to team dynamics, especially in combination with immediate eligibility for graduate transfers.

Of course, one benefit of enrolling early for fall sports is that graduation ordinarily would occur concurrently with the final season of eligibility, avoiding the need to complete another semester

when no longer competing, and providing the opportunity for some student-athletes to prepare for professional sports drafts. Aligning graduation with exhaustion of eligibility also would reduce the incentive to transfer as a graduate student.

A member asked about whether student-athletes had the opportunity to study abroad during the summer and/or participate in formation programs. Softball and volleyball recently have had student-athletes study abroad during the summer. For football, an option is for student-athletes to do a short study-abroad program for 3-4 weeks during Summer Session I, when they do not have a required commitment to be on campus.

Several members emphasized how formation programs help students develop connections with faculty members, assist in the transition to college, and acquire discernment skills regarding academic and career paths. The coaches agreed that encouraging student-athletes to build relationships with professors is important, especially given the challenging academic environment at Boston College. Members mentioned several of the formation programs, including 48hours, Halftime, and the Cornerstone Program of advising seminars. The coaches indicated they were not familiar with these programs and suggested having the AAB arrange a brief presentation at a future all-coaches meeting.

### **3. Committee Composition**

At the beginning of the year, the AAB welcomed newly elected members Sara Moorman (Sociology) and Sheila Tucker (CSON). In the spring semester, Mike Naughton (Physics) and Sharon Beckman (Law) were reelected to three-year terms, beginning June 2019.

Please feel free to seek out any AAB member with questions or concerns you may have. One of the Board's primary functions is to serve as a channel for communication between academics and athletics, and we are open to your input.

#### **The Athletics Advisory Board, 2018-19:**

Sharon Beckman (Law)

John J. Burns (Office of the Provost)

Tara Pisani Gareau (Earth & Environmental Sciences)

Jessica Greene (Institutional Research)

Robert Murphy (Economics, AAB Chair  
and Faculty Athletics Representative)

Ryan Heffernan (Mission and Ministry)

Sara Moorman (Sociology)

Michael Naughton (Physics)

Delvon Parker (CSOM)

Sheila Tucker (CSON)

**Addendum****Class Sections with Student-Athlete (SA) Enrollment**

	Spring 2017	Fall 2017	Spring 2018
# Classes with $\geq 10\%$ SAs	339	349	330
# Classes with $\geq 20\%$ SAs	113	85	99
# Classes with $\geq 30\%$ SAs	39	26	29
# Classes with $\geq 50\%$ SAs	13	10	12
# Classes with at least 1 SA	N/A	1031	984
# Classes with at least 5 SAs	N/A	121	115
# Classes with at least 10 SAs	N/A	26	25
<b><i>For Classes with <math>\geq 10\%</math> SAs:</i></b>			
# Classes with $\geq 5$ SAs	96	98	96
# Classes with $\geq 10$ SAs	18	18	17

**Source:** Office of Student Services

**Note:** Data are for all class sections in which student-athletes are enrolled and include some graduate-level courses. Student-athletes represent about 7.5 percent of undergraduates.