

This 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) activities during the preceding academic year.

The Inter-Institutional Academic Collaborative among Atlantic Coast Conference Universities (ACCIAC) sponsored its ninth year of initiatives, with full participation by BC students. The ACCIAC currently makes available each year advanced study thesis research grants to undergraduate students at member schools through its Creativity and Innovation program. For 2013, nine BC students were awarded these grants, and BC had an additional twelve grant recipients for 2014.

The ninth annual "Meeting of the Minds" conference, designed to showcase undergraduate research at member institutions, was held at the University of Pittsburgh, April 3-5, 2013. Seven BC students were chosen this year to present original work on topics that included water contamination; the monuments of Burgos, Spain; institutional racism; Islamic practices in Morocco; public school prayer; perceptions of the racial achievement gap; and the French language and the evolution of cookbooks.

Each year in the spring semester,

The National Collegiate Athletic Association (NCAA) continues to use 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), and they are applied at each NCAA Division I member school for all student-athletes who receive athletically-related financial aid.

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 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 (i.e., 92.5% of the maximum total points), and any school with a team whose four-year average APR falls below that level in its sport may be subject to penalties in the form of reduction of the maximum allowable financial aid for that sport, or in some cases ineligibility for postseason competition. Based on the most recent data, none of BC's teams were subject to these penalties. In addition, 12 of BC's teams received public recognition from the NCAA for having an APR among the top 10% of Division I institutions sponsoring that sport.

The second measure of academic performance used by the NCAA is the Graduation Success Rate (GSR), which measures the percentage of student-athletes entering an institution who graduate from that institution, excluding students who transfer to another institution while

BC teams achieved considerable success on the playing field during the past year. In the fall, junior Liv Westphal of women's cross country earned a spot in the NCAA Championship, where she finished 17<sup>th</sup> of 254 runners and earned All-American honors. The field hockey team

The AAB's monthly meetings this year ranged across a wide variety of issues. These included the role of athletic development in the funding of BC's athletics program, student-athlete recruiting in different sports, issues in athletics compliance, the NCAA's ongoing governance reorganization, and BC's possible participation in the Coalition on Intercollegiate Athletics (COIA). In part because of a request from Interim Provost Joseph Quinn to study the effects of the football team's switch this year to a morning practice schedule, the AAB devoted special attention

face on scholarship and roster limits in their respective sports and recruiting challenges they face. One of these challenges is facilities. BC has no track, for example, so the track team practices at Harvard, and practice times are dictated by the availability of those facilities. Soccer has a facility, but it is located on the Newton Campus, which has no locker room or showers, and

Head Coach Matt Kerr joined this part of the meeting. Both Dard and Matt explained that in recent semesters there has been a marked increase in requests by faculty for student-athletes to take proctored exams while traveling. For example, Matt reported that 15 of his team members had taken proctored exams this year during the ACC Indoor Track and Field Championships at Clemson. These exams can create difficulties in finding proctors (LRSA prefers

striking feature of the proposal was a system allowing for greater autonomy for members of the "Power 5" conferences (ACC, Big 10, Big 12, Pacific 12 and Southeast) over certain issues, including the specific benefits allowable under athletic scholarships. Carly argued that this system would create a problem for BC, which lacks the resources for athletics that some other schools have, so BC might not be able to enhance scholarship benefits as much as some schools but would still have to compete against those schools for prospective student-athletes.

Our second April meeting was devoted to two topics, the first of which was the academic implications of the football team's new practice schedule. Bob Taggart reported on two pieces of additional information he had received since the March meeting. Data provided by the Office of Student Services on the distribution of classroom use across different times of the day indicated that roughly half of all time blocks used for classes on each of Monday through Thursday occur during the 1:00 – 7:00 PM period. On Fridays, slightly less than 40% of all Friday classroom use occurs during the 1:00 – 4:00 PM time period, when football team members could feasibly take Friday classes. The data are limited by not distinguishing between undergraduate and graduate classes, or between university core classes and electives, but they do not suggest that the switch to a morning practice schedule has led to sharply diminished

At the beginning of the year, the AA