

# **Boston College**

## **Athletics Advisory Board Annual Report, 2005-06**

This Annual Report is intended to summarize for the University community both the major developments related to Boston College's intercollegiate athletics program and the Athletics Advisory Board's (AAB) primary activities during the preceding academic year. Minutes of the AAB's meetings during the past year are appended to this report as Attachments A – G.

### **1. The Year's Highlights**

#### **A. The Move to the ACC**

The major development of the year for Athletics started in July, 2005, when Boston College officially became the 12<sup>th</sup> member institution of the Atlantic Coast Conference (ACC). The move was intended to affiliate Boston College with a group of schools more closely aligned with its own goals and aspirations and to raise the national profile of the BC athletics program. There can be no doubt that ACC schools rank high, both academically and athletically. In the latest US News & World Report ranking of National Doctoral Universities, 6 of the 12 ACC schools ranked among the top 40 (with BC at 34<sup>th</sup>) and 10 of 12 ranked among the top 80. On the field, ACC teams have won 100 national championships in 53 years of competition in a host of men's and women's sports.

In addition to their well recognized athletics programs, ACC schools have instituted a variety of programs for academic collaboration, and BC was an active participant during the past year. The ACC has pledged a portion of the revenue from the football championship game to each of the member schools to be used for academic collaboration in the area of international programs. Last year, a portion of this money was used to help four BC students study abroad. For details on this and other BC activities under the ACC's International Academic Collaboration (IAC), please go to [http://www.bc.edu/bc\\_org/avp/acavp/inprg/fac\\_acciac.htm](http://www.bc.edu/bc_org/avp/acavp/inprg/fac_acciac.htm). In addition, the ACC sponsors an annual "Going Global" conference, designed to facilitate sharing of best practices in international programs and an annual "Meeting of the Minds" conference, designed to showcase undergraduate research at member institutions. For details on these and other ACC initiatives in academic collaboration, please go to [www.acciac.org](http://www.acciac.org).

#### **B. Academic Achievements of Individual BC Student-Athletes**

A number of BC student-athletes were recognized for their academic achievements and potential for future graduate study during the past year. Elizabeth Byron (LSOE, women's swimming) was awarded an NCAA Postgraduate Scholarship for distinguished achievement in academics, athletics and community service. In addition, Daniel Berglund (CSOM, football), Kristen Madden (CSOM, field hockey) and

Brooke Queenan (A&S, women's basketball) were all awarded ACC Postgraduate Scholarships. A large number of other student-athletes also showed excellent academic performance. For example, 120 student-athletes achieved cumulative GPAs of 3.50 or better as of the end of the spring semester, 2006.

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

The National Collegiate Athletic Association (NCAA) is in the early stages of employing two new measures as part of its Academic Performance Program (APP). These are the Academic Progress Rate (APR) and the Graduation Success Rate (GSR). Steven Koo, Assistant Athletic Director for Compliance & Eligibility, attended an AAB meeting last February to explain these two measures to the Board members. Please see Attachment D for further details.

The APR looks at the eligibility, retention and graduation of all athletically-aided student-athletes (and, for teams that do not award athletic aid, all recruited student-athletes). The APR awards 1 point for each student-athlete who is academically eligible to compete in the next semester and an additional point if that student-athlete returns to the same school for the next semester. For the academic year, therefore, each student-athlete could receive a maximum of four points for the fall and spring semesters. The APR compares the total number of points actually received in a given year to the maximum total points. For example, BC student-athletes overall had a cumulative APR of 984 for 2004-05, the most recent period for which the NCAA has reported data. This means that they earned 98.4% of the maximum total points, up slightly from 97.9% in the preceding year.

However, the primary use of the APR measure is on a team-by-team, rather than an overall institutional basis. The NCAA has imposed a cutoff APR of 925, and any school's team falling below that level in a particular sport may be subject to penalties in the form of reductions of the maximum allowable financial aid for that sport.<sup>1</sup> Based on the 2004-05 data, none of BC's teams were subject to these penalties. In addition, 24 of 28 BC teams had APRs above the cumulative level for all Division I schools sponsoring that sport and 14 of 28 BC teams scored APRs in the 80<sup>th</sup> percentile or better among all Division 1 schools sponsoring that sport. Further details can be found on the NCAA Web site: [www.ncaa.org](http://www.ncaa.org), under Academics & Athletics/Education & Research.

The second measure of academic performance introduced recently by the NCAA is the Graduation Success Rate (GSR), which measures the percentage of student-athletes entering an institution who graduate from that institution, excluding students who transfer to another institution when they are still academically eligible to compete at their initial institution (please see Attachment D for differences between the GSR and the Federal

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<sup>1</sup> For sports with small squad sizes, the NCAA has established statistical confidence boundaries around the 925 APR cutoff. Teams with APRs below 925 may not be subject to penalties if their score falls within this confidence boundary. Squad size adjustments will be phased out as the NCAA gathers sufficient data to establish statistically significant underperformance in these sports.

Graduation Rate)<sup>2</sup>. For Boston College student-athletes overall, the four class average (for students entering BC in 1996, '97, '98 and '99) GSR was 96%, compared to a GSR of 77% for all Division I institutions. BC's GSR was up from 93% for last year's measurement period. Last year's GSR ranked 4<sup>th</sup> among ACC institutions and the overall conference GSR for last year was 83%. Further details on graduation rates for NCAA schools can be found at [www.ncaa.org](http://www.ncaa.org), under Academics & Athletics/Education & Research.

#### **D. ACC Compliance Review**

This past spring, an ACC Associate Commissioner as well as its Director of Compliance and Governance visited BC April 18-20 to interview BC staff members responsible for and systems in place for ensuring the athletic program's compliance with all NCAA regulations. The ACC conducts such a review for all member institutions on a rotating basis, with each school receiving a visit approximately once every four years. The final report from this review concluded that "it appears that the compliance systems at Boston College are sound and complete." The report did make some recommendations for improving current systems, and these have either been implemented or are under review at the University level.

#### **E. Athletic Program Highlights**

BC teams achieved considerable success on the playing field during the past year. The men's ice hockey team won three games in the NCAA tournament and advanced to the championship game, finishing as national runner-up. The women's ice hockey team won the Beanpot Tournament and a total of 20 games, both for the first time. Teams competing in the ACC for the first time showed that they could be highly competitive against strong conference opponents. The football team tied for first in the ACC's Atlantic Division and won its sixth consecutive bowl game. The field hockey team made the NCAA tournament and was ranked 13<sup>th</sup> in the nation. Women's soccer had a winning ACC record and advanced to the round of 16 in the NCAA tournament. Men's basketball was runner-up in the ACC conference tournament and advanced to the "Sweet 16" in the NCAA tournament, while women's basketball compiled a 20-win season for the fifth consecutive year and also advanced to the "Sweet 16." Sailing was at one point the top-ranked team in the nation.

## **2. AAB Activities during 2005-06**

### **A. AAB Monthly Meetings**

The minutes of all seven monthly AAB meetings are attached to this report. As in years past, the AAB spent considerable time reviewing practice and competition schedules for the different teams and developing questions for the Athletics Department. These were answered by Carly Pariseau, Assistant Athletic Director for Compliance and

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<sup>2</sup> The GSR uses virtually the same cohort as the APR: all student-athletes entering an institution with athletics aid, and, for teams that do not award athletics aid, all entering recruited student-athletes.

Recruiting, who visited two of our meetings. As usual, the availability of practice facilities, especially those used by multiple teams, has constrained practice schedules, and this in turn can pose difficulties for students trying to complete required courses in particular schools and majors. This appears to be particularly true for students in the Schools of Education and Nursing, both of which have practicum requirements. The Athletic Department does try to rotate practice schedules somewhat so that students on a given team are not affected in the same way all of the time. Faculty and administrators in the schools have also been helpful in trying to work out ways to ease class scheduling obstacles for student-athletes. Additional playing and practice facilities would also help, and some of these are planned, but that will take additional time.

Prior to last year, some faculty had raised concerns about additional travel and missed class time resulting from BC's joining the ACC. For teams that either do not compete the ACC or that compete only in the conference championship this has not been a major issue, nor has it been for teams like football, where travel largely occurs on weekends. For other sports, however, there has been an increase in missed class time, occasioned by ACC travel demands. Board members have heard concerns raised by faculty particularly with respect to baseball and volleyball.

The Board gained a student perspective on such challenges when a spring semester meeting was visited by Daniel Berglund, last year's President of the Student-Athlete Advisory Committee (SAAC). Dan felt that BC was strict in its adherence to NCAA restrictions on practice time and travel schedules, but he believed that student-athletes needed to adopt a disciplined approach right from the start to keep up with the demands of both academics and athletics at BC. He did say that, in his experience, faculty and administrators had proved reasonably willing to make accommodations or otherwise try to help student-athletes in coping with these demands.

In another spring meeting, The AAB was given an illuminating presentation on the details of the NCAA's new APR and GSR calculations by Steven Koo, Assistant Athletic Director for Eligibility and Compliance. In addition, Stephen Bushee, Assistant Athletic Director for Sports Medicine and Dr. Thomas Nary, Director of BC Health Services, visited one of our meetings to explain efforts being made to protect the safety and well-being of BC student-athletes. Further details on all meetings can be found in the attached meeting minutes.

## **B. Committee Composition**

At the end of the academic year, Associate Academic Vice President J. Joseph Burns and Associate Dean John Cawthorne (LSOE) each completed their second three-year appointed terms and have rotated off the Board. Fr. Leahy is currently considering replacement appointments. In addition, Professors Stephanie Greene (CSOM) and David Karp (Sociology) completed elected terms. New members Michael Malec (Sociology) and Judith Shindul-Rothschild (CSON) were elected by vote of the faculty last spring. They began attending meetings last spring and have now officially joined the Board.

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

The Athletics Advisory Board:

Susan Bruce (LSOE)

J. Joseph Burns (Provost's Office)

John Cawthorne (LSOE)

Mary Ellen Fulton (LSOE)

Stephanie Greene (CSOM)

David Karp (Sociology)

Lynn Lyerly (History)

Michael Malec (Sociology)

Judith Shindul-Rothschild (CSON)

Richard Tresch (Economics)

Robert Taggart (CSOM, Chair and  
Faculty Athletics Representative)

Attachment A

**Minutes of the Athletics Advisory Board Meeting**  
**October 20, 2005**  
**3:00-4:00 PM**  
**Fulton Hall 412**

Members present: Susan Bruce, John Cawthorne, Mary Ellen Fulton, Stephanie Greene, David Karp, Bob Taggart (Chair)

Members absent: Joe Burns, Lynn Lyerly, Dick Tresch

1. Updates from the chair:

- Bob Taggart reported on recent developments in the ACC, including topics discussed at the fall ACC meeting (Clemson University, October 11-12).
  - Initiatives are underway for more academic collaboration among the Conferences member schools, including an undergraduate research symposium, planned for April 24-25 at Clemson University and the allocation of a portion of the Conference's bowl game revenue for collaborative and other international programs at member schools.
  - Meeting in September, the ACC member school Presidents did not express support for a proposal that would allow NCAA Division 1 football players five years of eligibility over a span of five consecutive years.
  - The ACC's intra-conference transfer rule for student-athletes is more restrictive than the corresponding NCAA rule. A subcommittee of ACC Faculty Athletics Representatives will be appointed to discuss circumstances under which the ACC intra-conference transfer rule might be waived.
  - In recent years, the ACC softball tournament has been scheduled at sites that make for a minimum of final exam conflicts at the host school. This has given rise to complaints that the list of possible host schools is unduly restricted. It was voted to return to a less restrictive rotation of host schools for the time being. Lacking a lighted field and other facilities needed to host the tournament, Boston College is not currently affected.
  - A Professional Sports Counseling Panel is being considered for Boston College. Similar to those in place at other schools, this group of volunteers would offer advice to student athletes considering professional sports careers advice on agent selection, contract evaluation and personal financial planning. Some AAB members expressed concern that student athletes may already receive too many services relative to other students.

## 2. Future meeting topics:

- AAB members expressed interest in the following topics and agenda items for the coming year:
  - Going over practice and competition schedules to assess and ask questions about missed classes, especially in light of any changes that may have arisen because of the move to the ACC.
  - Can research be facilitated or otherwise promoted on the lives and experiences of student athletes, both during and after their undergraduate years.
  - Meet with representatives from the Boston College Student Athletics Advisory Committee in the spring to learn of issues and concerns before them this year
  - Meet with Jerome Rodgers or another member of the Compliance staff to learn more about the NCAA's recent Academic Progress Program (APP) and the calculation of Academic Progress Rates (APRs).

## 3. New Business

Questions were raised about the distribution of student season tickets for basketball and hockey tickets. Some members had heard comments from students that the rules for student ticket sales had been abruptly changed this year.

Next meeting: **Thursday, November 17, 3 PM, Fulton Hall 412.**

Attachment B

**Minutes of the Athletics Advisory Board Meeting  
November 17, 2005  
3:00-4:15 PM  
Fulton Hall 412**

Members present: Susan Bruce, Joe Burns, John Cawthorne, Mary Ellen Fulton, Stephanie Greene, David Karp, Lynn Lyerly, Bob Taggart, Dick Tresch

Members absent: none

1. The minutes of the meeting of October 20 were approved.
2. The group spent the bulk of the meeting developing a list of questions, based on fall sports practice and competition schedules, to discuss with Associate Athletic Director and Senior Women's Administrator, Jody Mooradian, at our next meeting. The list of questions follows.
3. New business: Interest was expressed in hearing from a member of the Sports Medicine staff at one of our spring semester meetings.

Next meeting: **Thursday, December 8, 3 PM, Fulton Hall 412.**



## **Athletics Advisory Board Questions on Practice/Competition Schedules, Fall 2005**

### **Golf**

Men: Four of the trips extend from Saturday morning to Tuesday night. How do these away tournaments work? (e.g., does play extend from Sunday through Tuesday?)

Men & Women: Is there any flexibility in the mid-day practice schedules for students who want to take classes that end at the very beginning or begin at the very end of scheduled practices? (e.g., can men take a MWF 11 AM class if scheduled practice ends at 11 AM?). See also Soccer below.

### **Sailing**

Men & Women: How much class time is missed for postseason tournaments? Are all team members involved in all tournaments?

### **Soccer**

Men & Women: With mid-day practice times, is there any flexibility for students who want to take classes that end at the very beginning or begin at the very end of scheduled practices? With lights now in place at the Newton field, would it be possible to hold any practices later in the afternoon or evening?

Men: Do the men have a regularly scheduled lifting time?

### **Volleyball**

Has the move to the ACC led to more missed class time as a result of travel?

### **Women's Lacrosse**

Scheduled practice times are 3 – 6 PM, but some team members seem to tell their academic advisors that they must leave the period noon – 5 PM free each day. Is there a reason for this apparent discrepancy?

### **Tennis**

Men & Women: Some trips seem to be several days at a stretch (e.g., women: Los Angeles, men: Dartmouth). Do all team members go? (men's conflict form lists no missed class days – is this because not all team members make these trips?) Do team members need to arrive at Conte Forum prior to scheduled trip departure times?

## **Basketball**

Men: Point of clarification: conflict form lists no missed classes, but 12/5 – 12/6 trip to New York for Michigan State game would appear to result in 1.5 class days missed.

Women: Practice times are listed as 1-6 PM, Monday – Thursday and 1-7 PM Friday. Are all players busy with practice/meetings for this entire time? (See also football below).

## **Ice Hockey**

Men: Point of clarification: The conflict form lists 4 T-Th noon classes missed because of trips but fewer classes missed on T-Th both before and after the noon time slot. Is that correct? (see also field hockey and cross country below).

## **Football**

Practice times are listed as 1-6 PM, Tuesday - Friday. Are all players consistently busy with practice/meetings for this entire time?

## **Field Hockey**

How much class time is missed for postseason play?

Point of clarification: The conflict form lists 4 missed MWF noon classes missed but fewer classes missed on MWF both before and after the noon time slot. Is that correct? Most scheduled departures are 2 PM or later. Do players need to be present at noon?

## **Cross Country**

Men & Women: Point of clarification: The conflict forms lists more missed MWF noon classes because of trips than classes missed on MWF both before and after the noon time slot. Is that correct?

Women: How do postseason tournaments work: do all team members participate?

## **General Questions – Applicable to multiple sports**

Can lift times be included in practice schedules? This is currently done for some sports but not others.

Given practice schedules, are some schools and majors within BC inaccessible to participants in some sports? (e.g., Schools of Education or Nursing because of practicum schedules; majors with required afternoon seminars or lab sessions). If so, are prospective student athletes informed that not all schools/majors may be available to them?

Attachment C

**Minutes of the Athletics Advisory Board Meeting  
December 8, 2005  
3:00-4:00 PM  
Fulton Hall 412**

Members present: John Cawthorne, Mary Ellen Fulton, Stephanie Greene, David Karp, Lynn Lyerly, Bob Taggart, Dick Tresch

Members absent: Susan Bruce, Joe Burns

Guest: Carly Tully, Assistant Athletic Director, Compliance & Recruiting

1. The minutes of the meeting of November 17 were approved.
2. The bulk of the meeting was spent discussing the scheduling questions developed in the November 17 meeting with Assistant Athletic Director Carly Tully. Carly filled in for Associate Athletic Director Jody Mooradian, who encountered a conflict with the meeting earlier that day.

The questions that came under discussion were:

**How do golf tournaments and postseason sailing tournaments work?**

Neither golf nor sailing tournaments involve the entire team. Golf tournaments generally involve 5 to 7 team members, who depart the campus on Saturday. A practice round is played on Sunday (as well as Saturday if feasible), and the tournament itself entails two rounds on Monday and a third round on Tuesday. Thus, participating players generally miss both Monday and Tuesday classes. Sailing tournaments are generally on weekends and do not entail missed classes, although this year's postseason tournament in Hawaii did require participants to miss two class days.

**How much flexibility do student athletes have to schedule classes that come close to practice times?**

Official policy is that student athletes should be given flexibility to take classes they need. The belief is that most coaches try to adhere to this policy, but there may be differences among individual coaches.

**Is there someone student athletes can speak to if they encounter difficulty from coaches in taking classes they need?**

This is one of the functions of the Faculty Athletic Representative.

**Is there someone who helps student athletes plan out their course schedules so as to accommodate program or major requirements and at the same time work around practice schedules?**

This is one of the functions of Learning Resources for Student Athletes (LRSA). Some coaches require or strongly encourage players to work with LRSA on course planning each semester.

**Why aren't more practices scheduled for later in the day to minimize class conflicts? In particular, why hasn't the installation of lights at the Newton field allowed later practices?**

Coaches generally prefer later practice times so as to make practice times coincide more closely with competition times. However, facilities availability and shared facilities sometimes makes this infeasible. To use the Newton field lights for games, the University has agreed with the Newton neighbors to limit the use of lights at other times. This is a subject of ongoing negotiation with neighborhood groups.

**Are some Schools or majors at B.C. effectively closed off to some student athletes because of practice conflicts (CSON or LSOE because of required practicum times, for example)? Do coaches make prospective student athletes aware of these difficulties?**

It is admittedly very challenging for student athletes on some teams to be in some Schools or majors. Coaches are encouraged to be frank about this. In addition, many prospective student athletes are not decided on their major or even their ultimate School until after they have been at Boston College for a time.

Committee comment: LRSA should encourage student athletes having scheduling difficulties with a School to also talk to an associate dean or other academic advisor in that school to see if these difficulties can be resolved.

**Are there limits on practice times?**

Yes, the NCAA has practice time limits, and coaches must turn in a practice time log to the Compliance office. During the team's season, the limit is 20 hours of practice/meeting or other required team activity per week and 4 hours per day. However, time spent with trainers does not count, so time spent on activities related to sports can differ across teams and players, particularly if players have injuries that require treatment.

**Has volleyball missed more class time as a result of ACC travel?**

Yes, volleyball seems to have been particularly affected. The ACC is currently looking into alternative scheduling patterns that may alleviate this problem.

**Tennis seems to take a lengthy trip in the fall. Will this change with the advent of ACC competition?**

ACC competition will result in some changes in travel schedules, but it isn't clear at this point if it will have any effect on fall season travel.

**When teams leave on trips, do players need to be available prior to the scheduled departure time?**

Generally, no. Players generally take responsibility for getting their own meals on campus if no meal will be provided during the trip.

Attachment D

**Minutes of the Athletics Advisory Board Meeting  
February 23, 2006  
3:00-4:00 PM  
Fulton Hall 412**

Members present: Susan Bruce, Joe Burns, John Cawthorne, Mary Ellen Fulton, David Karp, Lynn Lyerly, Bob Taggart

Members absent: Stephanie Greene, Dick Tresch

Guest: Steven Koo, Assistant Athletic Director, Eligibility & Compliance

1. Most of the meeting was devoted to an explanation and discussion by Assistant Athletic Director Steven Koo of the NCAA's new Academic Performance Program (APP). Steven also answered questions from the Board members.

The intent of the APP is to try to ensure that NCAA student athletes have an exemplary experience, both academically and athletically, with an ultimate goal of graduation. The APP, which is just one part of the NCAA's overall academic reform movement, affects the following areas:

1. Initial Eligibility: An increase in the number of core courses that a prospective student athlete must successfully complete in high school.
2. Continuing Eligibility: Stricter "progress toward degree" requirements during college for a student athlete to remain eligible.
3. Institutional Accountability: The APP requires institutions to measure and monitor the academic progress of student athletes and imposes institutional penalties for failure to meet minimum thresholds.

Two of the primary measures of academic success implemented by the APP are the Academic Progress Rate (APR) and Graduation Success Rate (GSR).

APR is a rate that measures a team's or school's success in retaining and/or graduating academically eligible student athletes semester by semester. The measure is applied to each student athlete who receives athletic financial aid (or, in the case of teams that have no scholarship budget, to each student athlete who was recruited by the team). After each semester prior to graduation two questions are asked about each of the measured student athletes: (1) Was the student academically eligible for the next semester? (2) Did the student return to the institution for the next semester? The institution earns one point for each question that can be answered "yes," and zero points for each question that is answered "no." For one academic year, each student athlete thus has the potential to earn a total of four points if both questions can be answered "yes" for both semesters. Each year, each team has the potential to earn a maximum number of points equal to four times the number of athletically aided team members. If there are 20 such team members, for

example, the maximum number is 80. If the team members actually earn 76 points in that year, the team APR is calculated as:

$$(76/80) \times 1000 = .95 \times 1000 = 950$$

The NCAA has determined that, with certain qualifications that are noted below, any team with an APR below 925 in a given year may be subject to penalties.

Contemporaneous Penalties reduce a team's maximum financial aid limit. They may be levied on teams that have an APR below 925 and one or more student athletes who have an 0/2 score for any semester (i.e., at least one team member left school and would have been academically ineligible for the following semester had they returned). For each such 0/2 student, the team may not award that student's total countable financial aid to another student athlete for the following academic year. However, a team may not be penalized more than 10% of its maximum aid limit.

The NCAA established the 925 cutoff score based on a statistical analysis of data gathered from all member institutions. At present, this analysis has been based on only the two years of data, for 2003-2004 and for 2004-2005, available since the inception of the APP. Thus, for teams with small squad sizes, a team score below 925 may not constitute statistically significant evidence that the team as a whole is underperforming academically. For small teams, a single student's performance can have a large impact on the team's calculated APR. Thus, the NCAA has tried to establish confidence boundaries, and small teams with APRs below 925 may not be subject to contemporaneous penalties, depending on the confidence boundary for that sport. These squad size adjustments will be phased out as the NCAA gathers more data.

Steven reported that, for 2003-04, Boston College had an overall APR of 979, compared to 950 for all Division I institutions, and that no BC teams were subject to contemporaneous penalties. (Note: at the time of the February 23 AAB meeting, the 2004-2005 APR data had not yet been released. On March 1<sup>st</sup>, the NCAA made all cumulative data for 2003-2004 and 2004-2005 publicly available on its Web site. BC's data can be found at [http://web1.ncaa.org/app\\_data/apr2005/67\\_2005\\_apr.pdf](http://web1.ncaa.org/app_data/apr2005/67_2005_apr.pdf)).

Historical Penalties may also be assessed starting in Fall 2006 on schools that display chronic academic underachievement for both scholarship and non-scholarship teams. It is believed that these will be determined on the basis of comparisons of a team's performance with (a) all Division I teams using the APR, (b) all Division I teams within a particular sport using the APR and (c) all students at that institution. These penalties can escalate for continued chronic underachievement from public warning to the institution, to scholarship reductions and/or recruiting limitations, to ineligibility for pre- and postseason competition, to restrictions on NCAA membership status for the entire institution.

Graduation Success Rate GSR. The APP also establishes a new measure of graduation success, which differs somewhat from the Federal Graduation Rate. The Federal Rate compares the total of athletically-aided students initially enrolling at an institution who graduate within six years to the total of initially enrolling, athletically-aided students at that school (with certain specific exceptions, such as death or disability). The GSR includes all those receiving athletics aid during their first year at a school (thus including incoming transfer students and second-term enrollees), but it excludes students who transfer away from a school when they still would have been academically eligible to compete.

Steven reported that BC had a four-class average Federal Graduation rate of 82% for student athletes, compared to 88% for all BC students and that the four-class average GSR for BC student athletes was 93%. The four-class average is comprised of those who entered as freshmen in 1995-96, 1996-97, 1997-98 and 1998-99.

2. The meeting concluded with a brief discussion of the activities of the Compliance Office. Steven pointed out that Compliance primarily enforces and provides education on the NCAA's rules and regulations. A few of its many areas of emphasis include the recruiting process, financial aid and academic eligibility for student-athletes. In addition, the members of the AAB asked Steven about representatives of BC's athletics interests, or boosters, and he elaborated on a few of the rules that specifically apply to them.



Attachment E

**Minutes of the Athletics Advisory Board Meeting  
March 23, 2006  
3:00-4:00 PM  
Fulton Hall 412**

Members present: Susan Bruce, John Cawthorne, Mary Ellen Fulton, David Karp, Lynn Lyerly, Bob Taggart; member-elect Michael Malec

Members absent: Joe Burns, Stephanie Greene, Dick Tresch

Guest: Daniel Berglund, President, Boston College Student-Athlete Advisory Committee

The entire meeting was devoted to a discussion with Student-Athlete Advisory Committee President Dan Berglund about aspects of the student-athlete experience at Boston College. The discussion revolved around three primary issues as well as two other ancillary issues.

**1. What is the true nature of the weekly sports time commitment for student-athletes at Boston College, and to what extent does it interfere with the ability to keep up with academic work?**

Dan estimated that, in his own sport of football, the sports time commitment runs to 30+ hours per week in season (for both the fall season and spring practice). This includes scheduled practice sessions, weight-lifting, team meetings and film sessions and time spent in the training room. Dan felt that BC was strict in its adherence to NCAA limitations on practice time, but not all of the sessions listed above are included in “countable hours.” He also felt that it was necessary for players to spend this amount of time in order for the team to be competitive with other programs.

Dan felt that it was possible to keep up with both sports and academic work but that it required a disciplined approach. On this score, he felt that Learning Resources for Student Athletes (LRSA) was particularly helpful to younger players in teaching study skills, mapping out class schedules, arranging tutor meetings and study halls and generally making sure that team members kept on top of their academic work. He also felt that the football coaching staff was scrupulous about enforcing class and tutor session attendance. He pointed out that the nightly LRSA study hall is mandatory for freshmen and could become optional thereafter, depending on a player’s grade point average (GPA).

Dan was asked if the added travel entailed in Boston College’s joining the Atlantic Coast Conference (ACC) had imposed additional burdens on student athletes in terms of missed classes and difficulty keeping up with academic work. He felt that this was not the case for football, but did believe that student athletes in baseball and basketball, which entail mid-week travel, had faced added academic challenges. Some committee members felt from their classroom experience that volleyball had also been affected.

**2. How difficult is it for student athletes at Boston College to take the classes they want to take or that they need to complete major or degree program requirements?**

Dan felt that the time commitment required for sports did circumscribe feasible course choices and said that he had needed to ask for one or more overrides each semester to get into classes he needed at the time of day that was feasible for him to attend. He felt that, in football, virtually all classes needed to be taken in the time block from 9 AM to approximately 1 PM in order to meet practice and other team requirements. He did say that he had generally found faculty and administrators to be reasonably accommodating toward such override requests.

Committee members also pointed out that, in their experience, it was difficult for student-athletes to meet practicum requirements in the Schools of Nursing and Education. They said that this was particularly troublesome in sports with mid-day practice schedules.

Dan was asked if priority registration were still something that most student-athletes would desire to see instituted. He said that it would definitely ease scheduling problems but recognized the equity issues that this would raise with other students. He thought that some form of priority registration for student-athletes based on their GPA would be a reasonable compromise.

**3. How do student-athletes feel about their interactions with faculty in trying to reconcile conflicts between athletics and academics?**

Dan felt that, in his experience, many faculty had been reasonably willing to work with student-athletes to try to resolve such issues as classes or exams missed because of athletic competition and keeping up with class assignments. He felt that it was very motivating for student-athletes when faculty members showed a willingness to work out reasonable compromises between athletics and academics, because the student-athletes did not want to let down a professor who had been willing to work with them.

Dan did feel that the academic environment at Boston College can be intimidating for younger student athletes, who sometimes feel that their academic abilities and preparation may not measure up to those of many classmates. He felt that some student-athletes were reluctant to approach professors to try to resolve academic-athletics conflicts and that there was some tendency to try to blend into the background in classes so as not to appear academically inferior to the instructor or other students.

Dan asked if the AAB members had any advice for student-athletes on dealing with faculty. The primary suggestions from the committee included:

- a) Communicate with the professor early: try to be as proactive as possible, especially if missed class time because of athletic travel will be an issue. Raise the issue early, try to plan possible resolutions well in advance and try to show some

self-sufficiency in efforts to obtain class notes from classes missed or making up missed assignments.

b) Introduce yourself to the professor early. Stop by during scheduled office hours to say a little about yourself, what you hope to get from the course and how you hope to resolve athletic conflicts. It is much easier for professors to work with students who are individuals to them.

c) Dropping by or otherwise communicating with the professor excessively can, of course, be off-putting but try to maintain contact in a way that shows engagement in the class.

#### **4. Other issues**

a) Dan was asked if student-athletes received good advice on possibilities for becoming professional athletes. He felt that, in football, players did receive advice from coaches and occasional outside speakers brought in to speak to the team. He also thought that the National Football League had a useful program in place to provide information to college athletes on their professional prospects. In general, he felt that most players developed a realistic sense of their possibilities for a professional sports career.

b) Dan was asked if there was much discussion among BC student-athletes about plans for the new Brighton Campus. He said that, although plans for new practice and playing fields were still in their formative stages, student-athletes were generally hopeful that new fields would eventually reduce pressures on practice facilities that currently force at least some teams to practice at odd or inconvenient times.

Attachment F

**Minutes of the Athletics Advisory Board Meeting**  
**April 20, 2006**  
**3:00-4:00 PM**  
**Fulton Hall 412**

Members present: Joe Burns, Stephanie Greene, Lynn Lyerly, Bob Taggart; member-elect Judith Shindul-Rothschild

Members absent: John Cawthorne, Mary Ellen Fulton, David Karp, Dick Tresch

Guests: Stephen Bushee, Assistant Athletic Director, Sports Medicine  
Dr. Thomas Nary, Director, Health Services

The first part of the meeting was devoted to a presentation on BC's sports medicine program by guests Steve Bushee and Dr. Tom Nary. The second part of the meeting was spent developing questions about spring semester practice and competition schedules to be discussed at our next meeting with Assistant Athletic Director for Compliance, Carly Pariseau.

### **1. Sports Medicine**

Steve Bushee described three tenets of the sports medicine program at BC. These are:

- 1) Protect and promote the safety and well-being of all BC student-athletes
- 2) In doing so, use a wide array of professional services, both on- and off-campus
- 3) Work closely with the coaching staffs of different sports to monitor student-athlete safety and well-being.

The sports medicine staff includes 11 certified trainers, 5 of whom work full-time. Sports medicine also works closely with Health Services, which is under the direction of Dr. Nary, using four of Health Services' general medicine physicians, some of whom accompany teams on trips, and two orthopedic physicians. Frequent use is also made of referrals to outside specialists. The cooperation between sports medicine and Health Services also works in both directions, with Health Services sometimes referring non-athlete students to sports medicine, especially to help them regain day-to-day activities following injuries and/or surgery.

The BC athletics program is large, encompassing 31 varsity sports and approximately 750 student-athletes. Different sports require different levels of coverage (contact versus non-contact sports, for example), and past experience and statistics are used to allocate care and coverage to different teams. However, the policy of sports medicine is to afford the same treatment to each individual. For example, an athlete with a sprained ankle receives the same treatment, regardless of his/her sport. The sports medicine group primarily provides first-aid care, first-stage acute care and rehabilitation and therapy. Physician referrals are used for other types of care.

Dr. Nary said that all students entering BC must complete a pre-matriculation physical exam, and these are reviewed for student athletes with a particular eye toward checking for previous concussions, any family history of heart disease and asthma. All student-athletes must also undergo a pre-participation physical exam at BC, with football players undergoing a yearly screening, and all student-athletes complete a yearly health questionnaire.

Some questions arose from the committee about the treatment of eating disorders. Steve said that nutritional screenings are done for all female student-athletes as well as for male student-athletes for whom any problems may be suspected by an eating disorder team that does its work at a “neutral site” away from athletics. Nutritional education is provided to all student-athletes each year, and an off-campus dietitian is also available for consultation.

Questions also arose from the committee about drug testing. Steve said that the sports medicine group administers the NCAA-mandated drug-testing program. BC also conducts its own supplementary drug-testing program, and the doctor who actually conducts this supplementary testing does nothing else with BC athletics. Tests are conducted on a random basis with all student-athletes having the same probability of being tested. An effort is made to conduct all tests within twelve hours of the time that the student-athlete is notified of the test. Testing primarily covers “street drugs” but also includes some steroid testing. Drug and alcohol education, as well as violence prevention education are provided to all student-athletes. Student-athletes experiencing problems of various kinds are referred to Health Services, University Counseling, a sports psychologist and other specialists.

## **2. Spring Semester Practice and Competition Schedules**

The committee raised the following questions about spring practice and competition schedules with an eye toward assessing missed class time and class time blocks available to student-athletes in various sports in which to take classes.

### **Baseball:**

Why is practice held 8 – 10 AM on Tuesday and 2 – 6 PM on Thursday? This cuts down on the available Tuesday – Thursday time blocks for classes.

Does the ACC mandate that three-game series are played in a Friday-Saturday-Sunday format, rather than having a Saturday or Sunday doubleheader as many conferences do?

### **M & W Basketball:**

How are travel schedules determined for regular season and tournament games (in particular, what determines when the team leaves for an away game)?

**W Cross Country:**

Early practice time limits available class times. Is there is any flexibility on this, given that the team is in the off-season in the spring?

**M & W Golf:**

Is a later practice time (e.g., 2 PM start rather than 1 PM) ever possible to increase available class times?

For men's away trips, is it always necessary to miss all day Friday (is this done to make a Friday practice round)?

**Lacrosse:**

Tuesday, Thursday practice times are shown as noon – 10 PM. What is the actual practice time?

**W Soccer:**

Is there an ACC spring tournament (indicated on competition schedule)?

**Softball:**

Is there flexibility on lifting schedules? Does lifting always lead directly into practice on Tuesday and Thursday?

The trips to Georgia Tech and Maryland indicate no classes missed. Does the team leave late Friday afternoon?

The ACC tournament overlaps our final exam schedule. Will this be an inevitable conflict in the future?

**Volleyball:**

Is mid-day practice inevitable out of season? Can players take 10 AM or 2 PM classes on Monday, Wednesday, Friday?

Next meeting: **Thursday, May 11, 3 PM Fulton Hall 412**

Attachment G

**Minutes of the Athletics Advisory Board Meeting  
May 11, 2006  
3:00-4:00 PM  
Fulton Hall 412**

Members present: Susan Bruce, Stephanie Greene, Mary Ellen Fulton, David Karp, Lynn Lyerly, Bob Taggart, member-elect Judy Shindul-Rothschild

Members absent: Joe Burns, John Cawthorne, Dick Tresch

Guest: Carly Pariseau, Assistant Athletic Director, Compliance & Recruiting

1. The meeting was almost entirely devoted to discussing the spring semester practice and competition schedule questions developed at our last meeting, plus other questions that came up in the course of the discussion, with Assistant Athletic Director Carly Pariseau.

**Baseball:**

1. Why is practice held 8 – 10 AM on Tuesday and 2 – 6 PM on Thursday? This cuts down on available Tuesday – Thursday time blocks for classes?

This is dictated by available practice times in the bubble (installed over the football field) in early spring. Many sports share this facility, and it is in use the entire day. The Athletic Department does consider the academic implications of the bubble schedule, and does try to rotate practice times among teams from one year to the next so that the same team does not have to practice at the same time year after year. Once the weather has improved enough to practice outside, the baseball team moves to an all-afternoon practice schedule.

2. Does the ACC mandate that three-game series are played in a Friday-Saturday-Sunday format rather than having a Saturday or Sunday doubleheader as many conferences do?

Yes, this is an ACC rule. Doubleheaders usually entail a seven- and a nine-inning game, and the ACC wants to have three nine-inning games.

**M & W Basketball**

How are travel schedules determined for regular season and tournament games (in particular, what determines when the team leaves for an away game)?

NCAA rules stipulate that a team may not leave campus more than 48 hours before the start of an away contest and that it must return to campus within 36 hours of the end of that contest. Travel schedules are also influenced by the availability of practice times at

the institution being visited and by available transportation (basketball does make some use of charter flights to alleviate this problem).

### **W Cross Country**

Early practice times limit available class times. Is there any flexibility on this, given that the team is in the off-season in the spring?

While cross country is technically in the off-season in spring, team members typically go right from cross country in the fall to track and field in the spring. In the early spring, the bubble schedule affects practice times, as it does with baseball. Team members need some guidance on juggling practice and academic schedules, especially as freshmen, but most are used to this type of academic year-long practice schedule from high school.

### **M & W Golf**

1. Is a later practice time (e.g., 2 PM start rather than 1 PM) ever possible to increase available class times?

Practice actually does start at 2 PM, but players must leave at 1:15 to reach the off-campus facility by 2 PM. The possibility of players driving themselves to practice is circumscribed by liability issues and NCAA rules, which do not allow reimbursement of players driving their own cars to practice. The ability of players to take one course per semester from the Woods College of Advancing Studies (offered in the evening) does alleviate somewhat the problem of finding available class times.

2. For men's away trips, is it always necessary to miss all day Friday?

Travel times are influenced both by the destination and by available practice times at that destination.

### **Lacrosse**

Tuesday, Thursday practice times are shown as noon – 10 PM. What are the actual practice times?

Practice is from noon to 4 PM. The coach does allow some flexibility to players for classes, so the entire practice time block is not necessarily used by all players every day. The coach also uses some time for skills practices, which include no more than four players at a time, so this affords some flexibility to players at times when they are not involved in these drills.

### **W Soccer**



Is there an ACC spring tournament?

Yes, but it is informal and does not entail participation by all conference teams.

### **Softball**

1. Is there any flexibility on lifting schedules?

Yes, lifting schedules can be modified to accommodate individual players' class schedules.

2. The trips to Georgia Tech and Maryland indicate no classes missed. Does the team leave late Friday afternoon?

The Maryland series was held at home. The availability of frequent flights between Boston and Atlanta allowed a departure time no earlier than the usual practice time.

3. The ACC tournament overlaps our final exam schedule. Will this be an inevitable conflict in the future?

Yes, probably so under current academic schedules of conference schools and the NCAA tournament schedule. Most ACC schools have final exams earlier than Boston College, so scheduling the ACC tournament in mid-May, where it is now, minimizes total exam conflicts among all the schools. Moving the tournament later is not feasible, because that would run into the NCAA tournament. Moving it sufficiently early to fall before most ACC schools' final exams would create pressure to complete regular-season conference schedules in time and would also entail a lengthy gap between the ACC tournament and the NCAA tournament.

### **M & W Track**

Do all team members participate in the NCAA Regional Championship, which overlaps somewhat this year with our final exam schedule?

No, only a limited number of team members qualify for this meet in their events. However, team members who do qualify sometimes do not find out until late in the season, so this makes it difficult for them to be proactive with faculty about working around any exam conflicts.

### **Volleyball**

Is mid-day practice inevitable out of season? Can players take 10 AM or 2 PM classes on Monday, Wednesday, Friday?

Available practice times out-of-season are limited by the number of other teams using the Power Gym, but players do have the flexibility to take 10 AM or 2 PM classes, MWF, in the spring.

**Other questions:**

1. Are prospective student-athletes apprised in advance of the difficulties involved in taking certain majors or being enrolled in certain schools (especially nursing and education, each of which has a required practicum) because of conflicts between practice/competition and academic schedules?

Yes, they are. However, there is some question about how thoroughly the typical high school senior assimilates this information.

2. What other factors, such as new facilities or early registration for courses for student athletes would most help student-athletes in balancing the demands of academics with athletics?

Flexibility on practice times on the part of coaches is helpful, and faculty and administrators can also be very helpful by showing flexibility and a willingness to work with student-athletes to help resolve these issues. Additional facilities would also help. For example, a new gym and a new practice bubble would definitely help, as these are two of the practice venues with the most crowded schedules currently.

The meeting concluded with a discussion of the possibility of preference in class registration times for student-athletes. This idea has apparently been brought up before at Boston College but has never made any headway. The arguments in favor of such preference include the scheduling constraints faced by student-athletes and the fact that student-athletes are doing a job for the University by representing and bringing notice to the University. There was some discussion of how any such preference might be limited (e.g., only for student-athletes with a minimum GPA? Only in season? Only applying to morning classes?). Carly described her involvement in creating such a process at another NCAA institution. This entailed considerable discussion with a wide range of constituencies. The Committee agreed to discuss the issue further in the fall, and Bob Taggart agreed to find out something about practices at other ACC schools and about what occurred when the issue has been raised previously at Boston College.