

**Boston College
Athletics Advisory Board
Annual Report, 2017-18**

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

1. Academic and Athletics Highlights

A. ACC Academic Consortium

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

This spring, the annual Meeting of the Minds conference, designed to showcase undergraduate research at member institutions, was held at Boston College on April 6-8. Ninety students from across the ACC, including six from Boston College, presented their work during the two-day event, which also brought together vice provosts for undergraduate education from the institutions.

Other ACCAC activities during the spring included the ACC Debate Championship, held at Clemson University on March 3-4, with this year's topic on medical ethics; the third annual ACC Inventure Prize innovation competition, hosted by Georgia Tech on April 5-6, in which teams of students from conference schools pitched their business ideas or inventions before a group of judges; and the annual ACC Leadership Symposium, held at Duke University on February 9-11, which brought together teams of student leaders from each university to discuss topics of social importance. The theme this year was "Leadership in Contentious Times."

The inaugural ACC-Smithsonian ACCelerate Festival was held last fall on October 13-15 in Washington, DC. The event, which was programmed by Virginia Tech, featured 48 interactive installations from across the 15 ACC schools grouped by six thematic areas: civic engagement, art and technology, sustainability and environment, biomimetics, health and body, and advanced manufacturing. Visitors also viewed 15 dramatic and musical performances, and nine panel discussions exploring questions about creativity and innovation featuring ACC students, scholars, and administrators, along with Smithsonian staff.

A new ACC Academic Leadership Program to support leadership development for mid-level academic administrators was approved this year. The program will launch in 2018-19 with an inaugural cohort of up to five participants from each university.

B. Academic Achievements of BC Student-Athletes

Several BC student-athletes were recognized this year for their combination of academic and athletic achievements. Daniel Creighton (Men's Swimming and Diving) and Jacqueline

McDonnell (Rowing) were awarded ACC Postgraduate Scholarships for distinguished achievement in academics, athletics, and community service, and potential for graduate study. They were honored at the ACC Scholarship Banquet in Greensboro, NC, on April 11. Daniel, a BC Presidential Scholar, was invited by the ACC to deliver the student address at the luncheon. He plans to attend medical school and Jacqueline plans to enroll in law school. During the past academic year, 32 BC student-athletes were named to the All-ACC Academic team in their sport, including junior Sam Apuzzo, who also was named the ACC Women's Lacrosse Scholar-Athlete of the Year.

Several BC student-athletes took advantage of career-focused programs sponsored by the ACC and the NCAA. Claire Orzel (Rowing) and Laura Mazziotta (Rowing), both of whom graduated in May, were chosen as ACC Futures Interns for 2018-19. Claire will work for Fox Sports in Florida and Laura will work at ACC headquarters in Greensboro. Four BC student-athletes participated in the NCAA Career in Sport Forum. The four-day Forum, held this year in late spring, brought together nearly 200 student-athletes from across the country to explore potential careers in college sports.

C. NCAA Measures of Student-Athlete Academic Progress

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

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

The primary use of the APR is on a team-by-team rather than an overall institutional basis. Teams must earn a four-year average APR of at least 930 (i.e., 93 percent of the maximum total points) in order to compete in postseason championships. Schools with teams whose four-year average falls below 930 also may be subject to penalties in the form of limitations on practice times for those sports, reductions in the maximum allowable scholarship aid for those sports, and coaching suspensions.¹ Based on the most recent data, none of Boston College's teams were subject to these penalties. Twelve BC teams received public recognition from the NCAA for having a four-year average APR among the top 10 percent of Division I institutions sponsoring that sport, and 11 BC teams recorded perfect scores of 1000.

The second measure of academic performance used by the NCAA is the Graduation Success Rate (GSR), which measures the percentage of student-athletes entering an institution

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

who graduate within six years from that institution, excluding students who transfer out while still academically eligible to compete at their initial institution. The latest available data cover student cohorts entering college in 2007-2010. For Boston College, the overall four-year average GSR was 95 percent, compared to a median of 90 percent for ACC institutions, and 85 percent for all Division I institutions. Thirteen of the varsity sports that Boston College sponsors achieved the highest possible GSR of 100 percent. Further details on APR and GSR for individual sports and other NCAA schools can be found at www.ncaa.org, under Division I/Academics.

Beginning in Spring 2020, the NCAA will distribute a portion of new revenues from the broadcast rights of the NCAA Men's Basketball Championship to institutions based on the academic achievement of their student-athletes. An institution will have three ways to qualify: earn an overall, single-year, all-sport APR of 985 or higher; earn an overall all-sport GSR of 90 percent or higher; or earn a Federal Graduation Rate (FGR) for athletics that is at least 13 percentage points higher than for the school's entire student body.²

D. Student-Athlete Community Service

Most BC student-athletes take part in community service activities, organized through the Student-Athlete Advisory Committee (SAAC) and the Athletics Department's Student-Athlete Development Program. During the past year, student-athletes completed over 3,000 hours of community service with over 50 local and national organizations. These include, among other service organizations, the Franciscan Children's Hospital, the Boston Food Bank's Food for Families program, and the Help Educate through Athletic Responsibility (HEAR) program. For the ninth year, a group of BC student-athletes participated in the Service Immersion Trip, this year visiting Houston to rebuild homes damaged by Hurricane Harvey. Fourteen student athletes from ten sports participated for a week in late May.

At the year-end Golden Eagle Awards ceremony in May, Justine Sheehan (Field Hockey) and Peter Lynn (Men's Sailing) received the Richard "Moe" Maloney Award for outstanding community service. Holly Confalone (Women's Soccer), Melissa Gaglia (Women's Fencing), Allyson Frei (Softball), Michael Walker (Football), Laura Mazziotta (Rowing), and Aidan Durney (Men's Cross Country and Track) were Boston College's honorees as the ACC Top Six for Service.

E. Athletics Program Highlights

Several BC teams and individuals achieved athletic success this past year. During the fall, football won five of its last six games and played in the Pinstripe Bowl at Yankee Stadium, losing a close contest to Iowa. Freshman running back A.J. Dillon was named ACC Rookie of the Year and selected to the All-ACC first team. Eight of his teammates also earned All-ACC accolades as the team tied for the most in school history. Dillon received three Freshman All-

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

America team honors, including one from the Football Sports Writers of America, while junior defensive back Lukas Denis was named to the Walter Camp All-America second team. Junior field hockey players, Ymke Rose Gote and Frederique Haverhals were again named to the All-ACC second team, and were selected as third-team All-Americans. In men's cross country, junior Sean Burke finished 17th in the ACC championship race and was selected to the All-ACC team for the second year in a row by virtue of placing in the top 21 runners. Women's soccer forward Sam Coffey led Boston College in scoring and was named to the All-ACC third and All-ACC freshman teams. In fall sailing, freshman Sophia Reineke was crowned women's National Singlehanded Sailing champion, following in the footsteps of her sister, Erika, who won four straight National Singlehanded Championships during her time at the Heights. One week later, the team took first place in the coed Match Race National Championship.

In the winter, women's ice hockey won the Beanpot tournament and the Hockey East regular season championship. Freshman forward Daryl Watts became the first-ever underclassman to receive the Patty Kazmeier Award, given annually to the top collegiate women's hockey player. Watts also earned Player of the Year and Rookie of the Year honors from U.S. College Hockey and Hockey East, and was a first-team All-American. Senior defenseman Toni Ann Miano and sophomore forward Caitrin Longergan were named to the All-American second team. Senior goalie Katie Burt set the NCAA record for most career wins with 121 (and most in Hockey East with 70), and at the end of the year was named BC's female Eagle of the Year. Men's ice hockey won the Hockey East regular season championship. Head Coach Jerry York was named Hockey East Coach of the Year and sophomore forward Logan Hutsko was the Hockey East Rookie of the Year. Men's basketball returned to the postseason for the first time since 2011, finishing the season with 19 wins en route to earning an National Invitational Tournament bid. The team defeated number one-ranked Duke during the regular season and earned victories over three teams that advanced to the NCAA Sweet 16. Junior guard Jerome Robinson led the ACC in points per game, was picked for the All-ACC first team, and became the fifth player in history from Boston College named to the AP All-America team. Sophomore guard Ky Bowman was an All-ACC honorable mention. In women's basketball, guard Milan Bolden-Morris led the team in scoring and was named to the All-ACC freshman team. Paige Duca of the women's track team earned All-ACC honors for her third place finish in the one mile run at the indoor ACC championships. The junior distance runner also competed in the mile at the NCAA championships receiving second-team All-America honors. In skiing, Boston College had its first ever appearance in the NCAA Championships when senior Carter Robertson was one of 34 men nationwide who qualified. Senior Ella Morgan of the women's fencing team placed fourth in the épée event at the ACC championships and advanced to the finals at the NCAA championships.

During the spring, Lacrosse posted an undefeated regular season and made a repeat appearance in the NCAA championship game. Junior Sam Apuzzo became the first BC player to receive the Tewaaron Award, which is presented annually to the top male and female collegiate lacrosse players. Apuzzo, who led the ACC in total points and points per game, also was named ACC Attacker of the Year and was chosen for the All-America and All-ACC first teams. Fellow junior Elizabeth Miller was picked as ACC Defender of the Year and joined Apuzzo as an All-America and All-ACC first team selection, along with junior midfielder Dempsey Arsenault. Senior attacker Kaileen Hart was chosen for the All-ACC first team and the All-America third team, while junior defender Hannah Hyatt and junior goalkeeper Lauren Daly were All-ACC second team picks. Head Coach Acacia Walker-Weinstein was selected as the ACC Coach of the Year. The softball team won 30 regular season games, nearly matching last year's total of 31, before

falling for the second straight year to Notre Dame in the ACC tournament. Senior outfielder Annie Murphy, who led the ACC in batting average and hits, was selected to the All-ACC first team, along with infielder/catcher Emme Martinez, who also was named to the All-ACC freshman squad. Other softball players receiving accolades were first baseman C.C. Cook, who was picked for the All-ACC freshman team, and senior pitcher Jessica Dreswick and senior infielder Chloe Sharabba, who were chosen for the All-ACC second team. In men's golf, junior Matt Naumec, who qualified for the NCAA tournament, was tapped as New England Player of the Year and Head Coach Drew Kayser was named New England Coach of the Year. Baseball outfielder Chris Galland, whose 28 stolen bases ranked second in the ACC and 17th in the nation, was selected to the All-ACC third team and the All-ACC freshman team, along with being honored as a Freshman All-American. In women's track and field, junior Paige Duca competed in the 3,000 meter steeplechase and senior Molly McCabe competed in the 800 meter run at the NCAA East Preliminary championships. During spring sailing, the BC women's team won the Sperry Women's National Championship. Freshman Sophia Reineke and junior Isabella Loosbrock were named to the Women's Sailing All-America team. The New England Intercollegiate Sailing Association named Head Coach Greg Wilkinson as its Coach of the Year. In women's tennis, senior Asiya Dair earned her fourth consecutive All-ACC third team spot and was named ITA Northeast Region D1 Senior Player of the Year, while in rowing, senior Megan Lydon was named to the All-ACC second team.

2. Athletics Advisory Board Meetings 2017-18

The AAB met 10 times during 2017-18. Our guests included Athletics Director Martin Jarmond, Senior Associate Athletics Director Jocelyn Fisher Gates, Assistant Athletics Director Jen Kentera, several representatives from the Student-Athlete Advisory Committee (SAAC), and Learning Resources for Student-Athletes (LRSA) Director Michael Harris.

The AAB spent a much of its time this year on two issues: the challenges facing the office of Learning Resources for Student Athletes (LRSA) and the possibility of providing early course registration for student-athletes. Meetings also covered several other issues including how the AAB can best support the Athletics Department, the distribution of student-athletes across majors, the participation of student-athletes in first-year formation programs, student-athlete well-being, progress on the Athletics Department's strategic plan, and the annual review of potential missed classes due to competition.

At its initial meeting on **October 2**, the AAB discussed possible topics for the year. The group agreed to analyze student-athlete clustering by academic major, following up on work done by the AAB during the previous year that had looked at student-athlete clustering by classes. The group also decided to study student-athlete participation in formation courses and programs designed for first-year students. Members suggested meeting with newly hired Athletics Director Martin Jarmond. They also agreed to explore how LRSA might be structured to best support student-athletes in their academic programs, to meet with representatives of SAAC, and to continue discussion from the previous year concerning the acclimation of student-athletes to Boston College.

At the meeting on **November 1**, Athletics Director Martin Jarmond shared his vision for Boston College athletics. His overarching goal is to achieve competitive excellence, with success

measured by winning contests, although not necessarily always winning championships. While all of Boston College's 31 sports are important, his focus would be on achieving success in football, basketball, and men's ice hockey. He views success in competition as an integral component of the athletics staff's and University's efforts to develop student-athletes in the academic, social, and spiritual spheres.

In the general discussion that followed Martin's presentation, questions arose about whether supporting a large number of varsity sports (31) might short-change some sports. Martin noted that Boston College certainly is at the upper end in number of sports and number of student athletes (700), both in the ACC and in comparison with other conferences. Offering such a wide spectrum of sports, however, provides opportunities for student-athletes who otherwise might not have them. A question was asked about whether sufficient effort is made to highlight accomplishments of teams in the non-revenue sports. Martin noted that marketing has to be selective to avoid oversaturating intended audiences. But in recent years when Boston College hosted NCAA tournament rounds for men's soccer and women's lacrosse, the Athletics Department did advertise the events. Martin also mentioned that the launch of the ACC TV channel in 2019 would allow for expanded coverage of non-revenue sports.

In response to questions about whether student-athletes have the opportunity to take advantage of student formation programs and career mentoring, Martin noted that Jen Kentera, Assistant AD for Student-Athlete Development, works with the Career Center and other constituencies on campus to sponsor events tailored to student-athletes. While these targeted efforts often are fruitful, Martin agreed that some student-athletes are not as motivated as others to participate in these programs and take advantage of these services. In this regard, he has developed an initiative focused on student-athletes who are the first in their families to attend college. An initial event in the fall had 66 first-generation student-athletes join with athletics staff in an evening of food and conversation. Some AAB members suggested involving first-generation faculty members in future efforts to mentor this population of student-athletes.

A question arose about how the AAB could best support student-athletes. Martin suggested the AAB could help faculty members understand how athletics complements the overall University mission of academic success and formation of students. He also emphasized his desire for transparency between the AAB and the Athletics Department to ensure open channels for communication.

The AAB met on **November 17** to assess data on the distribution of student-athletes across academic majors and student-athlete participation in first-year formation classes and programs. At this meeting the group also began discussion on how best to support LRSA as it transitions to new leadership.

The data show student-athletes are enrolled in a broad variety of majors and only a few majors have disproportionately more (or less) represented. During the fall of 2017, 13 percent of student-athletes were majoring in Communication compared to 6 percent of non-athletes, representing the largest percentage-point differential across majors. In Marketing, 7 percent of student-athletes were majors compared to 3 percent of non-athletes, representing the second largest differential. A similar gap was present for Leadership and Management, where 5 percent of student athletes were majors compared with 1 percent of non-athletes. Several members thought the disproportionate presence of student-athletes in certain majors might reflect

preference for programs perceived as particularly useful for future careers in fields such as sports communication and sports marketing or, more generally, in business roles. Student-athletes are less likely than non-athletes to major in the sciences, which in part may be due to the difficulty of scheduling lab requirements around practice times.

Relatively few student-athletes have taken the new core renewal classes or freshman topic seminars. For core renewal classes, this underrepresentation may reflect scheduling complications presented by lab sections and evening reflection meetings. For topic seminars, the low student-athlete enrollment may reflect the perception that these one-credit courses are additional work but don't count toward any major or core requirements. By contrast, enrollment in Courage to Know classes, which also don't count for major or core requirements, is proportionately higher for student-athletes than for non-athletes, with a greater number from the football team than from other sports. The disproportionate enrollment of student-athletes is probably due to most sections of the course being assigned time slots that do not conflict with the football practice schedule, and to a lesser extent, the practice schedules of other sports. The Office of First Year Experience also encourages student-athletes to take the class as a means of acclimating to the college environment, and this no doubt helps to boost enrollment. Participation by student-athletes in the 48Hours retreat program is proportionately lower compared to non-athletes. This may be due to the retreat being held off campus during weekends, presenting conflicts with practice and/or competition schedules. The group agreed to ask representatives of SAAC about their experience with these formation classes and programs at a future meeting.

The group next reviewed data comparing academic support services for student-athletes across ACC schools as a prelude to discussion of how best to support LRSA. The data show Boston College is at the low end in terms of facility size, number of academic support staff, and number of tutors, while serving the second largest population of student-athletes in the ACC. These data would seem to buttress a case for additional physical space and staff to support the office, notwithstanding Boston College's excellent graduation rates and top performance on other measures of academic success for student-athletes.

Regarding organizational structure, LRSA at Boston College is similar to academic support offices at six other ACC schools in having the office report exclusively to academics, and differs from that at eight ACC schools where academic support services report solely (or in part) to the athletics department. A question arose as to whether LRSA's exclusive report to academics hindered communication between LRSA and the athletics staff. Members agreed that maintaining the current reporting structure, whereby the office reports solely to the Vice Provost for Undergraduate Affairs, was important, both because of LRSA's academic purpose and to avoid conflicts of interest. Members expressed the view that this structure best aligns with the University's commitment to supporting student-athletes' academic goals and provides a bulwark against pressures from coaches and other athletics personnel. The group felt, however, that with a new director coming on board in 2018, the timing was good for LRSA to renew efforts at improving communication with athletics and, more generally, across the University community. The group agreed to develop a set of recommendations concerning LRSA for consideration as the office transitions to its new director in 2018.

The meeting on **December 4** was devoted to a discussion of a proposal from SAAC concerning early course registration for student-athletes. Amanda Beiler ('18), secretary of

SAAC and a member of the women's swimming and diving team, Senior Associate AD Jocelyn Fisher Gates, and Assistant AD Jen Kentera attended the meeting. Amanda provided an overview of the proposal. She emphasized that the reason for putting forward the proposal is the difficulty student-athletes face in scheduling classes due to their extensive practice schedules. She also noted that Boston College is the only institution in the ACC without some form of early registration for student-athletes, a situation which coaches and SAAC members believe puts BC's sports programs at a competitive disadvantage in recruiting. The proposal would allow student-athletes to register before non-athletes by their class year and would cap the share of seats available to student-athletes in each class to avoid clustering.

In the general discussion that followed Amanda's presentation, some members wondered if there might be alternatives to early registration for accommodating scheduling difficulties. One suggestion was to hold practice at different times of the day from semester-to-semester or year-to-year, thereby making it possible for student-athletes to take classes that are offered only in the morning or only in the afternoon. Another suggestion was to encourage departments to spread sections of courses out more evenly over the various time blocks. A third suggestion was to expand the existing system of overrides by asking departments to hold back more seats in classes and then prioritize overrides for student-athletes. Jocelyn noted that several athletics facilities are heavily utilized by multiple sports (playing fields, basketball gym, the weight room), making swapping of practice times complicated. Amanda reported that surveys administered by SAAC of student-athletes had found greater difficulty in registering for classes within majors than for university core classes.

The discussion next turned to details of the SAAC proposal. Members agreed that a key element must be fairness for non-athletes and this might be accomplished by amending the proposal to allow some non-athletes the chance to register during the early time periods afforded student-athletes. Members also believed that a cap on student-athletes in each class section would be difficult to implement under the current UIS registration system, but that if the proposal were implemented, the AAB could monitor clustering in class sections and revisit the issue if concerns arose. Some members asked whether any such system should apply only to student-athletes on athletic scholarships, on the assumption that non-scholarship athletes have more freedom to quit their sport. Jen noted that these student-athletes often have been recruited to Boston College for their sport and feel the same sense of obligation to their coaches and teams as student-athletes on athletic scholarships. Jen emphasized that these student-athletes face the same scheduling difficulties and so should be accorded the same treatment regarding registration. The AAB asked Amanda to have SAAC revise their proposal, incorporating comments from the meeting, and provide it to the AAB by early 2018.

At the meeting on **December 8**, the AAB had an extensive follow-up discussion about the issue of early course registration. Members noted that many non-athletic activities (e.g., editing the student newspaper, singing in the university chorale, etc.) have heavy time commitments that make scheduling classes difficult for students participating in these activities, and so these groups might be equally deserving of registration preference. But unlike student-athletes, these students are not coming to Boston College primarily because of these activities. Furthermore, student-athletes have little or no control over practice schedules, unlike non-athletes who often have input and flexibility in setting meeting times for their extracurricular activities. Moreover, student-athletes on athletic scholarships lose their financial support if they choose not to play their sport, unlike non-athletes on financial aid who can choose to quit an

extracurricular activity without financial consequence. Although the course override system can help students who have difficulties scheduling classes, its application varies across departments and so navigating the process is not necessarily straightforward. In addition, overall seat capacity prevents the use of overrides in some classes.

The group next turned to technical details of how a system of early registration might work. Members agreed that any proposal should afford non-athletes the same probability of gaining an early registration time as under the current system. One approach that achieves this would have registration take place by class year, with non-athletes distributed randomly over the two-day period.³ Student athletes would then be added randomly to a window early on the first day of registration for their class year. With roughly 700 student athletes overall, one-quarter or about 175 student-athletes would register in the early window of each class-year registration period. Under the current system, some of these student-athletes would have registered during this window anyway, so the net increase is smaller. For a four-hour early window, the net increase amounts to 128 additional students, or only eight more students per 15-minute registration block.⁴

At the previous AAB meeting, SAAC representative Amanda Beiler and Assistant AD Jen Kentera had indicated that the most severe scheduling problems were for elective courses in majors generally taken in junior or senior years, and not for core courses taken in the first two years. This led some members to suggest that a pilot version of a system might focus on providing preference only to student-athletes registering for junior-year and senior-year classes. The AAB agreed to apprise our guests from the previous meeting about the discussion and to meet early in the next semester to review the forthcoming revised proposal from SAAC.

The AAB also spent some of this meeting continuing its review of LRSA, as a follow-up to the November meeting. The group had a wide-ranging discussion that touched on several issues including physical space, number of personnel, communication with the sports administrators in the athletics department, the LRSA website, and faculty awareness of LRSA's role. On this last issue, a suggestion was made that the director of LRSA meet on an annual or biannual basis with directors of undergraduate studies from academic departments and programs.

At the **January 29** meeting, the AAB reviewed a revised version of the proposal from SAAC for a system of early course registration for student-athletes. The revised SAAC proposal would distribute student-athletes over a four-hour window at the start of registration for each class year after evenly distributing non-athletes across all registration times. As such, it would provide the same chance to non-athletes of receiving an early registration time as under the current system. The group agreed that the overriding consideration for any early registration proposal should be fairness to both non-athletes and student-athletes. For non-athletes, the SAAC proposal would maintain the current probability of receiving an early registration time. For student-athletes, who have little discretion over their athletic schedules, the proposal would

³ Non-athletes would be assigned in 15-minute time blocks over 18 hours across both days for each class year. This gives 72 possible time blocks. Spreading non-athletes evenly over the 72 blocks means they have a $1/72$ probability of receiving the very first time block. This probability is the same as under the current system of spreading all students (athletes and non-athletes) across the 72 time blocks.

⁴ See Appendix for details on this calculation.

provide course selection options closer to those enjoyed by non-athletes who don't face externally imposed constraints on course times.

As the discussion proceeded, several members pointed out that practice schedules for some sports are more demanding than for others, and so perhaps early registration should apply only to those student-athletes having the most difficulty scheduling classes. But determining the criteria for deciding which sports qualify would be challenging. For example, should the criteria be conflicts with practice in more than four class time blocks? Or should it be five (or six or seven) time blocks? And differentiating who qualifies could lead to division among student-athletes and resentment for those who sports don't qualify. The group decided that any system should apply to all student-athletes equally. A question arose about whether spirit groups associated with athletics, such as the cheer squad or the marching band, should be included. These groups generally arrange practice sessions to avoid conflicts with class scheduling, and so they don't face the same registration challenges of student-athletes.

As had been noted at previous meetings, Boston College is the only institution in the ACC without some form of early course registration for student-athletes. The group reviewed information on the specifics of registration policies at other ACC schools. Most allow student-athletes to register either before all other students or before other students in their class year. Some include other groups of students (honors, ROTC, spirit) in early registration. A few schools allow student-athletes to register in early time blocks along side other students by class year, similar to the revised SAAC proposal.

Discussion at previous meetings had indicated student-athletes have the greatest challenge scheduling elective classes in their majors rather than university core classes. Since electives in the major generally are taken in later years and core classes earlier, the group suggested initially offering preference to student-athletes registering for classes taken in junior and senior years. Doing so would target those student-athletes with the greatest difficulty scheduling classes, while keeping the rollout easier for Student Services to implement.

The AAB agreed to support the revised SAAC proposal with the modification that the initiative apply only to student-athletes registering for junior and senior year classes. The group also agreed to send a memo offering the AAB's support to the Provost along with the SAAC proposal.

At the meeting on **February 23**, the AAB conducted its annual review of practice schedules and potential missed classes due to competition. Each member had been assigned two or three sports to review. Scheduled practice times are considered to be off-limits for taking classes, and class conflicts due to competition are then calculated for available class times. Members were asked to review the schedules for their sports before the meeting and to flag regular class time blocks (MWF or TTH) during which two or more weeks of missed classes could occur during a semester.⁵

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

During regular season competition, ten sports do not have any time blocks with two weeks or more of potential missed classes and two sports have only one such time block. Eleven sports had multiple time blocks that were flagged. Members identified Baseball, Softball, Volleyball, Men's Tennis, Women's Soccer, and Men's Golf as having five or more time blocks with two or more weeks of potential missed classes during their regular seasons. Accounting for possible class conflicts in post-season competition adds Men's Basketball, Men's Hockey, and Women's Tennis to the list of those sports having five or more flagged time blocks. For a few sports, post-season play also has the potential to interfere with scheduled final exams during the spring semester.

Although sports that have many potential missed classes certainly raise concern about the ability of some student-athletes to keep up with their academic commitments, sports without any conflicts can still pose problems if practice schedules eliminate many class time blocks. For example, Football has no time blocks in which five or more classes are missed. But because practice is scheduled from 8:00 a.m. to 1:00 p.m. each weekday, only five out of the standard thirteen time blocks (40 percent) are available for football players to schedule classes.⁶

As the group reviewed members' findings, discussion continued with one member noting that the Swimming and Diving teams organize practice sessions by event, not gender, and provide choices of morning or afternoon practice times. A few members suggested that sports with individual events might be encouraged to offer this sort of practice flexibility. But because of liability, and to comply with NCAA rules, coaches must supervise official practices. As a result, efficient use of a coach's time dictates limiting practice options. One member suggested asking coaches to identify optional practices more clearly in their practice schedules so future reviews by the AAB can take this into account.

Discussion next turned to concerns about classes that are always offered at the same time each year and thus may be off limits to student-athletes faced with set practice schedules. To the extent that certain classes are only offered in the same time block each year, student-athletes' course selection is more constrained than might appear from the number of available scheduling blocks.

The meeting on **March 23** was devoted to a discussion with Michael Harris, the new director of LRSA. Michael has worked in academic support services at several universities, including most recently, the University of North Carolina. He mentioned several initiatives he was interested in pursuing, including creating programming to help first-year student-athletes become acclimated to Boston College and developing contacts beyond the athletics by reaching out to the broader BC academic community. He noted that research has shown the importance of connections beyond athletics as an important factor in retention of student-athletes. Michael plans to introduce outreach efforts to ensure faculty and academic administrators understand the role of LRSA and appreciate how its staff is working to further the academic mission of Boston College. He also hopes to develop better connections between LRSA and athletics coaches with the goal of helping coaches understand the characteristics of those student-athletes most likely to succeed at Boston College, which then can inform recruiting.

⁶ Football players may be able to take some classes starting at noon in the spring semester during their offseason.

Several themes emerged from the discussion. The group agreed that LRSA should make renewed efforts to reach out to faculty members and other constituencies on the academic side of the university in order to ensure LRSA is viewed as a partner in furthering the academic mission of Boston College. Members also noted the importance of ensuring that student-athletes have a college experience beyond the confines of simply supporting academic achievement. Career discernment, student formation programs, and other opportunities for reflection could be helpful in preparing student-athletes for life after graduation.

Several members noted the lack of both physical space and insufficient numbers of personnel as significant limitations for LRSA. The group agreed that both more space and additional counselors and tutors should be priorities if the office is to sustain its ability to serve our student-athletes successfully. In its forthcoming set of recommendations for LRSA, the AAB agreed to consider these needs.

During the first part of the meeting on **April 20**, the AAB welcomed six representatives from SAAC. After a brief update on progress concerning the AAB review of the SAAC proposal for early course registration, the students were invited to share their experience as student-athletes at Boston College. Issues raised by the students included the size of the per diem allowance for travel and the size of the meal allowance for hosting recruits, both of which some SAAC members felt are inadequate. Concerns also were voiced about first-year student-athletes who live on the Newton campus having difficulty arranging transportation to the main campus for early morning departures to away competitions. The campus bus doesn't begin running until 7:00 a.m., and although vans are an option, occasionally student-athletes have had to use Uber rides. In response to a question about whether there were formation activities they couldn't participate in because of practice and competition schedules, the students mentioned 48Hours and Kairos as not being offered at times that fit with busy athletic schedules. Experience with Halftime retreats is better, given these are offered at dates spread out over the year. A suggestion was made to add a question about participation in formation activities to the annual student-athlete survey.

During the second part of the meeting, the AAB welcomed Jen Kentera, Assistant AD for Student-Athlete Development. Jen provided an overview of the bystander intervention initiative she is developing for the athletics department under a research grant from the NCAA. The study, which is being done in collaboration with a researcher at Boston University, involves surveying attitudes, beliefs, and behaviors of student-athletes before and after completion of bystander training programs. The study design involves randomly selecting ten full-time coaches who will be trained as co-facilitators. Using what they've learned from the training, the coaches will educate their teams about bystander techniques. The team members will be surveyed before and after the training, and what is learned will be used to design more effective bystander intervention programs.

The discussion also focused on the survey that the athletics department administers to student-athletes. Jen reported that the survey has been revamped this year and will be administered to all student-athletes, not just graduating seniors as was done in the past. The survey is administered at a post-season meeting without coaches present and is considered an "exit interview" for graduating members of the team. Student-athletes have an option for a one-on-one meeting with a non-coach athletics staff member if desired. The data collected with this year's survey will be analyzed over the summer and possible adjustments to the survey

design will be considered. A member asked whether the exit survey of all graduating seniors administered by the Office of Institutional Research each year might be a useful resource to augment the survey done by athletics. The AAB agreed to review data from the university-wide survey and devote some time to the issue of student-athlete surveys in the coming year.

At the final meeting of the year on **April 30**, AD Martin Jarmond and Senior Associate AD Jocelyn Fisher Gates provided an update on progress concerning the Athletics Department's strategic plan. The plan was now receiving final revisions and would soon move on to Fr. Leahy and the Board of Trustees for approval before being rolled out during the summer. It builds on four elements: integrity, service, excellence, and innovation. The plan's four central components are student-athlete formation, competitive excellence, external engagement, and facility enhancement. Martin emphasized the importance of having the strategic plan include an overarching vision of the direction in which athletics at Boston College is heading. He mentioned that the plan would launch the first major athletics fundraising campaign in the University's history.

In response to a question of what he felt had been accomplished during his first year as AD, Martin noted the year had been a whirlwind with several new and continuing initiatives and three new head coaches. The introduction of beer and wine sales at football, men's hockey, and men's basketball games had gone well and generated significant revenue. Locker room renovations were completed for some sports and fundraising had come close to what is necessary to push ahead for some other sports. The indoor practice facility for football is nearing completion and will open this summer. The Harrington Athletics Village, incorporating stadiums for baseball and softball, opened in March and was dedicated at a ceremony in April.

To encourage more young Boston College alumni to attend games, a new ticket program dubbed "Flight" will launch this coming year. The program allows easy access via mobile devices for tickets to football, men's hockey, and men's and women's basketball games. For a monthly fee, subscribers can attend as many games as they want, although access to some high demand men's hockey and men's basketball games is not guaranteed. The day before the event, the seat location and ticket will be sent digitally to mobile devices of subscribers.

Discussion continued with members asking how best to foster connections between faculty members and student-athletes. One suggestion was to enhance the annual National Student-Athlete Day reception, at which several student-athletes from each team invite a faculty member, by screening a video showcasing the athletic and academic accomplishments of student-athletes. Jocelyn pointed to the recent athletics-sponsored panel on first-generation student-athletes, which included AAB member Sharon Beckman, as an example of how the Athletics Department had brought together student-athletes with faculty and non-athletics staff. The AAB offered its support for initiatives aimed at encouraging interaction among faculty members, student-athletes, and athletics staff.

3. Committee Composition

At the beginning of the year, the AAB welcomed newly elected member Tara Pisani Gareau (Earth & Environmental Sciences) and newly appointed members John J. Burns (Office of the Provost), Jessica Greene (Institutional Research), Ryan Heffernan (Mission and Ministry), and

Delvon Parker (CSOM). At the end of the academic year, Stacey Barone (CSON) and Tracy Regan (Economics) completed elected terms on the Board. In the spring semester, Sara Moorman (Sociology) and Sheila Tucker (CSON) were elected to three-year terms, beginning June 2018.

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

The Athletics Advisory Board, 2017-18:

Stacey Barone (CSON)	Jessica Greene (Institutional Research)
Sharon Beckman (Law)	Ryan Heffernan (Mission and Ministry)
John J. Burns (Office of the Provost)	Michael Naughton (Physics)
Tara Pisani Gareau (Earth & Environmental Sciences)	Delvon Parker (CSOM)
Robert Murphy (Economics, AAB Chair and Faculty Athletics Representative)	Tracy Regan (Economics)

Appendix: Calculation of Additional Students Registering During Early Time Blocks

Students at Boston College register by class year with registration times assigned randomly over 18 hours across two days. Registration times are assigned for 15-minute blocks, giving 72 such blocks (18 x 4). With a class size of roughly 2,300 students, 32 students are assigned registration times in any given 15-minute block ($2,300/72$). Boston College has about 700 student-athletes overall, or about 175 per class year. Subtracting these 175 student-athletes per class year yields 2,125 non-athletes ($2,300 - 175$). Assigning these non-athletes registration times evenly across the 72 time blocks yields 29 non-athletes per 15-minute block ($2,125/72$). If the 175 student-athletes are assigned times in the first four hours (first 16 time blocks), this implies 11 student-athletes per 15-minute block ($175/16$). Adding these 11 student-athletes to the 29 non-athletes registering during each time block in the first four hours yields a total of 40 students, or an increase of 8 students over what presently occurs ($40 - 32$).