

ABSTRACTS  
FRIDAY, APRIL 5, 2019

POSTER PRESENTATION #2  
9:00-9:45am

The Mental Health Effects of Social Media on Student Athletes  
*Leah Howard*

Engaging the Athletically Unengaged: A Qualitative Study to Understand the Phenomena of Medically Disqualified Student-Athletics  
*Regina Johnson*

4<sup>th</sup> and Downs: An Economic Theory of Governance and the NCAA  
*Joshua Meddaugh, Jason Davis, & Lisa Holland-Davis*

Studying the Effectiveness of Using Social Media Sports Marketing at a Division I University  
*Ecenur Yurdakul*

Bridging the Gap between Florida A&M Athletics and the Community  
*Benjamin Hartmann*

The Correlation between International Soccer and the Future of USA Women's/Men/s Soccer  
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Career Opportunities for Post-Professional Sports Athletes Deprived of a College Education: Case Study Analysis  
*Jared Brown*

The Perception of College Athletes Wearing Knee Braces after an Injury  
*Jerry Goodson*

“The Year My Mom Was Born”: An Ethnography of Case and Kin in College Football  
*Tracie Canada*

Gendered Perspectives: Creating the ‘Ideal’ Track and Field Athlete  
*Anna Posbergh*

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*Heather Alderman*

The Excellence in Management Cup (2017-2018 Athletic Season)  
*Dylan C. Harriger & Shane Hudson*

Dear College-Athlete: What would You Risk for Social Justice?  
*Naadiya Hopkins, Julian Capel, & Noran L. Moffett*

Measurements of Organizational Effectiveness in Student-Athlete Career Development  
*Daniel Wray*

The History of Southeastern Conference Football during World War II  
*Jim Watkins*

Exploring the Impact of Football's Concussion Crisis on the Behavioral Reactions of  
NCAA Division I Football Fans  
*Montanna Viitala, Cody Cesarz, & Tom Isaacson*

How Do Athletic Department Policy Changes Affect the Secondary Ticket Market?  
*Mark L. Howard*

Finding the Balance between Academic and Sport Motivation: A Study of NCAA  
Division I Student-Athletes  
*Keith Adams*

Descriptions of Student-Athletes in the Classroom: Views from Sport Management  
Students  
*Megan Parietti, Margaret Tudor, & Emily Newell*

Crucial Dialogue: Advancing Athlete Well-Being through Enhanced Communication  
*Todd Fraley, Stacy Warner, Christine Wilson, Michael Catalano, & Gareth Jones*

The Swirling-Transfer Student Athlete Experience: A Case Study  
*Ethan Swingle*

Introducing the Event Analysis Methodology for College Sport Research  
*Minyong Lee & Jiho Kim*

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## **The Mental Health Effects of Social Media on Student Athletes**

Leah Howard, Mercer University

“Mental health is not apart from, but rather a part of student athlete health.” (NCAA, 2013) Many college athletes see social media as a way of life, yet the psychological effects social media has on them is not being vastly examined. Social media has many advantages and disadvantages to student athletes during their time in college. Those athletes on larger platforms and whose games are nationally televised receive much opinion from fans and critics on their social media accounts. When looking at previously done studies, it shows evidence of student athletes being heavily influenced by their social media accounts. The participants of the study expressed advantages such as feeling supported and team cohesion as well as the disadvantages of negative feedback and criticism of their work. The development of ways to support student athletes that are at risks should be studied further.

Athletes often times are embarrassed and fearful to seek assistance. Mental health problems can be left untreated, underreported, and understudied. Things to consider when discussing mental health supports for student athletes:

1. Stigma against mental health, seen as weakness
2. Referral process for Counseling Services
3. Social Media training for Student Athletes

Addressing these needs can increase success with athletic and academic performance

### Session Objectives:

- Presentation will include examples of how to transform the stigma related to mental health among student athletes at the college level and how these examples can improve emotional well-being, academics, and career development.
- Session participants will learn the possible psychological effects the pressure social media has on student athletes and preventative measures.
- Presentation will provide suggestions on what mental health professionals should consider when supporting student athletes.

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## **Engaging the Athletically Unengaged: A Qualitative Study to Understand the Phenomena of Medical Disqualified Student-Athletes**

Regina Johnson, University of Louisville

What do you do when a student-athlete can no longer compete? This poster will address how to provide support services to student-athletes who have “lost” their athletic identity (due to being a permanent medical or exhausting eligibility). Student-athletes often struggle with this loss and departments often struggle with keeping the student-athletes engaged. The author will address effective strategies that academic counselors and student-athlete development professionals can utilize to assist with this transition.

Readers will understand the psychological issues for student-athletes to not be able to participate in sports and the effect it could have on academic and identity development. These student-athletes possibly played their sport for years and had high expectations to play at the next level in college. Unfortunately, some student-athletes may obtain a career ending injury or exhaust their eligibility. Once the trainers/coaches tell these students that they can no longer play but can stay to earn a degree, what happens to them? These are the same students who lived by their sport and now that is taken away. What are they going to do? It is great that they can continue to get their degree, but some cases, they came to play. Who is going to keep them accountable since the coaches do not need them? This is an opportunity to examine the mental and social impact of student-athletes and their academics when they can no longer play the sport they love that brought them to the university.

It is needed to emphasize the need to get medical disqualified student-athletes involved within the sport or athletic department. Athletic identity is an important component in a student-athlete. We will discuss different options for these students to have a smooth transition into regular student life, feel accepted, and prepare them for life after college. We will cover strategies that have been successful at various institutions in order to assist student-athletes.

Finally, the poster will state best practices professionals can utilize to support this group of student-athletes. This is the opportunity to share thoughts, ideas, and programs of how student-athletes can manage athletic and self-identities and prepare them for life after college.

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## **4<sup>th</sup> and Downs: An Economic Theory of Governance and the NCAA**

Joshua Meddaugh, Jason Davis, Lisa Holland-Davis  
Clayton State University

Anthony Downs (1957) created an economic theory of governmental decision-making wherein a government, for the first time, was considered a player in the division of labor instead of an outside entity. Specifically, Downs argues that government is the sole player in the game of labor as this agency has the power to coerce other player's actions and is therefore the "ultimate power" in labor games. As government is the ultimate power player in the division of labor, Downs states that it is necessary to consider the motivations of those who run the government, to fully understand the action /decision-making of the agency. Working on this theory, we argue that the National Collegiate Athletic Association (NCAA) is an association, or governing body, in name only and is acting as a government agency that is seeking only to maximize profits. We argue that the NCAA's primary motivation is financial, and not academic, which they continuously demonstrate as they coerce universities into providing renewable 1-year scholarships instead of providing the full tuition of a traditional baccalaureate degree. By coercing academic institutions into providing 1-year scholarships, the NCAA is solidifying the dominate position of sole player in the collegiate athletics labor game. As Downs argues, the ultimate power in labor can only be a government agency, therefore the NCAA is a government, not a governing body, and whose sole motivation is to increase revenue, by keeping labor costs low and easily replaceable.

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## Study the Effectiveness of Using Social Media Sports Marketing at Division I University

Ecenur, Yudakul, & Ezzeldin R. Aly (advisor)

Florida A&M University

Collegiate athletics understand that the use of social media is the future as far as developing and growing their business, regardless of whether this is for marketing purposes or as a mode for specifically collaborating with their fans. According to Clavio, 2011 he stated that Social media is utilized among college programs enabling fans to work and join for building connections with the organization. This prompts relationship promoting through groups or competitors, to accomplish reliability and reactions from purchasers. Internet-based life likewise makes straightforwardness among fans, college programs, athletes and customary media by building up continuous connections while uniting them all. (Clavio, 2011).

The recent study evaluated the effects of social media on sports marketing, and digital marketing holds a significant place for sports brands in today's marketing scene. The relevant data were collected from the primary sources. Questionnaires accumulate the primary data. Data was conducted through FAMU fans and their usage of online tools such as Twitter, Instagram, and Facebook.

The participants were required to provide their opinions and feelings on the terms of the research. With specific questions, it was possible to discover the attitude towards the current topic. This study was served as a theoretical model for future studies of FAMU sports marketing to become a competitor against the big major college's sports marketing. This current study found that Athletic-departments moved their concentration to digital marketing, a stable circumstance can be made that social media marketing held a substantial value and sentimentality with the fans in today's sports industry whenever situated and introduced viably, as found in this research study.

The study recognized that FAMU Athletics had a considerable amount of fewer likes; followers and views compared to big major teams in NCAA. There was a wide disparity among FAMU Athletics with the numbers of follower's tweets, and video usage, with most big major teams, led by the well-known conference in NCAA.

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## **Bridging the Gap between Florida A&M Athletics and the Community through Social Media**

Benjamin Hartmann, & Ezzeldin R. Aly (advisor)  
Florida A&M University

In the men's college basketball world, it is an even higher amount for the television contract. In 2010 the NCAA and Turner Sports signed a 14-year contract worth 10.8 billion dollars. The two sides did not even get halfway through their current contract to sign another contract that will be good through 2032 and worth over a billion dollars for the NCAA (Sherman, 2016). This ties into the case study because the money is coming from companies paying to advertise during the March Madness commercials.

The purpose of the study was to connect fans of FAMU to the sports team through Social Media. The need for this study was the more fans that Florida A&M has the more money the athletic department can bring in. The things that happened after conducting the study is the attendance has slowly gone up, and the fans have enjoyed the content being provided for them. The limitations of the study were the overall size of the FAMU fan base. It is not fair to try and compare the Florida State social media accounts to the Florida A&M accounts just because the overall sizes of the fan bases are completely different. The source of data was going out and interviewing fans, who are students just starting out here at Florida A&M but then also going out and interviewing fans who have been supporting Florida A&M for years. Coaches and different people involved with Florida A&M athletics will also be interviewed for this study.

The interview process took on average twenty minutes and was around fifteen to twenty questions in each interview. The people being interviewed signed a consent form and received a debriefing statement as well as a list of the questions that were asked. In conclusion the Florida A&M University athletic department has too many followers who care about their sports teams to not have social media accounts giving the followers what they deserve.

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## **The Correlation between International Soccer and the Future of USA Women/Men Soccer Sport**

Ezzeldin R. Aly, & Abdulaziz Asswailem  
Florida A&M University

We're talking about millions of Americans rearranging their lives for soccer. We're talking about soccer conversations in line at the bank, in the department store fitting room, in the produce department. We're talking about something that grew so big so fast that its stars became the only people to ever appear on the covers of Time, Newsweek, Sports Illustrated and People in the same week. "Ten years ago to today, the U.S. women's soccer team was approaching off a victory against Germany in the Women's World Cup and heading to California for its July 4 semifinal, then the July 10 final - which it won before a U.S. TV audience of 40 m, when Brandi Chastain made her penalty kick, then legendarily took off her jersey and whipped it over her head in victory". (Brennan, 2009).

To understand where USA soccer on the world level of soccer sport. Study USA soccer improvement and progress in comparison to the world soccer expansion. This study will clear the road map for USA soccer, the past, the present and the future of soccer as a global sport. Also, investigate the correlation between international soccer and the future of USA women and men soccer. Put into consideration soccer is one of the top 5 revenue sports worldwide. FIFA functions as a non-profit organization with an annual income over the \$700 million. According to FIFA's 2012 financial report, "total revenue for 2012 was \$1,166 million with event-related revenue being \$ 1,108 with most of that coming from TV broadcast rights and advertisements for the World Cup™".

The sale of licensing rights generated \$23 million. Annual budgets are submitted to the Congress for approval each year and are considered cash budgets. These budgets include FIFA expenditures consisting mostly of operational costs and competitions, contributions to players, the confederations, and FIFA development programs (BERA, 2016) Improve soccer at USA level will increase youth participation in sports at USA level, more job opportunities, world recognition, improve the business of the sport, sport industries, health, wellness, and social growth. The researcher will use the analysis approach to analyze information about soccer from the USA soccer federation (USSF), USA soccer districts, and data from the international federation of soccer (FIFA). Also, different other resources such as soccer magazine, soccer articles, journals, social media, and sports media. The researcher will analyze the data to find the correlation between international soccer and the future of USA soccer.

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## **Career Opportunity for the Post-Professional Sports Athletes Deprived of College Education: Case Study Analysis**

Jared Brown, & Ezzeldin R. Aly (advisor)  
Florida A&M University

Money can be everything until the day where your body or skill doesn't allow you to make that money anymore. Adolescents don't think about what life after an athletic career will be like. The thought of money and fame can easily get in the way of thinking about things that ordinary people deal with on a daily basis. Some people in this world need that education to teach them how to manage life and the many things that come with it. Whether it be a lack of interest, time conflict, or not enough time in their quickly after entering retirement, many athletes struggle with being unemployed, depressed and not knowing what they want to do. There have been many cases where athletes have gone bankrupt from just sitting around and just spending money with no steady income. Outside of athletics, most athletes lack self-identity (Saunders 2018).

Throughout this current study, the researcher examined the career opportunities that athletes have after a career. The researcher also looked at the results of some former players who chose not to expand their education before their professional career and how they manage to live in the days after. To get more insight on the perspective of athletes, survey was given to student-athletes and also a few professionals. They were asked how they relate or felt about some of these topics. The prospective came from a source of different people including college athletes and professionals. The college career, many athletes don't know precisely what they would like to do in the future. The researcher found that athletes in college are not necessarily getting the preparation they need to be successful after their playing career.

In conclusion it will really take a reality check to get athletes to fully understand how difficult life after a playing career can really get. Seeing athletes in the professional leagues can give anyone motivation to get to that same level, but in reality, it doesn't work like that. There are only so many jobs and everyone won't make it. The great thing about athletics is that it can give you skills that can be used in everyday life to be successful. With an understanding of this we won't have as many problems of athletes not living how they should once they are done playing. The researcher believes it is the job of K-12 and College education systems to hold athletes to a standard and to prepare them for life after a playing career.

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## The Perception of College Athletes Wearing Knee Braces after an Injury

Jerry Goodson, & Ezzeldin R. Aly (advisor)

Florida A&M University

Athletes across the nation tear a major ligament in their knees each year playing football, injuries such as Medial collateral ligament or anterior cruciate ligament tears (also known as MCL and ACL). These injuries are most of the time season-ending injuries and will require surgery to repair the damage along with multiple months of rehab. Once the rehab is done the player will often have to wear a protective knee brace to return to the game. The injury and knee braces often have effects on the athlete play. In this study, the researcher studied the different type of effects the knee brace has on athletes after they tear these ligaments.

To find out the effects of the knee brace the researcher conducted interviews with multiple players on Florida Agricultural & Mechanical football team and members of the Universities sports medicine staff. The student-athletes that participated age ranged from 19-25. The athletes were both male and female, from various sports such as football, and basketball. The researcher interviewed student-athletes who had torn a major ligament in their knee due to sport related activities. The sample was the football quarterback and a women's basketball player from Florida A&M University. The researcher interviewed the sports medicine training staff on the Florida A&M Rattlers University athletic program. The researcher interviewed both sexes to get a grasp of the trials and tribulations woman face with the knee brace as well. These athletes are all a part of the NCAA and in a collegiate program. The interview had ten questions and took place after practice for about fifteen-minute. The sports medicine staff had different questions from the athletes. Then, the researcher documented these finding. The researcher asked the athletes "Do you feel as if the knee brace held you back from being as agile in your sport?" subject number 1 responded "I do think the brace does hold me backs from being as agile on the court. It doesn't bend completely, and it gets in the way sometimes." subject number 2 responded, "Yes, I honestly feel like it does slow me down when I'm cutting and changing direction."

Unlike the answers was given in the interview, a similar study was taken from 31 healthy men to see if wearing a knee brace affected their mobility. The men were to do single leg hops, crossover hops, and isokinetic knee flexion and extension with and without the brace. They were tested on the height of each jump, quickness to get back into the air and the quickness to change direction. The results showed that there was no significant difference in any of the test with the knee brace on or without the brace.

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**“The Year My Mom was Born”: An Ethnography of Care and Kin in College Football**  
Tracie Canada, University of Virginia

My dissertation explores race, affiliation, surveillance, and mortality in the lived experiences of Black college football players. This research is situated in socio-cultural anthropology and informed by extensive participant observation with players in everyday lived spaces. I spent thousands of hours observing lifts, practices, and scrimmages, attending classes and student-led meetings, tailgating and sitting with parents at games, and eating meals with research participants. I also conducted semi-structured interviews with about 50 former athletes, current college and NFL players, family members, coaches, and university administrators. These interviews enhanced what I was able to observe in ethnographic contexts. Finally, I learned how student-athletes frame their own lives through life narratives, documenting how players regard their interpersonal relationships and individual trajectories.

This proposed paper, which introduces the players’ unavoidable entanglements with blood relatives with a particular focus on their mothers, considers the players as sons. The ordering presented by the Black family is often pathologized, seen as a threat to national order and rationality. This chapter will highlight how productive these relationships actually are, while also recognizing where women are present in this hypermasculine world. The support and labor of mothers and female relatives is imperative to the success of the Black athlete, as I will show by describing my interactions with moms of players at different universities and my participation in NFL Moms Safety Clinics. In analyzing the importance of Black mothers in the world of college football, an interesting divide becomes apparent: the distinction between bureaucratic care, provided in multiple ways through the football program, and family care that flows from matrifocal kin networks.

While drawing attention to Black mothering and emotional labor, this paper touches on the various geographies of care that are present in the lives of these football players, given the constellation of parties invested in their well-being and success, in one way or another. I highlight the importance of mothers in these players’ lives to bring attention to the gendered performances of care football players often experience. This is also done to argue that this relationship shapes Black players’ ongoing commitment to football and quotidian experiences in ways that contribute to their ability to find relative success in the navigation of deeply contradictory ordering systems. Black players conceptualize and live kinship in multiple productive ways, all of which lead back to their participation in competitive sport.

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## Gendered Perspectives: Creating the 'Ideal' Track and Field Athlete

Anna Posbergh, University of Maryland-College Park

Though there is substantial literature around the body ideal for male and especially female athletes, there is limited research on what male and female athletes view as the ideal athlete, both in terms of appearance and personality traits, with research around the latter typically limited to mental skills, eating disorders, and leadership qualities (Holmes et al., 2010). Additionally, when focusing on specific sports such as track and field, there is an even narrower range of literature around its sociocultural aspects. Track and field in particular is a unique sport as men and women compete in generally the same events at every level (i.e. of the 21 collegiate track and field events for men, 17 of them are the exact same distance, rules, and/or implement weight for women). Moreover, a majority of collegiate track and field programs feature a combined men and women's program, meaning, the athletes practice together at the same time and at the same facilities, and travel to and compete in the same competitions. Rarely in any other sport, collegiate or otherwise, is there such collaboration between male and female athletes, creating a distinct team dynamic and relationship between the men and women, as compared to most other sports.

In this study, I looked to explore the physical, mental, and non-sport related qualities that create the 'ideal' athlete from an athlete's perspective, focusing particularly on whether or not there was a gendered difference between men and women. To do so, I conducted interviews with ten collegiate track and field athletes (six males, four female), asking them questions around their experiences in track and field, the influence of outside persons (i.e. parents, coaches), and opinions on the elements that create the 'ideal' athlete. In asking these questions, I further looked to identify if there was a gendered difference in the responses of my participants.

Using a thematic analysis framework, I found three primary themes that emerged: first, that the female athletes I interviewed typically interchanged the 'ideal athlete' with 'role models,' while male participants clearly demarcated one from the other. Within this, female athletes focused more on emotional and mental factors, as well as factors outside of athletics such as community outreach and family-friendly social media to describe the 'ideal' athlete. On the other hand, male athletes predominantly focused on physical attributes to describe an 'ideal' athlete such as muscularity and tallness, usually only mentioning traditionally masculine emotional or mental factors such as confidence and competitiveness. Although female participants mentioned these physical and competition-focused traits, their explanations of an 'ideal' athlete were supplemented with a more holistic image of an individual, rather than simply visible athletic prowess.

Second, while every participant spoke of a coach that heavily influenced their training and development, most female participants focused more heavily on the support of a coach (former or current) in her development both as an athlete and person, citing the necessity of a connection she had or sought with her coach. On the other hand, male participants discussed former or current coaches as helping them "get to the next level" athletically. Though some male participants spoke of a strong personal relationship with a previous coach, female participants more frequently spoke of their former (or current) coaches assuming father-like figures in their lives, and helping them overcome challenges, both on and off the track.

Lastly, all of my male participants mentioned discrimination against women and female athletes at some point in our interview, while this conversation topic was significantly less

prominent and intentional among my female participants. In my own reflexivity, perhaps this was a result of my participants knowing the focus of my research around gender and my own identity as a former female collegiate athlete, but this theme nonetheless suggests sustained prevalence of hegemonic masculinity and the female apologetic (Messner, 1988; Davis-Delano et al., 2009), despite contemporary advances in women's sport. Hence, amidst the recognition of the unfairness that female athletes face every day, these injustices still prevail at the collegiate system. When considering modern sport scandals involving athletes, it is clear that women still occupy a marginalized status compared to their male counterparts. Though recognition of the inequality is ubiquitous, the subordinate reality for female athletes is imperative when considering the importance of coaches, teammates, and family in the development and success of a current and eventual post-collegiate athlete, male or female.

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## Best Practices in Sport Management Accreditation

Heather Alderman, Executive Director, Commission on Sport Management Accreditation (COSMA)

Specialized or programmatic accreditation is the peer review of an academic program to assess its quality, based on standards set by the field. Accreditation is a major way that students, families, government officials and the press know that a program provides a quality education (CHEA, <https://www.chea.org/about-accreditation>). Specialized and programmatic accreditors focus on measures of student learning or competence that are fundamental to the discipline or profession (ASPA, [https://www.aspa-usa.org/wp-content/uploads/2015/02/ASPA\\_InstProgramAccredcompared\\_Jun12.pdf](https://www.aspa-usa.org/wp-content/uploads/2015/02/ASPA_InstProgramAccredcompared_Jun12.pdf)). As the Commission on Sport Management Accreditation (COSMA) passes its tenth year, what impact has the focus on self-examination and continuous improvement had on the programs that have participated in this process?

COSMA is in a unique position to track changes and growth within its membership. Most programs “prepare” for COSMA accreditation by reviewing its *Accreditation Principles Manual* (COSMA, 2016) and understanding the requirements within. This review results in changes to curriculum, faculty and internal and external operations *prior to* applying for first-time accreditation. While these changes are self-reported and anecdotal, once a program joins, COSMA is able to track programs through its annual reporting and survey processes.

In the 2018 annual survey, COSMA programmatic members were asked to provide information about their sport management academic programs. Members are defined as those programs intending to go through the accreditation process, programs going through the accreditation process and those who are accredited. Of the 51 programs, 35 responded to the survey.

In addition to demographic information about the institutions and sport management programs, members were asked about the impact of COSMA accreditation:

- What support/guidance should COSMA provide?
- What are the most relevant reasons your program is working/worked toward accreditation?
- What might hinder a program from going through COSMA accreditation?
- What does COSMA do well?
- What could COSMA do better?

It is from the last question that COSMA gains an understanding of arising needs in sport management education. Based on the survey responses, four categories of emerged: Sport industry connections/marketing, accreditation process improvements, connecting students and faculty to COSMA and improvements to the annual COSMA Conference.

COSMA also asks members to weigh in on timely issues in sport management education such as dual-enrolled students, advising loads, accrediting associate degrees and creating a peer-reviewed journal. The presenter will provide detailed information related to the results of this survey and encourage questions and comments related to the research and the accreditation process.

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## The Excellence in Management Cup (2017-2018 Athletic Season)

Dylan C. Harriger, & Shane Hudson  
Texas A&M University

As collegiate athletics have become more competitive, athletic department spending has increased. In fact, during the past decade, collegiate athletic department spending has doubled for all NCAA divisions (I, II and III) (Meredith, 2017). This leads one to ponder whether or not increased athletic department expenses have a positive or negative correlation on winning both conference and national championships. More specifically, how does athletic department spending affect Division I Football Bowl Subdivision (FBS) level schools? Through the Excellence in Management Cup, first established in 2009, the researchers have developed a formula that allows one to determine which Division I FBS Athletic Department is most efficient with their expenses.

The developed formula is as follows, six times NCAA Championships won divided by the number of sports offered, plus conference championships divided by # of sports offered. Once this is calculated, the total is divided by the total athletic operating costs. For simplicity and understanding, the formula can be seen here more visibly.

$$\text{EM Cup Score} = \left[ \left( 6 \times \frac{\text{NCAA Championships}}{\# \text{ of sports offered}} \right) + \frac{\text{Conference Championships}}{\# \text{ of sports offered}} \right] / \text{Total Athletic Operating Expenses}$$

The formula places greater emphasis on national championships. The researchers believe the level of difficulty in achieving a national championship warrants the additional weight. To remain fair to all schools, the formula divides the national and conference championships by the total number of sports each school offers. The data regarding NCAA championships, conference championships and sports offered was collected from the official NCAA website, official conference websites and official individual athletic department websites. The researchers created an Excel sheet with all FBS schools. In this Excel sheet, the weighted formula was input to the columns. Once the Excel sheet was setup, data on every NCAA Championship result as well as regular and postseason conference championship results was collected. The total athletic operating expenses will be collected via the Equity in Athletics Disclosure Act (EADA) reports. The researchers have reached out to the EADA and have been told reports will be posted by late January. The researchers anticipate having the final results of the EM Cup no later than February 1<sup>st</sup> 2019. In years past, the researchers have awarded the top three finishers nationally with a trophy. The top five finishers from all Division I FBS conferences are announced as well as a top 25 national ranking.

The researchers believe that the Excellence in Management Cup report gives out a unique award and recognizes schools that are highly competitive without overspending. Often times, it is a “mid-major” school who usually does not receive national recognition. In addition, the award gives athletic departments that do spend highly the opportunity to evaluate if their high spending is leading to a high level of championship success.

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**Dear College-Athlete: What would You Risk for Social Justice?**

Naadiva Hopkins, Fayetteville State University

Julian Capel, University of South Carolina

Noran L Moffett, Fayetteville State University

What would you risk? The social media age has expanded access to activities in any community at any time for all to see. Seemingly, virtual voices of the engaged and civic-minded can be read, seen or heard through a smartphone or other devices across multiple platforms. Moreover, it appears that our sports teams and athletes tend to be more recognizable in our communities than many others across business, social, political and spiritual/religious institutions. Therefore, the application of research and practice that can support the consciousness of the student-athlete beyond the court, field or game day performance seems omnipresent in this emerging era of resistance to the notion of “shut-up and dribble.” Consequently, the exploration of research that seeks to provide content and context for those who have paid the price and performed acts of civic responsibility will be presented as a conceptual framework for discovery, discussion and the identification of contemporary factors rooted in a foundation based upon historical figures link Jackie Robinson-Branch Rickey, *The Cleveland, Ohio Summit* organized by Jim Brown of athletes in 1967 who stood with Muhammad Ali.

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## Measurements of Organizational Effectiveness in Student-Athlete Career Development

Daniel Wray, & Donna Pastore

The Ohio State University

Across collegiate athletics, an increased emphasis has been placed on the student-athlete experience. Student-athletes are valuable members of their university communities, yet, many examinations provide evidence that student-athletes have unique experiences and interact with their universities in different ways when compared to their peers (Gayles, 2009). Many critics of the NCAA have argued that the financial complexities of high-level collegiate athletics, and overall financial value of the product have led the NCAA to divert from its foundational purposes and “core values” (Cooper & Weight, 2011). At the heart of the NCAA’s self-proclaimed “core values” is the belief in student-athletes succeeding on and off the field (NCAA, 2017). To many institutions, this belief leads to an increased emphasis on graduation requirements: institutions must graduate a certain percentage of their student athletes in order to be compliant with NCAA mandates and regulations (NCAA, 2014). The NCAA proudly and regularly reports student-athlete graduation rates above 80% (Eckard, 2010; NCAA, 2017), and uses these statistics to demonstrate to their public audience that they are fulfilling their responsibility to educate and provide academic opportunities for their athletics participants who are not financially compensated for participation. Unfortunately, graduation is only the beginning for nearly all student-athletes. Nearly every single student-athlete will be finding a career outside of being the professional athlete which many aspired to be from the time they were young.

In order to counteract the challenges with assisting student-athletes post-athletics retirement, institutions have established programming designed to better prepare student-athletes for these opportunities. These career development programs, though noble in thought, have yet to be statistically measured or examined to thoroughly understand their impact and influence on the student-athletes they serve. Through this study, scholars and practitioners will have a better understanding of the ways in which student-athletes perceive their experiences as programming participants, as well as the ability to infer best practices based on perceived effectiveness.

Drawing upon the theories of organizational effectiveness, the researcher has designed a model of analysis that determines the organizational effectiveness of student-athlete career development programming utilizing the perspective of the primary stake-holders, the student-athlete. Several hundred current student-athletes, second through fifth year athletics participants, from multiple homogenous NCAA Division I Power 5 institutions represent the purposive sample used. Data collected was analyzed using structural equation modeling techniques and represents new opportunities for programmatic evaluation.

The implications of this study are significant within the dynamic nature of collegiate athletics. The researcher feels that this model is unique in its ability to measure overall effectiveness instead of limiting itself to specific variable outputs. As more institutions across all competitive levels incorporate programming into their student-athletes’ curriculums, there becomes an increased need to measure the effectiveness of programming. When effectiveness is measured, practitioners are able to infer and identify the best practices necessary to facilitate experiences necessary to the overall well-being of the student-athlete. These practices may spread via benchmarking practices which continue to disseminate information and techniques throughout the collegiate athletics landscape. Ultimately, this leads to more institutions having

access to an effective measurement of their career development programming's influence on the lives of their student-athletes. Additionally, researchers will have the opportunity to adapt the measurement tool to other facets of student-athlete development programming, providing a variety of new populations and programs to analyze and assess in order to provide a more efficient and effective developmental process for university student-athletes.

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## **The History of Southeastern Conference Football during World War II**

Jim Watkins, Mississippi State University

The purpose of this project is to examine how member institutions in the Southeastern Conference (SEC) managed their athletic programs during World War II. This time period in college sport history is unique because a few university leaders at SEC institutions believed the war gave them the opportunity to permanently implement reforms such as reducing practice hours, playing less games, limiting the high salaries of coaches, curtailing the intensity of recruiting, and reducing commercialism through measures such as lower ticket prices. One example of a president who held these ideas was Rufus Harris, who was president at Tulane University. He claimed that the war gave higher education institutions the opportunity to “Take advantage of the lessening public pressure upon us to develop a sane, reasonable basis for intercollegiate athletics. I doubt if there will come a more favorable time,” (“Wartime Intercollegiate Athletics,” 1943, p. 1). Despite calls like Harris’s to place less emphasis on college sport, Murray Sperber argues the opposite, which is that university leaders lost the opportunity to reform college sport after World War II. Other historical research (Kemper, 2009; Oriard, 2001; Smith, 2011) has also described college athletics, especially football, as becoming as popular as ever shortly after the war ended. In addition, Ronald Smith (2011) refers to the 1950s as arguably the most corrupt in the history of college sport, which further shows that if the war did provide an opportunity for reform, university presidents did not take advantage of it. Why were the university presidents and faculty, who claimed responsibility for governing the SEC, unable to capitalize on the opportunity they believed the war had given them to reform college sport?

To examine this question, the author visited university archives of all thirteen institutions that competed in the SEC from its founding in 1933 until the end of World War II in 1945. Sources from these archives included correspondence between university presidents, faculty, trustees, athletic department employees, and other university stakeholders. The author also examined articles from newspapers throughout the Southeast, university publications such as yearbooks, alumni magazines, and student newspapers, trustee board minutes, and SEC meeting minutes. These sources do have limitations. For example, Booth (2005) argued that archives do contain a significant amount of primary source information, but potential sources can be manipulated, concealed, hidden, or destroyed. Furthermore, the biases of the journalists who wrote newspaper articles could have influenced their descriptions and opinions. For example, Oriard (2012, p. 8) claims that “Sportswriters had cozy relationships with the coaches of the teams they covered.”

Despite the perceptions of some SEC presidents and faculty that the war provided an opportune moment for reform, how universities ran their athletic departments during World War II suggests that attempts to place less emphasis on college athletics would be temporary. During the first full year of the war, 1942, universities managed their athletic departments similarly to how they did so during the Great Depression. As institutions began to lose athletes to military service, the SEC’s university presidents actually suspended academic reforms that existed prior to the war so that their athletic programs would survive. Two of these suspended reforms included allowing freshmen to compete and eligibility for athletes who transferred. The war caused the SEC to temporarily suspend these reforms they implemented when founding the conference during the 1930s. These reforms were necessary for many SEC institutions to field

teams, since only four football programs formally competed during the 1943 season. University presidents sacrificed their academic reforms so they could continue fielding teams, especially in football.

The author concludes that since university presidents and faculty were unable to reform college athletics during the war, at a time where they perceived it as susceptible to reform, then reforms such as reduced practice time and lower coaching salaries are unlikely to come from these university leaders at any point. Zimbalist (2016) argued that there are two paths to reforming college athletics 1) academic based reform, such as the return of freshmen ineligibility 2) professionalizing college sport, which would officially make athletes employees of the university. Based on the finding that university presidents were willing to suspend academic reforms at a time where a few presidents thought the opportunity for reform had emerged, how SEC presidents governed college athletics during World War II indicates that professionalizing college sport is the more realistic path.

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## Exploring the Impact of Football's Concussion Crisis on the Behavioral Reactions of NCAA Division I Football Fans

Montanna Viitala, Cody Cesarz, & Tom Isaacson  
Northern Michigan University

At the 2017 CSRI Conference, research was presented that evaluated organizational responses of the NCAA and its member institutions to the concussion crisis in football (Isaacson & Agozzino, 2017). The content analysis project evaluated recent media coverage and categorized responses using the Situational Crisis Communication Theory (Coombs, 2007). Results indicated that corrective action was overwhelmingly the most common crisis reaction, and the researchers recommended that future research explore what type of impact this approach has on behavior (e.g., participation in football and fan support). According to SCCT, corrective action is one of two accommodative strategies – the other is an apology – that should be used when an organization is responsible for a crisis. Typically, according to public relations crisis theory, if stakeholders find the organizational reactions to be sufficient, they will continue to support the organization.

In a recent book chapter discussing SCCT and sports crises, Coombs (2018) describes how “multiple crises may be enough to cause fans to rethink their support for a team” and “there is not exact data on what the crisis threshold is – how many crises it might take to cause a fan to disengage from a team” (p. 19). Certainly, the concussion crisis in football consists of a wide variety of circumstances that together contribute to the overall reputational crisis, and the ongoing nature of continuing incidents – and the subsequent media coverage – seems likely to contribute to a cumulative impact.

As the NCAA and member institutions engage in corrective action to react to football's concussion crisis, ongoing medical and neurology research continues to evaluate if the reactions are sufficient to keep the game safe, while also offering their own independent suggestions related to corrective action strategies for athletes and their parents to consider (Thys, 2018). At the same time, stories of the impacts of CTE on NCAA football players – where the symptoms can range from mild cognitive impairments to tragic suicides – continue to generate additional media coverage (Kessler, 2018; Bishop, 2018).

This research project seeks to explore the impact on behavior by implementing a case study approach that allows for a broad review of evaluative measures. The focus will be particularly on behaviors related to participation and measures of fan support, while also considering that differential fan reactions are expected among people with high and low levels of team identification (Courtney & Wann, 2010).

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## How Do Athletic Department Policy Changes Affect the Secondary Ticket Market?

Mark L. Howard, Berry College

For decades sports organization have used the pricing strategy of underpricing to maximize attendance at sporting events (Courty, 2003) instead of attempting to maximize revenues. As revenue generation has increasingly become the focus of the administrators of intercollegiate athletic departments all across the nation, finding the balance between optimal ticket pricing and providing the opportunity to attend sporting events remains a challenge in the sport industry (Drayer & Shapiro, 2009). Since institutional funding has been decreasing for intercollegiate athletics, generated revenues have become a more important source of revenue. According to Fulks (2017) “generated revenues are produced by the athletic department and include ticket sales, radio and television receipts, alumni contributions, guarantees, royalties, and NCAA contributions” (p. 6). Historically, the largest sources of generated revenues for intercollegiate athletic departments has been ticket sales, and while ticket sales are no longer the largest source of revenues, tickets sales still account for 22% of all generated revenues across all National Collegiate Athletic Association (NCAA) football bowl subdivision (FBS) institutions (Fulks, 2017). With the advances in technology, the secondary ticket marketplace has become one of those potential generated revenue sources that athletic administrator can look to take advantage of. Steele (2018) posits the secondary ticket market is worth around \$15 billion per year, but according the 2017 Annual Report of eBay, which owns StubHub, they reported \$88 billion in revenues generated from the secondary ticket market with \$30.6 billion being in the United States. While the annual report does not define how much of the revenues are from intercollegiate athletics, StubHub is the officially secondary ticket partner of 45 institutions (StubHub, 2019), so the revenues from the intercollegiate secondary market is significant. The search for generated revenues has led intercollegiate athletic departments to develop relationships with online ticket exchange companies like StubHub, RazorGator, and TicketsNow in an attempt to retrieve some revenues that might have been lost due underpricing their tickets to maximize attendance instead of maximizing revenues.

Numerous researchers have studied the secondary ticket market in professional sports. Whether to examine the determinants that leads to purchase decisions by consumers (Diehl, Drayer, & Maxcy, 2016; Drayer, Rascher, & McEvoy, 2012; Drayer & Shapiro, 2009; and Shapiro & Drayer (2014), price elasticity of demand (Diehl, Maxcy, & Drayer, 2015; ), how leagues are establishing legitimacy to the secondary market (Drayer & Martin, 2010), and the emergence of a secondary market for personal seat licenses and season ticket rights (Salaga & Winfree, 2015). Until recently, researchers have not focused on the secondary ticket market in intercollegiate sports. Rishe (2014) and Rishe, Mondello, and Boyle (2014) examined the 2013 NCAA Men’s Basketball Tournament. As noted by Morehead, Shapiro, Madden, Reams, and McEvoy (2017), the “prices are determined at the top governance-level (NCAA), thus excluding individual schools from the pricing process” (p. 96). Similarly, Rishe, Reese, and Boyle (2015) and Rishe, Sanders, Reese, and Modello (2016) investigated the secondary market for NCAA Bowl Games, but once again pricing decisions were not made by individual schools. Additionally, Popp, Shapiro, Walsh, McEvoy, Simmons, and Howell (2018) studied the secondary market of a NCAA Division I Men’s Basketball Conference Tournament. To date, only Sanford and Scott (2014, 2016) have analyzed the secondary market on an individual institution level when they studied the pricing efficiencies of season ticket sales in the

Southeastern Conference (2014) and the intensity of rivalries in the SEC (2016). From an individual institutional level there is one area that has yet to be studied, and that is how changes to booster policies or athletic ticket pricing affects the secondary ticket market demand for a particular sport entity.

This study attempts to determine if changes to athletic department ticket policies have any effect on the secondary ticket market of a large southeastern university. The university's athletic ticket office announced a change to season ticket pricing which would take affect for the 2013 football season. Customers who were renewing their season tickets from the previous season would be charged a discounted rate than individuals who were purchasing season tickets for the first time. While there had been adjustments to the cost of season tickets in the past, the changes were a result of a difference in the number of home games or slight adjustments due to inflation. This change was the first significant change to the pricing structure since 2006. This study examines and compares the activities of season ticket holders who are utilizing the secondary ticket market and the demand from consumers who are purchasing those tickets utilizing the secondary ticket market transactions data from the year preceding the pricing change (2012) and the year of the change. The data include n=43,191 transactions from the aforementioned football seasons. This study has a variety of practical implications. Findings, implications and suggestions for future research will be presented.

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## **Finding the Balance between Academic and Sport Motivation: A Study of NCAA Division I College-Athletes**

Keith Adams, Grand Canyon University

The purpose of this quantitative, correlational research was to assess the relationship between academic motivation and sport motivation among NCAA Division I student-athletes enrolled at colleges and universities in the southern and western regions of the United States. The theoretical foundation was based on the Self-Determination Theory. The Self-Determination Theory includes three specific types of motivation: intrinsic, extrinsic, and amotivation. The study was comprised of three research questions, which were designed to determine the relationship between academic and sport intrinsic motivation, extrinsic motivation, and amotivation among NCAA Division I student-athletes. The research was undertaken at two public higher education institutions in the southern and western portions of the United States. The sample for the study included 91 NCAA Division I student-athletes. The analysis involved nonparametric Spearman's correlations. The findings indicated a statistically significant relationship between academic and sport intrinsic motivation among NCAA Division I student-athletes ( $r_p = 0.210$ ,  $p = 0.046$ ). The findings indicated no statistically significant relationships between academic and sport extrinsic motivation ( $r_p = 0.126$ ,  $p > 0.05$ ) and between academic and sport amotivation among student-athletes ( $r_p = 0.091$ ,  $p > 0.05$ ). The results justify further research on student-athlete motivation.

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## Descriptions of College-Athletes in the Classroom: Views from Sport Management Students

Megan Parietti, University of Wisconsin-Parkside

Margaret Tudor, University of Tampa

Emily Newell, University of Southern Maine

It has been well documented that for collegiate student-athletes there is a disconnect between the role of being a student and the role of being an athlete (Simons, Bosworth, Fujita, & Jensen, 2007). While student-athletes often want to succeed academically (Parsons, 2013), there are many difficulties that may get in their way. Beyond the commonly considered time and energy demands of intercollegiate athletics (Ayers, Pazmino-Cevallos, and Dobose, 2012), student-athletes may face unequal treatment in the classroom from their peers based on their athletic identity (Simons et al., 2007; Wininger & White, 2015). This study was grounded in the conceptual framework of stereotype threat where individuals who know there is a stereotype about themselves may see themselves negatively or change their behavior to mirror the stereotype (Steele & Aronson, 1995). In regard to student-athletes, it has been suggested that there is a “dumb jock” stereotype, and this stereotype exists across NCAA divisions and sport types (Feltz, Schneider, Hwang, & Skogsberg, 2013).

The purpose of this study was to explore stereotypes in the classroom about student-athletes. This was done through the viewpoint of students in sport management courses. Specifically, we explored what terms students would use to describe student-athletes and non-student-athletes.

A survey was conducted at two/three universities. There were 143 participants, which included students enrolled in Introduction to Sport Management courses and First-Year experience courses. 33 of the participants were student-athletes and 91 were Sport Management majors. Students in Sport Management courses were asked to “Choose **5 adjectives** that describe the classroom behaviors of most students that” participate in intercollegiate athletics, participate in recreational sport, and do not participate in sport. Students were given a list of 21 adjectives to choose from (e.g. intelligent, entitled, athletically focused, competent, etc.).

Descriptive statistics and ANOVA were run on the adjectives chosen by the students, and it was found that adjectives that described student-athletes in a positive way were significantly lower than adjectives that described student-athletes in a negative way. For example, when asked if student-athletes were intelligent, 69.9% said no. Further statistics will be discussed during this presentation. Implications and future research will be discussed.

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## **Crucial Dialogue: Advancing Athlete Well-Being through Enhanced Communication**

Todd Fraley, Stacy Warner, Christine Wilson, Michael Catalano, & Gareth Jones  
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Although communication skills are an essential and fundamental to students' academic and professional preparation, many students are underprepared and lack the training and knowledge on how to handle a difficult conversation (Robles, 2012; Strauss, 2017). Because of the power-dynamics between student-athletes and coaches, professors and/or administrators, many student-athletes may feel especially uncomfortable initiating difficult conversations. However, by student-athletes voicing their concern many pressing issues within intercollegiate athletics can be addressed. For example, playing time concerns to serious health issues can be better addressed if they are confidently communicated. Thus, finding way to better prepare student-athletes in this regard is fundamental to improving their student-athlete experience and college athletics overall.

Researchers have found that immersive simulation technology provides a unique opportunity for the practice of complex skills (Straub, Dieker, Hynes, & Hughes, 2014). Consequently, the aim of this research was to determine if immersive technology (i.e. Mursion@ECU) could be used to enhance student-athletes' willingness to communicate.

Using a quasi-experimental design, student-athletes were recruited to serve in either the experimental group or the control group. Both groups took a pre-survey which included Burgoon's (1976) Unwillingness-to-Communicate scale that was used to determine student-athlete's predispositions to effective communication. After the pre-survey student-athletes assigned to the Mursion@ECU group went through three virtual simulations. These simulations represented different "difficult conversations" that student athletes experience regularly. Topics included, playing time, academic stress, life after sport, injuries, etc. Approximately, 4-6 weeks after the pre-test both groups were asked to complete the post-survey, which consisted of the same questions.

Our hypothesis was that students who experience significant increases in interpersonal communication and/or significant decreases in unwillingness-to-communicate will report stronger cognitive flexibility, and that this this relationship will be stronger for students who participate in the Mursion@ECU compared to students who do not participate. Our initial analysis indicates that interpersonal communication confidence did significantly increase for Mursion participants, yet there was no significant difference in the control group. In particular, the mean value between the pre and post-survey increased for female Mursion participants, but not male Mursion participants. Moreover, the mean value between the pre and post-survey increased for Mursion participants on revenue-generating sport teams, but not Mursion participants on Olympic sport teams. Finally, the mean value between the pre and post-survey increased for White Mursion participants, but not non-White Mursion participants.

Similar to the success of other virtual simulations in teacher education and healthcare professionals, this research will allow us to develop meaningful simulations for student-athletes and promote effective communication. Significant differences based on sport type, race/ethnicity, and especially gender were observed on key measures in this study, and additional data is essential to account for these differences and understand the impact of the Mursion@ECU program. We also see opportunities to scale Mursion@ECU to various NCAA institutions especially at those institutions with limited resources. Overall, this project has the potential to

significantly impact student-athlete welfare and the field of intercollegiate athletics. Through exploring the use of an innovative and emergent training tool, student-athletes' communication skills can be improved so that their concerns are better addressed.

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## **The Swirling-Transfer Student Athlete Experience: A Case Study**

Ethan Swingle, & Cristobal Salinas Jr.

Florida Atlantic University

Intercollegiate athletics and transfer continue to be prominent phenomena in higher education (Taylor & Jain, 2017; Thelin, 1996). This study interconnected these concepts and studied the swirling-transfer student athlete experience. Swirling-transfer is the process of starting at a four-year university, reverse transferring to a community college, and then transferring back to another four-year university (de los Santos & Wright, 1989). While limited research has been conducted on the transfer student athletes (Horton, 2009, 20015; Flowers, Luzynski, & Zamani-Gallaher, 2014), through a thorough literature review, no research solely focuses on the swirling-transfer student athlete. To gain a better understanding of this unique experience, the purpose of this instrumental case study was to discover and describe the experiences and perceptions of swirling-transfer student athletes at a Division I four-year university, using Schlossberg's Transition Theory (Schlossberg, 1981, 1984) as the theoretical framework.

To obtain data, six participants (2 student athletes, 1 compliance officer, 1 position coach, 1 learning specialist, and 1 athletic academic advisor) were interviewed, multiple documents were collected (athletic department press releases, recruiting profiles, university transfer policies and NCAA handbook), and numerous observations took place at Sunshine State University (academic support office, practice field, university sponsored events). Data analysis followed Creswell's (2013) 5 step analysis, and findings and themes are direct sayings from the participants, which is known as In Vivo coding (Saladaña, 2016). After analysis of the data, two findings were unveiled: "Another Path to Success" and "Alternating Support". These findings allowed the researcher to answer the following research questions: What are the academic, athletic, and social experiences of swirling transfer student athletes? and What academic, athletic, and personal supports are needed for swirling transfer student athletes? Based off these findings, several implications are discussed regarding practice, policy, and future research. Examples include implementing a transfer orientation program all transfer student athletes must complete before participating in their respected sport, creating NCAA seminars and workshops to further teach support staff benchmarks and other guidelines who influence this experience, and conducting a multiple site case study at different levels of intercollegiate athletics, to see how these experiences compare. In sum, this was the first project conducted focused on the swirling-transfer student athlete experience, but much more is needed if colleges and universities want to further enhance this experience of this unique population of student athletes.

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## **Introducing the Event Analysis Methodology for College Sport Research**

Minyong Lee, North Carolina A&T University

Jiho Kim, Wingate University

Event analysis measures the magnitude of the effect that an unanticipated event has on the expected profitability and risk of a portfolio of firms associated with that event (Brown & Warner, 1985). This analysis is based on the efficient markets hypothesis (Fama, 1969), which states that all publicly available investment information is incorporated into stock prices. Event analysis has become one of the most widely used methodologies in a variety of disciplines, such as finance, accounting, law, and management (Agrawal & Kamakura, 1995). In terms of sports related topics, this methodology has also been applied to assess the impact of some marketing-related events on a firm's profitability such events include, for example, corporate stadium naming rights deals (Cecher-Olsen, 2003), athlete endorsement contracts (Fizel, McNeil, & Smaby, 2008), major sports official sponsorship announcements (Cornwell, Pruitt, & Clark, 2005), and sale of live broadcasting rights (Gannon, Evans, & Goddard, 2006).

Appraisal of the event's impact requires a measure of the abnormal return. The abnormal return associated with the announcement is defined as the difference between the observed price change around an announcement and the estimated normal market. The normal return means the expected return without conditioning on the event taking place. Measuring and identifying the significance of abnormal return is used to judge the economic worth of those marketing-related events. Given the selection of a normal performance model, the estimation window needs to be defined and the most common choice is using the period prior to the event window for the estimation window because of addressing effects of possible leakages and unseen information dissemination.

Two statistics are usually conducted to identify whether the average abnormal return is different from zero on the event day or within a given event window: (1) the standard cross-sectional z test (SCR z) and (2) the rank z test.

Sample research analysis using (1) the deals of corporate sponsorship/endorsement to intercollegiate athletic teams, (2) the scandals committed by major NCAA football and men's basketball programs, show this event analysis empirically applicable to measure the market values of the endorsed companies.