CSRI CONFERENCE SCHEDULE
THURSDAY, APRIL 4, 2019

POSTER PRESENTATION SESSION #1
8:30-9:30am

Climbing the Coaching Ladder: The pathway of Intercollegiate Head Coaches
Chris Croft & Pete Van Mullem

The Competitive Cap: A Model for Competitive Balance in the NCAA
Mike Stocz, Alonzo Maestas, Jon Allen, & Ryan Benner

Athletic Nutrition Facilities and their Effect on Performance in Power 5 Schools
Johanna B. Lee & Brock A. Meckelborg

Intercollegiate Athletics Implementation of Corporate Social Responsibility: Innovation Initiative in an Atlantic Coast Conference Member Institution
Tony Franklin & Jennifer Franklin

An Empirical Evaluation on the Role of Athletics in University Social Media Communication
Travis Ryan & Scott Lasley

Can Division-II Athletics Assist Students' Adjustment to College?
Evan Davis, Richard Hsiao, Leeann Lower, Elaine Blair, & Robert E. Alman

The "Male Player Rule": An Analysis of Collegiate Coed Field Hockey Athletes' Perceptions
Chelsea A. Kaunert & Austin Heath

Help Seeking Behaviors in Division II College Athletes
Luke Harrison & Thomas Aicher

Does Social Media Alter People's Perception of Sport? A Football Dynasty
Rachel Ragland, Cornell Foo, & George Schaefer

Memberships in Collegiate Spectator Sport as an Alternative to the Season Ticket Model
Shelby Burnette

A Systematic Literature Review of Community College Athletics' Research and Practice
Ethan Swingle

Post-Traumatic Stress Disorder: An Outcome of Collegiate Athletics?
Joseph Herman II, Clay Bolton, & Samantha Roberts

Climbing the Coaching Ladder: The Pathway of Intercollegiate Head Coaches

Chris Croft, University of Southern Mississippi
Pete Van Mullem, Lewis-Clark State College

The hiring process of an intercollegiate head coaches requires athletic administrators to consider a variety of factors, including the coach's ability to recruit student-athletes, raise funds, build a program, and work with the campus and the local community. O'Brien (2017) states that hiring coaches is the most important task an athletic director does. At the NCAA D1 level the stakes are higher, as it is expected the coach will win (Read, 2017) and performance in the win column is an important determinant of dismissals (Holmes, 2017)

The pathway to an intercollegiate head coaching position is uncertain and fraught with career decisions often based on perception. In addition, career progression of coaches is largely ignored by many sport organizations (Dawson & Phillips, 2013) and coaches tend to focus on their current role, rather than engage in career planning (Hesse & Lavallee, 2012). Research on career development of coaches often centers on professional (McCullick et al., 2016; Occhino et al., 2013) or elite sport (Blackett et al., 2018; Greenhill et al., 2009). Whereas, studies on collegiate coaches tend to focus on the role of a coach (Harvey et al., 2013; Rathwell & Young, 2018) compared to career aspirations (Machida-Kosuga et al., 2017).

The focus of study was to examine the career path of current intercollegiate head coaches from first coaching position to head coaching position. Five national coaching associations (i.e. AFCA, NABC, NFCA, United Soccer, and WBCA) assisted in the distribution of an online survey instrument to member head collegiate coaches. 1,270 collegiate head coaches participated in the survey. Respondents indicated they spent eight (M = 8.12, SD = 5.92) years as an assistant coach and had three to four (M = 3.35, SD = 2.44) coaching stops prior to becoming a head coach. Thirty-two percent of current head coaches started at the scholastic level and 35.1% begin at the level they currently coach at. Of current head coaches, 15.4 % played professionally and 88.2% played at the college level. Only, 6.7% started their career as a student assistant. This presentation will also incorporate sport-by-sport comparison.

This research contributes knowledge on the career path of intercollegiate coaches, with implications for athletic administrators at the intercollegiate level in the manner in which they train, hire, and evaluate the position of head coach.

The Competitive Cap: A Model for Competitive Balance in the NCAA

Mike Stocz, University of North Alabama
Alonzo Maestas, University of New Mexico
Jon Allen, University of North Alabama
Ryan Benner, University of North Alabama

Dating back to the 1950's, it has been theorized that if competition were to be profitable for an entire sports league that each member of said league must be relatively equal, in terms of talent (Rottenberg, 1956). As a non-profit sport league that emphasizes commercialization of its sports, the National Collegiate Athletic Association (NCAA) has brought in substantial revenues in recent history, including a $10.8 billion media rights deal (NCAA, n.d.). Yet, in certain sports, the idea of equal talent distribution across all participating teams may not be occurring as shown by the College Football Playoff series. Introduced during the 2014-2015 season, the College Football Playoff has hosted only a handful of teams, including Alabama, Clemson, Ohio State, Oklahoma, Georgia, Florida State, Michigan State, Washington, and Notre Dame, with only Ohio State, Alabama, and Clemson winning the Championship from 2014-2018. While consumers may perceive a greater level of parody due to the College Football Playoff, previous research suggests that tools to empower competitive balance have been ineffective due to all regulations affecting both the teams of prominence and the teams not in prominence equally (Sutter & Winkler, 2003). For example, the NCAA limited Division I football schools to 85 football scholarships with no more than 25 scholarships handed out in one year. While reducing scholarships may have an effect on the number of opportunities available in college football, this rule affected all of the schools across Division I equally, and thus did not necessarily raise competitiveness.

This research will introduce a new competitive balance tool, known as the Competitive Cap, in an attempt to provide more competitive football across the NCAA. The Competitive Cap will utilize a continuous and expanded player ranking system for tracking all future and current athletes in the NCAA. Each team, based on the particular sport, will need to adhere to a talent-based capped system where teams will be limited to the amount of talent they can have for the upcoming year. Based on a 100-point talent scale, an NCAA football team may only have 5 players ranked from 90-100, 15 players ranked 80-89.9, 30 players ranked 70-79.9, 40 players ranked 60-69.9, and can have 90 players on their roster ranked 59.9 and below. The support structure will be further detailed, including tools for anticipating player development and recruiting. An application of this system to teams in the NCAA will also be included.

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Athletic Nutrition Facilities and Their Effect on Performance in Power 5 Schools

Johanna B. Lee, Baylor University
Brock A. Meckelborg, Baylor University
Jeffrey C. Petersen, Baylor University

Collegiate athletic programs constantly strive to better each other, whether on the playing field, with new facilities, or even in the style of their uniforms. On April 15, 2014, the NCAA announced that schools would be permitted to provide meals and snacks to student-athletes as a benefit incidental to participation in intercollegiate athletics (Brutlag Hosick, 2014). This deregulation fostered a facilities arms race for NCAA Division I athletic programs as schools began building athletic nutrition facilities from which to fuel their athletes, with many schools striving to build each facility bigger and better than the last. While many schools have chosen to invest in athletic nutrition, and specifically new athletic nutrition facilities, it has yet to be determined if this investment has improved their program's athletic success in quantifiable measures like winning percentage or in the Learfield Director's Cup rankings.

This study aimed to test whether these investments truly better the student athlete and their performance or if they are just for show. Specifically, the following research assesses the relationship between the presence of an athletic nutrition facility and athletic success, measured by the Director's Cup ranking of schools in the Power 5 conferences and their football team's winning percentage, based on the four years before and after construction of the facility. Additionally, this research explores the relationship between these two measures of athletic success and the number of nutritionists employed.

Of the 64 schools in the Power 5 Conferences, the research found no significant impact for the 36 schools with an athletic nutrition facility on either winning percentage of their football teams or their overall athletic program performance as measured via Director's Cup rankings. However, schools that had such a facility improved their Director's Cup ranking for by an average of just over three positions. This suggests a need for additional research into the effect of an athletic nutrition facility on the athletic program as a whole. Additionally, no significant correlation was found between the number of nutritionists and either football winning percentage ($r = .233$) or Director's Cup ranking ($r = -.010$), but the data did indicate a trend towards a direction of improved performance with increased nutritionists. This could be another area for future investigation into the relationship between amount of money spent on nutritional staff and athletic program success.

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Intercollegiate Athletics Implementation of Corporate Social Responsibility: Innovative Initiatives in an Atlantic Coast Conference Member Institution

Tony Franklin, University of Mount Olive
Jennifer Franklin

Corporate Social Responsibility (CSR) encompasses a holistic process where organizations carryout programs that enhance the environments in which they reside. Discussion regarding the background of CSR will be discussed as well as the strong connection to intercollegiate athletics. This case study research will illustrate CSR initiatives at an Atlantic Coast Conference (ACC) Member University (pseudonym) and explain wide ranging positive benefits to the stakeholders, environment, citizenry, university community, business partners, philanthropy, and image of the entire organization.

Institutional Theory and Democracy Theory converge to form a framework which explains why CSR programs are successful at ACC Member University. There is an overlap of democracy theory, institutional theory, and critical theory…all refer directly or indirectly to "manipulating societies in pursuit of their particular interests" (Norgaard, 2001, p.37). Specific CSR focus areas include responsibility for environmental preservation, town and gown initiatives, citizen enrichment programs, student-athlete life skill development, and partnerships with corporate entities.

Research explaining how CSR principles are being implemented via intercollegiate athletics is intensifying. This case study examined website content, peer reviewed journal documents, archival data, intercollegiate athletic department documents as well as news media illustrations. Interviews with key athletic department representatives are also planned. Higher education, corporate entities, and K-12 stakeholders will benefit from this poster presentation. Findings will be implemented in a comprehensive sport management curriculum and will stimulate student projects surrounding this subject matter.

Limitations and Future Research

Research in CSR as it pertains to intercollegiate athletics is in its infancy. This study was focused on ACC Member Institution and additional research should commence investigating additional intercollegiate conferences and departments moving forward. Implementation of quality CSR programs are a winning proposition to stakeholders involved in the programming process. Successful CSR initiatives benefit the university, athletic department, municipality, citizens, and environment. Researchers in higher education should continue examining the CSR processes which may stimulate funding for additional programs with wide ranging benefits for society as a whole. This project will be utilized to enrich students in the classroom environment, higher education community, intercollegiate athletic departments, and other stakeholders.

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An Empirical Evaluation on the Role of Athletics in University Social Media Communication

Travis Ryan, Western Kentucky University
Scott Lasley, Western Kentucky University

Social media is a key communication tool for American universities. Twitter content from school Twitter accounts can reveal valuable insights about institutions of higher education and how they choose to communicate with current and prospective students, alumni, and other key stakeholders. The content reveals recruitment strategies, institutional biases, and communication priorities for universities. This research project is an exploratory look at how universities communicate with stakeholders. In particular, the primary purpose is to explore what topics schools choose to emphasize in their social media communications. Do they emphasize academic programs, opportunities, and success? Or do they use athletics as a tool to build community and recruit students? The expectation is that social media content will vary by type of school and the role of university athletics at the school. Elite universities that rely primarily on reputation for student recruitment are expected to post more academic tweets. On the other hand, schools that heavily subsidize college athletics will be expected to emphasize sports more frequently in their tweets. Essentially, the communication strategy can serve as one mechanism to gain some return on their significant investment in their athletics programs. In addition to academic quality and net investment into athletics, other variables that will be included in regression analysis include school location, size of school, and on field success. At this point, 3000 tweets have been collected from over 150 institutions. In total, roughly 500,000 tweets have been scraped and classified using an automated script to assess tweet content. Preliminary analysis is promising and suggests that there are some systematic differences that exist between the social media content that universities post. Assuming the results hold, this research will provide insights on what role college athletics play in university communications and how these universities choose to portray themselves to stakeholders.

Can Division-II Athletics Assist Students' Adjustment to College?

Evan Davis, Ohio State University
Richard Hsiao, Indiana University of Pennsylvania
Leeann Lower, Ohio State University
Elaine Blair, Indiana University of Pennsylvania
Robert E. Alman, Indiana University of Pennsylvania

As intercollegiate athletics has continued to become more expensive (Gurney, Lopiano, & Zimbalist, 2017), and university budgets tighten (Mitchell, Leachman, & Masterson, 2016), universities need to assess the value of their programs. Athletics are often cited for the various intangible benefits that they provide to their universities, including their role in helping students become socially acclimated to college life (Clopton, 2008). Research has shown that students who attend on-campus athletic events can form social groups through a shared attachment to their university athletic teams (Branscombe & Wann, 1991; Koo, Sung, & Martinez, 2015). This attachment is often referred to as team identification. Students who have a high level of team identification have been found to have higher levels of psychological well-being (Branscombe & Wann, 1991; Wann, 2006), social capital (Clopton, 2008; Clopton & Finch, 2010), sense of university belonging (Heere & Katz, 2014) and campus involvement (Katz & Heere, 2016). The positive impacts that students can derive from highly identifying with their university athletic teams may be of interest to universities seeking to improve their retention rates, as personal self-esteem, social support, and sense of belonging have been identified as key factors of college adjustment (Awang, Kutty, & Ahmad, 2014; Crede & Niehorster, 2012; Friedlander, Reid, Shupak, & Cribbie, 2007; Pittman & Richmond, 2007, 2008).

Research has previously identified that team identification is positively correlated with a student's college adjustment (Koo et al., 2015), however this research has been constrained to Division I institutions. Division II athletics are built on a foundational principle of community engagement (National Collegiate Athletic Association, n.d.), yet research has shown that intercollegiate athletics may not have the same impact at lower affiliated universities (Clopton, 2007; Katz & Clopton, 2014). Therefore, the aim of this study was to add to previous findings on the impact of team identification on college students' personal self-esteem, social adjustment, and emotional adjustment by replicating the findings at a Division II university.

A quantitative research design was utilized in this study. Data was collected from a random sample of undergraduate students at a Division II university through an online survey. Data was analyzed through confirmatory factor analysis and structural equation modeling. Findings indicated that team identification did not affect a students' personal self-esteem, social adjustment, or emotional adjustment, however personal self-esteem had a positive impact on students' social and emotional adjustment to college.

The findings from the study have meaningful implications for those working within Division II intercollegiate athletics. More specifically, the findings suggest that intercollegiate athletics may not be a useful tool for Division II university administrators to use to enhance the sense of community on campus and student belonging. It is suggested that if administrators wish to use intercollegiate athletics to enhance the sense of community on campus that they look for ways to engage students in more interactive spectating experiences.

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The "Male Player Rule": An Analysis of Collegiate Coed Field Hockey Athletes' Perceptions

Chelsea A. Kaunert, & Austin Heath
Coastal Carolina University

There is an apparent gap in sport scholarship that focuses on the impacts and benefits of coed sport, despite an increased desire for inclusivity and positive coeducational experiences (Cohen, Melton, & Peachey, 2015). While there have been equal protection principles put in place for having females compete on traditionally male teams, there have been some serious inconsistencies with males being allowed to compete on traditionally female teams, like field hockey. On the national level, field hockey is sex-segregated with both a women's and men's team. However, on a collegiate level within the United States, field hockey has adopted a coed structure. As a predominately female sport in America, they have developed a "male player rule." As outlined by the National Field Hockey League (NFHL), the current male player rule is an equation "M+2"; meaning that teams competing against another team with males, may only play "up two" during competition. The rule established by the NFHL is a contested debate among league organizers who argue a misrepresentation of equality. It has become an equation of gender equality that is difficult to solve. The current study aims to fill a gap within scholarship focused on organized coed sport, specifically a qualitative inquiry on collegiate club athletes' perceptions and attitudes about playing in a coed environment. Even though in the NFHL males can be considered the minority, there still seems to be an "intimidating factor" with teams that have male players that makes female players feel uncomfortable or timid during competition. We are utilizing semi-structured interviews to speak with current female and male members of a collegiate club field hockey team. With a focus on the "M+2" rule, we are inquiring on the gender team dynamics experienced by each individual athlete. Looking at the current relationships between the male and female athletes on a coed field hockey team will suggest a "reexamination" of the assumptions of athlete competitiveness and violence towards one another, and in terms of coed teams, towards female and male athletes.

Help Seeking Behaviors in Division II College Athletes
Luke Harrison, & Thomas Aicher
University of Colorado-Colorado Springs

Depression prevalence in the college population is much higher than within the general population (Ibrahim, Kelly, Adams, & Glazebrook, 2013). Student athletes show significantly lower depression prevalence than non-athletes due to increased social connection and self-esteem (Proctor & Boan-Lenzo, 2010). However, stigma within athletic culture could lead to under reporting of mental health issues. Stigma has profound effects on help seeking behaviors and can negatively impact a person's health and wellbeing (Vogel, Heimerdinger-Edwards, Hammer, Hubbard, 2011). Men experience more stigma with regards to help seeking behaviors for mental health issues as help seeking behaviors do not align with masculine norms (Vogel et al., 2011). This exploratory investigation centers on how masculinity within sporting culture affects self-reporting and help seeking among college athletes. Semi-structured interviews will be conducted with male and female athletes competing at the Division II level. Questions were derived to identify coping strategies and help seeking behaviors. Interviews will be transcribed verbatim, and a phenomenological approach will be utilized to identify themes within the dataset. Full discussion of the results will be provided during the presentation.

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Does Social Media Alter People's Perception of Sport? A Football Dynasty

Rachel Ragland, Cornell Foo, & George Schaefer
Auburn University at Montgomery

Sport brings people of different backgrounds together. Sport engagement can occur through playing, spectating and through social media (SM). SM is an electronic platform that enables users to interact digitally with friends, fans, athletes, celebrities, media, and brands in real time (Mullin, Hardy & Sutton, 2014). The direct interaction allows fans to stay connected, engage with other like-minded individuals, receive real time information, and feel a sense of togetherness. Platforms such as Facebook and Twitter have created an opportunity for sports organizations to engage with their consumers. SM makes it easier for fans to like, follow, share, and keep up with their favorite teams. It also makes it easier to display disappointment or disapproval through disliking or unfollowing an athlete or organization because of perceived perceptions. This study is based off one hundred Alabama football fans who are frequent twitter users. The randomly selected participants will receive either a positive or negative prompt based on the outcome of the 2019 National Championship title game. Once participants have read the assigned prompt, participants will be asked to fill out a modified version of the Coach-Athlete Questionnaire (CART-Q). In previous research, the CART-Q was utilized to measure coaches and athletes' perception of closeness. Therefore, the purpose of this study is to explore the influence of SM on consumers perceptions. The outcome will either confirm or refute whether social media can alter people's perception of sport. With the Crimson Tide losing in the 2019 National Championship title game to the Clemson Tigers, it will be interesting to view the perceptions of fans and their dedication to the team. Descriptive statistics and a correlational test of independence will be used to test the relationship between social media and perceptions.

Memberships in Collegiate Spectator Sport as an Alternative to the Season Ticket Model

Shelby Burnette, & Stephen Shapiro
University of South Carolina

As season ticket sales have declined across almost all of sport, properties have experimented with innovative methods to retain consumers (Hunt, 2018). Reward and loyalty programs, mini plans, flex plans, and ticket subscriptions are a few popular alternatives used, but recently, the ticket membership has begun to shape American professional sport. Memberships include a season ticket as one of many benefits to a consumer, with discounts and exclusive perks also included within the overall value proposition. Memberships are more common in European sport, and the effectiveness of these programs have been highlighted in the literature (Biscaia et al., 2016). However, research on membership in American sport is underdeveloped and there is no existing research on membership programs in college sport. Several of the American professional leagues have tested varying levels of membership, but thus far collegiate sport has not attempted to utilize memberships. However, college sport is not immune to the decline of season ticket holders. In 2017, attendance at FBS college football dropped by 3% (Bonesteel, 2018). If college sport hopes to maintain ticketing as a vital source of revenue, they must experiment with changes in ticketing options.

Therefore, the purpose of this study was to examine the development and effectiveness of membership programs in American sport, and to assess their viability within the context of collegiate athletics. A review of the industry literature was conducted to identify the factors leading to the decline of season ticket sales, alternatives to the season ticket, how memberships have been implemented in professional sport, and the unique factors that must be considered to determine the viability of memberships in collegiate sport. Additionally, interviews were conducted with collegiate marketing and ticket operations staff to assess the appropriateness of memberships in a multi-sport environment.

The results indicate that although memberships may be successful on the professional level, they may not produce the same results within collegiate sport. The spread of products included under a single brand, the difference in revenue generation for each sport, the special considerations included for donors and university students, and NCAA compliance concerns all inhibit the membership model on the intercollegiate level. Other ticketing adjustments, perhaps ticket subscriptions, would be better suited to the collegiate model of sport.

A Systematic Literature Review of Community College Athletics' Research and Practice

Ethan Swingle, & Cristobal Salinas Jr.
Florida Atlantic University

Community colleges are dynamic organizations which involve many similar programs and departments four-year institutions have, including intercollegiate athletics. However, limited research has been conducted on community college athletics and student athletes. As such, through a systematic literature review, the purpose of this poster presentation is to provide an overview of community college athletics, review previous literature that has been conducted about community college athletics and student athletes, and to provide directions where future research can be conducted. This method allowed for a synthesis of the salient themes and issues on a topic of inquiry, in this case community college athletics, to occur (Ridley, 2012), and allowed me to distill knowledge from a large body of research and conduce it into one article or presentation (Murlow, 1994).

The research found that athletics in the community college began in 1938 when the National Junior College Athletic Association (NJCAA) was conceived after the National Collegiate Athletic Association (NCAA) denied permission of student athletes at thirteen community college to participate at the track and field championships in 1937 (National Junior College Athletic Association, 2017). Following the rejection, the NJCAA established a governing board and guidelines for community colleges to participate in athletics, and in 1939, the first community college championship event took place at Sacramento Junior College. Today, there are three governing bodies that govern community colleges that participate in athletics at this level. They are the California Community College Athletics Association (CCCAA), the Northwest Athletic Association of Community Colleges (NWAACC), and the National Junior College Athletic Association (NJCAA) (Bush, Castaneda, Hardy, & Katsinas, 2009). Collectively, approximately eighty thousand student athletes participate in athletics, representing almost 700 community colleges in the United States and Canada (Commission on Athletics, n.d.; National Junior College Athletic Association, 2008; Northwest Athletic Association of Community Colleges, n.d.). While it is a substantial amount of participation, there has been limited research conducted on community colleges (Horton, 2009, 2015). That said, the research has been focused on the student athlete experience (Cejda, Kaylor, & Rewey, 1997; Horton, 2009, 2015; Mendoza, Horton, & Mendez, 2002), the support services available (Pope & Miller, 1996; Keim & Strickland, 2004; Storch & Ohlson, 2009), and the administrative viewpoint (Lawrence, Mullin, & Horton, 2009; Williams & Pennington, 2006; Williams, Byrd, & Pennington, 2008). Through this poster presentation, the authors hope to create a dialogue that ensures community college student athletes remain a priority and provide research and best practices ideas to further expand the knowledge in this under researched sector of higher education.

Post-Traumatic Stress Disorder: An Outcome of Collegiate Athletics?
Joseph Herman II, Clay Bolton, & Samantha Roberts
Texas A&M University-Commerce

Post-Traumatic Stress Disorder, or PTSD, is prevalent in approximately one in ten individuals affected by a traumatic event (Gregory, 2018) and is often ascribed to those who have served in combat situations, experienced or witnessed a life-changing event (e.g. sexual assault, a natural disaster). Progressively, however, the symptoms of PTSD – anxiety, confusion, nightmares, difficulty sleeping, irritability and withdrawal features such as numbing and avoidance among others – are becoming more visible in athletes, leading to discussions about whether athletics, primarily at the collegiate level, contribute to the development of the disorder particularly post-career. Gleeson & Brady (2017, para.6) suggest that factors such as "injuries, competitive failure and overtraining can lead to psychological distress […] 30% [of NCAA student-athletes] reported feeling depressed while half said they experienced high levels of anxiety". In conjunction with the socioeconomic backgrounds of many student-athletes competing at DI and DII schools, which in turn impacts on the social determinants of health, the pressures of being a student-athlete, continuously performing at a high level, avoiding what is commonly referred to as the 'yips' (or the loss of fine motor skills in athletes), while balancing an academic course load could indicate the development of PTSD, or at least a PTSD-type disorder.

Using extant literature and other reporting mechanisms, the purpose of this poster presentation is to begin to discuss whether the mental health issues being discussed and highlighted among collegiate athletes could lead to a potential diagnosis as a PTSD-type disorder. As part of a broader research agenda, this preliminary study examines the causes and criteria of PTSD and other mental health disorders as described in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), published by the American Psychiatric Association, against a contextual backdrop of collegiate sport. The intrinsic and extrinsic factors that encompass PTSD-type disorder have only been assessed at surface-level (e.g. concussions, migraines) which detour deep-level (e.g. cognition and functionality) mental issues that affect student-athletes.

The contention in this research is that the stimulation of anxiety and angst that comes with fighting for their "lives" daily, in practice, academically, and socially as a student-athlete, provides peak position for PTSD stimuli. Further research will examine the role of the university community in providing a supportive environment for student-athletes and help in the protection of their mental health. Appropriating resolutions for issues that will affect development in post-athletic endeavors of student-athletes are imperative to help assess PTSD-type disorder.

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NCAA Track & Field Facility Impact on Program Success
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As the popularity of track and field grows, more collegiate programs strive to implement facility elements that attract, maintain, and produce outstanding athletes to improve their overall track and field team success. There have been many ideas researched to try and determine how to best define and achieve team success. Studies have been conducted with sports, such as baseball, basketball, and football to determine how competition facilities aid the recruiting process and on-field success (Richards, 2016). However, there are no studies to date that directly examine track and field facilities in relation to program success. With the indoor track season increasingly becoming a program success determinant, more collegiate athletic programs have funded new indoor track facilities with an NCAA championship standard 200-meter banked oval. This study examines this specific facility element of track and field because of its high cost and unknown effect on track and field team success.

To explore whether the installation of an indoor track facility has an influence on the success of indoor track and field programs, data was obtained using an experimental group and a control group. The experimental group ($n = 10$) was defined by Power 5 schools with 200-meter banked tracks, and the control group ($n = 10$) was defined by Power 5 schools that did not currently have a 200-meter banked track. Using these established groups, indoor track and field results were obtained on both the indoor conference and national championship levels over an eight-year time period encompassing four years pre- and four years post-new indoor track installation. Conference championship success was measured by the number of top 3 finishes and team finish. National championship success was measured by the number of All-American finishes. Through variance testing, significance was found ($p < .05$) for both male and female teams at the conference championship level. This included significantly better conference team places for men years two, three and four post- and for women year two post-new facility. Individual medalist (top three) were greater for programs with new facilities in year one and two post. No significance was found at the national competitions. If track programs desire improvement at the conference level, indoor track facility investment is worth considering.

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The Significance of the Black Athlete Then and Now
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At least, since the 1960's, some notable and unrecognized coaches, professional and intercollegiate athletes have used their platform to shed light on various social issues to include but, not limited to race, religious belief, and political policies. This preliminary research identifies selected male and female athletes as activist and acknowledges their contribution to society. Focusing on the athletes of the 1960s, the researcher will dissect selected moments in history, specifically focusing on professional and amateur athletes. The poster presentation seeks to instigate reflection and discussion on how these selected athletes may have contributed to a progressive trajectory toward the opportunity for the Preamble of the U.S. Constitution (i.e. "We hold these truths to be self-evident…") to be realized in all communities of our country in the 1960s and their impact on the world today.

Does an Organizational Change Lead to a Coaching Change? The Impact of Reclassification to Division I on the Head Men's Basketball Coaching Position

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Reclassification is the process by which a higher education institution makes a formal request to the National Collegiate Athletic Association (NCAA) for a change in division membership. Research has been done analyzing the impact of reclassification on the institution, athletic department, and specific sport programs, however, prior research on the impact of reclassification on basketball coaches is lacking, in particular related to coaching turnover (Frieder & Fulks, 2007). *Therefore, the purpose of this study was to examine the men's basketball coaching tenure at Division I reclassified institutions, as well as specific factors that affect coaching turnover.*

Research on coaching tenure is not new. Historical work by Eitzen and Yetman (1972) found that coaching shifts amounted to minimal changes in team performance, but they did find that longer coaching tenures significantly improved performance in the long run. Fizel and D'itri, (1996) concluded that success is not only a result of coaching tenure, but that true coaching efficiency must also incorporate player talent and strength of opposition.

Data were collected from institutions that reclassified from Division II/III to Division I over the past 26 years (n=71). Archival records from websites were examined relating to the history of the basketball program and the background of the coach at the time of reclassification. Variables related to coaching tenure included coaching winning percentage at the reclassified institution, conference regular season and post-season tournament success, duration of tenure, previous and future jobs in coaching, and the reasoning for their departure. Descriptive statistics and bivariate analyses were used to assess relationships between coaching success and turnover.

Preliminary results indicate that coaches remain in place for an average of 4.9 seasons after the transition. Of the 71 institutions, almost 23% did not retain their coach prior to reclassification for even one season. Of those that did remain almost 38% of coaches did not stay longer than two seasons. After five seasons in Division I, two-thirds of coaches were no longer at the same institution. Coaches whose record was higher than .500 stayed longer than those with less than .500 (6.4 vs. 3.5 years). Additional investigation will be done to examine reasons behind the departure of coaches, and whether relationships exist between coaches' success and these reasons. Because reclassified programs are more vulnerable to losing due to the jump in division and greater program demands this work provides valuable information for current and potential coaches considering reclassified institutions.

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Stadium Location Impacts on Revenue Generation in Power 5 Schools

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While average college football attendance peaked in 2008 at 46,971 fans per game, this attendance level and the associated revenue has dropped over 10% to 42,203 per game—the lowest since 1997 (Dodd, 2018). A number of factors have likely influenced this drop, but stadium location had received little scholarly attention. College football is unique because spectators can have such a tremendous emotional attachment to the on-campus stadium (Maxcy & Larson, 2014). As athletic departments make choices regarding building new facilities, renovating current ones, or leasing NFL stadiums, a critical question to ask is how does the stadium's distance from campus affect revenue generation in terms of revenue per attendance?

In order to examine the relationship between the distance of a stadium from campus and football revenue generation, the football programs at 50 institutions from the ACC, Big 12, Pac-12, and SEC were analyzed. Revenue data were gathered from Equity in Athletics Disclosure Act (EADA) cutting tool reports for 2016, and stadium distances from campus were determined from McKillop's (2012) report. A weak correlation (r = -0.201) revealed a negative relationship between off-campus distance for stadiums and revenue per attendance. Linear regression determined a significant regression equation [$F(1,48)$ = 2.834, p = .099, R^2 = .056], with revenue per attendee equal to $147.66 - $2.74 x (distance) when distance is measured in miles. This indicates that revenue per attendee decreased $2.74 for each mile of distance from campus. Extrapolation of this equation for the average season attendance level for Power 5 conference members' home games of 384,559 resulted in an increase of $1.05 million for a one-mile decrease in distance. It is recommended that under permissible condition, renovating or constructing a new football stadium closer to campus would be beneficial for revenue generation. In addition to the data from this large sample, two case studies (Colorado State and University of Washington) were included to further illustrate this impact on a single school basis.

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Technology Boom (and Bust): Culture Change and the Policy Process in One Division I Athletic Department

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Over the past ten years, culture change has become a common strategy for leaders of intercollegiate athletics attempting to improve their sport organizations. One means of facilitating cultural change is the establishment of department policies and rewards in support of a new vision (Schein, 2010). The purpose of this study was to examine the use of the policy process to facilitate one aspect of culture change within an NCAA Division I university's athletic department. As part of an intentional cultural change process, the athletic director at Valley University (pseudonym) sought to incorporate innovation as a core element of the department's new culture. To that end, Valley University decided to purchase Apple iPads for every athlete. Following two years of implementation, the policy was abruptly ended in August of 2019. Using Fowler's (2009) model of the policy process, researchers assessed the initial success and ultimate failure of the policy. In this case study, three head coaches, one assistant coach, and one associate athletic director took part in semi-structured interviews. Three interviews were conducted individually in each participant's office. Two were done over the phone. Additionally, documents concerning the proposal, lease, checkout procedures, and upkeep of the iPads were collected. Analysis of the data indicated that the success of the iPad policy did result from a strong adherence to several fundamental steps of the policy process. Because the policy was well-formulated, easily adopted, and effectively implemented, the athletes, coaches, and administrators all felt the department was becoming more innovative. Furthermore, participants felt the policy made Valley University distinct from their conference and regional peers. Deviations from the policy process were not the core reason for the ultimate failure of the policy process, but these deviations did hurt the ability of the policy to survive. When severe budget reductions hit Valley University's athletic department, implementation and evaluation of the policy hindered the ability of the athletic department to justify the policy's expense. For leaders looking to change culture, these results indicate that policies can be used to help change the values and behavioral assumptions of an athletic department. However, when attempting to change culture, this study demonstrates that it may be best for leaders to select cultural change tactics over which they have more control.

An Exploratory Analysis of Premises Liability Issues in NCAA Beach Volleyball Facilities

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Beach Volleyball, also known as sand volleyball, is one of the fastest growing intercollegiate sports, having the distinction of making the quickest transition in NCAA history from emerging sport to championship sport (AVCA). Currently 81 NCAA members field teams. As a result, some facilities have been constructed hastily and others are off-campus, particularly public beaches and private clubs/bars. However, many facilities are still in their infancy or temporary. This leads to potential exposure to premises liability issues for intercollegiate volleyball programs. Factors that contribute to negligence in beach volleyball facilities include ignorance of rules, failure to act, insufficient funds or unwillingness to spend money, and failure to warn (USA Volleyball, 2018).

While case law for beach volleyball facility premises liability is limited, two cases highlight the risks of hosting such events. One case involved a professional beach volleyball player suing the city of Huntington Beach and the Association of Volleyball Professionals (AVP) for a cut requiring stitches sustained from a piece of lumber lodged in the sand during a tournament she was participating, causing her to miss time and subsequent wages (Fletcher, 2011). Her case was dismissed. An intercollegiate volleyball player filed negligence and premises liability claims against Grossmont Community College for an injury sustained on a rock hidden in the sand due to alleged insufficient court surface maintenance (*Anselmo v Gross-Cuyamaca Community College District*, 2018). The California Appellate Court reversed and remanded the lower court's decision that the community college did not have field trip immunity under Cal. Code Regs., tit. 5, § 55220 and their duty of care extended to all participants in the tournament. As a result, this case is ongoing and highlights the potential liability for volleyball programs due to facility construction issues and use of private clubs or public beaches.

The purpose of this study is to perform a risk assessment of beach volleyball facilities to analyze issues related to premises liability of collegiate beach volleyball facilities. A risk assessment of three beach volleyball facilities was conducted of three facilities. One on-campus six court facility, one on-campus three court facility, and one off-campus three-court private club facility.

Some risks identified included inadequate shade protection for participants, exposed wooden logs surrounding volleyball court, and inadequate buffer zones. Result suggest that beach volleyball facilities should be more diligent in following FIVB and NCAA guidelines to minimize risks to players, coaches, officials, and fans.

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Successes and Failures: Perceptions of Student-Athletes on Title IX Reporting

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While the successes of student-athletes are a great source of pride for their academic institution, it is important to recognize a longtime trend in their behavior and attitudes: student-athletes are more likely to be overrepresented in Title IX investigations (Crosset, Benedict, & McDonald, 1995), with the latest research showing this number to be as much as triple their population on campus (Lavigne, 2018). This research addresses the suspected influence of an athletics department in Title IX sexual misconduct cases against student-athletes. While research on the efficacy of Title IX compliance offices and on survivor perceptions on the reporting process is extensive (DeBold, 2014; Spencer, Mallory, Toews, Stith, & Wood, 2017), research is lacking in the additional area of intercollegiate athletics, and more specifically on student-athlete perceptions around reporting sexual misconduct. To fill this gap in our knowledge, qualitative research drawn from semi-structured interviews will be conducted of student-athletes. This construction allows interviewees to speak with candor on their perceptions of the issues and triumphs of Title IX. To understand the data, a phenomenological research method was chosen, encompassing full note transcription of the interviews and a thematic analysis of the data. The investigation is currently in progress. The expected results will be germane to existing research critical of the efficacy of Title IX in cases involving student-athletes (Kerner, Kerner, & Herring, 2017).

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Exploring Black Women Student-Athletes' Identity Development: A Quantitative Study

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Nearly 18,000 Black women compete in college athletics. Despite the large population of Black women student-athletes, Black women are largely underrepresented across all levels of athletics (e.g. coaches, administrators, advisors) and within the research literature (Francique, 2018). While there has been an increase in researchers focusing on Black women student-athletes, it is essential to continue to deepen our understanding by examining more in-depth the experiences of Black women student-athletes (Bernhard, 2014; Bruening, 2004, 2005; A. Carter-Francique, Hart, & Steward, 2013; A. R. Carter-Francique, 2014; A. R. Carter-Francique, Lawrence, & Eyanson, 2011; Ferguson, 2015; Ferguson & Satterfield Jr, 2017).

The proposed study seeks to further our knowledge of the experiences of Black women student-athletes in athletics and academics. The specific research questions are:

1. What are the different identity (athletic and academic) profiles of Black women student-athletes? (e.g. Are there subgroups in the population of Black Women Student Athletes?)
   a. Does this relationship differ by division level/sport/level of success/amount of satisfaction?
2. In what ways are athletic identity and academic identity associated with student-athletes athletic and academic success and satisfaction?

The proposed dataset to be utilized in this study is the: 2010 NCAA Growth, Opportunities, Aspirations and Learning of Students in college (GOALS) dataset. A project proposal is in the process of being submitted. The sample will include Black women student-athletes across all three NCAA divisions. The final sample would be determined by those who selected both Black/African American and female when describing themselves on the GOALS survey.

Variables of interest include: Athletic Identity, Academic Identity, Athletic Success, Academic Success, Athletic Satisfaction, and Academic Satisfaction. Since each of these variables are not explicitly measured by any one variable, they will be constructed by means of exploratory factor analysis, which will be followed up by confirmatory factor analyses. Factor analysis will be followed up by latent class analysis (a person-centered approach) as a way to determine group membership.

Results will shed light on the relationship between student-athletes experience and their identity, success, and satisfaction. Together, findings from this study coupled with findings from a qualitative study of Black women student-athletes being concurrently conducted will greatly contribute to our understanding to the experience of Black women student-athletes. This understanding will help those interacting with student-athletes (parents, teachers, coaches), and the organizations student-athletes operate within (e.g.. schools, and athletics departments) be better equipped to meet student-athletes' needs.

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NCAA and International Governing Body Alignment: Are NCAA Soccer Programs Aligning with FIFA Recommended Practices?

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Sport programs within the NCAA operate within their own system of NCAA rules and procedures often parallel but sometimes outside or at even at odds with the larger international governing bodies (IGBs) of sport. Pre-activity warm-up and stretching recommendations are well established in research literature but are not fully utilized by many NCAA sport coaches. Seeking to reduce the number of non-contact injuries, the Fédération Internationale de Football Association (FIFA) developed the 11+ injury prevention program. This study sought to analyze the level of familiarity and implementation of the evidence-based FIFA 11+ warm-up package amongst NCAA Division I and Division III men's and women's soccer coaches. An IRB-approved survey hyperlink was sent to NCAA Division I and Division III men's and women's soccer coaches in the United States. A total of 228 coaches with a mean age of 44.7 ± 10.3 years and mean coaching experience of 21.9 ± 9.2 years completed the survey, representing 47.5% men's and 52.5% women's teams within 23.1% DI and 76.9% DIII programs. Results from this survey indicated that 61.5% of the respondents reported being familiar with the FIFA 11+ program. Of those coaches familiar with the FIFA 11+ program, 15.2% reported full implementation, 56.8% reported partial implementation, and 28.0% reported no implementation. Chi square analyses revealed significant differences in FIFA 11+ implementation based upon division level ($\chi^2 = 4.56$, $p = .033$) and coaching certification levels ($\chi^2 = 13.11$, $p = .011$). Neither FIFA 11+ familiarity nor implementation were significantly impacted by the gender of the team, or by coach gender, age or experience factors. Many coaches, including certified coaches, hold incorrect beliefs about stretching practices. The lack of full implementation of the FIFA 11+ program noted at only 8.3% of all NCAA Division I and III men's and women's soccer teams in this study is concerning. To reduce the risk of non-contact and overuse injury in collegiate soccer, there is a great need to educate coaches on the purpose of the FIFA 11+ program and how to perform the exercises correctly. From a larger perspective, this study provides an example of lack of transfer of knowledge and best-practices from the IGB level to NCAA member programs, and it demonstrates a potential area for growth and collaboration between IGBs and the NCAA and its member institutions.