

Boston College

Athletics Advisory Board Annual Report, 2006-07

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

The year saw many successes for BC student-athletes, both academically and athletically. A few of these will be summarized below. In addition, this was our second full year as a member of the Atlantic Coast Conference (ACC), which entailed continued academic collaboration among the member schools as well as athletic competition.

A. ACC Academic Collaboration

The Inter-Institutional Academic Collaborative among ACC Universities (ACCIAC) mounted its second year of initiatives, in which BC was a full participant. This collaborative effort is funded in part by a portion of the revenue from the conference championship football game. Under this program, five BC students received scholarship support for study abroad in Argentina, Austria, India, Japan and Morocco, respectively, while Professor Karen Miller (History) has participated in an ACCIAC Faculty Development research trip to Africa this past summer. The second annual "Meeting of the Minds" conference, designed to showcase undergraduate research at member institutions, was held at the University of Virginia in April, and four BC students gave presentations on their research projects. For further details, please see the conference Web site, www.acciac.org and the BC page, <http://www.bc.edu/offices/international/acciac.html>.

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. Jennifer Maurer (LSOE, women's soccer) and Christopher Wilson-Byrne (A&S, men's swimming) were awarded NCAA Postgraduate Scholarships for distinguished achievement in academics, athletics and community service. In addition, Allison Anderson (A&S, women's volleyball), Robert Dittrich (CSOM, baseball) and Jennifer Maurer were all awarded ACC Postgraduate Scholarships. A large number of other student-athletes also showed excellent academic performance. For example, 124 student-athletes achieved cumulative GPAs of 3.50 or better as of the end of the spring semester, 2007.

C. NCAA Measures of Student-Athlete Academic Progress

The National Collegiate Athletic Association (NCAA) continues to use two measures as part of its Academic Performance Program (APP). These are the Academic Progress Rate (APR) and the Graduation Success Rate (GSR).

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.

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. Based on the 2005-06 data, none of BC's teams were subject to these penalties. In addition, 12 of BC's teams (the most of any ACC institution and the second highest percentage of total teams sponsored, behind Duke) received public recognition from the NCAA for having an APR among the top 10% of Division 1 institutions sponsoring that sport, while 20 of BC's 29 teams ranked in the top 30% for that sport. Further details can be found on the NCAA Web site: 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. The latest data available cover students entering college in 1996, '97, '98 and '99. For Boston College student-athletes overall, the four class average GSR was 96%, compared to a GSR of 78% for all Division I institutions. Last year's GSR ranked 2nd (to Duke) among ACC institutions. Further details on graduation rates for NCAA schools can be found at www.ncaa.org, under Academics & Athletics/Education & Research.

D. Compliance and NCAA Certification

As noted in last year's Annual Report (available at <http://fmwww.bc.edu/AAB/AAB.AnnualReport200506.pdf>), the ACC conducted a compliance review at Boston College in April of 2005 to assess our compliance with conference and NCAA rules. While the report concluded that "it appears that the compliance systems at Boston College are sound and complete," it did make some procedural recommendations aimed at strengthening institutional control over athletics by spreading responsibility for certain reporting and compliance functions around the

University. Efforts have been underway to implement these recommendations, which include a move of final responsibility for certification of the eligibility of all student-athletes to the University's Office of Student Services. Notification was also received this past spring of the upcoming NCAA Athletics Certification. This is the second time BC has undergone the certification process, the first having occurred ten years ago. The first major step in the process is the preparation of a self-study of the athletics program. Help will be solicited from a broad cross section of the University in preparing this self-study, which will be due at the end of the upcoming academic year. This will be followed by NCAA committee review and an evaluation visit in 2008-09.

E. Athletic Program Highlights

BC teams achieved considerable success on the playing field during the past year. In the fall, the football team won 10 games, including its seventh straight bowl game, and finished in a tie for second in the ACC's Atlantic Division. Women's soccer advanced again this year to the round of 16 in the NCAA tournament. In the winter, the men's ice hockey team won the Hockey East championship and advanced to the championship game of the NCAA tournament, finishing as national runner-up for the second consecutive year. The women's ice hockey team won the Beanpot Tournament for the second year in a row and advanced to the Frozen Four in the NCAA tournament. Men's basketball finished fourth in the ACC and was selected for the NCAA tournament, where it advanced to the second round. The men's and women's ski teams finished fourth and second, respectively, at the US Collegiate Ski and Snowboard Association (USCSA) Nationals. In the spring, the coed sailing team won the New England Intercollegiate Sailing Association (NEISA) championship for the first time.

BC was also given the ACC's Sportsmanship School of the Year Award for 2006-07. The conference gives a sportsmanship award in each of the separate sports that it sponsors. These awards are based on a vote of the league's players and coaches in each sport, and BC's overall award is based on eight of its teams having won the award in their sport.

2. AAB Activities during 2006-07

A. AAB Monthly Meetings

The minutes of all seven monthly AAB meetings are attached to this report. Our guests this year included Learning Resources for Student-Athletes Director Dr. Ferna Phillips, a delegation from the BC Student-Athlete Advisory Committee, Athletics Director Eugene DiFilippo, Associate Athletics Director and Senior Woman Administrator Jody Mooradian, Associate Athletics Director for Recreation John Pagliarulo and Head Football Coach Jeff Jagodzinski.

As in years past, a good deal of our time was spent discussing potential conflicts between academics and athletics, especially those arising from practice and competition

schedules. Between our own membership and our guests, we heard perspectives on these issues from student-athletes, faculty, coaches, athletic administrators and support staff for student-athletes. On the positive side, it appears that many student-athletes are satisfied with their overall experience at BC and are able to manage the conflicting pressures they sometimes face. They are aided in this by the availability of significant support services. Many of them have been helped by faculty and academic administrators in trying to resolve scheduling and other conflicts. Coaches and athletics administrators are aware of the pressures facing student-athletes and try to show some flexibility in facilities scheduling and practice times.

At the same time, running a large, multisport athletics program on a geographically constrained campus, competing in a major collegiate sports conference, and balancing that with academic demands inevitably poses challenges and a certain degree of tension with faculty. Travel and competition schedules cause students to miss class time. This differs widely across sports, but in sports such as baseball, softball and volleyball, missed class time can be a difficult issue. Practice times that are constrained by facilities availability, in combination with competition schedules, can also make it difficult for student-athletes to schedule courses that they need to graduate in their chosen schools or majors. This can be especially the case in the sciences, which have laboratory requirements, or in schools such as Education or Nursing, which have professional practicum requirements.

As detailed in the attached meeting minutes, some facilities upgrades are in process or the planning stages that may alleviate some problems, and an effort is underway to reduce the travel demands of ACC volleyball competition, but that has yet to be resolved. A theme that comes through in the minutes of several meetings is a perceived need for better communication between the academic side of the University and its athletics program to foster better understanding of the issues and efforts to find workable solutions to problems. We hope that this report will serve as part of that communication effort.

Other topics discussed by the AAB this past year included BC's recreational programs and their place within both the overall athletics program and the larger University, athletic development and the new donor-based seating programs in men's basketball and football, and behavioral issues among student-athletes. Further details of all discussions can be found in the attached minutes.

B. Committee Composition

At the end of the academic year, Professors Susan Bruce (LSOE) and Lynn Lyerly (History) completed elected terms. New members Bob Bloom (Law) and Paul Spagnoli (History) were elected by vote of the faculty last year. 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:

Robert Bloom (Law)

Susan Bruce (LSOE)

Mary Ellen Fulton (LSOE)

Lynn Lyerly (History)

Michael Malec (Sociology)

Judith Shindul-Rothschild (CSON)

Paul Spagnoli (History)

Richard Tresch (Economics)

Robert Taggart (CSOM, Chair and

Faculty Athletics Representative)

AAB Annual Report 06-07 Attachment A

Minutes of the Athletics Advisory Board Meeting

October 16, 2006

11:30 AM-12:30 PM

Fulton Hall 413

Members present: Susan Bruce, Lynn Lysterly, Mike Malec, Judy Shindul-Rothschild, Bob Taggart, Dick Tresch

Members absent: Mary Ellen Fulton

1. Updates from the chair:

- At the last AAB meeting in May, 2006, there had been discussion of the possibility of priority class registration for student-athletes. The rationale would be that student-athlete practice schedules pose additional difficulties for them in getting classes they need to complete school and major requirements. At that time, Bob Taggart agreed to find out more about (a) registration procedures at other ACC schools and (b) some history of previous discussion of priority registration at BC. He reported that 10 of the 12 ACC institutions have some form of priority registration for student-athletes. This ranges from priority registration for all student-athletes to priority within class (e.g., sophomore student-athletes are allowed to register before other sophomores but after all seniors and juniors). Once additional information has been collected from one of the ACC schools, Bob will distribute a chart, summarizing practices at all of the schools, to the AAB. He also found out that priority registration had been discussed at AAB meetings some years back but that a formal proposal had never been advanced to the University. The primary reason was opposition to additional privileges for student-athletes, who already enjoy such benefits as access to Learning Resources for Student-Athletes. There is good reason to believe that such opposition would still face any current priority registration proposal.
- The AAB still needs three additional members to be appointed by Fr. Leahy. Some recommendations have been made, and decisions are still pending. The view was expressed that the AAB membership should be as broadly representative of the University as possible and should at least include representatives from each of the Schools that have student-athletes. This criterion is currently satisfied, as the Board includes members from A&S, CSOM, CSON and LSOE.
- Board members approved distribution of the recently-completed AAB Annual Report for 2005-06 to the faculty of the University. The report may be accessed at <http://fmwww.bc.edu/AAB/AAB.AnnualReport200506.pdf>.

2. There was considerable discussion of a possible study of the academic experience of BC student-athletes, proposed by one of the Board members (please see Attachment to these minutes). Two extensive published studies, conducted by William G. Bowen in

conjunction with first James L. Shulman and subsequently Sarah A. Levin, have raised questions about whether the educational experience of student-athletes is comparable to those of other students on U.S. college campuses and whether any divide between athletics and academics is growing larger over time. However, the Bowen-Levin study focuses on student-athletes at NCAA Division III programs. The proposal called for conducting similar research for the large Division I program at Boston College.

There was some support for the idea that such a study could produce useful information. However, a number of reservations were expressed. Such a study would require an amount of work that might be beyond the capability, and perhaps beyond the charge, of the AAB acting on its own. Cooperation would be needed from a number of offices on campus, including Student Services, Institutional Research, the Provost's Office and the Athletics Department. It was suggested that the usefulness of such a study would be limited unless it included comparisons with other control groups besides the general BC student body. It was also argued that BC had long ago made a commitment to a large, Division I athletics program, and that comparison of BC student-athletes with other BC students would be of limited use without similar comparisons for other schools with large, Division I athletics programs. Additionally, examination of the courses, instructors and majors chosen by BC student-athletes in comparison to other BC students could run the risk of making value judgments about these choices.

Some Board members who had served on the AAB in the past recalled that, on one occasion, a breakdown had been produced of schools and majors chosen by BC student-athletes on different teams. Some support was expressed for trying to obtain a similar breakdown using current data to see if any pronounced trends were discernible. Bob Taggart agreed to investigate the possibility of such a breakdown with Student Services and to see if the previous breakdown were still available.

3. There was some discussion of classes missed by student-athletes because of competitions. One Board member expressed disappointment that the football team had gone off campus on the night before the Thursday, October 12 game against Virginia Tech, causing team members to miss daytime classes on Thursday, even though the game was at home and not scheduled until that evening. Another Board member expressed concerns about increased travel time caused by BC's joining the ACC. The question was raised as to whether any progress was being made in scheduling league competition in a way that reduced class conflicts. Both of these issues will be discussed when the AAB meets with an Athletics Department representative to go over scheduling questions.

4. The final topic was setting an agenda for future meetings. It was agreed that we should spend time again this year going over practice and competition schedules and discussing these with the Athletics Department. It was also agreed that it would be desirable to meet with the Athletics Director and with representatives from the Student-Athlete Advisory Committee (SAAC). A request was made that we try to meet with the SAAC representatives earlier in the year than we did last year. Finally, Bob Taggart mentioned that Ferna Phillips, Director of Learning Resources for Student-Athletes, had expressed interest in attending a future AAB meeting.

Attachment to 10/16/06 AAB minutes

An Action Proposal for the Athletics Advisory Board

One of the recurring concerns about college athletes is whether they receive as good an education as do non-athletes. (See for example, James L. Shulman and William G. Bowman, *The Game of Life*, Princeton University Press, 2001.) At Boston College, we have reason to believe that our athletes do receive an education equal to that of other students. This belief is buttressed by the information provided on pages 2-3 of the recent BC Athletics 2005-06 Annual Report. But we have not documented this claim.

Despite the good news in the Annual Report, there are reasonable doubts and concerns. Some wonder why athletes receive an award for "Academic Achievement" as a consequence of maintaining a grade point average (3.00) that is well below the Boston College mean or median GPA. Others wonder about the distributions of courses taken and majors chosen by athletes; these two patterns seem, to some, not to reflect a "normal" student population.

I propose that the AAB undertake a major study of athletes' academic performance. The study will have the effect of documenting that BC athletes do receive a "normal" high-quality education. Or the study will point to weaknesses in our ability to provide a quality education for all.

Proposal One: Patterns

1. Request from the Registrar detailed information about the majors, courses taken (including instructors), and grades received by all varsity athletes. (These students might later be broken down by sport, scholarship and non-scholarship status, gender, and other criteria.)
2. Request similar information for a control group of non-athletes.
3. Examine the distribution of majors selected, courses (and instructors) taken, grades received, and other indicators.
4. Report the findings to the President, Director of Athletics, and the general public.

Proposal Two: Is There An Academic Divide?

Bowen and Levin note that the majority of recruited athletes [in elite colleges] tend to end up towards the bottom of their class. One might expect as much, given their lower credentials coming out of high school. BUT these athletes underperform even relative to their test scores and HS grades. In other words, in college things get worse. "Men who were recruited to play ... football, basketball, and ice hockey at NESCAC colleges in 1995 ranked, on average, in the nineteenth percentile of their graduating class, for

example. Football players underperformed by nearly twenty percentile points—meaning that athletes whose high school credentials suggested that they would be around the fiftieth percentile of their college classes, instead were around the thirtieth percentile." (Suggs, p. 180.)

TO DO AT BC: Conduct a study using Boston College data for the past ten (20?) years. Look at athletes vs non-athletes. Revenue vs non. Recruited vs not. Men vs women. On the basis of HS grades, rank in class, SAT, etc, what would one predict? What were the results? Has there a growing divide over the past years?

Bowen, William G and Sarah A. Levin. *Reclaiming the Game: College Sports and Educational Value*. Princeton University Press, 2003.

Shulman, James L. and William G Bowen. *The Game of Life: College Sports and Educational Values*. Princeton University Press, 2001.

Suggs, Welch. *A Place on the Team: The Triumph and Tragedy of Title IX*. Princeton: Princeton University Press, 2005.

Submitted by Michael A. Malec

AAB Annual Report 06-07 Attachment B

**Minutes of the Athletics Advisory Board Meeting
November 6, 2006
11:30 AM-12:45 PM
Fulton Hall 413**

Members present: Susan Bruce, Lynn Lyerly, Judy Shindul-Rothschild, Bob Taggart, Dick Tresch

Members absent: Mary Ellen Fulton, Mike Malec

Guest: Dr. Ferna L. Phillips, Director, BC Learning Resources for Student-Athletes (LRSA)

The entire meeting was devoted to a discussion with LRSA Director, Dr. Ferna Phillips, concerning the functions and working of LRSA and of the difficulties faced by BC student-athletes resulting from travel and practice schedules.

1. Functions and Operations of LRSA

Ferna Phillips explained that LRSA exists to provide academic assistance to BC student-athletes. This assistance primarily takes the form of providing a study center for student-athletes, which is open approximately 60 hours per week, and providing academic assistance and counseling to student-athletes on an individual basis. The emphasis in these services is on ensuring that student-athletes graduate. LRSA reports to the Vice President for Student Affairs and has six full-time staff members. In addition, LRSA makes use of 25 student tutors and an additional 10 Instructional Assistants. The latter work primarily with student-athletes who have been identified by Admissions as potentially in need of additional academic assistance. Ferna reported that many of BC's 760 student-athletes are highly self-motivated and require little assistance from LRSA. At the same time, she estimated that approximately 400 student-athletes make use of LRSA resources on a fairly regular basis, with approximately 225 of those coming to LRSA an average of once per week. Ferna also reported that in recent years LRSA had referred increased numbers of student-athletes for testing for potential learning disabilities and that increased numbers also reported taking medications for such disabilities. Students report taking medications only on a voluntary basis, however, so the number doing so is difficult to estimate accurately. Ferna said that LRSA emphasizes making student-athletes aware of all the resources available on campus for any difficulties they may be experiencing.

2. The "Student-Athlete Class Conflicts Team Schedule" Form

Ferna gave some background on the Class Conflicts form that students ask their professors to sign at the beginning of the semester. She distributed copies of a memo dated October 8, 1996, explaining the first use of the forms that fall. The forms were designed to inform faculty members well in advance of when student-athletes would miss

class because of athletic competition and also to encourage coaches to inform student-athletes well in advance which classes they might have to miss during a given semester.

The forms were instituted in part to address student-athlete perceptions of a lack of University support for them missing classes as required by athletic competition. A letter has also gone out from the Provost's office in recent years (this fall from Associate Academic Vice President J. Joseph Burns) urging faculty to be understanding of the commitments required of students by a number of University-sponsored activities, including athletics. Ferna felt that the forms had been only partially successful in meeting their objective over the years. She reported that a number of faculty give students a difficult time about signing the forms and tell students that they may not take their class if they have to miss more than a specified number of class periods during the semester. Some faculty or departments also have policies that final grades will be reduced if more than a specified number of classes are missed, even if these missed classes are required by athletic competition. Ferna said that exams missed because of competition had also caused problems, although LRSA is happy to arrange to administer and proctor make-up exams for student-athletes. She mentioned that maintaining up-to-date information about missed classes was also difficult, especially in view of last-minute schedule changes caused by televised athletic events. Ferna reported that LRSA staff had spent increased amounts of time in recent years speaking on the telephone with faculty members about classes and exams missed by student-athletes, and she expressed the hope that a better communication link could be established with faculty.

3. General Discussion of Athletic Practice and Competition Schedules

There followed a more general discussion of practice and competition schedules and the pressures to which these subject our student-athletes:

- Baseball, women's basketball, men's and women's soccer, softball, men's and women's track and volleyball were identified as sports in which particular problems were evident because of practice and competition schedules. Two primary causes for these problems were discussed:
 - ACC Travel. It was argued that BC's move to the Atlantic Coast Conference had considerably increased travel demands and missed classes in some sports. The practice of teams leaving Thursday afternoon for a late Friday competition in order to work in a morning practice on Friday at the site of the competition was questioned. It was argued that charter flights should be used more frequently to reduce the time taken by athletic travel.
 - Facilities Availability at BC. It was argued that a lack of athletic facilities at BC also caused scheduling problems for student-athletes. In cases where teams need to use off-campus practice and competition facilities, travel to these facilities takes additional time. In addition, use of campus facilities by several teams forces some teams to practice in the middle of the day. This in turn constricts team members' choice of classes to take, and the problem is

compounded when the class hours that student-athletes are constrained to by practice times also result in missed classes because of team travel to competition. Concern was expressed that student-athletes in certain sports would find it extremely challenging, if not impossible to major in such subjects as the sciences or to meet requirements in some of the professional schools.

- Some AAB members urged that an independent study be undertaken of missed class problems caused by the move to the ACC and by lack of facilities availability and that a plan be formulated for alleviating these problems. Ferna pointed out that a self-study would be required for the upcoming NCAA certification of the BC athletics program and that this might generate some useful comparative data relative to earlier years.
- Ferna was asked how student-athletes in general manage to cope with the pressures identified in the discussion above. Her impression is that most manage to muddle through, although this always requires a lot of effort and sometimes considerable ingenuity as well. Some, however, seem overwhelmed, and a few quit their teams because of schedule conflicts. It was asked if student-athletes made frequent use of independent study options to increase their schedule flexibility, but Ferna's impression is that few do. This may be because of a lack of awareness of the option or an aversion by some to writing the long papers often entailed by an independent study.

AAB Annual Report 06-07 Attachment C

Minutes of the Athletics Advisory Board Meeting
December 4, 2006
11:30AM -12:45 PM
Fulton Hall 524

Members present: Susan Bruce, Mary Ellen Fulton, Mike Malec, Judy-Shindul-Rothschild, Bob Taggart; Dick Tresch

Members absent: Lynn Lyerly

Guests: Members of the Boston College Student-Athlete Advisory Committee (SAAC): Bob Dirks, Sean Hickey, Daniel Zepp (2006-07 SAAC President).

The entire meeting was devoted to a discussion with three SAAC members from different sports: Bob Dirks (field hockey), Sean Hickey (men's fencing) and Daniel Zepp (football). The early part of the discussion focused on difficulties faced by BC student-athletes in signing up for classes they need to complete university, school or major requirements, and possible remedies for these difficulties. The discussion then moved into some broader issues surrounding the demands on student-athletes posed by BC's move to the Atlantic Coast Conference and the general quality of the student-athlete experience at BC.

1. Registering for Classes Needed to Satisfy Requirements

All BC student-athletes face difficulties of varying degrees in getting into classes they need and at the same time minimizing conflicts with practice and competition schedules. The three SAAC members were asked if these difficulties were specific to sports, schools or majors or class year (e.g., freshman, sophomore, etc.). Specific difficulties differ widely across sports, because facilities availability dictates a wide spectrum of practice times for different sports. There was some consensus that these difficulties were somewhat less in the freshman year (because of the numerous different times at which university core classes are offered) and in senior year (when many requirements have already been satisfied) but that sophomore and junior years pose greater difficulties. These are the years in which students begin moving from the university core into required courses for schools and majors, and some of these courses may offer limited choices as to time of day at which they can be taken. There was also agreement that morning class times generally pose the fewest scheduling difficulties for most BC student-athletes but that science laboratory sections, clinical or practicum courses in education and nursing, and classes such as studio art that can require extended time blocks on a given day can pose serious challenges.

2. Possible Remedies for Student-Athlete Class Scheduling Difficulties

The SAAC members discussed some possible remedies for the scheduling difficulties they had described. One possibility would be some form of priority registration for student-athletes, which would allow student-athletes to register for classes ahead of other students and thus give them a better chance to enroll in class sections that did not conflict with their practice and competition schedules. Currently, ten of twelve Atlantic Coast Conference (ACC) institutions offer some form of priority registration to their student-athletes. Boston College and the University of North Carolina are the two exceptions. However it was also conceded by both SAAC and AAB members that instituting priority registration at BC would be difficult, in part because of a reluctance to offer preferential treatment to particular student groups, and in part because of a perception by many non-athlete BC students that student-athletes already receive special treatment in a variety of ways. These include scholarship aid and access to special services such as Learning Resources for Student-Athletes.

The discussion then turned to alternative means to reduce student-athlete class scheduling issues. It was agreed that schools and departments can help by offering some choice as to when required courses may be taken. Some departments try to offer at least one morning section of any courses required for the major, for example, and the Connell School of Nursing has begun offering some evening clinical sections.

The override process is also in place to help any BC student who may face severe scheduling difficulties in taking required courses. The SAAC members agreed that many BC faculty members were helpful in granting overrides to students facing these problems. At the same time, they had experienced exceptions, and classroom capacity can sometimes limit a professor's ability to accommodate override requests. In addition, the override process can work very differently across schools and departments, and this can cause confusion as to how to try to navigate the system. The person responsible for overrides may range from an academic dean in the school, to the department chair or other faculty designee to the individual faculty member teaching the course in question. The SAAC members said that it would be helpful if there were a more uniform procedure or an official university policy outlining circumstances under which overrides would be granted. They also said it would be helpful if there could be a day designated, slightly in advance of the beginning of registration, on which they could go in and speak to an administrator in each school to discuss potential scheduling problems and possible ways to resolve them. In addition, they suggested that it might be possible for Learning Resources for Student Athletes to maintain some form of online system that might help them map out course schedules, identify potential difficulties in advance and seek help proactively. It was agreed by all that the sooner potential problems could be recognized, the easier it would be to deal with them.

The discussion turned to how well-informed prospective student-athletes are about the challenges of being in certain schools or majors at BC and how well-informed current student-athletes are about available services and other resources for helping with academic difficulties in general. The SAAC members agreed that prospective student-

athletes are told in advance that they will face challenges but that not all of them appreciate the true magnitude of these challenges. It was also asserted that team members in higher-profile sports sometimes receive more complete information about available services and resources, and that while the same resources are available to all student-athletes, some of them are not fully aware of that. It was also suggested that it might be useful to set aside a day in which an administrator from each school might come to Conte Forum to answer questions and to explain potential scheduling difficulties in their school or majors and possible ways around them.

Finally, it was noted that student-athletes must sign up for a minimum of twelve credits each semester before the university system will register them for any credits. While this is in place to make sure that student-athletes do not jeopardize their eligibility by registering for an insufficient number of credits, it does preclude them from registering early for class sections that might fill up and later for those classes about which they are still making up their minds. It was suggested that some type of “dummy” or “placeholder” course might be used to alleviate this problem.

3. The Move to the ACC and the General Quality of the Student-Athlete Experience at BC

A number of AAB members expressed concerns about additional classes missed because of increased travel demands caused by BC’s move to the ACC. The SAAC members acknowledged that some teams had been particularly affected. Sports that came under discussion included baseball, field hockey, soccer, softball and volleyball. Some AAB members reiterated the desire, expressed at our previous meeting, for further study of the effects of BC’s move to the ACC.

The SAAC members felt that the typical student-athlete at BC would look back positively on his or her overall experience at BC. At the same time, they acknowledged that there are considerable pressures in trying to meet the competing demands of academics and athletics and that these may seem overwhelming to some student-athletes at times.

The AAB members expressed their appreciation to the SAAC members for taking the time to meet with us, and the AAB expressed its willingness to listen to and try to help with any issues of student-athlete welfare that the SAAC wished to bring to its attention in the future.

AAB Annual Report 06-07 Attachment D

**Minutes of the Athletics Advisory Board Meeting
February 22, 2007
11:30AM -12:45 PM
Fulton Hall 524**

Members present: Susan Bruce, Mary Ellen Fulton, Lynn Lyerly, Mike Malec, Judy-Shindul-Rothschild, Bob Taggart; Dick Tresch, members-elect Bob Bloom, Paul Spagnoli

Members absent: None

Guests: Boston College Director of Athletics Eugene DeFilippo and Associate Athletic Director and Senior Woman Administrator Jody Mooradian

1. The Current State of the Boston College Athletics Program

Director of Athletics Eugene DeFilippo began the meeting with a brief update on the current state of the Boston College athletics program. He distributed several documents, including the Athletics Department's 2005-2006 Annual Report, the Department's "Quick Reference Guide to NCAA Rules and Regulations," the new *Boston College Student-Athlete Résumé Guide*, several press releases concerning student-athlete academic performance, and some information on trends in donations to BC athletics and in student-athlete scholarship costs.

Gene pointed to the success enjoyed by our student-athletes both on the field and in the classroom. On the field, 9 of our teams have been ranked among the nation's Top 25 in their sport at some time during the past year. At the same time, BC student-athletes as a group have ranked among the top 4 in the nation (together with Bucknell, Duke and Northwestern) in terms of graduation rates, and the football team is one of only six among Division I-A institutions with a graduation rate of 90% or better. In addition, six members of BC's 2006 football team have recently been named members of the All-Atlantic Coast Conference (ACC) Academic Football Team.

Gene also discussed efforts being made to help student-athletes with their career development after graduation. He pointed to the student-athlete résumé book and described efforts to connect current student-athletes with alumni from their sports for career mentoring purposes.

The BC Athletics Department encourages our student-athletes to engage in community service activities. Associate Athletic Director Jody Mooradian described the Franciscan Hospital monthly visitation program and other community service initiatives.

Finally, Gene gave a brief description of athletic development activities over the past decade. He stressed the importance of development in meeting the costs of athletic

scholarships and new facilities. He showed that total donations to athletics had risen nearly six-fold during this period. At the same time, however scholarship costs have also risen substantially. He also stressed the importance of compliance with all NCAA regulations, and pointed to the “Quick Reference Guide to NCAA Rules and Regulations,” which is sent out to season ticket-holders and donors, as an example of BC’s efforts to promote rules awareness.

2. Question & Answer Period

During the remainder of the meeting, Gene and Jody answered questions from Advisory Board members. These questions fell into five categories:

A. Costs and Revenues

Gene was asked if the NCAA were doing anything to try to contain the rising costs of college athletics. He responded that he did not feel cost containment efforts at the national level would be effective. Rather, he thought such efforts needed to come from university presidents. He said that BC had made an institutional decision not to let the cost of the athletic program become a drain on university resources. This has in turn served to emphasize the importance of athletic development as a way of meeting scholarship and facilities costs.

Several questions were raised about donor-based seating, which started this year in men’s basketball and will be instituted in football next fall. Questions included the rationale for instituting donor-based seating, its fairness to long-time season ticket holders, whether non-athletic university donations should count toward donor-based seating requirements and whether faculty and staff would be included in donor-based seating in the future.

Gene responded that the primary rationale for instituting donor-based seating is the cost of scholarships, especially those in non-revenue-producing sports. He also pointed out that many universities have had donor-based seating plans in place since the 1960s and ‘70s and that St. John’s was the only major school to his knowledge that had not yet instituted donor-based seating. He said that donor-based seating affected only a portion of the seats in Conte Forum and Alumni Stadium (16% of Alumni Stadium seats, for example) and that long-time season ticket holders whose seats are affected and who do not wish to participate in donor-based seating can still obtain season tickets elsewhere in the arena. Gene said that donor-based seating was tied only to Flynn Fund donations, because it would be too complex to determine which other university contributions should be counted and because of the importance of the Flynn Fund to financing athletic scholarships. He also said that there were no plans at this time to include faculty and staff in donor-based seating programs.

Gene was asked how BC’s move from the Big East to the ACC had affected revenues. He said that, starting next year, when BC becomes eligible for a full share of ACC member revenue-sharing, this revenue source could exceed the comparable share from the Big East by approximately 50%. At the same time, he thought that the primary benefit of

ACC membership came in the form of national exposure, through television and other media sources, and association with a number of highly-ranked national universities.

B. The Impact of the Move to the ACC on Travel Time and Missed Classes

Questions arose about how much the move to the ACC had affected travel time and consequent missed classes. Gene said that the teams most affected by travel demands had been baseball and volleyball. He also pointed out that, had we stayed in the Big East, conference expansion would have increased travel time there as well. He said that the current double-round robin ACC scheduling format in volleyball was primarily responsible for that sport's travel demands. Efforts are currently underway to try to move to a new scheduling format that would reduce conference trips from 11 to 5 each season. Gene acknowledged that baseball posed a more difficult problem and that this was true on a national basis, not just in the ACC.

Questions also came up concerning the use of more charter flights to reduce missed classes because of travel for competition. Gene said that some charter flights were used in football and men's and women's basketball. However, cost prevents this from occurring routinely. He said that he is not aware of any ACC school that currently uses charter flights for volleyball travel.

C. Facilities and Practice Schedules

Questions were asked about possibilities for reducing mid-day practice times by building new facilities. Gene said that BC had long ago made the decision to have a broad-based sports program and that this in turn necessarily entailed heavy demands on facilities, particularly at certain times of year. He said that the situation had been helped by the building of the Newton Campus fields for soccer, lacrosse and field hockey, and he hoped to install field turf to allow these facilities to be used more intensively. He also said that plans were in the works for softball and baseball fields on the Brighton Campus. He expressed the hope that these fields could be lighted, reducing the need to miss classes for weekday afternoon games, but pointed out that this would depend on obtaining local community approval.

D. Reaction to Intra-Conference Move by Football Coach Tom O'Brien

Gene was asked if he objected to Head Football Coach Tom O'Brien's having moved to a job at another ACC school. He said that he did not. He pointed out that he had himself made an intra-conference move in coming here from Villanova. He also said that movement between schools was a fact of life in the coaching profession, and that BC had enjoyed more coaching stability in its revenue-producing sports than the great majority of schools.

E. Behavioral Problems in Men's Basketball

In light of the recent dismissal from the team of two men's basketball student-athletes, it was noted that there seemed to be a perception that there have been more behavioral problems in men's basketball than in other sports, such as football. Gene felt that the problems that had arisen in basketball had received more public attention than those arising in other sports. He did reaffirm the importance of checking all aspects of a prospective student-athlete's background prior to admission, in order to avoid behavioral issues as much as possible. He also said that the Athletics Department was unwilling to sacrifice its integrity or academics for greater athletic success.

AAB Annual Report 06-07 Attachment E

Minutes of the Athletics Advisory Board Meeting
March 29, 2007
11:30AM -12:45 PM
Fulton Hall 412

Members present: Lynn Lyerly, Mike Malec, Judy-Shindul-Rothschild, Bob Taggart; Dick Tresch, member-elect Paul Spagnoli

Members absent: Susan Bruce, Mary Ellen Fulton

Guest: Boston College Associate Athletics Director for Recreation, John Pagliarulo

The entire meeting was devoted to a presentation by Associate Athletics Director for Recreation, John Pagliarulo, plus a discussion with AAB members of points brought up in the presentation.

1. Mission of the Flynn Recreation Complex and its Place in the University

John stated that the mission of the Recreation staff and programs is to develop and maintain healthy relationships with members and guests. To do so, the staff strives to deliver “Great People – Great Programs – Great Places.” John felt that the place of Recreation as a unit of the Athletics Department (instead of coming under student affairs, as at most other Atlantic Coast Conference schools) facilitated the achievement of this mission through shared guiding principles and professional administration and oversight. He also believes that the mission of Recreation is consistent with the University’s Jesuit mission to develop the whole person.

2. Staff Organization

John gave some background on himself and his role in Boston College Recreation. He received both his undergraduate and MBA degrees from the Carroll School of Management. He has been working at the Flynn Recreation Complex (Rec Plex) since his student days in the late 1980s, and on a full-time basis since graduation. He has progressed through such positions as Supervisor, Aquatics Manager, Assistant Director of Recreation and, currently, Associate Athletics Director for Recreation.

The Rec Plex now has 12 full-time staff members, triple the number five years ago. There are also 15 part-time employees, who work primarily evenings and weekends and approximately 150 student employees. A number of full-time staff members are active on campus committees, including the Student Center, Recreation Center, Emergency Response, Environmental Health & Safety, Student Life Advisory and other committees.

Student applications for Rec Plex employment used to be taken as they came in, but in recent years efforts have been made to have a more organized recruitment and orientation

program. Full-time staff members are encouraged to think of themselves as educators, mentors and advisors to student employees and to train student employees in the principles of respect, positive attitude, good judgment, professional conduct, accountability and continuous improvement. Student training includes safety, facility maintenance, and Plex rules in addition to customer service.

In reply to questions, John detailed the availability of emergency response equipment in the Rec Plex. He also said that a facilities supervisor with emergency response certifications was always on duty during Rec Plex hours.

A question arose about whether Rec Plex staff attempt to identify members who may be at risk for eating disorders or over-exercise. He said that, while approaching members about such issues was delicate, the staff was attuned to these possibilities and that individual members had been helpful in alerting staff on occasions to other members whom they thought might be experiencing problems. John also said that efforts had been made recently to increase the wellness component of Rec Plex program offerings.

3. Facilities and Services

John gave a brief overview of available facilities and services and how these have changed over time, including Rec Plex additions and renovations. He noted that the Rec Plex is open 18 hours per day on weekdays and 12 or more hours per day on weekends. Questions were asked about possible facilities upgrades, including new exercise equipment, possible recreational use of the Brighton Campus land and the possibility of a new Recreation Complex. John responded that existing equipment is replaced and upgraded on a regular basis but that possibilities for additional equipment were limited by available space. He mentioned that the Brighton Campus is currently used for rugby and that additional use might be possible in the future in light of plans for new softball and baseball facilities there. He noted that a new Recreation Complex, possibly on the site of the current Edmonds Hall, is part of the long-term campus plan but that no specific timetable is currently available.

4. Membership and Rec Plex Use

John gave a summary of recent trends in Rec Plex membership and use. In 2005-06, there were nearly 500,000 visits to the Rec Plex, an average of nearly 9,500 per week. This is up from a total of approximately 375,000 visits in 1996-97, and the trend has been largely upward, with the exception of 2000-01, when the Rec Plex was closed for the summer for renovation. Undergraduate students are automatically given Rec Plex membership as part of their tuition. Graduate students made up about 20% of the 2005-06 membership and faculty and staff another 15%. There are also more than 500 people in the local community who have summer memberships.

5. Programs and Other Rec Plex Use

Finally, John described recreational programs offered and other Rec Plex use. The Plex currently offers 123 programs, 30 of them new this year, in such areas as aquatics, individual fitness and group fitness. These are marketed to the BC community through the Web site, posters, brochures and email messages.

Intramural sports attracted over 7300 participants in 2005-06 (up from just over 4000 in 1996-97) in 15 different sports. In response to questions, particularly about ice time, John acknowledged that intramural, club and varsity sport use does pose scheduling challenges for existing facilities.

BC Recreation also oversees 22 club sports, which attracted over 800 participants in 2005-06. These sports are arranged in three tiers according to requirements they must meet and university benefits for which they are eligible. Some questions arose about the fact that club sports fall under the supervision of BC Recreation but receive their funding from the Office of the Dean for Student Development. It was pointed out that club sports such as figure skating have sometimes found out late in a season that they are eligible for national competition, by which time available funding may have been exhausted. John acknowledged that combining oversight and funds distribution in one office might help to resolve such situations.

It was also noted that camps and clinics in 15 sports involved approximately 7,000 participants in 2005-06. These occur primarily in the summer, and are not scheduled when BC is in regular class session. While these camps and clinics have fallen under BC Recreation in the past, they are in the process of being moved to a different segment of the Athletics Department.

John also noted that, although they do not fall under BC Recreation, four varsity sports (swimming and diving, tennis, fencing and indoor track) use Rec Plex space for offices and, either or both of practice and competition facilities

AAB Annual Report 06-07 Attachment F

Minutes of the Athletics Advisory Board Meeting

April 26, 2007

11:30AM -12:30 PM

Fulton Hall 412

Members present: Mary Ellen Fulton, Lynn Lyerly, Mike Malec, Judy Shindul-Rothschild, Bob Taggart; Dick Tresch, member-elect Paul Spagnoli

Members absent: Susan Bruce

Guest: Boston College Head Football Coach Jeff Jagodzinski

The entire meeting was devoted to an informal discussion with BC's new Head Football Coach, Jeff Jagodzinski.

1. Background

Jeff began by giving some information about his background and how he came to Boston College. A native of Milwaukee, Wisconsin, he earned his undergraduate degree in education from the University of Wisconsin-Whitewater, where he also played football. After graduation, he stayed on for a year as a member of the UW-Whitewater football coaching staff. He then embarked on coaching as a career, serving as a graduate assistant for one year at Northern Illinois University and for two years at Louisiana State University. From there, he joined the coaching staff at East Carolina University, where he remained for eight years, also meeting his wife, Lisa, who was serving as academic advisor to athletics at East Carolina. Jeff then moved to Boston College, where he served as offensive coordinator for two seasons, 1997 and 1998. Jeff said that he considered this the best college job he had, because of the quality of the student-athletes and the importance they placed on education. From BC, Jeff moved to the professional ranks, serving on the staff of the Green Bay Packers for five years, the Atlanta Falcons for two years, and then the Packers again, where he served as offensive coordinator for one season before assuming the Head Coach position at BC this past January. He said that his positive earlier experience at BC had led him to keep his eye on the BC coaching job, should it ever come open, and that he considered it one of the few college jobs for which he would have considered leaving professional coaching.

2. The Role of the Athletics Advisory Board (AAB)

Bob Taggart briefly explained the role of BC's Athletics Advisory Board as a communication channel between the academic side of the University and its athletics program. The AAB tries to keep itself informed about the working of the athletics program through guests at its meetings, and also reviews practice and competition schedules with an eye toward assessing student-athletes' ability in different sports to attend the classes needed to be successful academically.

Jeff said that he carefully monitors class attendance reports for his football players and speaks to any who have been missing classes unnecessarily. He said that the most important aspect of being a student-athlete is to complete a degree program, and he pointed out that BC's high football graduation rate is a positive factor in recruiting prospective student-athletes. He also said that he had been impressed by the Learning Resources for Student-Athletes (LRSA) academic support system in place for BC student-athletes.

3. Questions and Discussion

The remainder of the meeting was spent discussing questions from the AAB members. Questions arose first about diversity, both among student-athletes and on the coaching staff. Jeff responded that some minority student-athletes do find BC a difficult adjustment, because the general student and faculty population, while more diverse than it was ten years ago, is still predominantly white. He said that this sometimes posed issues in recruiting, especially with minority students from the South. However, he also feels that BC has many advantages and that, in general, it is not difficult to sell prospective student-athletes on BC. Jeff did acknowledge that the presence of minority members on the coaching staff can help ease the adjustment of minority students to BC. He stated that there are currently four African-American members of the football coaching staff and one of Native American ethnicity. He also pointed out that hiring minority coaches can be a challenge, because the available pool is not large, and many of the most talented minority coaches are already in the professional football ranks.

Jeff was then asked about the most difficult disciplinary issues he had faced as a college coach. He mentioned an East Carolina player who had been arrested and accused of rape (of which he was subsequently acquitted), which has led him to make the rule for players that they must keep their doors open whenever they have a woman in their rooms. On the BC campus, he felt that alcohol was a problem, and stated that nearly all of the disciplinary issues he had encountered since assuming the Head Coach position has involved alcohol in some way. He emphasized the importance of getting help for students with alcohol-related problems.

Jeff was then asked if gambling remained an issue on campus. He stated that there was special sensitivity to this issue throughout BC Athletics, especially in view of the serious incident that had occurred just prior to Tom O'Brien's tenure as Head Coach. As a member of Tom O'Brien's coaching staff, Jeff said that team chemistry was not what it should have been even a year or two after the incident, and that considerable effort was needed to rebuild team unity.

Next, Jeff was asked if his own coaching staff was now complete and how much effort he had needed to devote to community-building, coming in as a new Head Coach with a largely new staff. He said that with the hiring of Jack Bicknell, Jr. as Assistant Head Coach and Offensive Line Coach, to be announced later today, the coaching staff was now complete. He felt that it had not been necessary to devote unusual efforts to

community-building, as he felt that players continuing from previous years' teams, while appreciative of the success that had been achieved, seemed ready for a change.

Jeff was asked his opinion on issues that had surfaced in the past. These included players missing an entire day of classes during the day of a Thursday night game, so that they could go to a hotel and engage in their game-day routine, and fifth-year players not making an effort academically during the fall semester of their final season. He replied that, while he thought game-day routines had some value, he did not see a problem with players attending at least morning classes on a Thursday game day. He said that he would monitor class attendance for all players, whether they had already received their undergraduate degrees or not. It was also pointed out that a new NCAA certification procedure would require all football players to have successfully completed a minimum number of fall semester credit hours to be eligible for bowl game participation. This should improve the incentive for fifth-year players to keep up class attendance.

Jeff was asked if he thought it would be difficult to return to college coaching after having been used to professional football, where the relationship between players and coaches is different. He said that he welcomed this change, because a characteristic of the college game is the closer relationships with players. He believes that it is possible to have a real influence on the lives of college players.

Finally, Jeff was asked about the difficulties of balancing academic requirements with the time demands of athletics and about how much those time demands go down during the off-season. He acknowledged that student-athletes needed to adopt a disciplined approach to balance these demands. He also mentioned that he was considering a morning practice schedule for the fall to give players more time for classes and study between the end of practice and the evening study session. In the off-season, he said, players have only conditioning but no practice (except for the spring practice season), so he did believe that there was a considerable reduction in football time demands during this period.

AAB Annual Report 06-07 Attachment G

Minutes of the Athletics Advisory Board Meeting

May 7, 2007

11:30AM -12:45 PM

Fulton Hall 412

Members present: Susan Bruce, Mary Ellen Fulton, Lynn Lyerly, Mike Malec, Bob Taggart; Dick Tresch, members-elect Bob Bloom, Paul Spagnoli
Members absent: Judy-Shindul-Rothschild

Guest: Boston College Associate Athletic Director and Senior Women's Administrator, Jody Mooradian

The meeting was devoted to a discussion of questions developed by AAB members, based on their analysis of spring semester practice and competition schedules in the different varsity sports.

1. Baseball: During periods when the team has morning practice in the bubble, do team members have any flexibility on practice? For example, could a player take a T TH 9 AM class (which would entail many fewer missed classes once games begin than any other T TH class time slot)?

Jody indicated that the practice schedule we had worked from was inaccurate in showing morning practice T TH 8:00 – 10:30 AM during the winter period when the practice bubble is up over Alumni Stadium. She said that the team held morning practice only on Saturday and Sunday during this period and thus that it is feasible for team members to take a spring semester class that meets T TH 9 AM.

2. M & W Hockey: How much class time is missed for NCAA tournament games, especially attending the Frozen Four, which both teams made this year?

Jody said that both men's and women's hockey missed three days of class as a result of their Frozen Four appearance.

3. Lacrosse: Is there flexibility on lift times (i.e., given that afternoon class hours are blocked by practice, could a player take a MWF 9 AM class and do lifting at another time)?

There is a dedicated lift time (MWF 9 – 10 AM in this case) for the team, but team members who need to take a class during this period attend one of the available "open" lifting sessions at another time of the day.

4. Softball: How long does practice actually last on Tuesday, Thursday and Friday (schedule indicates only that classes need to be finished by noon on Tuesday and Thursday and by 2 PM on Friday)?

There is a team lift time at 1 PM, but this is flexible if a team member needs to take a class at that hour. In general, many coaches with afternoon practice times encourage their players to try to finish classes by early afternoon if possible so that fewer classes will be missed because of travel for competition. Jody pointed out that women's basketball is similar, in that the 2-7 PM or 1-7 PM periods shown on the practice schedule are not all taken up by practice and team meetings. Rather, the coach prefers that players be available during those periods if possible, but players can take a 2 PM class in the spring if needed.

How do players work around the conflict between the ACC Tournament and our final exam period?

Team members try to resolve any conflicts on an individual basis with their instructors and are encouraged to try to work these out as early in the semester as possible.

5. M & W Track: The schedule shows practice from 12 – 2 PM and again from 4 - 5 PM on Wednesday and Friday. Do all team members participate in both sessions?

No. Practice is divided according to event. The early practice period is for runners, while the later period is primarily for field events.

A more general discussion followed concerning sports in which practice and competition schedules dictate that student-athletes may have difficulty taking classes for which they would miss fewer than two full weeks of class (i.e., no more than five missed classes for a MWF class or no more than 3 missed classes for a T TH class). For the spring semester, AAB members identified baseball, women's basketball, men's and women's golf and softball as appearing to fall in that category. While acknowledging that travel schedules for baseball golf and softball pose special problems for team members during the spring semester, Jody did point to some mitigating factors. As previously discussed, women's basketball and softball do have some flexibility as to the practice times shown in the schedule. In addition, the ACC softball schedule typically includes a doubleheader in weekend series, which reduces classes missed because of travel. ACC baseball typically does not include doubleheaders, however, in part because some of the southern schools can attract relatively large crowds playing on three successive days. Jody also pointed out that, in golf, team members who perform poorly academically in the fall semester do not travel with the team in the spring semester.

Some AAB members expressed a desire for additional information about the actual academic schedules and academic performance of teams that face particular scheduling challenges. Bob Taggart agreed to gather some information and present it at a future meeting in a way that would preserve the anonymity of individual student-athletes.

Finally, Bob Taggart thanked Susan Bruce and Lynn Lyerly, whose elected terms are coming to an end, for their service on the Athletics Advisory Board the past three years.