

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.

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

In addition to their well recognized athletics programs, ACC schools have instituted a variety of programs for academic collaboration, and BC was an active participant during the past year. The ACC has pledged a portion of the revenue from the football championship game to each of the member scho

Recruiting, who visited two of our

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

The Athletics Advisory Board:

Susan Bruce (LSOE)

J. Joseph Burns (Provost's Office)

John Cawthorne (LSOE)

Mary Ellen Fulton (LSOE)

Stephanie Greene (CSOM)

David Karp (Sociology)

Lynn Lyerly (History)

Michael Malec (Sociology)

Judith Shindul-Rothschild (CSON)

Richard Tresch (Economics)

Robert Taggart (CSOM, Chair and
Faculty Athletics Representative)

2. Future meeting topics:

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

3. New Business

Questions were raised about the distribution of student season tickets for basketball and hockey tickets. Some members had heard comments from students that the rules for student ticket sale t at u=

Attachment B

Members present: Susan Bruce, Joe Burns, John Cawthorne, Mary Ellen Fulton,
Stephanie Greene, David Karp, L bN

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

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

Men: Point of clarification: The conflict form lists 4 T-Th noon classes missed because of trips but fewer classes missed on T-Th both before and after the noon time slot

ACC competition will result in some changes in travel schedules, but it isn't clear at this point if it will ha

Attachment D

Graduation Success Rate GSR. The APP also establishes a new measure of graduation success, which differs somewhat from the Federal Graduation Rate. The Federal Rate compares the total of athletically-aided students initially enrolling at an institution who graduate within six years to the total of initially enrolling, athletically-aided students at that s

Attachment E

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

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

c) Dropping by or otherwise communicating with the professor excessively can, of course, be off-putting but try to m

Attachment F

Dr. Nary said that all students entering BC must complete a pre-matriculation physical exam, and these are reviewed for student athletes with a particular eye toward checking fo

Is there an ACC spring tournament?

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

1. Is there any flexibility on lifting schedules?

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

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

The Maryland series was he

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

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

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

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

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

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

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