

CSRI CONFERENCE SCHEDULE
FRIDAY, APRIL 5, 2019

ACADEMIC PRESENTATIONS – SESSION 8

10:00-10:30am

- (CR1A) We Sing to Thee: Content Analysis of College Alma Maters
Chris Hanna, Robert Thompson, & James Morton
- (CR1B) Examining the Knowledge and Perceptions of Division II Collegiate
Athletic Administrators, Staff, and Coaches Regarding Gender Equity and
Title IX Standard
Justin B. Rodkey, Ellen J. Staurowsky, Kristy Kelly, & Toni Sonderfeld
- (CR1C) Institutionalized Racialization in Power 5 College Football and Men's
Basketball
Richard M. Southall

We Sing to Thee: A Content Analysis of College Alma Maters

Chris Hanna, Georgia Southern University

Robert Thompson, Georgia Southern University

James Morton, Ithaca College

While college alma maters play a significant role in the pageantry of colleges and universities, they have not received attention from researchers. College fight songs have received much more attention (Overstreet & Healy, 2011; Rosen, 2013; Studwell, 1994, 1995a, 1995b) than alma maters. While alma maters play a more regal role in the university, they are often a part of college sport events along with their rowdier fight song brethren. Therefore, alma maters are also worthy of research. Sport management is a growing field that is making rapid research advancements (Doherty, 2012) and alma maters should be part of the sport literature. Content analysis of various forms of music (Chepp, 2015; Epps & Dixon, 2017) is not uncommon. A content analysis of alma maters would be a rational addition to the Sport Management literature. Therefore, this 30-minute oral presentation will utilize content analysis to examine the alma maters composers have written for America's top colleges and universities for performance at sporting events and other campus events. More specifically, the purpose of this study is to utilize grounded theory to inform a content analysis of all 130 NCAA Division I Football Subdivision alma maters in order to find common topics in their lyrics.

Just as fight songs continue to be written and updated ("ASU Modifies," 2008; Lovejoy, 2012; Wallace, 2017), alma maters continue to be written and updated. Virginia Commonwealth University created its first alma mater in 2016 (Uginclus, 2016). The University of Wisconsin-Whitewater ("Alma Mater Lyrics Contest," 2018; "Alumnus Andrew," 2018) wrote a new alma mater in 2018 to celebrate 150 years in existence. Harvard University made changes to its 181-year old alma mater in 2018 ("Diversity Task," 2018). The University of West Florida introduced a fight song in 2017, then UWF had to replace that song with a second fight song that same year when the public did not accept the first one (Wallace, 2017)—a mistake that could just as easily be made with a poorly composed alma mater. Therefore, this study's results contribute to sport literature both by providing a content analysis of a fundamental component of college sport culture and university pageantry—the college alma mater—as well as informing the topics lyricists and composers should incorporate in future alma maters.

Grounded theory is the appropriate theory for an alma mater study of this nature. Grounded theory is a general methodology that allows researchers to use data that are gathered and analyzed in order to develop new theory (Strauss & Corbin, 1994). The name grounded theory is derived from the concept that ground in the data is the emerging theory the researchers are seeking (Martin & Turner, 1986). Researchers are encouraged to take an open-minded approach to the data they are analyzing. Findings should be gleaned from the data free of researcher bias (Martin & Turner, 1986).

This content analysis study examined 130 NCAA Division I Football Bowl Subdivision (FBS) schools' alma maters. In an initial round of analysis, three researchers analyzed two alma maters from each NCAA Division I FBS conference as well as two alma maters from the NCAA Division I FBS major independents seeking common emerging themes from the songs. The researchers then met. The researchers retained themes that were common among all three researchers. Themes that were found by either two or one of the researchers were debated. Following the meeting, the three researchers retained 13 themes that were prevalent across the

sample. The 130 NCAA Division I FBS alma maters are currently being coded for content tied to those 13 themes. This research will be finished soon. The results will be in hand well in advance of the April 2019 CSRI conference date.

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Examining the Knowledge and Perceptions of Division II Collegiate Athletic Administrators, Staff, and Coaches Regarding Gender Equity and Title IX Standards

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Kristy Kelly, Drexel University

Toni Sonderfeld, Drexel University

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education (The United States Department of Justice, n.d.). Although Title IX was enacted over 45 years ago, college athletic departments remain non-compliant with the law (U.S. Department of Education, Office for Civil Rights, 2016; Women's Law Project, 2014), suggesting a need for research regarding barriers to compliance. A central piece in the Title IX enforcement mechanism is engagement on the part of constituencies who are affected by the law. In effect, the accountability mechanism to ensure Title IX compliance rests with those who are educated about its requirements. Within athletic departments, those constituencies include coaches, administrators, staff members, and athletes. This paper provides an overview of the literature that documents knowledge deficiencies among those constituencies (Staurowsky & Weight, 2013; Weight & Staurowsky, 2014; Staurowsky, Zonder, & Reimer, 2017) as well as the lack of Title IX compliance, proportionality gaps, and ongoing litigations among Division II institutions (U.S. Department of Education, Office for Civil Rights, 2012, 2014, 2015a, 2016; Women's Law Project, 2014, 2017). One of the gaps in the existing literature is that previous studies have not examined populations in Division II nor assessed Title IX knowledge beyond the scope of athletes, athletics administrators, and coaches to include other individuals working in athletic departments.

Using a non-experimental, quantitative, cross-sectional design, athletic administrators, staff, and coaches were recruited from three NCAA Division II athletic conferences and asked to complete a web-based survey consisting of 38 closed-ended questions and 14 demographic questions through the online platform Qualtrics after institutional research board (IRB) approval. The instrument itself was an adaptation of a survey developed by Staurowsky & Weight (2011), supplemented with questions supported from research by Kenney, 2013 and Schneider et al., 2010 that assess knowledge and perceptions of Title IX.

Athletic department employees from 45 NCAA Division II colleges and universities located within nine northeastern states from both public (23) and private (22) institutions were contacted to participate in the study via email solicitation. They represented institutions that ranged in enrollment size from approximately 1,300 to more than 15,000 students. Of the 2,008 Division II athletic department employees contacted, 7.8% (N=157) completed the survey. That response rate fell within the typical range of reported response rates (Converse, Wolfe, Huang, Oswald, 2008; Maronick, 2009). Demographically, the majority of respondents were coaches (62.4%) followed by staff members (13.4%) and then administrators (10.2%). Only 5.7% were classified as the senior woman administrator (SWA) for their college or university. Nearly 46.5% of respondents identified as female while 53% identified as male.

As has been found in other studies, and indicated here in representative findings from this study, significant percentages of respondents generally lacked knowledge in all areas of Title IX's application to athletic department. In terms of gaps in Title IX knowledge, 33% of

respondents did not understand how the substantial proportionality standard works in terms of assessing athletics participation; 37% were unfamiliar with Title IX's three-part test; 50% did not know how to assess substantial proportionality in the awarding of athletically-related financial aid; 39% believed wrongly that funds raised through booster organizations does not fall under a Title IX analysis; and 32% believed wrongly that Title IX establishes a quota system.

Similarly, while the majority of respondents were in agreement that their athletic department met Title IX standards in terms of compliance in specific operational (or benefits) areas covered by Title IX, others disagreed. Nearly 25% indicated that their athletic department does not meet the proportionality standard; 28% that athletic interest among current female students is not addressed; 33% reported that athletic scholarship assistance was not distributed proportionally; and 42% reported that a new women's team had not been added at their institution within the last four years.

In terms of Title IX awareness, 17% of respondents did not know who the Title IX coordinator was at their institution; 18% did not believe their institution had demonstrated a commitment to Title IX compliance; 20% did not feel comfortable broaching issues regarding Title IX compliance with administrators; 23% were not aware that students be made aware of who the Title IX coordinator is; 25% were not aware that Title IX prohibits retaliation against whistleblowers; and 31% disagreed that their institution and/or department provided adequate information and training regarding Title IX and gender equity.

Our presentation will elaborate on the full set of findings, including analyses by gender, position, and sport and situate those not only within the context of the existing literature but also consider the implications these findings hold for the development of training and education programs. Further, consideration is given to the continuing consistency found in terms of gaps in basic Title IX knowledge, especially in light of the emphasis that has supposedly been placed on Title IX education on campuses around sexual assault. Regardless of whether one works in an athletic department or elsewhere on campus, the fact that 17% of athletic department personnel in this study did not know who the Title IX coordinator was on their campus and 23% did not know that students should be apprised of who the Title IX coordinator raise concerns at several levels.

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Institutionalized Racialization in Power 5 College Football and Men's Basketball

Richard M. Southall, University of South Carolina

Within the field of National Collegiate Athletic Association (NCAA) Power-5 college sport, the individuals who comprise member athletic departments and conferences have developed and/or adopted informal material practices, symbolic constructions, organizing principles and social patterns that have become embedded in the institution's internal policies and procedures, central authority system or cultural construct (Friedland & Alford, 1991). Over time, this institutional logic has come to form the basis for a set of unquestioned, taken-for-granted "facts" reflected in particular courses of action. In addition, the great mass of the population (e.g., fans, corporate stakeholders, government, university presidents, etc.) have given spontaneous consent to the general direction imposed on college sport by this dominant fundamental group (Power-5 conferences). This consent has been earned as the result of the historical prestige the dominant group enjoys because of its position and function (Gramsci, 1971). Power-5 hegemony has been achieved through example setting, persuasion, and coercion (Snidal, 1985). It is also rooted in – and dependent on – the hegemon's folklore and control of language and therefore the college sport narrative (Gramsci, 1971; Adamson, 1980, Southall & Staurowsky, 2013).

One of the major components of the institutional logic of Power-5 college sport is the economic exploitation of profit-athletes (i.e., football and men's basketball players), which has been justified as a result of college sports' historic attachment to higher education and its identified intrinsic value. In addition, those in positions of privilege and power within the institute of Power-5 college justify this economic exploitation by referring to "a core truth of intercollegiate athletics" (NCAA, 2014, para. 5):

For the vast majority of those who participate in NCAA sports - more than 460,000 young men and women each year at 1,084 institutions across three divisions and in 23 different sports – the experience is exactly what it is intended to be: a meaningful extension of the educational process that provides the opportunity for students to compete fairly against other students, in an educational environment (NCAA, 2014, para. 5).

As the percentage of Black profit-athletes has increased, this economic exploitation – as well as a lack of genuine educational opportunities – has resulted in the racialization of the exploitation of Black male profit-athletes (Phillips, 2011). The use of racialization as a multi-layered and multi-dimensional frame to examine this institutional racialization, allows for the intersection of race/ethnicity with class, gender, and sexuality within the institutional setting of Power-5 college sport, and recognizes Power-5 college sport's institutional processes have been developed, formulated and implemented by individuals constrained or enabled by the NCAA's collegiate model's institutional logic. This meso-level institutional racialization is reflected in institutional policies, practices, and procedures that disproportionately exploit and negatively impact Black profit-athletes.

As McCormick and McCormick (2010) noted: "...major college sports flourish on the basis of an apartheid system that effectively sanctions the exploitation of mostly African American young men for the enormous commercial gain of mostly European Americans associated with major universities, athletic organizations, and corporations (p. 660).

This presentation critically examines the racialization of Power-5 college sport that is a logical outgrowth of the 2006 redefinition of amateurism, resulted in a Power-5 institutional logic which justifies the economic exploitation of profit athletes:

“Amateur defines the participants, not the enterprise. We should not be ambivalent about doing the business of college sports. We should do it well...” (Brand, 2006, para. 23). We must do the business of college sport well...in order to “...distribute resources to those programs incapable of generating sufficient revenues on their own” (Brand, 2006, para. 15).

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CSRI CONFERENCE SCHEDULE
FRIDAY, APRIL 5, 2019

ACADEMIC PRESENTATIONS – SESSION 9

10:35-11:05am

- (CR1A) Determinations of a Value-Based Education Approach Related to the Anti-Doping Movement within College Athletics
Dylan Williams & Ken Wright

- (CR1B) Experiences of Black Athletic Senior Administrators
Jonathan E. Howe & Carter A. Rockhill

- (CR1C) Did House Bill (HB) 1897 have any Impact on the Student Athletic Fee?
Kevin Ayers

Determination of a Value-Based Education Approach Related to the Anti-Doping Movement within College Athletics

Dylan Williams, Ph.D., University of Alabama

Ken Wright, University of Alabama, United States Anti-Doping Agency

Throughout history, individuals have utilized various substances to enhance one's natural abilities to gain a competitive advantage regardless of sport or level of competition (Gleaves, 2012; Hoberman, 1992; Hunt, Dimeo, & Jedlicka, 2012). In recent years, however, several highly polarizing scandals involving major athletes such as Barry Bonds and Lance Armstrong have popularized the anti-doping movement and drug testing in sport (Coakley, 2016; Waddington & Smith, 2009).

As such, entities such as the United States Anti-Doping Agency (USADA) strive to protect the sanctity of sport by promoting, coordinating, and monitoring the fight on drugs. USADA is the national anti-doping organization that manages the anti-doping program, in-competition and out of competition testing, results management process, drug reference resources, and athlete education for all United States Olympic Committee recognized sport national governing bodies, their athletes, and events. USADA argues any banned substance use violates the ideals represented in sport, and athletes who engage in these substances should be criticized within the sport community (Coakley, 2016; López, 2011). This increased scrutiny has led to stricter enforcement of PEDs in both professional and amateur sport.

Within the National Collegiate Athletic Association (NCAA), the organization strives to protect NCAA student-athletes from drug and alcohol abuse through its Drug Testing Program (DTP) (Buchbinder, 2017). Approved at the 1986 and 1990 NCAA Conventions, the DTP is dedicated to promoting the ideal of fair and equitable intercollegiate competition through year-round drug testing (NCAA, 2018). Additionally, the DTP requires the member schools and their respective athletic directors to educate their student-athletes regarding banned substances. Specifically, it provides a drug-education framework to ensure member schools provide adequate drug education. These guidelines include developing a written policy on alcohol, tobacco, and other drug usage; reviewing NCAA and institutional drug-testing policies; including the list of banned-drug classes and NCAA policies in student-athlete handbook; identifying NCAA and institutional rules regarding alcohol, tobacco, performance-enhancing substances, and nutritional substances, and consequences for violating rules; and displaying posters and other educational materials in high-traffic areas.

Although this information is beneficial to student-athletes, occurrences of banned substance use from student-athletes still occur within intercollegiate athletics. According to Buchbinder (2017), the NCAA struggles to educate the dangers associated with doping and drug usage because it utilizes a results-based education model to teach its student-athletes. Particularly, the NCAA (2018) only identifies the ramifications and penalties of banned substance usage opposed to equipping student-athletes with tools to help dissuade them from the pressures one may face as a collegiate athlete. As such, a better educational model may need to be utilized to assist the NCAA with this process.

Coincidentally, USADA utilizes a value-based education (VBE) model to prepare athletes for the pressures they may face regarding substance abuse. According to Singh (2018), VBE teaches individuals through values, creating a strong learning environment that enhances academic attainment and develops an individual's social and relationship skills. The goal of a

VBE system is “to inculcate the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community (Zbar, Brown, Bereznicki, & Hooper, 2003, p. 2). From a sport context, VBE can help develop a student’s social and moral integrity to combat the temptation of PEDs as they compete and develop their athletic abilities. This educational model is utilized throughout the world and is incorporated by several high-profile companies such as Chick-fil-A (“Chick-fil-A’s Dan Cathy Discusses,” 2017).

Similarly, USADA began incorporating VBE when it created TrueSport, is a non-profit organization designed to promote a positive youth sport experience based on sportsmanship, character building, and healthy performance (TrueSport, 2016). The goal of the organization is to “transform youth sport into a life-changing, value-driven, powerfully positive experience that sets kids up for success beyond the playing field” (TrueSport, 2016, p. 11). From an anti-doping perspective, TrueSport seeks to teach parents, coaches, and athletes the benefits of a wellness-centric lifestyle to fuel athletic and personal success through VBE.

The purpose of this presentation is to propose the NCAA incorporate a VBE model, similar to USADA’s, within its anti-doping and substance abuse policies toward its student-athletes. Through the deterrence theory, education, and early intervention, USADA seeks to reduce the win at all cost mentality and increase attitude towards fair competition. By incorporating a VBE model, the NCAA would reduce the number of student-athlete drug cases while promoting a positive culture within its sponsored sports.

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Experiences of Black Athletic Senior Administrators

Jonathan E. Howe, Ohio State University

Carter A. Rockhill, Ohio State University

Marc Johnston Guerrero, Ohio State University

Donna L. Pastore, Ohio State University

The annual report card from The Institute for Diversity and Ethics in Sport (TIDES) gave Division-I Football Bowl Subdivision (FBS) leadership the grade of a D- for the 2017 season (Lapchick, Estrella, & Bredikhina, 2018). A total of 89.2 percent of FBS presidents (N=130) were White, 83.1 percent of athletics directors were White, 85.4 percent of faculty athletics representatives were White, and 100 percent of conference commissioners were White (Lapchick et al., 2018). With these poor grades, it is more necessary than ever to critically examine the experiences of Black athletics administrators so that their experiences can be improved, and their representation in senior positions may increase.

The present study uses a theoretical framework based in Critical Race Theory (CRT). Utilizing CRT allows us to examine how hegemonic powers such as higher education institutions and collegiate athletic departments perpetuate the status quo with the contentment to maintain the White dominant power structures. These White dominant power structures have created the inequity within college athletics, and there has been little change to the status quo. This study utilizes CRT tenets from Solórzano and Yosso (2002). Those tenets include the intercentricity of race and racism with other forms of subordination, the intersectionality of race with other forms of oppression, challenging the dominant ideology, the commitment to social justice, the centrality of experiential knowledge, and interest convergence.

This qualitative study, situated within a case study methodology, seeks to gain new knowledge about the experiences of Black athletic administrators at Division-I institutions and will consider factors which enhance or hinder professional development, issues of identity formation, and what role (coercive) isomorphic factors may play. Past research in many fields considers factors which could enhance a Black administrator's professional developments, such as proper support networks. Ibarra (1995) finds that race will likely affect an individual's promotions, assignments, and evaluations. Friedman, Kane, and Cornfield (1998) determine that network groups have an overall positive impact on career optimism for Black managers, and this results from receiving proper mentoring.

This study and presentation seek to build off previous work within three areas. The first area is examining networks and the role of social capital within college athletics (McDonald, 2011) and other research that considers the segregated networks thesis. The segregated network focuses on the idea that Black executives are frequently put in non-central positions, which are not directly tied to corporate decision-making (Collins, 1989). The second area of interest is how comfortable Black athletics administrators feel with their identity formation (Rolle, Davies, & Banning, 2000). With the third area, we will examine coercive isomorphic factors such as alumni, booster-club members, corporate sponsors, local businesses, and state legislators (Jackowski, 2007). Lastly, we will utilize this presentation time to highlight key findings and examine the implications of this study and how it impacts college athletic departments across the country and divisions.

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Did House Bill (HB) 1897 have any Impact on the Student Athletic Fee?

Kevin Ayers, Radford University

The rising cost of a university education is well documented (Sherfinski, 2013) and is of particular interest to those having to pay. Student debt in the United States is reported to be over one-trillion dollars (Peale, 2013). Nationally, the trend for funding of higher education by states has been decreasing for several years. Most athletic departments at universities do not receive federal or state funds directly. Most athletic departments struggle to break even financially (Lanter, 2013). Funding for the majority of athletic departments comes primarily from students in the form of an athletic fee.

In the spring of 2016, Virginia Governor Terry McAuliffe sign into law House Bill (HB) 1897. HB-1897 sets limits on the percentage of athletics funding that can come from mandatory student fees for public universities within the Commonwealth. The purpose of HB 1897 was to limit and or decrease the financial burden placed on students attending these institutions. The bill was motivated by the 2015 Joint Audit and Review Commission (JLARC) audit and review on the costs of higher education in the state. The bill was introduced by delegate Kirk Cox, a James Madison University graduate, and was passed unanimously in the House of Delegates. HB 1897 sets institutional athletic department limits on the percentage of student fee athletic funding depending on their classification. Division I Power 5 conference schools can have no more than 20 percent of their total budget from student fees. Division I Nonpower 5 conference schools can have no more than 55 percent of their total budget from student fees. Division 1AA conference schools can have up to 70 percent of total budget from student fees. Division 1 conference schools without football can have up to 78 percent of total budget from student fees. Division III schools can have up to 92 percent of their total budget from student fees. This study examined budgets of four-year public institutions in the state of Virginia to determine the immediate impact of this bill on public institutional athletic department budgets.

Methods. This study examined the budgets of athletic departments from public universities and colleges in the state of Virginia from 2010 through 2018. Budgets were analyzed and trending sources of revenue and expenses were reported. Specifically, the student athletic fee was examined over time before and immediately after the impact of HB-1897. This study examined the impact on the passage of HB-1897 on revenue generation through the student athletic fee and athletic department reactions to this legislation. HB-1897 appears to have had little to no impact on the student athletic fee in the short term. The passage of the bill has standardized the accounting procedures that all state supported public universities in the state of Virginia are now required to use. What was once seen as an immediate threat to athletic departments who generated too much revenue from students has been effectively neutralized.

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CSRI CONFERENCE SCHEDULE
FRIDAY, APRIL 5, 2019

ACADEMIC PRESENTATIONS – SESSION 10

11:10-11:40am

- (B1A) A Socio-Historical Analysis of Black Activism in College Sport
Joseph N. Cooper, Michael Mallery Jr., Charles D. T. Macaulay, & Donald McAulay
- (B1B) An Examination of an NCAA Division II Institution's LGBT Climate: The Impact of Religion and Ally Identity on Individual Sexual and Gender Prejudice
Chase M. L. Smith
- (CR1A) Leading Student-Athletes to Success beyond the Field: Assessing the Potential for High Impact Practices in Collegiate Athletics
Jessica R. Braunstein-Minkove, Nicolo A. Russolillo, & Anthony G. Weaver
- (CR1C) A Holistic Approach toward Elite Athlete Development
Stacy Warner & Brennan K. Berg

A Socio-Historical Analysis of Black Activism in College Sport

Joseph N. Cooper, University of Connecticut

Michael Mallery Jr., University of Connecticut

Charles D.T. Macaulay, University of Connecticut

Donald McAulay, University of Connecticut

In recent years, there have been a plethora of activist actions demonstrated by college athletes from institutions such as Grambling State University, Northwestern University, University of Wisconsin, and University of North Carolina at Chapel Hill to name a few. The purpose of this presentation is to offer a socio-historical analysis of Black college athletes' and Black institutions' (i.e., historically Black colleges and universities (HBCUs)) engagement in activism from the early 20th century to the early 21st century. Specifically, the presentation will outline a range of activist actions utilized by current and former college athletes to disrupt and reform the structure of intercollegiate athletics upheld by the National Collegiate Athletic Association (NCAA). Distinctions between actions occurring during the pre- (prior to the 1970s) and post-assimilation eras (post-1970s) are highlighted as well as the type of activist action based on the African American sport activism typology. Key insights for future directions in college sport reform efforts will be discussed.

An Examination of an NCAA Division II Institution's LGBT Climate: The Impact of Religion and Ally Identity on Individual Sexual and Gender Prejudice

Chase M. L. Smith, Ph.D., University of Southern Indiana

Few academic studies have explored the intersection of sexuality, religion and sport specifically within the collegiate setting. With more than 8,000 NCAA student-athletes identify as something other than heterosexual (Turk, 2018), there is a need to investigate this marginalized population (Melton, 2013). According to Melton (2013), student-athletes that identify as LGBT are influenced by a multitude of factors (e.g., organizational, societal, individual). Within organizational constructs, student-athletes that identify as LGBT are often influenced by the overall campus culture, including the athletic department (coaches and teammates). Influential societal factors consist of thoughts and feelings related to orthodox gender ideology as well as overall geographical mindsets regarding sexual orientation. Individual factors that influence LGBT student-athletes often consist of sexuality acceptance, religious attitudes and peer relationships (Melton, 2013).

Grounded within the social categorization framework (Tajfel & Turner, 1979), the purpose of this study was to examine the impact of religion and ally identity on the LGBT climate surrounding student-athletes at an NCAA Division II institution. This supports the need to address two research questions:

- RQ1. Does self-identification as a member of a religious organization, an LGBT ally, and/or being aware of efforts for LGBT activism influence the levels of individual sexual prejudice (ISP) a student-athlete may possess?
- RQ2. Does self-identification as a member of a religious organization, an LGBT ally, and/or being aware of efforts for LGBT activism influence the levels of individual gender prejudice (IGP) a student-athlete may possess?

Two hundred and sixty-six student-athletes, coaches and administrators (77.8% response rate) completed a modified version of the LGBTQ campus climate assessment (Yost & Gilmore, 2011). Coaches and athletic administrators were invited to participate via emails containing a direct link to the online survey instrument. Follow-up emails were automatically generated and sent through Qualtrics to athletic staff that had not completed the survey at regular intervals, for a maximum of three email invitations sent to possible participants.

A modified version of an LGBTQ campus climate assessment (Yost & Gilmore, 2011) tool was utilized in this study. In the initial study, the assessment tool was utilized to assess the level of sexual- and gender-based prejudice among the [target] college's various constituents, specific perceptions of the campus' institutional climate, student and faculty experiences in the classroom (as the classroom is often a microcosm of the larger campus climate), and finally, whether students' involvement in co-curricular activities was related to their campus perceptions. In the present study, the assessment tool was slightly modified to fit the institution being analyzed, and to specifically focus upon the university athletic environment.

Results suggest that those involved in organized religion reported significantly more negative sexual and gender prejudice scores than those that identified as non-religious or LGBT allies. When considering the less aware a respondent regarding organizations, campaigns and/or activities that promote equality for LGBT people, their individual sexual prejudice will rise (95%

CI, $p < 0.001$). Additionally, respondents showed the same significant influence when analyzing their individual gender prejudice.

Athletic departments that promote inclusivity find that individuals in the LGBT community are more likely to disclose their sexual orientation, decreasing the likelihood of discrimination (Walker & Melton, 2015). Results of this study can assist administrators to improve the LGBT athletic climate and to foster the development of an organizational culture that encourages the saliency of ally identity vis-à-vis religious identity. Administrators within athletic environments may be able to mitigate the impact of self-identities that could be detrimental to the diversity climate within their departments and/or teams by providing education and opportunity for participants to gain the skills necessary to be an LGBT ally and making participants aware of organizations and campaigns that support LGBT equality.

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Leading Student-Athletes to Success Beyond the Field: Assessing the Potential for High Impact Practices in Collegiate Athletics

Jessica R. Braunstein-Minkove, Towson University

Nicolo A. Russolillo, Towson University

Anthony G. Weaver, Elon University

In an evolving academic environment, collegiate athletic administrators must satisfy the interests and desires of a diverse student-athlete population, while simultaneously meeting institutional and departmental objectives. Current literature addresses a number of themes that point towards the development and preparation of student-athletes, noting the role of leadership in this process (e.g., Naidoo, Capoo & Surujlal, 2015). Scholars have pinpointed two contrasting leadership styles, transactional and transformative leadership (Bass, 1985; Burns, 1978), that dominate both general and athletic administration. Both styles, impacted by internal and external driving forces, provide the foundation for the athletics department's focus. Transactional leadership, or a goal-driven perspective with an emphasis on task delegation and intense employee supervision (Biscontini, 2015), creates an environment where employees work in exchange for benefits and is responsive in nature (Naidoo et al., 2015). In contrast, transformational leaders work to inspire their followers by engaging in effective communication, encouraging trust and commitment (Abelha, da Costa Carneiro, & de Souza Costa Neves Cavazotte, 2018). Consequently, transformational leadership involves less supervision, works to inspire employee creativity, stimulates growth and is proactive at its core (Naidoo et al., 2015). In collegiate athletics, an administrator's decision-making style will inevitably drive the athletic program in a particular direction regarding initiatives for student-athlete success. As a result, researchers have examined three models focused on the development and preparation of student-athletes, including the Holistic Model (Etzel, Ferrante, & Pinkney, 2002), Service Model (Etzel et al., 2002) and Triad Model (Stier, 1992). Overall, each of these models addresses the academic, athletic and personal development of student-athletes. Echoed by DiPaolo (2017) with his Integrated Model of Player Development, a philosophical shift is of interest, moving from a siloed method of student-athlete programming towards a universally-focused approach for personal and professional development.

From a broader perspective, colleges and universities are beginning to focus on the use of high impact practices (HIP) to enhance the learning experience for their general student population (AAC&U, 2018). Specifically, HIPs have centered on broadening student's experiences and skills using the 11 noted practices (i.e., first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, eportfolios, service learning/community-based learning, internships and capstone courses/projects; Kuh, 2008). Themes addressed in HIPs run parallel to many of the development programs that have been created in athletic silos, as noted in the aforementioned student-athlete development models (e.g., Etzel et al., 2002; Stier, 1992). Though there are numerous overlapping factors, many athletic departments have not addressed the similarities between these two. With this, we aim to investigate the role that high impact practices do, or could, play in student-athlete development.

In order to better understand the underlying themes that influence leaders in collegiate athletics to promote specific types of development initiatives, we will adopt a qualitative approach. With this, we plan to interview 10 administrators and 10 coaches, representing both

male and female sports. As with Cavalier's (2012), we will focus on an equal distribution of male and female coaches and men and women's teams. Administrators and coaches will participate in semi-structured, in-depth, 30-60-minute interviews (Gubrium & Holstein, 2002; Holstein & Gubrium, 2003, 2012), with prompts focusing on the areas of leadership, organizational culture and objectives (Naidoo et al., 2015). After interviews are conducted, all participants will be provided with a brief demographic survey to assess descriptive characteristics of the group. Upon completion, the interviews will be transcribed and reviewed to determine emergent themes. We anticipate results and analysis will revolve around themes related to (a) leadership style, (b) messaging, (c) university mission, (d) athletics mission and (e) perceived barriers.

Overall, we predict that leadership has a key role in the support of high impact practices and how they are organized and utilized within collegiate athletics. Through this research, we believe that both practical and theoretical implications will arise regarding this phenomenon. In addition to general implications, recommendations will be made to help elevate student-athlete development. Finally, limitations and future studies will be expanded upon in the presentation.

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A Holistic Approach toward Elite Athlete Development

Stacy Warner, East Carolina University

Brennan K. Berg, University of Memphis

While coaches and other support staff are primarily focused on the physical and sport-specific advancement (Berg, Fuller, & Hutchinson, 2017; Burgess & Naughton, 2010), this research examines how social support is critical to overall collegiate athlete development and well-being. Although some athletic department staff may be focused on providing social support for athletes, research continues to emphasize that this support and sense of community is vital to an athlete's overall experience and more can be done (Warner & Dixon, 2011; Warner, Sparvero, Shapiro, & Anderson, 2017; Warner & Dixon, 2013). Rather than assuming this social support and sense of community is available to all athletes, the mechanisms and best practices that are providing social support from the athlete's perspective were revealed.

Informed by previous collected student-athlete survey data, focus groups were conducted on two university campuses. Specifically, focus groups were conducted by the researchers at the two universities that scored well on the 21-item Sense of Community in Sport Scale (SCS; Warner, Kerwin, & Walker, 2013) that was widely administered to college athletes in a Division I conference. Given the goal of focus groups were to better understand the best practices for providing social support and building community, the researchers used a qualitative phenomenological inquiry approach. Purposefully, the researchers used a semi-structured interview guide based on the Sport and Sense of Community Theory (Warner, 2016). The six focus groups (n=31) were each approximately 45 minutes and were audio recorded. After the data were professionally transcribed, the two researchers independently coded the data using Nvivo 11 software and both deductive and inductive analyses. The results of the focus groups revealed four themes that emerged directly from the college athletes themselves related to best practices. These primary themes were: Openness and Honesty, Equal Treatment, Intentional Programming, and Informal Interaction.

Openness and Honesty focused on the athletic department's culture that frequently prompted athletes for their view and perspective on issues and projected a willingness to answer questions. The theme Equal Treatment indicated ideas on how the sense of community was enhanced when college athletes realized no favoritism towards certain sports existed and all athletes received similar benefits. Intentional Programming, also promoted the perceived social support, and this theme summarized the athletic department's prearranged occasions for athletes to network with the athletic department staff and their fellow peers. The Informal Interaction theme represented the importance of an athletic department having the time and space where both athletes and administrators can socialize in a comfortable setting. Within this theme, the athletes described the importance of athletic department staff being present and relatable.

Specific and practical examples of each theme will be provided. In summation, the results of this work highlight the critical role of athletic department planning and support in improving well-being and athletic advancement. Finally, the results highlight how the various forms of athlete well-being (e.g., physical, mental, social) are not independent, but connected and must be purposefully and intentional sought by athletic administrators.

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CSRI CONFERENCE SCHEDULE
FRIDAY, APRIL 5, 2019

ACADEMIC PRESENTATIONS – SESSION 11

11:45am-12:15pm

- (B1A) Challenge of a Lifetime: How Collegiate Sport-Related Adversity Promotes Resilience, Strength, and Empowerment
Mitchell Haroldson & Ellie Rudd

- (B1B) No-Cause in California and Beyond: Implications of NCAA Show-Cause Penalty Invalidation
Brian E. Menaker, Jeffrey F. Levine, & Ellen J. Staurowsky

- (CR1A) Worthy of Recognition? An Examination of Sport Facilities Named after Individuals with Racist Past
Nicholas Swim, Robert Turick, & Anthony Weems

- (CR1B) Welcome to CAMP: Collegiate Achievements Mentoring Program as a Means for Student-Athlete Leadership and Engagement in the Classroom and the Community
Jason W. Lee, Matthew Ohlson, Elizabeth A. Gregg, & Andrea L. Buenano

- (CR1C) Emergence of College Sports within HBCUs
Robyn Magee

Challenge of a Lifetime: How Collegiate Sport-Related Adversity Promotes Resilience, Strength, and Empowerment

Mitchell Haroldson, University of North Carolina at Chapel Hill

Ellie Rudd, University of North Carolina at Chapel Hill

Erianne Weight, University of North Carolina at Chapel Hill

Introduction

College sport participation has been linked with social, psychological, and career-related benefits (e.g. Armstrong & Oomen-Early, 2009; Berg, Warner, & Das, 2015; Chalfin, Weight, Osborne, & Johnson, 2015; Inoue, Funk, & Jordan, 2013; Spaaij & Schulenkorf, 2014; Warner & Dixon, 2011; Weight, Bonfiglio, DeFreese, Kerr, & Osborne, 2018; Weight, Navarro, Huffman, Smith-Ryan, 2014). However, elite competitive sport participation can also expose athletes to both short and long-term risks to their mental and physical health (e.g. Brooks, Potter, Carter, & Leal, 2014; Houston, Hoch, & Hoch, 2016; Huang, Jacobs, Derevensky, Gupta, & Paskus, 2007). Extant research and a number of high-profile cases has prompted societal concern and discussion surrounding the long-term effects associated with competing in American collegiate sport (e.g., Gayles & Blanchard, 2018; Weight & Cooper, 2015). This growing public health concern includes questions surrounding the long-term mental and physical health outcomes of former collegiate athletes (e.g., Kerr, DeFreese & Marshall, 2014; Simon & Docherty, 2013).

Purpose

The purpose of this study is to explore the long-term impact of adversity during collegiate athletics participation. Specific research questions include:

1. What types of adversity are mentioned by former collegiate athletes?
2. How has the experience of significant adversity during college affected athletes in life after athletics?

Conceptual Framework

This research will be explored through the framework of psychological resilience which examines why some individuals are able to withstand or thrive within the pressure they experience in their lives (Bonanno, 2004; Bonanno & Mancini, 2008). Models of resilience in sport (Fletcher & Sarkar, 2012; Galli & Vealey, 2008) were also referenced.

Methods

Semi-structured interviews were conducted with $n = 150$ subjects who had participated in intercollegiate athletics. Chain-referral sampling was utilized to gain access to a large number of diverse athletes with the sample chains beginning from 10 distinct researchers (Heckathorn, 1997; Penrod, Preston, Cain, & Starks, 2003). Inclusion criteria detailed respondents were to have participated in intercollegiate athletics with a minimum of 10 years post-graduation in order to garner responses from athletes who were significantly removed from their time as an athlete. All interviews were recorded and transcribed and imported into Atlas.ti qualitative data analysis and research software. Two independent researchers developed themes as the result of both deductive and inductive approaches after reviewing 10 interviews (Charmaz, 2014; Creswell, 2009). The code schema was then compared, modified, and utilized with the entire sample of interviews.

Results

Nearly all $n = 150$ participants noted athletics has had a significant effect on their lives beyond sport. Every participant mentioned experiencing an intensely negative situation through sport that provided a foundation to confidently overcome adversity throughout their lives. Though adversity was noted by all participants, each believed the short and long-term benefits have outweighed the negative experiences and were grateful for the experience.

Discussion and Contributions

This study supports previous research that has found individuals with a history of some lifetime adversity report better mental health and well-being outcomes than people with no history of adversity (Neff & Broady, 2011; Seery, 2011). Additionally, this research echoed previous scholars which have documented exposure to adversity in moderation can engage social support networks, mobilize previously underutilized resources, and facilitate a sense of mastery for future adversities (Martin & Pear, 2015; Meichenbaum, 1985) This study also highlights how educational lessons were learned and through that understanding we will be able to further ingrain educational emphases within the organizational structure of intercollegiate athletics, and effectively mitigate sport adversity.

No-Cause in California and Beyond? Implication of NCAA Show-Cause Penalty Invalidation

Brian E. Menaker, Texas A&M-Kingsville

Jeffrey F. Levine-Drexel University

Ellen J. Staurowsky-Drexel University

This past fall a Los Angeles County Superior Court judge invalidated the NCAA's show-cause penalty in the state of California. In *McNair v. National Collegiate Athletic Association* (NCAA) (2018), Judge Shaller ruled that the show-cause penalty, the NCAA's harshest punishment that imposes a group boycott on an individual committing a major rules violation for a specified time thus preventing that person from obtaining work at an NCAA member institution, was unenforceable in California. Show-cause penalties, overly restrictive covenants that violate public policy, are effectively unenforceable for NCAA member institutions in California in all three divisions. The judge opined that the show-cause penalties are "are void in California as they constitute an unlawful restraint on engaging in a lawful profession" (*McNair v. NCAA*, 2018, p. 8). While this ruling will likely be appealed by the NCAA to the California Court of Appeals, as the NCAA has already filed a motion for a new trial (Eure, 2019), the decision if affirmed could potentially have implications for every stakeholder group within each NCAA division: member institutions, conferences, coaches, and athletes. Considering the potential impact, there are still many unsettled questions about the future of show-cause penalties and potential legal actions challenging them. This presentation considers four types of implications and facets of interest of this ruling: the NCAA and member conferences, member institutions (specifically California members), labor market implications, and legal system implications.

The implications for the NCAA, especially pending an unsuccessful appeal are significant. California schools would be at odds with the NCAA due to its inability to enforce legislation that it has long used to deter those seeking to violate NCAA rules to gain an unfair advantage. Although a court generally defers to a private actor such as the NCAA when it comes to governance, one exception is when its rules violate public policy (*Charles O. Finley & Company Inc. v. Bowie Kuhn*, 1978). *McNair v. NCAA* (2018) is the latest in a range of cases that examined the NCAA's ability to engage in self-governance. In *NCAA v. Jones* (1999), the Supreme Court of Texas categorized the NCAA as "preserving the proper balance between athletics and scholarship in intercollegiate athletics...[and]...the NCAA promulgates rules and regulations to prevent any member institution from gaining an unfair competitive advantage in an athletic program" (p. 85). In addition, the Kentucky Supreme Court held in *NCAA v. Lasege* (2001) that the "NCAA unquestionably has an interest in enforcing its regulations and preserving the amateur nature of intercollegiate athletics" (p. 85). However, *McNair* (2018) did not summarily defer to the NCAA and ended up invalidating the backbone of NCAA governance by voiding the show cause rule. Because each state may revisit the issue of restrictive covenants, the implications of *McNair* (2018) as persuasive authority may cause the NCAA some concern regarding the show-cause order's legality.

There are implications for member conference and institutions. Nine Division I conferences have full-time or affiliate members in California, including the Mountain West, PAC-12, Pioneer Football League, MPSF, Big Sky, Big West, West Coast, and Western Athletic Conferences (see Fenno, 2018). Unless *McNair* (2018) is overturned, NCAA members in

California who obey the show cause order face potential liability for violating California's rule on restrictive covenants involving lawful professions. If California members acquiesce to the *McNair* (2018) precedent and effectively disregard a show cause order, they would be in violation of NCAA rules. Furthermore, *McNair* (2018) presents another implication that incentives California institutions to hire coaches currently under a show cause order. California schools might be on an uneven playing field with other NCAA members residing outside the state, as they could theoretically hire sanctioned coaches under a now unenforceable bylaw in California. This presents a significant policy and governance dilemma for conferences inside and outside California, as well as the NCAA as a governing body (Harrington, 2019).

Implications post-*McNair* (2008) may also exist for the coaching labor market, specifically at institutions in other states. Members of this group may challenge the NCAA show cause order in their respective states and introduce *McNair* (2008) as persuasive precedent. The court in *McNair* (2018) viewed the NCAA as merely a private association whose rules violated state law and public policy. The fact that the *McNair* (2018) court construed the relevant statute broadly may also play a role in future legal challenges to the show-cause order and other legal challenges to NCAA power, both as binding and persuasive authority. There is also the possibility of challenges at the federal level. Therefore, the *McNair* (2018) case may have policy implications in how the legal system treats the NCAA, a private organization (see *NCAA v. Tarkanian*, 1988).

Overall, this presentation will serve as a discussion of the categories of stakeholders impacted by this ruling, and the potential policy approaches available to navigate through this legal issue.

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Worthy of Recognition? An Examination of Sport Facilities Named After Individuals with Racist Pasts

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Wilder's (2013) book *Ebony & Ivy* described the historical relationship between American institutions of higher education and the slave trade. The slave trade allowed many of the first university presidents and professors to become wealthy individuals. As time progressed, several universities – especially those in the American south – developed systems and traditions that honored their Confederate heritage or racist pasts with nicknames, uniforms, and rituals created by the institutions, and to an extent their athletic programs (Follett, 2015). These systems and traditions are evidence of how issues surrounding race in sport, and diversity in general, continue to be some of the most important facing managers of sport and leisure organizations (Cunningham & Fink, 2006).

In alignment with their racist histories, many institutions have named structures on their campuses after individuals that were either slave owners, segregationists, and/or openly racist. For example, Middle Tennessee State University had a building named after a Confederate general who became a prominent leader of the first Ku Klux Klan (Catte, 2015). Georgetown University had building named after a former president who sold 272 slaves to pay off university debts (Cauterucci, 2015). The University of Oregon had Dunn Hall, named after a man who served as the leader of Eugene, Oregon's branch of the Ku Klux Klan (Decklar, 2016). Only recently were these names changed; national protests and backlash played an important role.

Kendi (2016) discussed how the Stephen C. O'Connell Center at the University of Florida is named after a former university president who once voted against integrating the Law School and had sixty-six students of color arrested for staging a peaceful protest in which they were seeking space on campus to create a Black Student Union. Ironically, several University of Florida student-athletes of color routinely engage in athletic contests in the building named after O'Connell. Zeigler (2007) asked sport managers to consider "what are we really promoting, and do we know why we are doing it?" (p. 301). By naming athletic facilities after individuals with racist pasts, it can be argued that sport is promoting the racialized ideologies of those individuals.

Thus, the purpose of this study was to determine how many structures like the O'Connell Center exist at institutions competing at the Football Bowl Subdivision level. To that end, researchers conducted an analysis of the names of the basketball and football athletic facilities found at those institutions. Our method involved compiling a list of athletic facilities at those programs and researching the backgrounds of individuals who have had structures named after them. This process followed Stake's (1995) collective case study approach, in which multiple cases are jointly studied that generally manifest some characteristic and can ultimately lead to a better understanding of the overall issue. The prevalence of facilities on college campuses named after slave owners, segregationists, and overt racists, suggested that an examination of athletic facilities was both necessary and relevant to the field of sport management. Our examination yielded 23 facilities of concern, and those will be highlighted and discussed throughout our presentation.

We analyzed the naming of athletic facilities after individuals with racist pasts utilizing Feagin's (2013) White Racial Frame as our theoretical lens. According to Feagin (2013), the

White Racial Frame is a worldview that privileges Whiteness and is comprised of a relatively stable set of racialized ideas, stereotypes, emotions, and inclinations to act (i.e., to discriminate). This positive view of White virtue, morality, and action has especially contributed to the glorification of White males, both throughout American history as well as in contemporary times. This is particularly the case in university settings where predominantly Black labor has been utilized, through the revenue and donations brought in by football and men's basketball, to construct facilities named after these elite White men.

Our aim with this study is to answer the challenge issued by Frisby (2005) for sport management scholars to critically analyze the bad and ugly sides of sport. Although many universities are striving to embrace diversity and leave their sordid racist pasts behind, Wilder notes that "It is difficult to celebrate diversity while standing in front of buildings that are named after slave traders" (as quoted in Lee, 2015, para. 2). Although his quote specifically chastised slave traders, it would be just as truthful if the words "slave traders" was replaced with "overt racists" or "segregationists".

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Welcome to CAMP: Collegiate Achievement Mentoring Program as a Means for Student-Athlete Leadership and Engagement in the Classroom and the Community

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This presentation examines an impactful and innovative community-based learning (CBL) initiative involving student-athletes engaging in mentorship activities with K-8 students in diverse educational settings. Using case study methodology, the Collegiate Achievement Mentoring Program (CAMP) will be examined by detailing significant outcomes associated with student-athlete leadership development, mentorship, and community engagement. Findings from stakeholder feedback, including participating student-athlete mentor reflections, will be discussed and the examination of emerging themes will be provided.

Kuh (2008) emphasized the need for authentic, experiential service-based in educational settings. Higher education institutions are frequently recognized for institutional focus on community-based learning (Lee, Kane, & Cavanaugh, 2015). The significance of community engagement has been highlighted in assorted publications addressing the impact of community-based learning and service learning and their connection to effective pedagogy (e.g., Lee, Bush, & Smith 2005; Lee, Kane, & Gregg, 2016).

Dugan and Komives (2011) recognized that leadership development occurs in various organizational, individual, and societal areas. Of particular importance for CAMP is the use of student-athlete engagement into educationally activities, namely community-based learning. CAMP provides an innovative leadership-mentoring program that pairs collegiate leaders with at-risk K-8 students to increase leadership, as well as college and career readiness skills. A hallmark of CAMP is building from frameworks implemented at participating university settings and is focused on five primary goals which include fostering student learning, developing cultural awareness, encouraging diversity appreciation, enhancing leadership skills, and helping others become college and career ready.

The CAMP model is a unique community-based learning model for student athletes. CAMP moves beyond mere community service to a process of mutually beneficial leadership development, thereby helping student-athletes acquire skills to help them achieve college and career success. CAMP trains collegiate athletes to serve as “leadership mentors” to at-risk elementary and middle school students by selecting and nurturing collegiate mentors from a variety of academic majors and gives them the opportunity to partake in comprehensive leadership training. CAMP has attained tremendous results. CAMP has grown from significantly to include universities representing the Southeastern Conference (SEC), Atlantic Coast Conference (ACC), and the Atlantic Sun Conference (A-Sun). It now includes schools in more than five local counties in Florida (in Duval, Putnam, Flagler, St. Johns, Clay Counties) and other distant regions through the use of virtual mentoring in three cities from three different states (Miami, FL, Raleigh, NC, and Lamar County, Texas).

The CAMP program provides a replicable template for other CBL initiatives bridging service, learning, and athletics in an educationally sound format. CAMP’s curriculum emphasizes student-centered leadership training, CBL engagement, and a sequence of engagement between mentors and mentees.

CAMP has proven to be a cost-efficient, mutually beneficial learning experience that can be implemented to meet goals such as helping student-athletes understanding of concepts such as leadership, mentorship, community-based learning, and transformational learning. Previous CAMP endeavors have aided in obtaining positive outcomes including increased mentees grade-point averages (GPA) and decreased number of suspensions.

CAMP seeks to further promote future CBL academic-athletic partnerships. The proposed future programs are designed to continue to provide valuable opportunities for athletes to be involved in meaningful community service, while planting seeds for additional future personal and programmatic opportunities. These endeavors provide valuable sources of positive public relations for the school, athletic department, team, and programs.

This presentation will detail evidence of program achievement, including exemplar student-athlete success stories and detailing insightful student reflection and programmatic testimonials. Highlights of this include student-athlete mentor reflection which has presented various key emerging themes including: the significance of providing opportunities for personal growth, the ability to make a difference, and the value of building relationships and partnerships. Further implications will be provided including an open forum for the exchange of ideas and programmatic leadership, marketing, and other success strategies.

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Emergence of College Sports within HBCUs

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"When integration hit and majority of institutions began to extract from HBCU talent pools, HBCUs did not counter that by adjusting to compete on the resource side. But the schools that became black colleges' competitors, they recognized that to have excellence, from a competitive standpoint, you had to put greater resources in it." Floyd Kerr, AD at Southern University from 2000 to 2004, shares his standpoint on how programs within HBCUs have evolved over time since they were established. More than a hundred years ago, nine college administrators came together to discuss collegiate athletics at Historically Black Colleges and Universities (HBCUs). In result, the first athletic conference designated for Black collegiate sports, the Colored Intercollegiate Athletic Association was formed.

Today, there are now 4 different collegiate athletic associations for Black colleges and universities: CIAA, SIAC, SWAC, and MEAC. Within those 107 schools include various sports: football, basketball, softball, track and field, and many others. However, after performing extensive research, it has come to my attention that none of the schools have the sport of gymnastics. The purpose of this study is gain insight through various athletic directors from different HBCUs on the decisions they were responsible to make in regard to advancing their athletic programs as well as studying the steps needed to implement certain sports. To gain a more detailed vision of how certain sports are selected to be implemented, athletic directors from both NCAA and NAIA HBCUs were interviewed. Initial findings consist of the lack of funding needed to attain a successful program. In contrast, some administrators have in the past encouraged potential athletes to experience an alternative activity, such as cheerleading, to avoid the hassle of developing a recreational or competitive program.

CSRI CONFERENCE SCHEDULE
FRIDAY, APRIL 5, 2019

ACADEMIC PRESENTATIONS – SESSION 12

12:20-12:50pm

- (B1A) Understanding the Challenges and Sources of Support of Black Student-Athletes: A Community Cultural Wealth Perspective
Ezinne Ofoegbu
- (B1B) A Critical Discourse Analysis of the NCAA's Response to Federal Investigation into Men's College Basketball
Max Klein
- (CR1A) New Role Adoption within Division I Collegiate Athletic Departments
Ajhanai Newton & Joseph N. Cooper
- (CR1B) How College Athletics Foster a Sense of Community and Belonging
Noah Lauridsen & Tiesha Martin
- (CR1C) Female International Athletes at American Universities: Reasons to Attend and Experiences that Followed
Tammy Crawford, Simon Licen, & Corrinna McGrath

Understanding the Challenges and Sources of Support of Black Student-Athletes: A Community Cultural Wealth Perspective

Ezinne Ofoegbu, North Carolina State University
Joy Gaston Gayles, North Carolina State University
Erianne Weight, University of North Carolina at Chapel Hill

Introduction

The National Collegiate Athletic Association (NCAA) states it creates opportunities for student-athletes to pursue higher education, and as a result improve their quality of life (NCAA, 2018). These benefits have been supported by research documenting the positive professional and quality of life impacts for student-athletes who graduate (e.g. Chalfin et al., 2015; Inoue, Funk, & Jordan, 2013; Warner & Dixon, 2011; Weight et al., 2018), however research demonstrates a significant gap in graduation rates and academic experiences of Black athletes, particularly in revenue generating sports where Black athletes are overrepresented (CSRI AGG Report, 2017). Of the nine public institutions in the Atlantic Coast Conference (ACC), for example, an average of 6.8% of their undergraduate enrollment are Black students (NCES, 2017). This percentage is significant because Blacks make up 51% of football players, 54% men's basketball players, and 55% of women's basketball players in the ACC (NCAA, 2017b), while yielding graduation rates 10-15 percentage points below their White teammates and 20-33 points below their non-athlete peers (CSRI AGG Report 2016; 2017).

Many individuals in the Black community view college sports as a pathway to a career in professional sports and a means for social and economic mobility (Baker & Hawkins, 2016; Beamon, 2010; Dawkins, Braddock, & Celaya, 2008). There is a growing body of literature that studies the college experience of Black athletes. These studies provide context on challenges with academic preparedness for and performance in college, possible exploitation because of their athletic ability, and relationship building with non-athletes and faculty due to social isolation. The research has also shown that restrictive time demands and special circumstances, such as long practice hours, athletic competitions, and specialized living conditions, inhibit student-athletes from participating in "high impact activities" such as internships, study abroad, engagement in student organizations, and service-based learning (Carodine, Almond, & Gratto, 2001; Jolly, 2008, Kuh, 2008). These missed opportunities occur more frequently for Black athletes, who also report believing they would not be in college if they were not a student-athlete more frequently than their White counterparts (Potuto & O'Hanlon, 2006).

For the most part, these studies have discussed how their academic and athletic backgrounds create deficits that have a negative influence on their college experience. Very few have employed an assets-based approach to understanding how their backgrounds could positively contribute to how they experience college. This perspective is particularly significant given the current state of skepticism regarding the quality of education student-athletes are provided and accusations of the exploitation of Black athletes for personal and financial gain (Beamon, 2008; Dancy, Edwards, & Davis, 2018; Gayles et al., 2018; Singer, Weems & Garner, 2017). Community cultural wealth (CCW) provides a framework for this perspective. This model challenges deficit-based approaches to the athlete experience and provides an "understanding of the empowering potential of the cultures of communities of color" (Yosso, 2005, pg. 76). Cultural wealth is described as "an array of knowledge, skills, abilities and contacts possessed

and utilized by communities of color to survive and resist macro and micro-forms of oppression” (Yosso, 2005, pg. 77).

Purpose

The purpose of this study is to understand how Black athletes use different forms of cultural wealth throughout their undergraduate career. A community cultural wealth perspective provides a framework to examine unacknowledged or untapped student resources and challenges to college completion and the transition to life after sport that Black student-athletes identified.

Methods

Semi-structured interviews were conducted with $n = 150$ subjects who participated in intercollegiate athletics, of which $n = 40$ were Black. Chain-referral sampling was utilized to gain access to a large number of diverse athletes with the sample chains beginning from 15 distinct researchers (Heckathorn, 1997; Penrod et al., 2003). Inclusion criteria detailed respondents were to have participated in intercollegiate athletics with a minimum of 10 years post-graduation in order to garner responses from athletes who were significantly removed from their time as an athlete. All interviews were recorded and transcribed and imported into Atlas.ti qualitative data analysis and research software. Two independent researchers developed themes as the result of both deductive and inductive approaches after reviewing 10 interviews (Charmaz, 2014; Creswell, 2009).

Results & Discussion

The athlete narratives provide rich insight into communities of color wherein family, friends, and coaches serve as forms of capital throughout the athlete journey. There were also clear liabilities within and outside the communities that fostered adversity within the athlete experience. Understanding the forms of community cultural wealth Black student-athletes leveraged to help them navigate and persist could help practitioners better serve their needs.

A Critical Discourse Analysis of the National Collegiate Athletic Association Response to the Federal Investigation into Men's College Basketball

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Joseph N. Cooper, University of Connecticut

On September 27, 2017, the Federal Bureau Investigation (FBI) arrested 10 individuals connected to National Collegiate Athletic Association (NCAA) Division I men's basketball for charges including bribery and wire fraud. In response to the public release of this investigation, the NCAA formed the Commission on College Basketball (CCB), to address "fairness and opportunity for college athletes, coupled with the enforcement capability to hold accountable those who undermine the standards of our community" (Emmert, 2017). The CCB, chaired by former Secretary of State Condoleezza Rice, released their recommendations on April 25, 2018. However, these recommendations mostly focused on issues within the control of the NBA, the shoe companies (i.e., Nike), and the Amateur Athletic Union (AAU), which governs the most significant summer and travel high school basketball in terms of collegiate recruiting. As a result, these recommendations paid much less attention to what the NCAA could realistically accomplish.

Five months later, on September 20, 2018, the NCAA officially released their reforms, some of which were in effect immediately, while others were to be enacted later in 2018 or in 2019. Similar to the CCB report, these reforms had significant missteps, including the helpful reforms would have only impacted a small number of individuals if in effect last season, some reforms called for heavy involvement from USA Basketball while they were never consulted and would later refuse involvement, and there was widespread focus on enforcement with little focus on improving the athlete experience. Meanwhile, the full-scale of the investigation led to three court cases, the first of which was decided on October 24, 2018. All individuals in this case were found guilty on the basis the universities were being defrauded because they were providing scholarships to ineligible athletes, based on NCAA regulations. Thus, the investigation and following court cases proved to legislate NCAA rules. This is representative of the ongoing paradox within big-time college sports regarding the debate on the exploitation of college athletes via amateurism, the undermining of academic integrity, and the unethical nature of disparate outcomes for profit-generating athletes versus their non-profit peers. This paradox is undergirded by the fact that the 2018 NCAA men's basketball tournament generated revenue exceeding \$1 billion (Edelman, 2018). The purpose of this study is to provide a critical analysis of the NCAA's response to the FBI investigation into men's college basketball as influenced by the racial composition of profit-generating athletes compared to those who receive the generated profit.

This study utilizes the dialectical-relational approach to critical discourse analysis, which has three stages: the textual analysis, the discursive analysis, and the social analysis (Fairclough 2013, 2016). Documents from the NCAA, college sport reform groups, and journalistic sources are analyzed using the aforementioned critical discourse analysis. NCAA documents are composed of the CCB official report (53 pages), the committed to change series of webpages detailing the enacted reforms (six webpages), and official statements from NCAA President Mark Emmert (two statements). The college sport reform group documents are from the Knight Commission (six statements) and the Drake Group (two statements). The journalistic articles (five articles from each outlet) analyzed come from three sport-based (ESPN, Sports Illustrated,

and The Athletic) and three non-sport-based journalistic outlets (The New York Times, The Washington Post, and The Atlantic).

The critical discourse analysis will be guided by interest convergence and escalation of commitment theory. Interest convergence asserts that in a racialized society, advancement among subordinated, or marginalized, groups only occur when it benefits the dominant group (Bell, 1980; Bell, 1992). The racial and power dynamics of NCAA Division I men's basketball parallel the racial and power dynamics of the United States, in which elite White men comprise the ruling class, using their power to keep Black/African American individuals from building financial and social equity. Additionally, escalation of commitment theory, an organizational theory, posits organizations facing an increasingly negative outcome will in turn increase their commitment to that outcome (Staw, 1976). This is additionally influenced by the pervasive commercial institutional logic with the absence of an educational institutional logic in NCAA basketball broadcasts, showing how revenue-generating sport is separate from the universities' educational missions (Southall, Nagel, Amis, & Southall, 2008). In the case of the NCAA, it has become increasingly clear the collegiate/amateur model is failing, however, their commitment to upholding amateurism has grown stronger (Sack 2009; Southall & Staurowsky, 2013).

New Role Adoption within Division I Collegiate Athletic Departments

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The purpose of this study is to explore two phenomena occurring within Division I collegiate sport administration. The first is the adoption of designated administrative roles responsible for promoting diversity and inclusion within athletic departments. The second phenomenon is the increase of scholar-practitioners achieving roles within athletic administration. These appointments, in title and job functionality, seek further investigation to understand the characteristics of such individuals, their job responsibilities, and their respective institutions. Both roles have the potential to disrupt the common and unquestioned practices of athletic department culture and athletic administration practices. The adoption of these two particular positions has the ability to place such individuals as “boundary spanners”.

Theoretical Lens

Organizational theories have established that such individuals act as “boundary spanners” who are attentive to the goals of the organization they serve, while still navigating and implementing their own goals and intentions (Leifer & Delbecq, 1978). Boundary spanners must be attentive to historical and future ramifications of the institutions they serve, cognizant of their perceived authority within these spaces, and how their role may be publicized to justify present and future wrongdoings or justifications (Leifer & Delbecq, 1978). Positions specifically focused on diversity and inclusion and those that are scholar-practitioners must remain attune to organizational ways of knowing while navigating barriers to their own implementation. As such roles increase in prevalence, we must understand their disruption or assimilation into sporting organizations.

Literature Review

Scholar-Practitioners. In a study of intercollegiate athletic departments, Comeaux (2013) found a significant lack of data driven analyses, assessment of practices and programs, and any measurement of learning outcomes (less than 3%). Hence, many athletic departments do not demonstrate a history of promoting a culture of using research studies and/or formal data collection and subsequent analyses to inform organizational practices and programming (Comeaux, 2015). This norm highlights the development of scholar-practitioner roles as a newfound approach to bridge the gap between academics who research collegiate sport and administrators whom are employed within collegiate sport as well as individuals who fulfill both roles. The current study provides valuable knowledge for learning and understanding the dynamics of what makes an academic and athletic relationship function at the organizational level and who are these unique boundary spanners as they continue to influence outcomes at the intersection of higher education and athletics.

Diversity and Inclusion in Sport. Racialized incidents found within higher education do not operate in a vacuum detached from athletic departments, as athletic departments serve as vital players in recruiting Black students to their particular sphere of college campuses (Carter-Francique, Flowers, 2013; Comeaux, 2010; Harper, Williams, Blackman, 2013; Singer, 2005). Lapchick (2017) acknowledges that there is a dearth of Black, Latinx, Asian, and Native

individuals attaining roles as senior-level administrators of college athletics. There are calls addressing opportunities for minorities and women through organizations such as, The Minority Opportunities Athletic Association and Women Leaders in College Sports. However, Cunningham (2009) asserts that diversity impacts organizations positively when diversity is “set in context that allows for the positive effects of diversity to materialize” (p. 1446). Hence, addressing diversity concerns of student-athletes, athletic administration, and athletic department culture is best accomplished through “effective diversity-management strategies” (Cunningham, 2009, p. 1446; Fink & Pastore, 1999). As college sport acknowledges the need for diversity and inclusion, newly adopted roles focused on diversity and inclusion requires further examination.

Methods.

Content analysis is the data collection method for this study. Content analysis seeks to provide new insight relating to contextual ways of knowing and understanding, more considerate regard of phenomena, and the practical application of phenomena being examined (Krippendorff, 2004). Content analysis seeks to examine the discourse underpinning written text and how textual language has the ability to communicate and inform individual epistemological lenses (Krippendorff, 2004). For the following study, content analysis will highlight trends, patterns, and differences between institutions adopting scholar-practitioners and diversity and inclusion focused roles. Similarly, a content analysis of the shared characteristics of individuals attaining these two newly adopted roles will be examined via online biographical information. These characteristics include and is not limited to: Racial identity, gender identity, educational degree attainment, educational degree type, level of position within the organization, previous institution type, length of tenure. Lastly, job descriptions will be assessed to understand the ways in which differing organizations conceptualize and operationalize roles focused on diversity and inclusion and roles labeling individuals as scholar-practitioners.

Using concepts grounded in organizational theory literature, this presentation will explore the unique development and adoption of diversity and inclusion positions, as well as the adoption of scholar-practitioners within Division I athletics. The sample size consists of five to eight diversity and inclusions officers and five to ten scholar-practitioners within Division I athletics.

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How College Athletics Foster a Sense of Community and Belonging

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A sense of community is a term that has been used in psychology, sociology, and sport. Within the context of sport, sense of community has been noted as an aspect of communities that promote similarities, acknowledgement, willingness to maintain independence, and a feeling of inclusion with a larger reliable and stable social structure (Warner, Dixon, 2013). Benefits of a community promoting a sense of closeness or belonging for individuals include civic participation, subjective well-being, problem focused coping, also a decline in the amount of drug usage and delinquent behavior patterns. (Warner, Dixon, 2013). This is important because human beings have a desire to find social relationships, and those relationships have a large impact on the human psyche. As this suggest, there is a correlation between a sense of belonging and a meaning in life (Lambert, 2013). Though there are several platforms to promote a sense of belonging, sport is an overarching and stable platform to do so. Since the first collegiate sporting competition in 1852, universities have been using athletics as a means of community building as well as a way to keep students motivated and satisfied while they are on campus (Clopton, 2008). Also, since the establishment of the NCAA in 1910, collegiate athletics have been impacting the social experience for student athletes and non-student athletes alike. The means by which student athletes and non-student athletes are able to feel a sense of community typically lie in the form of participation (specifically for the student athletes), as well as the form of spectating or fandom that universities can offer (non-student athletes). Numerous sport experts are able to agree that there are varying physiological, psychological, educational, and social effects of college athletics on students overall (Chen, 2010).

Given the importance of sense of community and the potential for college athletics to promote a sense of belonging, it has become increasingly important to examine what aspects of college athletics contribute to sense of community among various stakeholder groups. Thus, the purpose of this study is to examine how college athletics foster a sense of community among non-student athlete college students, student athletes, employees of the athletic program, and community members in a rural town setting. Additionally, this study looks to examine the effect that this sense of community might have on individuals.

This study will follow a qualitative research design in an effort to dive further into the sociological effects that collegiate athletic programs have on individual stakeholders while seeking personal responses and points of view. Data collection for this study is currently in progress and will be completed by February 2019. A total of 16 participants will engage in one-on-one, semi-structured interviews. The interviews will last approximately 30-45 minutes and will be audio recorded and transcribed verbatim. During the interviews, participants will be asked about their experiences with the athletic department and asked to identify specific instances in which they felt a sense of belonging related to the university and its athletic department. Data analysis will follow a three-step inductive approach in which codes will be assigned to portions of data and grouped into themes that explain this particular phenomenon.

The results of this study should reveal how the athletic department of a small division one school in a rural town setting is able to develop a sense of community in students at the university (athletes as well as non-athletes), faculty members for the athletic program, and local community members. The results of this study will hold practical implications for those working

in college athletics as it will give them a better understanding about how various stakeholders may be influenced by their athletic program. Furthermore, this research should shed light on the value of college athletics no matter the size, can have on the feeling of belonging or sense of community felt by groups of people.

The results of this study will hold implications for scholarship as well. Research on sense of community within college athletics, while extensive, has failed to consider the phenomenon from the perspective of various stakeholder groups at once. There have been several studies done on each group individually (Clopton, 2008; Turki et al., 2018), but this research will provide a rare opportunity to delve into the development of various stakeholder groups at once as it pertains to their psychological sense of community. Additionally, this research will extend the literature related to how athletic departments in rural settings help to foster a sense of community.

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Female International Student-Athletes at American Universities: Reasons to Attend and Experiences that Followed

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Following decades of growth and an all-time high in 2016, international student enrollment in U.S. universities has begun to decline (Student and Exchange Visitor Information System, 2018). Conversely, as predicted by Ridinger and Pastore (2000), the enrollment among international student-athletes has steadily increased. Specifically, the number of international female student-athletes who compete at the Division 1 level has increased from 1,071 in 2010 to 1,692 in 2017; an increase of 58% [NCAA, 2018].

The transition to undergraduate student life is often stressful and challenging (Chickering, 1969) and the addition of athletic commitments and relocation to a different country make the shift even more complex (Rodriguez, 2014). The purpose of this study is to build upon the work of Ridinger and Pastore's (2000) theoretical model of adjustment for international student-athletes, and to advance the work of Popp, Love, Kim, & Hums (2010) who also examined the 'lived experience' of international student-athletes. Ridinger and Pastore's framework includes three domains: *antecedents* - including interpersonal, personal, perceptual, and cultural distance; *adjustment* - including academic, social, athletic, emotional, and institutional; and *outcomes* - including satisfaction and performance (Ridinger and Pastore, 2000).

This study focuses on experiences of international female student-athletes from the time they begin to investigate American universities, through the acclimation process of life as an intercollegiate student and athlete. Qualitative, in-depth, semi-structured interviews were conducted in small-group settings with a total number of participants ($n = 20$) from four public Division-I institutions, representing three athletic conferences and eight different NCAA-sponsored sports. Participants consisted of undergraduate female student-athletes, freshman through senior standing, from 14 countries. Question themes included why students chose to attend an American university, what factors influenced the decision, challenges faced and adjustments to life as an international student-athlete, outcomes from the experience, and recommendations for future students.

Participant perceptions support the *antecedent dimensions* of the Ridinger and Pastore (2000) framework and also replicate findings reported by Popp, Love, Kim, & Hums (2010); additionally, *adjustment dimensions* and *outcome dimensions* were explored. Findings reveal characteristics of independence and determination among international female student-athletes, a lack of information regarding the breadth of opportunities available across NCAA institutions, areas of adjustment associated with social, athletic, linguistic, and cultural differences, and a sense of gratitude for both academic and athletic opportunities.

Findings inform university administrators, international program personnel, and athletic department staff with intention to increase satisfaction, retention, and success of international students-athletes and international students more broadly.

CSRI CONFERENCE SCHEDULE
FRIDAY, APRIL 5, 2019

ACADEMIC PRESENTATIONS – SESSION 13

12:55-1:25pm

- (B1A) What Happened in Vegas: Institutional Brand Identity Storytelling through Intercollegiate Athletic Iconography
Jason W. Lee, Nancy Lough, & Elizabeth A. Gregg
- (B1B) The Recruiting Promise: Reflections on the Impact of Participation in Intercollegiate Athletics 20 Years Post-Football
Brad Bates, Erienne A. Weight, & Jake DeVries
- (CR1A) The Unexpected Role of Tragedy in Shaping Coaching Perspectives
Shaina M. Dabbs, Jeffrey A. Graham, & Marlene A. Dixon
- (CR1B) Practices used by NCAA Division I Power Five Athletics Programs to Increase Athlete Inclusion
Molly Harry
- (CR1C) A Qualitative Comparison of Division I and Division III Student-Athletes Perceptions of Transition Process
Allison B. Smith

What Happened in Vegas: Institutional Brand Identity Storytelling through Intercollegiate Athletic Iconography

Jason W. Lee, University of North Florida
Nancy Lough, University of Nevada, Las Vegas
Elizabeth A. Gregg, University of North Florida

The purpose of this case study is to explore university branding efforts and characteristics, particularly as enacted by the University of Nevada, Las Vegas commonly known as UNLV. This presentation will examine significant visual elements related to academic brand identity, focusing on telling an institutional “brand story” through institutional icons and logos, which serve as visual symbols aimed at brand differentiation.

UNLV is one of the premier institutions of higher education in the state of Nevada, competing the Mountain West Conference (MWC). The university’s geographic positioning presents many brand management opportunities, while also creating various branding challenges. In respect to sport-related competition, the university’s athletic programs are met with a wide variety of indirect and direct competition vying for stakeholder interest, including traditional and emerging competition forms. In past couple of years, the sport landscape of Las Vegas experienced many noteworthy developments, including landing three new professional sport franchises representing the National Hockey League (NHL), Women’s National Basketball Association (WNBA), and United Soccer League (USL) soccer. Additionally, the Ultimate Fighting Championship (UFC) is headquartered in Las Vegas, and in 2020 the National Football League’s (NFL) Raiders franchise will officially move to Las Vegas. Simultaneously, UNLV’s marketing representatives including those marketing athletics have embarked on diverse marketing initiatives aimed at promoting the institutional brand in this increasingly competitive landscape.

UNLV administrators, both academically and athletically understand that it is essential to engage in formidable marketing ingenuities aimed at positively standing out amidst the growing competition, while permitting the university’s offerings to positively stand out while engendering grander brand awareness and strengthening UNLV’s brand image. Notably, in the summer of 2017, the university profiled in this presentation acquired widespread attention by unveiling the school’s new visual identity, featuring a new logo. The new logo featured various accentuating features, reminiscent of heraldry by providing a whole story within a logo. Their efforts attempted to create a distinct and dynamic brand identity, which displayed attractive innovation while paying homage to the university’s history and geographic locale. While the desire to unveil a unique logo was industrious, the final product was met with heavy criticism and resistance from stakeholders within and outside of the university.

Employing a case study approach, this presentation discusses UNLV’s rebranding efforts, which have been met with a fair amount of division and stakeholder backlash. Steeped in stakeholder theory, this presentation investigates the motivating factors guiding the decision to develop a new graphical icon and the subsequent stakeholder response to the initiative. In addition to presenting stakeholder feedback, application for successful brand strategies, as well as stakeholder engagement strategies will be explored.

Effective brand management strategies can produce various positive attributes although a university can fall into the imprudence of engaging brand management strategies that lack uniformity (DiGisi, 2004). Such institutional brand management shortcomings can produce

barriers to university marketing efforts, resulting in deficiencies, which hinder differentiation strategies, and negatively impacting the overall university strategic vision (Lee, Gregg, & Miloch, 2012).

Accordingly, concepts such as educational institution brand management, rebranding initiatives, university brand identity, and institutional image enhancement will be addressed. Furthermore, attention will be given to efforts aimed at providing a foundation for greater brand identification. A primary component of the discussion provided in this presentation will be the examination of academic brand identity. Brand identity and other cultural identifiers serve as strong brand identities for organizations, including institutions of higher education (Alessandri, 2009; Anctil, 2008; Toma 2003). Through this discussion, the value of tactical visual identity planning will be analyzed and discussed. Beyond the dissemination of information for this institution, this presentation will also provide a forum for them as well as an open forum for the sharing of ideas and strategies associated with university branding and brand identity at other academic institutions. Suggestions for further study of university branding initiatives will also be addressed.

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The Recruiting Promise: Reflections on the Impact of Participation in Intercollegiate Athletics 20 Years Post-Football

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Erianne A. Weight, University of North Carolina at Chapel Hill
Jake DeVries, University of North Carolina at Chapel Hill

Every day, college coaches recruit prospective athletes with the promise of an education. The recruiting promise to young men is that they come to *our* university to play football, and *we* will graduate *them* prepared for acquiring meaningful employment, upward social mobility and a higher quality of life (Duderstadt, 2003; NCAA, 2018). Universities are complicit with the promise by admitting less prepared and poorly qualified student-athletes and often clustering them in less rigorous academic majors (Schneider, Ross, and Fisher, 2010; Southall & Eckard, 2015; Fountain and Finley, 2011; Paule-Koba, 2015; Rowland, 2014; Otto, 2012). The recruiting promise is morally justifiable, but there is no longitudinal monitoring to measure whether universities are fulfilling their commitment. Central to this discussion is race, as African American males at universities in the major NCAA Division I sports conferences are 20 times more likely to be football or basketball players than they are to be non-athlete undergraduate students (Harper, Williams, & Blackman, 2013). Specifically, Harper et al. (2013) documented an astonishing cohort gap wherein black men constituted 2.8% of full-time undergraduate students and 58.4% of the football and men's basketball players within six major NCAA Division I sports conferences.

A 56% gap between African American male undergraduates and their African American student-athlete classmates exposes a precarious context that transcends race, ethnicity, culture, status, class and university values. Such a contrast invites a campus culture filled with assumptions of scholarly merit and feeds into racist stereotypes and bias (Cooper, Nwadike, and Macaulay, 2017; Hawkins, 1999; Singer, Weems, and Gardner, 2017; Stone, Harrison, and Mottley, 2012). If the recruiting promise is being fulfilled, a strong argument can be made that the American model of integrating athletics within the educational systems is moral and effective. However, if African American male student-athletes are not graduating, graduating with meaningless degrees or not experiencing an increase in social mobility, professional opportunities or quality lives, then the data would indicate they are being exploited by universities cloaked in a rhetoric of opportunity.

Purpose

The purpose of this study is to explore whether the recruiting promise is fulfilled in providing an education and upward social mobility for disadvantaged student-athletes, or rather it serves as an unfulfilled rationalization for universities to compromise their policies and maintain a system that capitalizes off of overworked and underpaid athlete workers (Hawkins, 1999; Sack & Staurowsky; Southall & Eckard, 2015; Southall & Weiler, 2014). Extensive data exists on student-athletes' grade-point-averages, academic majors, graduation rates, academic profiles, retention, athletic statistics, coaching salaries, sport economics, leadership and African American student experiences that give glimpses into short-term outcomes. However, there are no longitudinal studies that monitor the effects of a college educational experience on African American student-athletes over a lifetime. While the articulated justification of the recruiting promise is noble, this study seeks to explore outcomes

Methods

Following Institutional Review Board approval, this study was conducted via survey methodology with the entire population of football players from the 1999-2000 rosters of two Power-5 public institutions including graduates and non-graduates. Participants completed reliable and valid instruments of study variables including satisfaction with life (SWLS-5), work engagement (UWES-9), social support (ESSI-7), perceived stress (PSS-4), and lifelong learning (LL-12), in addition to measures of salary, race-related stress, and educational experience. The instrument was distributed via email and traditional mail to those with available information. All survey recipients were also given a small gift of inducement/appreciation.

Results / Discussion

Data collection is currently underway. Results will be presented through a lens of critical race theory (Allen, 2017; Cooper, Nwadike, and Macaulay, 2017; Delgado & Stefancic, 2001; Singer, Weems, and Gardner, 2017) exploring the impact and experiences of the athletes with particular emphasis placed upon childhood socioeconomic status and race, and whether the athletes believe the recruiting promise was fulfilled.

The Unexpected Role of Tragedy in Shaping Coaching Perspectives

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Research on employment orientation suggests that people view their work in three distinct ways: as jobs (work is for material benefit), careers (work is for achievement, advancement, and prestige), or callings (work makes the world a better place) (Wrzensniewski, 2012). Because those with a calling orientation enjoy their job's deep fulfillment, they often display higher levels of work engagement, pro-social behaviors, and work performance than those with job or career orientations, making them especially desirable employees (Kolodinsky, Ritche, & Kuna, 2018). Furthermore, when individuals experience a global or shared traumatic event (e.g., the events on 9/11), their work orientation can shift to be more job, career, or calling focused (Wrzesniewski, 2002). Less is understood, however, about how individually experienced trauma influences work orientations, especially in the context of college sport organizations. To that end, three research questions guided this study, including: (1) what types of traumatic experiences influence work orientations among college coaches?, (2) how did these experiences shape work orientations among college coaches?, and (3) did these experiences also shape college coaches' orientation toward their family?

To answer these questions, the life experiences of mid-late career NCAA head coaches were examined. For this study, mid-late career is defined as coaches who are 35 years of age or older and have 11-20 years of coaching experience. A total of 30 semi-structured in-person, in-depth interviews with NCAA Division I head coaches from all over the US were conducted (Creswell & Creswell, 2018). Participants were male and female coaches with at least one child in the home, who also met the definitions of mid-late career described above. Interviews sought to elicit in-depth descriptions of a wide range of life experiences, and their impact on work and family roles within their current life and career stage.

The head coaches in the sample shared a number of experiences they considered to be traumatic, including a lawsuit, divorce, life-threatening car wreck, illness of a child, death of a student-athlete, death of a parent, and death of a child. The coaches discussed how these events impacted their work and family orientations. Some of the work orientation shifts included being more relationship-oriented (i.e., getting to know their student-athletes), prioritizing student-athlete well-being, and leaving work at work. For example, one participant shared the following, "My daughter was diagnosed with cancer at age four, so obviously that changed things, softball and my family... Being sucky at softball is a little bit different than your child being sick. It 100% changed who I am. It changed the importance of things, and it's made me a better coach. I stopped torturing myself when we weren't good, when we weren't playing well, or when we lost ... Early in my career, I tortured myself." – Female, Softball, Age 47. As the quote above suggests, changes in family orientation were also common. Some changes included intentionality with time (e.g., family meals), taking vacations, appreciating experiences and memories, embracing happiness, continuing to live life, and seeing the positive in things.

This study highlights the way head coaches' experiences of trauma can change their orientation toward life in general, including work and family. This has important implications, particularly for managers of collegiate sport programs. College sport managers must be mindful of how traumatic life experiences, whether big or small, may influence how coaches view their

work role. As coaches' orientation toward work shifts, managers may have to make adjustments to keep coaching engagement high. This may include changes to evaluating coaching effectiveness (see Cunningham & Dixon, 2003), changes to goal setting, or even contract construction and incentives. Furthermore, when trauma is involved, managerial support strongly influences how coaches view their work role, and managers that show concern for well-being, satisfaction, and generally value the work their coaches do (i.e., are highly supportive) are more likely to foster coaches with a higher level of calling orientation (Kolodinsky et al., 2018). Managers must remember that individuals are not static, rather orientations toward what is most important in their life shifts as life experiences come. Identifying sources of trauma and being supportive during and after these experiences may be instrumental in fostering successful and engaged college coaches.

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Practices used by NCAA Division I Power Five Athletics Program to Increase Athlete Inclusion

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The National Collegiate Athletic Association (NCAA) Division I Manual states that one of its basic purposes is to “maintain intercollegiate athletics as an integral part of the educational program and the athlete as an integral part of the student body” (NCAA Division I Manual, 2018). Despite the NCAA’s claim of athletes being integrated, research demonstrates that athletes, especially at the upper echelon of collegiate competition, remain isolated from their non-athlete peers and detached from the greater university campus and community (Broughton & Neyer, 2001; Pacific 12 Conference, 2016; Weight & Huml, 2017).

Social isolation can cause athletes to disengage academically, detach from their institutions, and suffer from role engulfment (Adler & Adler, 1991; Comeaux, 2011). With this, some will struggle with their identity calibration between who they are as a student and who they are as an athlete (Jolly, 2008; Lanter & Hawkins, 2013). Gayles, Crandall, and Morin (2018) found a negative relationship between athletic identity and a sense of belonging on campuses for athletes.

Time demands and rigid schedules are factors that also contribute to athlete isolation. Athletes often cite time demand issues as one of the reasons they are less involved on campus (NCAA GOALS, 2016; Wolverton, 2014; Wolverton, 2016): 66% of athletes say their participation in college athletics hampers their ability to get involved in campus extracurricular activities (Pacific 12 Conference, 2016). Similarly, a study by Potuto and O’Hanlon (2007) found that 68% of athletes said they would have liked to pursue other opportunities on campus but felt they could not due to their limited time after completing their athletics obligations.

Many institutions have established student services departments that work to encourage diversity and inclusion for traditional students. Similarly, the NCAA and athletic departments employ directors of student athlete development or directors of diversity and inclusion initiatives to enhance the social experience and integration of athletes within the overall campus culture. It is a commendable action for athletic departments to work toward improved integration of athletes, but, to date, little research examines the best practices departments utilize to make athletes an “integral part of the student body” (NCAA Division I Manual, 2018). Research demonstrates that institutional climate is significant in making athletes feel a sense of belonging while at their institution (Gayles et al., 2018). Feelings of belonging decrease feelings of isolation, and these findings emphasize the importance of inclusivity (Gayles et al., 2018).

To this end, this paper explored some of the practices NCAA member institutions in the Power 5 conferences use to promote athlete integration and inclusion. Diversity and inclusion officers, student-athlete development directors, and life skills coordinators from the Power 5 conferences were emailed a short online survey via Qualtrics ($N = 65$). Of those 65 emails, three bounced back bringing the total who received the survey to 62. Thirty responded, yielding a response rate of 48%. Closed-end questions were used to determine if participants believe athletes are isolated from their non-athlete peers, while open-ended questions determined what actions the athletic departments are taking to reduce this isolation. Only 18 and 16 participants completed the two open-ended questions respectively.

Ninety-seven percent ($n = 29$) of participants believed athletes to be sometimes or always isolated from the greater campus community and uninvolved compared to non-athlete peers.

Additionally, 83% ($n = 25$) believed it was important to further incorporate athletes into the greater campus community outside of athletics.

When asked why athletes are isolated, the most common reason provided was time demands ($n = 14$, 78%), followed by time spent at practice or competition ($n = 7$, 39%), and location of athletic facilities ($n = 4$, 22%). Participants were then asked to elaborate on what methods they utilize to increase athlete inclusion and socialization with the community outside of athletics. Sixty-three percent ($n = 10$) said their department collaborates with other campus partners and departments to show athletes other campus opportunities. Some administrators ($n = 7$, 44%) advocated for consistent communication to athletes about other events on campus and constant encouragement to get involved in activities outside of sports.

The results of this study add to the literature showing a need for athlete development programs to be more intentional in getting athletes involved on campus outside of athletics. Additionally, coaches should be educated on the importance of inclusion and involvement outside of athletics. As one participant mentioned, “coaches have some of the greatest influence on student-athletes so if they adjust their messaging to be as positive and stress the importance of programming in the same way they do their sport, student-athletes would be more open and have more time to participate.” Future studies should delve further into these practices and determine what works best in providing a holistic educational experience for athletes.

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A Qualitative Comparison of Division I and Division III Student-Athletes Perceptions of the Transition Process

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Literature Review:

Research has found that for many student-athletes an association with high athletic identity or “the degree to which an individual identifies with the athletic role” (Brewer, Van Raalte, & Linder, 1993, p. 237) is present. Student-athletes place high importance on being seen as an “athlete”, and the role athletics plays in their life overall (Brewer et al., 1993; Smith & Hardin, 2018; Smith, Taylor, & Hardin, 2018). Athletic identity can have negative and positive repercussions for student-athletes. Research has found that many times exiting sport can leave athletes questioning who they are and what life is like without athletics (Beamon, 2012; Lally, 2007; Smith et al., 2017; Smith & Hardin, 2018).

Athletics can provide a platform for sport community recognition and self-confidence. When this platform, the resources, and accessibility are removed some student-athletes can have difficulty coping (Jewett, Kerr, & Tamminen, 2018). This difficulty or uncertainty can even manifest itself as post-retirement sadness, anxiety, and or depression (Giannone, Haney, Kealy, & Ogrodniczuk, 2017; Saxe, Hardin, Taylor, & Pate, 2017). From a positive perspective, student-athletes are often found to be more engaged than their non-athlete peers in academics and campus activities (Umbach, Palmer, Kuh, & Hannah, 2006; Williams, Sarraf, & Umbach, 2006). Positive transition is increased through the implementation of transferable skills that translate to career maturity and an effectively managed life after sport for student-athletes.

Participants & Procedures:

This study compares division I and III student-athletes perceptions regarding the athletic transition process. A purposeful or specific criterion sample was used for this study as participants had to be current members of a collegiate team sport at a Division I or Division III NCAA member institution (Patton, 2002). Sports information directors were contacted at 52 institutions (40 Division I and 10 Division III) and were asked to identify potential participants who fit the study criteria and assist in contacting potential participants by distributing an informational email. Nineteen student-athletes responded and agreed to participate. Participants were from Division I (9) and Division III (10) in their respective sports of men and women’s hockey, men and women’s soccer, men and women’s lacrosse, softball, baseball, and football.

The study used a qualitative approach through semi-structured interviews. This approach was utilized to uncover the perceptions and experiences surrounding the transition process into, during, and out of collegiate sport (Lindloff & Taylor, 2011) through transition theory (Goodman, Schlossberg, & Anderson, 2006; Schlossberg, 1981). Specifically, semi-structured interviews were used in this study in order to increase awareness of the participants' experiences and inner thoughts as they pertain to transition and athletic experience and experience a student-athlete at the Division I and III level (Corbin & Straus, 2008). Using this method allowed for the researcher to foster a more personal interaction with the participant which enabled the pursuit of answers in greater detail and the ability to ask for clarification if needed (Britton, 2007). Interviews were designed to be approximately 30-45 minutes due to NCAA student-athletes lack of accessibility and academic and athletic schedules. The majority of the interviews were

conducted via phone, with only four interviews completed face-to-face. Once saturation was reached interviews were then transcribed verbatim.

Once data was transcribed a constant comparison analysis was used where one segment of data is compared to another in order to find similarities and differences (Merriam, 2009). This study went through three rounds of coding: open, in-vivo, and axial coding. From the three rounds of coding, the codes were compared in order to combine and narrow the categories. These categories essentially went through a compare and contrast process (Lindloff & Taylor, 2011). Finally, the categories continued to narrow until themes emerged or were established.

Findings:

Four themes emerged from the data guided by transition theory: *Moving In: Specific Role Created Collegiate Opportunity*, *Moving Through: Current Influence of Collegiate Sport*, *Identity Directly Tied to Sport*, and *Moving Out: Upcoming Transition out of Sport*. More specifically, the themes were explained as the idea that expertise in their specific role or position within the sport created an opportunity to transition to the most elite level of collegiate sport for Division I participants. Secondly, the Division III participants explained that sport provided a platform to learn how to work with diverse groups of people and create friendships. All of the participants felt sport was tied to their current identity and discussed how important their specific sport was to their lives. Finally, the last theme detailed that the upcoming transition out of sport was viewed by Division III participants as opportunities for growth and development of a new identity, but Division I participants felt uncertainty and sadness surrounding this significant life change.

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