

2016 Graduate Student Research Grant Winners

Bystander behaviors related to potential sexual assault: Individual and contextual predictors among student-athletes

Chelsey Bowman, Boston University

Sexual violence is a major problem on college campuses. To combat sexual violence, bystander training has been identified as a primary prevention strategy. The NCAA has highlighted student-athletes as potential key bystanders on campuses. However, no evidence-based bystander programs exist to specifically train male and female student-athletes despite research indicating that student-athletes may differ from their non-athlete peers in terms of attitudes and willingness to intervene. To address this gap, this study will investigate individual and contextual predictors of student-athletes' willingness to intervene in situations that could lead to sexual violence, which will inform bystander training programs geared toward student-athletes.

Everyone else is doing it: Predicting susceptibility to peer influence in student-athletes.

Scott Graupensperger, The Pennsylvania State University

Existing literature provides ample evidence that NCAA athletes are at high-risk of conforming to peer influence regarding unhealthy behavior (e.g., alcohol abuse). However, little is known about individual- and group-level factors that may explain why athletes conform. The proposed research applies a novel quasi-experimental paradigm to directly observe in-group conformity to unhealthy norms, and investigate factors that may contribute to such conformity. By providing insight into the psychological processes underpinning group conformity, this investigation will provide evidence to subsequently guide the efforts of NCAA member institutions as they strive to enhance student-athletes' well-being and societal interactions.

The prevalence and experience of race related stress among Black male student-athletes: A mixed-method study

Jessica Jackson, New Mexico State University

Utilizing scales measuring experiences of racism, stress responses to race-related events and psychological distress, this study aims to understand a potential unique source of stress for NCAA Black male student-athletes. This mixed-methods study will investigate the influence of race-related stress on psychological distress and chronicle participant's experiences of race-related stress. It is intended that results of this study will provide preliminary evidence of the prevalence of race-related stress among collegiate athletes and effects of this form of stress on psychosocial well-being. Clinical implications based on the results will be useful for mental health professionals working with Black male student-athletes.

The one dimensional Black college football player: A mixed-methods approach to understanding the importance of being multidimensional student athletes

Alvin Logan, The University of Texas at Austin

Media often portrays Black male athletes as a culture of one-dimensional athletic beings. Thus, the purpose of this study is to examine the effects of media consumption and character portrayals on the identity negotiation of Black male collegiate football players. This mixed-methods study anticipates 400 survey responses and 35 interviews with Black collegiate football players and athletic administrators. Hypothetically, it is predicted that media consumption will negatively influence the negotiation of identities priming Black collegiate football players for athletic one-dimensionality. The implications of this study are to promote multidimensional beings and help elucidate the effects of media portrayals and consumption.

How the psychosocial effects of serious injuries impact the academic lives of student-athletes

Bernadette Maher, Temple University

Competing within the National Collegiate Athletic Association (NCAA) involves an inherent risk of injury. For the student-athletes who experience serious injuries, the subsequent difficulties can be hard to navigate. While most research focuses on the athletic identity of recovering student-athletes, little is known about how they are affected within the classroom. This study utilizes qualitative methodology and Wiese-Bjornstal et al.'s (1998) integrated model of response to sport injury to explore this gap in the literature, by looking at how the effects of injury impact student-athletes' academic responsibilities, as well as the balance between their athletic and academic commitments.

An examination of coach-provided social support to injured athletes

Stefanee Van Horn, West Virginia University

Approximately one million injuries were sustained by athletes participating in sport in the NCAA from 2009 to 2014 (Kerr et al., 2015). Social support, particularly from coaches (Podlog & Dionigi, 2010), is a key factor in facilitating injury recovery. However, research suggests that a discrepancy exists between the amount of social support injured athletes desire from coaches and the degree of social support actually provided. The purpose of this study is to qualitatively examine the coach's perspective on their role in the recovery process and the barriers that prevent them from providing social support to an injured athlete.

A qualitative exploration of a select group of female student-athlete mothers who experienced a pregnancy while competing at a Division I or Division II university

Candice D. Williams, Sam Houston State University

Research investigating the impact of pregnancy on athletics has been difficult to review because of the limited data concerning its prevalence among athletes (Kawaguchi & Pickering, 2010). Thus, little is known about the experiences of female student-athletes within the context of pregnancy and college sports. This qualitative study seeks to explore the lived experiences of a select group of female student-athletes who experienced a pregnancy while competing at a NCAA Division I or Division II university. Potential findings from this study may provide stakeholders within the sports community a better understanding of the transitional barriers female student-athletes experience while pregnant.

2015 Graduate Student Research Grant Winners

Student-athletes' attitudes toward seeking online counseling

Matthew Bird, Florida State University

Previous research has shown student-athletes to underutilize campus counseling services when faced with mental health problems. Such underutilization may be explained by the barriers a student-athlete faces when seeking help. These barriers include a negative view of seeking help, an absence of available services, and a lack of time. Online counseling has been shown as an effective form of therapy in the general population which may possess a number of benefits to student-athletes. Benefits of online counseling, including anonymity and availability, could negate a number of barriers student-athletes face; yet little is known about the views this group hold toward this form of therapy. This quantitative study aims to investigate student-athletes' attitudes toward online counseling as a preliminary step to address this void in the literature. Results of this study are expected to inform how campus counseling centers may tailor their services to fit the needs of a student-athlete.

Experiences of impulsivity, anxiety, and anger in concussed collegiate athletes

Megan Byrd, West Virginia University

Sport-related concussions are a public health concern (Kelly, 1999) that have garnered attention with researchers and practitioners alike. Little is known about how a concussion changes the brain on either a structural or a neurochemical level (Henry, Tremblay, Boulanger, Ellemberg, & Lassonde, 2010) and so it is difficult to determine if athlete's psychological symptoms are purely emotional, or if they are caused by change within the brain. This unknown factor can lead to difficulties in studying athletes with concussions, specifically the cluster of emotional responses. The emotional effects, specifically impulsivity, anger, and anxiety, have been studied more rigorously in a clinical population following head trauma, but these findings have not been extended in an athlete population. Research pertaining to musculoskeletal and orthopedic injuries in athletes has documented a wide range of emotional responses (Tracey, 2003), but there is a lack of research specifically targeting concussed athletes. The purpose of this study is to explore the effect concussions have on impulse control, anger, and anxiety in collegiate athletes. Further, the study seeks to examine if there is a subset of athletes who are more likely to exhibit certain emotions based on pre-existing risk factors, or the manner in which the concussion was sustained. The study's repeated measures design with multiple dependent variables will allow the researcher to track different trajectories of emotional response over time in this population. The interviews will provide athletes with the opportunity to talk about these emotions and describe how they make sense of and cope with these experiences. Results from this study will fulfill the gap in the literature while aiding practitioners when working with this population.

More than recruiters: The experiences of African American female assistant coaches in NCAA Division I women's basketball

Leslie Larsen, University of Tennessee, Knoxville

In NCAA Division I women's basketball, the majority of student-athletes (51%) are Black women; however, Black women make up only a small percentage (25%) of coaches. Researchers must move beyond a focus on numbers and instead, begin to explore the experiences of the Black women in these positions to understand the underlying causes that lead to this underrepresentation. To this end, the proposed study will use Narrative Inquiry to investigate the experiences of 8-10 Black female assistant coaches in NCAA Division I women's basketball and examine the roles they fill and the ways they cope with the multiple oppressions they face as Black women in sport. Findings from this study may lead to the development of interventions that can empower Black women as well as others to challenge ideologies within sport that disadvantage Black female coaches; improve coach development programs; and increase the coaching career aspirations of Black female student-athletes.

“Alternative success theory”: An examination of what athletic department success means for small colleges

Claire Schaeperkoetter, University of Kansas

The primary purpose of this study is to explore alternative definitions of success and the overall role of athletics in the survival of small colleges where student-athletes make up 20% or more of the student body population. Specifically, in-depth interviews will be conducted with athletic administrators at the NCAA Division I and Division II levels to better understand how small college administrators define athletic success at their respective institutions and how those definitions of success impact day-to-day and long-term athletics operations. Additionally, I will explore what implications these alternative definitions of success have on the operation and implementation of small college athletic department programming. Based on prior evidence and previous theoretical work, I argue for the existence of an “Alternative Success Theory” that helps to explain the role of athletics in small colleges. Practical and theoretical implications for small-school athletic directors, university administrators, and NCAA officials will be discussed.

Evaluating student-athletes stress coping experiences in their academic and athletic lives: A test of the stress-buffering model

Lisa van Raalte, Arizona State University

Stress can significantly harm one's physiological and psychological well-being. For collegiate student-athletes, the stress that accumulates across their dual roles as a student and an athlete is arguably unavoidable. Fortunately, a significant amount of scholarship has indicated the alleviating effects of social support during stressful times. The purpose of this study is to examine the moderating effects of social support on the stress coping process for student-athletes' academic and athletic lives. Approximately N=400 student-athletes will participate in an online survey and report on their perceived levels of stress, social support, self-efficacy, and performance in their academic and athletic lives. It is predicted that stress will negatively influence self-efficacy, social support will moderate the relationship between stress and self-efficacy, and self-efficacy will positively predict performance. Additionally, how academic stress influences athletic performance and how athletic stress influences academic performance will be examined.

2014 Graduate Student Research Grant Winners

Working across difference: Diversity and cultural competency in intercollegiate athletics

Laura Bernhard, University of California-Los Angeles

Student-athletes bring a wide array of backgrounds, experiences, cultures, and perspectives to campus. Many athletic department staff members, however, are not specifically trained to work with diverse individuals, to connect across differences, or to overcome challenges in a provider-client relationship. In light of this disconnect, this study seeks to explore how athletics practitioners who work closely with student-athletes understand working with diverse individuals, what challenges they face, and what, if any, training they have received regarding diversity. Data consist of semi-structured interviews with athletics practitioners from a range of positions including academic advisors, athletic trainers, and team support staff. Using the conceptual lens of multicultural competence, a term referring to one's understanding and ability to work with diverse others, the data will be analyzed through an iterative process. Findings may suggest best practices for training as well as ways to improve the graduate education and professional preparation of athletics practitioners.

“Remember the ladies”: An historical analysis of women's emergence into intercollegiate athletic leadership

Cheyenne Luzynski, Eastern Michigan University

The discrepancy between male and female intercollegiate coaches and administrator has engendered a conversation on equity and leadership. Academic journals, articles and many secondary sources have explored questions or problems related to women in athletic leadership utilizing a deficit model. This study aims to explore the foundation of the female athletic participation-leadership paradox utilizing an institutional historical analysis. Anchored in qualitative methods, this study seeks to understand the socio-historical and cultural context to the integration of women into intercollegiate athletics. Archival data sources and possible interviews may be used to guide and explain the origins of institutional structures and the social history behind this phenomenon. The study employs a funneling approach exploring general historical developments of intercollegiate athletics and narrowing down to the institutional developments of NCAA DI (FBS) institutions in the Midwest. This research fills a void in the literature by approaching the problem using conceptual frameworks derived from the field of institutional and cultural theory.

Lives of collegiate student athletes with physical disability and impact and potential of adapted athletics program in a major university in United States of America

Chan Park, University of Alabama

This study aims at investigating the lived experiences of collegiate student athletes with physical disabilities (PD) who are attending a major university. The aim of the study will be twofold: (a) to examine collegiate student athletes with PD's overall college experience (college-life and being an athlete with disability) and uncover some of the issues and challenges they face while attending the university; and (b) to investigate the impact and potential

of Adapted Athletics Program (AAP) in a major university. Qualitative methodologies will be employed to answer research questions. The results of the study will add to our extremely limited knowledge of what it is like to be a student athlete with PD in college and provide groundwork that will underpin a discussion of future potential of AAP in universities in the United States from students' perspectives. Recommendations and implications for future research will also be discussed.

"My Story is unique": The processes and outcomes of socialization throughout the lives of Black University of Michigan lettermen

Johari Shuck, Indiana University-Bloomington

Myron Rolle, Rhodes Scholar and former athlete, delivered powerful testimony before U.S. Senators at the College Athletes and Academics hearing in which he described influential early life experiences that shaped his life, yet there are other student athletes who "suffer mightily" in college and beyond (Rolle, 2014). Various precollege socialization experiences result in the development of values, norms and behaviors that influence how student athletes negotiate multiple sociocultural worlds; in some cases interfering with academic success and healthy psychosocial adjustment in the college environment, particularly among Black male student-athletes (BMSAs). BMSAs are "a special population within a special population" with unique experiences that further investigation (Hill, 1993). The goal for this study is to examine the diversity within the BMSA population. Specifically, I will combine case study and historical methods to examine processes and impact of socialization throughout the lives of Black former University of Michigan football players.

2014 Sport Science Institute Graduate Student Research Grants

Ecological momentary assessment of collegiate athletes' physical health, mental health, and quality of life and the potential relationship with contact sustained through sports

Christine Baugh, Harvard University

Participation in sports can lead to improvements in health but also presents with the risk of injury. Understanding the extent to which sports participation positively or negatively impacts collegiate athletes' quality of life, health, and well-being is an important area of inquiry. This study will pilot test and then utilize a smartphone-based ecological momentary assessment (EMA) application to assess physical and mental health symptoms experienced by collegiate athletes. Compared to other self-report techniques, EMA may: reduce recall bias, increase ecological validity, better assess within-subject variation across time, and allow for examination of less overt symptoms that may go unrecognized by sports medicine personnel. Primarily, this study aims to understand the physical and mental health symptoms experienced by collegiate athletes and collegiate athletes' self-reported quality of life. Secondarily, this study will examine the extent to which contact sustained through sports participation is associated with physical or mental health symptoms.

Examination of risk for sleep disordered breathing among college football players

Bailey Peck, University of North Carolina at Charlotte

The aim of this study is to identify collegiate athletes at risk for sleep disordered breathing (SDB). The prevalence of SDB correlates with body mass in professional athletes, and SDB increases cardiovascular disease risk. This raises the question of whether risk factors for SDB may be identified at an earlier stage in an athlete's career, which would lead to early treatment intervention? To our knowledge, this is the first study that will investigate the prevalence and risk for SDB among division-one college football players. Neck, waist, and hip circumferences, as well as body fat and lean tissue percentages will be analyzed for correlations with the Multivariable Apnea Prediction and Epworth Sleepiness Scale survey scores. This awareness may lead to early treatment, which will increase academic and athletic performance and help prevent the development of SDB-associated cardiovascular disease.

Determining the daily caloric needs of female athletes

Alicia Watson, Lindenwood University

Dietary requirements in athletes are important regulators of health and performance. Dietary recommendations for athletes are estimated using formulas developed in 1919 and no validated formula exists to estimate the caloric needs of female athletes. This study's purpose is to develop a validated equation to predict the resting metabolic needs of female athletes. NCAA Division II female athletes will be recruited to participate in this study. After providing their consent, athletes, will observe a morning fast and arrive for testing in the morning. Demographic information, dietary intake, daily activity, height and weight will be recorded using standardized methods. Resting metabolic rate will be determined using indirect calorimetry. A statistical prediction equation will be developed and compared for validity using a randomly selected sub-sample using dependent t-tests and against previously validated predicted equations. Findings from this study will enhance the accuracy and ability to calculate dietary requirements of NCAA female athletes.

2013 Graduate Student Research Grant Winners

The student-athlete experience: An analysis of stress and social support in NCAA collegiate athletics

Sarah Jean Hatteberg, Indiana University, Bloomington

As their titles suggest, student-athletes occupy a position within universities that is complete with two sets of role expectations – those associated with their academic and with their athletic roles. The potential conflict between these roles often creates a stressful situation which puts them at risk for negative outcomes. Further, when faced with stress, student-athletes must rely on the social support around them for guidance. But what happens when those who are most able to provide the necessary support are tied to the source of stress? My dissertation research proposes to explore the unique stressors faced by student-athletes and the kinds of social support they seek out. Further, I examine the effectiveness of program support when support providers are linked to student-athlete stress. Using in-depth interviews supplemented with ethnographic observation and surveys, I will investigate the experiences of student-athletes at a top-ranked NCAA University. With this research, I hope to be able to provide insight into the stress experiences of student-athletes and provide actionable recommendations to reduce strains and improve the lives of student-athletes at all NCAA member institutions.

The psychology of enhancing human performance: The mindfulness-acceptance-commitment

Blakely Low, Texas Tech University

Research has established that student-athletes are disproportionately affected by certain types of psychopathology (e.g., greater prevalence of disordered eating and substance abuse), and recent research suggests that they may also be at increased risk for depressive and anxiety symptoms. Unfortunately, student-athletes tend to underutilize existing forms of psychological services, and many student-athletes' psychological issues remain untreated by mental health professionals. The student-athlete population is growing steadily; research on effective delivery of psychological services to this population is warranted. We propose to examine a group approach formerly used to enhance athletic performance for the purpose of reducing depression, anxiety, and stress in the student-athlete population. Student-athletes will have an opportunity to participate in a 6-session Mindfulness-Acceptance-Commitment group (Gardner & Moore, 2007) which emphasizes the development of mindfulness, the ability to respond to and accept unwanted thoughts and feelings, and the ability to commit to goals that align with personal values. We will examine whether participation in the group significantly impacts student-athlete distress by comparing pre- and post-intervention outcomes to the outcomes of a wait-list control group. We hypothesize that participation in the MAC group will result in decreased symptoms of depression, anxiety, and perceived stress. We also hypothesize that the student-athlete's trait mindfulness and life satisfaction will increase after completing the program.

Temporal changes in depression and neurocognitive performance in male and female collegiate student-athletes: An evaluation pre- and post-concussion injury

Lindsey McGuire, Temple University

There has been an increase in reported concussion incidence in sport over the past decade, and research has further explored diagnostic criteria for this injury. Depression is recognized as a psychological symptom related to concussion; however, this aspect of sport concussion is highly understudied. Therefore, this research study will examine the relationship between depression and concussion within collegiate student-athletes. First, male and female student-athletes will be screened for depression at preseason physicals before the start of the fall athletic season. The depression survey will subsequently be administered every two weeks throughout the season, as temporal changes in depression symptoms between gender, race, age, and sport in student-athletes will be evaluated. Additionally, those athletes who sustain a concussion will take the depression survey, as well as a computerized neurocognitive exam, at 24-48 hours, 7 days, 2 weeks, and 3-months post injury. Understanding the relationship between concussion injury, neurocognitive performance, and depression may be instrumental in improving the evaluation and treatment protocols of sport concussion. This study is expected to support and promote the application of evaluating depression as a cofactor in concussion injury, as well as the adoption of psychological measures for mental health screening of collegiate student-athletes within pre-participation exams.

The influence of collegiate softball coaches on the alcohol use of their athletes

Michelle Pitts, University of Nevada, Las Vegas

Research has established that intercollegiate athletes drink more alcohol and experience greater consequences compared to their non-athlete counterparts. However, little definitive evidence is available to elucidate factors associated with drinking among student-athletes. Although parents have been shown to impact athletes' drinking behaviors, surprisingly there is a dearth of research examining the influence of coaches on the alcohol consumption of their athletes. This study will examine the influence of coaches' attitudes and behaviors about athlete alcohol use on the drinking behaviors of their student athletes. Student-athletes and coaching staff will be electronically surveyed from approximately 40 NCAA softball teams. Coaches will complete questionnaires related to their perceptions and behaviors regarding athlete alcohol use, while their players will complete questionnaires about their coaches' perceptions and behaviors about alcohol use. These questionnaires will be developed using the parallel literature on parental influences and by conducting a conceptual analysis with coaches to determine behaviors that may facilitate or inhibit athlete alcohol use. In addition, athletes will be assessed on their own alcohol use behaviors including motives, frequency of use, and negative consequences. Findings are expected to have many theoretical and practical implications for the literature base and university athletic departments. Results will be discussed in the context of the coach-athlete relationship and involvement of coaches in the comprehensive approaches for reducing alcohol use among intercollegiate athletes.

Advanced EEG assessment of concussive and sub-concussive injury in college athletics

Ezra Smith, University of Arizona

This proposal aims to use advanced EEG (electroencephalogram) analytic approaches to assess mild traumatic brain injury (mTBI) in student-athletes. Specifically, the proposed approach will examine a state-of-the-art EEG analysis – inter-channel phase synchrony (ICPS) analyses – to assess communication between key brain regions essential for the functions impaired by concussive brain injury: concentration, memory, and executive function. The plan is to monitor changes in baseline EEG ICPS resulting from concussion and sub-concussion in University of Arizona rugby players, a population at high risk of sport-related head injury. Baseline EEG/ICPS, demographics (e.g., age, sex, family handedness), and mental status scores (SCAT-2 scores) from a random sample of rugby players before and after the rugby season (N=60) will be collected. Additionally, rugby players will be referred to us following concussion or possible concussion-like symptoms, and will have same-day EEG recorded, as well as follow-up EEG at 10 days post-injury (N=15-20). This EEG-based approach will be evaluated for sensitivity and specificity against an assessment currently used for NFL return-to-play guidelines (SCAT-2), and other EEG-based metrics of head health (i.e., event-related brain potentials). EEG is the only non-invasive direct measure of neural activity, and EEG assessments are faster, cheaper, and more sensitive to variations in neural function than other neuroimaging techniques (e.g., MRI, PET). Overall, this study has a high-likelihood of improving the health of student-athletes playing sports that have a high-risk of head injury.

Examining the role of intercollegiate athletics recruitment practices on men's lacrosse student-athletes: A critical look at the NCAA Division III recruiting model

Marie G. Stroman, University of Washington

The major objective of this research is to investigate the student-athlete recruitment experience, specifically at the Division III men's lacrosse level. Relative to Division I and II bylaws, the Division III recruiting model is fairly open. It is debated whether this open model of recruiting benefits institutions, their staff, and student-athletes or ultimately undermines Division III values by reinforcing sport specialization in youth culture. A sample of 8-12 freshmen men's lacrosse student-athlete participants from NCAA Division III will be recruited from the Middle Atlantic Conference (MAC) to conduct one-on-one semi-structured interviews about their experience being recruited. Grounded Theory method will be utilized to systematically generate theories that contain both inductive and deductive coding. Responses will be deductively coded utilizing the framework of the nine recruiting concepts laid out by the Division III Recruiting Working Group and inductively coded to discover any other patterns. This in-depth look into recruiting practices role on student-athletes will provide student-athlete perspective into the significance of adapting any of the recruiting concepts set forth by the Division III Recruiting Working Group.

Redshirting and academic performance: Evidence from NCAA student-athletes

Ethan Wilkes, Montana State University

Redshirting is common in NCAA athletics. Many student-athletes forgo playing time as a true freshman and extend their eligibility in order to develop physically before they suit up for their first game the following year. A redshirt year also provides student-athletes an additional year to finish degree requirements. Although it is clear that redshirting can have important impacts on an athlete's athletic performance, the academic effects of redshirting are essentially unknown. Student-Athletes have a federal graduation rate of 65 percent compared to the general student body's rate of 63 percent. The Football Bowl Subdivision reached a federal graduation rate of 59 percent and men's basketball scored a 47 percent (Trends, 2012). These comparisons show that although there have been improvements in student-athlete academic achievement, there is still much work to be done, especially in high-revenue producing sports. This project will examine the effects of redshirting on academic performance. In doing so, the results will be of interest to those who are considering redshirting as a tool to aid student-athlete academic achievement.

2012 Graduate Student Research Grant Winners

Why do some sickle cell carrier athletes suffer from heat illness?

Carroll Flansburg, University of South Florida

It is becoming increasingly known that some sickle-cell trait (SCT) athletes experience heat illness during training, which may result in pain, severe morbidity and even death. So far, the possibility that a genetic modifier may be the underlying mechanism explaining these events has not yet been explored. The purpose of this project is to determine if SCT athletes who experience heat illness during training are genetically different from those SCT athletes who do not have such events. There is ample evidence which shows that there are genetic modifiers of the sickle cell gene that result in a better or in a worse clinical outcome of the condition. Our guiding hypothesis in this project is that SCT athletes who have experienced these negative events have the modifiers that make their condition worse. If we are correct, we will be able to explain the occurrences of heat illness in otherwise healthy individuals, and we will be able to produce guidelines for athletic departments on the genetic diversity of SCT and its resulting clinical manifestation. Therefore, our project will benefit a group of athletes whose deleterious condition is unknown to themselves and to their trainers.

Institutional concussion education and within season change in concussion-related knowledge, attitudes and behaviors on male collegiate ice hockey teams

Emily Kroshus, Harvard University

Evidence continues to accumulate about the long-term health consequences of concussions, affecting athletes of both genders, across a range of sports and at all levels of competition. The NCAA recently took an important step in the direction of player health and safety by mandating that member institutions have a concussion management plan on file, that players are educated about concussions, and that they sign a waiver accepting responsibility for

reporting symptoms to coaching and medical staff. However, to-date there has been no evaluation of the effectiveness and between team variation in these NCAA mandated and institutionally- formulated education efforts in terms of change in player knowledge, attitude and behaviors. More broadly, there has been very limited empirical evaluation of concussion education programs in any population. The proposed research is a longitudinal cohort study of concussion-related knowledge, attitudes and behaviors across the 2012-2013 season for approximately 300 male collegiate ice hockey players on twelve Division 1 teams, using a mixed methods approach. Data analysis will include multilevel modeling, accounting for individuals nested within teams and team-level variables such as mean team knowledge and perceived teammate pressure. Grounded theory qualitative analysis will be used to evaluate player perceptions of the content and delivery of their respective school's education efforts. The results of this study should help inform intervention design and concussion education-related policy at all levels of sport, with particular relevance to the NCAA.

Student-athlete attitudes toward seeking mental-health help

Rachel S. Wahto, University of Alaska Anchorage

Student-athletes increased demands of balancing athletic and academic performance expectations put them at higher risk for experiencing psychological distress. Research indicates that athletes are less likely to seek mental health services despite their higher risk for mental health concerns. The goals of this study are to test whether (1) student athletes differ in their attitudes toward seeking help compared to non-athlete students, (2) a set of variables (i.e., gender, stigma, sports mental toughness, and well-being) can predict the attitudes that student-athletes hold, and (3) the source of referral for seeking help (i.e., on own, coach, team members, family members) can have an influence on willingness to personally seek help if needed. Through gaining a clearer understanding of the variables that predict and mediate attitudes toward seeking counseling this study has the potential to lead to an increased acceptability and use of mental-health interventions for student-athletes who need them.

Tweeting for *alma mater*: The impact of student-athlete accounts on social networking sites

Mujde Yuksel, University of Massachusetts, Amherst

This research is an attempt to explore the nature of student-athlete accounts on social networking sites. These accounts have recently been the subject of concerns among their respective intercollegiate athletic programs and universities; however, this research proposes that social media appearances of student-athletes may actually contribute to the public visibility of their respective institutions, thus enhancing the attachment levels associated with these institutions as well as with the student-athletes themselves. Therefore, this study is constructed with an exploratory approach adopting netnography and in-depth interviews as data collection methods. This exploratory approach takes the perspective of the followers of student-athlete accounts on social networking sites. The results of this research are expected to provide valuable insights to social media literature as well as to NCAA and its member institutions with both theoretical and practical implications.

2011 Graduate Student Research Grant Winners

Crowding-out effects of athletic giving on academic giving at NCAA Division I, II and III institutions

Win Koo, University of Arkansas

Private contributions have been the single most important financial resource for institutions of higher education, constituting approximately half of total giving (Council for Aid to Education, 2010). In addition, the positive achievement of intercollegiate athletics has been considered a successful communication tool that leads to increased good publicity and the university profile; which has in turn resulted in higher private giving. However, there is ongoing controversy among the higher education community on the economic impact of intercollegiate athletics. Most research primarily centers on the role of successful athletic programs in either alumni giving or total giving, rather than examining the relationship between academic and athletic giving intended for the levels of NCAA competition. Therefore, the purpose of this study is two-fold; to examine whether the success of intercollegiate athletics creates crowding-out effects on the relationship between academic and athletic giving, and to explore whether crowding-out effects of athletic giving on academic giving are consistent throughout the NCAA divisions; I, II, and III. Fixed effects models with a balanced panel dataset derived from a total of 75 institutions

over the latest 10-year period will be employed to examine the proposed research questions. This study will contribute to the existing body of sports economics as well as higher education as findings guide decision makers, responsible for directing athletic policy and budget in both athletic and academic sectors, to formulate “a symbiotic relationship” between athletics and academics.

Do nice guys really finish last? – Exploring the relationship between ethical conduct, motivation and satisfaction in academic and athletic domains

Mariya A. Yukhymenko, University of Connecticut

The proposed study will explore patterns of the ethical conduct of collegiate student-athlete in the 16 Big East institutions in academic and athletic domains employing social cognitive theory and using non- experimental, comparative and correlational designs through anonymous surveys. First, the study will explore response patterns between student-athletes and non-athletes on motivation, satisfaction and ethical conduct. Specifically, (1) academic motivation focused on students’ mastery- and performance-approach orientation goals, and academic identity; (2) athletic motivation focused on students’ task - and ego-orientation goals, and athletic identity; (3) academic satisfaction; (4) athletic satisfaction; (5) ethical conduct in classrooms will focus on homework cheating, plagiarism and test cheating; and (6) ethical conduct in sports will focus on sportspersonship, gamesmanship, and instrumental aggression. Second, the study will explore the relationship between ethical conduct in classrooms and in sports of student-athletes employing social cognitive theory. Specifically, ethical conduct in classrooms and in sports will be examined through academic and athletic motivation and satisfaction, after controlling for demographic and experiential variables. The proposed study will have research significance and practical application to the field of collegiate athletics and academics, and to the NCAA in the following ways: (1) it will expand on literature examining ethical conduct, motivation and satisfaction concurrently in two important domains of collegiate student-athletes lives; (2) it will help to better understand the problem of student-athletes’ unethical behaviors in classrooms and the fields and their motivation for engaging in such behaviors; and (3) the study may help administrative and coaching staff to create environments fostering ethical conduct of student- athletes.

What matters to student-athletes in college experiences

Yan Zhao, Boston College

In response to the scarce literature regarding student-athletes’ engagement in educationally purposeful activities and its relationship to college outcomes, this study examines the nature of student engagement for student-athletes and articulates their engagement patterns and how these engagement activities relate to desired college outcomes. It specifically focuses on exploring the engagement patterns of both freshmen and senior year student-athletes enrolled in Division I institutions. It also explores patterns for student athletes playing revenue- generating sports and non-revenue generating sports. This study will provide more up to date research results than has been available in the past to institutions. It is based on the latest available student level data from NSSE 2006 with samples of 3,399 students from 50 schools across country. It will also provide more accurate results due to its use of advanced modeling methods. Enhanced accuracy is achieved by addressing a number of difficulties that have commonly caused errors in other models when used to study complicated data in education. The uniqueness of this study that allows it to overcome these errors is the application of GLLAMM. This study provides valuable information for both researchers in this area and student services to facilitate maximum learning and personal development for student-athletes. This study aims to broaden the understanding of student-athletes’ college experiences and to help universities to make available effective practices to improve student-athletes’ engagement and college outcomes.

2010 Graduate Student Research Grant Winners

Black male college athletes: Capital and educational outcomes

Ginelle John, New York University

The low persistence and graduation rates of Black college football and basketball athletes are cause for concern. The graduation rates of Division I Black high profile athletes continue to lag behind rates of White teammates, other student athletes, and the general student population. The same results hold true for Black football and basketball players attending Division II institutions. These rates are particularly sobering considering the social

and economic benefits associated with graduating from college (Eitle & Eitle, 2002; Porter, 2002). Black male athletes represent a significant proportion of Black males on predominantly White college campuses, therefore, research examining the persistence of Black football and basketball players will ultimately have a significant influence on the overall retention of Black male undergraduates (Person and LeNoir, 1997). Using Cooperative Institutional Research Program data, this research explores the impact of socioeconomic status and social and cultural capital on Black college football and basketball players' college GPA and degree attainment rates. Understanding these effects will help athletic departments, and schools develop and implement policies and programs that can support the academic development, college experiences, and graduation rates of Black male athletes. Two theoretical frameworks will be used to examine Black male student athletes' educational outcomes: social and cultural capital theory and college persistence theory. The strengths of these theories lie in their examination of factors relating to race, socioeconomic status, learned activities, current behaviors, and aspirations when examining students' achievement and persistence.

Exploring the relationship between athletic expenditures and team on-field success

Willis Jones, Vanderbilt University

Despite calls from university presidents and the general public to curtail spending on athletics, college and university athletic departments continue to increase operating expenditures at a rate of around 7% annually (Cheslock, 2008). Research on the impact of this increased spending on the on-field success of college and university athletic teams, however, has been limited in sample, scope, and methodology. Regarding sample, previous attempts to estimate the impact of athletic spending on team success have focused exclusively on NCAA Division I-A and Division II institutions (Litan, Orszag, & Orszag, 2003; Orszag & Israel, 2009; Orszag & Orszag, 2005). Little is known, however, about the relationship between spending and athletic success at other NCAA member institutions. Regarding scope, previous research has focused exclusively on the impact of spending on the on-field success of football and men's basketball teams. Therefore, little is known about the impact of spending on the success of other sports. Regarding methodology, the lack of important control variables makes previous research vulnerable to omitted variable bias. Using 2001-2009 data from the Equality in Athletics Disclosure Act (EADA) on a random sample of NCAA Division I, Division II, and Division III member institutions, this study examines the relationship between changes in operating expenditures and the on-field success of football, men and women's basketball, baseball, and softball teams. Data will be analyzed using panel regressions with institutional/year fixed effects as well as controls for confounding variables such as team size and the number of home games played.

Examining the role of challenges, resiliency, leadership self-efficacy, support and feedback on women leaders in intercollegiate athletic careers

Moe Machida, Michigan State University

After the passage of Title IX, women's participation in sport has significantly increased, however, in leadership positions, such as athletic administration, women are still significantly underrepresented (e.g. Carpenter & Acosta, 2010). Research on women in various occupational fields, including athletics, suggests that women face unique challenges in their careers that make it difficult for them to advance and remain as leaders (e.g. Bracken, 2008; Eagley & Carli, 2007; Kilty, 2007). Such challenges include domestic responsibilities (e.g. Bruening & Dixon, 2008), gender biases and stereotypes (e.g. Shaw & Hoerber, 2003), and the masculine organizational culture (e.g. Shaw, 2006). Despite these challenges, some women thrive in their leadership careers in the enduringly male-dominated field of athletics. It is still unclear how these women maintain their motivation to be leaders throughout their careers and develop as leaders in such fields. McCauley and Van Velsor (2004) argued that there are three components that constitute developmental experiences of leaders: assessment, challenges, and support. Building on McCauley and Van Velsor model of leader development, the present study aims to examine the role of challenges, resilient qualities, leaders' self-efficacy, perceived social support, and perceived availability and qualities of feedback on motivation to lead (MTL) and development of women leaders in intercollegiate athletic careers. Two hundred women intercollegiate athletic administrators will be recruited for the study. The participants will complete a series of questionnaires. The research questions will be examined using multiple regression and structural equation modeling frameworks. Selected women athletic administrators will participate in follow-up interviews.

2009 Graduate Student Research Grant Winners

The college adjustment of African American student-athletes at Predominately White Institutions and Historically Black College and Universities

Sheriece Sadberry, University of Missouri, Columbia

A dearth of research studies has examined the psychosocial experiences of African American college student-athletes. By comparison, numerous studies have examined the adjustment process of African American students at predominantly White institutions (PWIs). The literature shows African Americans have a difficult time adjusting at PWIs due to numerous factors, including general stressors (e.g. financial concerns) and race-related stressors (e.g. racial insensitivity by professors) (2004; Prillerman, Myers, & Smedley, 1989; Sedlacek, 1999). In regards to college athletes, research indicates that the structure of the campus environment challenges student-athletes' capacity to fit in and adhere to expectations regardless of their racial background (Cogan & Petrie, 1996; Ridinger & Pastore, 2000). Nonetheless, it is critical to understand how the campus environment at-large and within the sports context influence the adjustment process of African American student-athletes. The current study seeks to use latent profile analysis to better understand the adjustment of African American student-athletes based on perceived social support, perceived campus racial climate, team cohesion, and life events. In addition, the study seeks to examine whether these profiles can be predicted by college adjustment concerns, time, and campus setting (predominately White institutions and Historically Black Colleges and Universities). This study's results will offer athletic directors, coaches, and practitioners a means to capitalize on identifying facilitators of healthy adjustment, ensuring that the overall campus, and more specifically the sport environment, provides a safe, encouraging place for the success of African American student-athletes.

Physical self-concept and athletic identity among former collegiate athletes: Examining the influence on self

Jennifer Shannon, University of Missouri, Columbia

This study examines physical self-concept, global self-esteem, and athletic identity among former collegiate athletes. Although these topics have been studied extensively in current athletes, there is a dearth of information about these phenomena in post-collegiate years. Physical self-worth consistently demonstrates a positive relation with global self-esteem in current athletes (Fox, 1997; Fox & Corbin, 1989), and it is predicted that these findings will be observed in former collegiate athletes. Individuals who highly value sport and exercise, placing a great deal of importance on athletic involvement are viewed as having a strong athletic identity. For these individuals, it is likely that self-esteem, affect, and motivation are strongly affected by the athletic domain (Brewer et al., 1993). It is hypothesized that athletic identity will mediate the relation between physical self-concept and global self-esteem. Considering the role of physical activity has led to research questions of whether athletic identity mediates or moderates the relation between physical activity and physical self-concept. Former collegiate athletes will be recruited from an athletic alumni organization of a large Division I university. Participants will complete the Physical Self-Perception Profile, Athletic Identity Measurement Scale, Rosenberg Self-Esteem Scale, and International Physical Activity Questionnaire. The objective of this study is to understand the experience of NCAA athletes in their post-collegiate years, addressing the impact their athletic career has on life experiences in the areas of athletic identity, perception of physical self, and self-esteem. This knowledge will provide useful information to professionals working with athletes and address a gap in current knowledge.

Faculty senates' perceptions of college athletics

Amber Stegelin, University of South Carolina

What are the roles of faculty in regards to athletics? Beginning in the 1850's, constituents have experienced difficulty with how athletics should be situated within the higher education environment (Savage et al., 1929; Sperber, 1998; Thelin, 2004). Despite numerous agendas, many of these same questions continue to exist today. The purpose of this study is to explore perceptions of faculty senators with regards to intercollegiate athletics as well as to evaluate their knowledge of student-athlete NCAA academic requirements. Recent adjustments to the NCAA academic requirements of student-athletes have placed an increased emphasis on athletics and academics. However, faculty members' knowledge of these eligibility requirements is unknown. Furthermore, the knowledge of

the representatives elected to faculty governance bodies who may observe athletics influence' through regular senate meetings is also uncertain. The Southeastern Conference has a long history of athletic excellence as well as well-established athletic cultures on their respective campuses. Faculty members' understanding from these institutions may better inform athletics departments and academic divisions for how to increase awareness of student-athlete academics.

Faculty senate members from Southeastern Conference institutions (n=1000) will complete questionnaires utilizing online survey software. Participants will respond to Likert scale-based questions. Demographic information, including open-ended questions related to personal exposure to athletics, will be incorporated. Preliminary interviews have shown faculty leaders from SEC institutions have increased interest in the academic culture within athletics departments on their respective campuses. Conference-level analysis remains unexplored and may provide invaluable insight of how to educate affected constituents and thus improve institutional success.

2008 Graduate Student Research Grant Winners

Impact of organizational culture on graduation rates of NCAA Division I HBCU athletes: A case study

Ralph Charlton, College of William and Mary

The NCAA has definitively expressed a commitment to academic reform and the integration of intercollegiate athletics into the overall academic mission of higher education institutions. Increasing the graduation rates of student athletes is one of its more visible academic goals. As a result of this associational leadership, overall student athlete graduation rates have improved significantly among many institutional members. However, Historically Black College and University (HBCU) student athlete graduation rates lag considerably behind. While the NCAA has determined that a causal relationship exists between lack of economic resources and lower student athlete graduation rate for HBCUs, analysis within Division I HBCUs indicate no relationship between per student academic spending and the student athlete graduation rates. This case study seeks to explore other possible factors that impact graduation rates through an examination of the organizational culture of a HBCU athletic department that has had an exceptional student-athlete graduation rate. Thirty years of data demonstrating the impact of organizational culture on the performance of and within organizations provides the framework for the research. This study also seeks to expand the field of knowledge concerning research on HBCU athletes and academics as it remains a neglected area of research. The athletic director of the exemplar HBCU has expressed both enthusiasm and full support for the potential study.

Predicting academic success for student-athletes: A case study

Tiese Roxbury, University of North Carolina at Greensboro

The term student-athlete has much meaning because it implies that athletes are students first. The University of North Carolina at Greensboro has continued to improve academic support for its freshmen student-athletes. However, over the past several years there has been a disturbing trend. In 2001, 85% of freshmen athletes met or exceeded their predicted GPA, as predicted by the institution's acceptance regression formula. In 2004 and 2005 it dropped to 75% and 61%, respectively. The purpose of this study is to identify and determine the relative importance of the factors that influence student-athlete success and ultimately lead to retention and graduation. This research study intends to examine the differences between the predicted and obtained GPA's of freshmen athletes (and other subgroups) in comparison to freshmen non-athletes. Looking at the past three years, one goal is to determine what factors significantly account for these differences and if the influence of these factors is consistent from year to year. Another goal is to see if support services that are currently in place for the student-athletes (e.g. academic advisement practices, mandatory study hall, and mentoring) successfully contribute to freshmen student-athlete achievement of obtaining higher GPA's than the university's regression formula predicts.

Perceptions of "others": The role of heterosexism in the decline of college women coaches

Amy Sandler, University of Nevada, Las Vegas

Women today are benefiting from collegiate sport more than ever before. Title IX is a significant factor. Before Title IX was signed into law in 1972, only 16,000 females participated on intercollegiate teams (Carpenter & Acosta, 2006). Today, that number has increased to 180,000 (Carpenter & Acosta, 2006). But a problem exists in that these advancements have not held true for women head coaches. In fact, for female head coaches, the inverse has resulted. Prior to Title IX's implementation, women led 90 percent of collegiate women's teams (Carpenter & Acosta, 2006). Today, the representation of women coaching collegiate women's sport is at an all-time low of 42.4 percent (Carpenter & Acosta, 2006). Scholarly research points to three key themes that describe this decline. They are homologous reproduction, work-family conflict, and discrimination and stereotyping. Much of the research on stereotypes and discrimination focuses on gender-role conflict and ramifications of the lesbian label in sport. Scholars have indicated the existence of a relationship between heterosexism and the decline of women head coaches, but no single study has actually looked at the decline from the perspective of female head coaches who identify as lesbian. The purpose of this study is to investigate the decline of women coaching collegiate sport by exploring current and former lesbian head coaches' perceptions. Qualitative methods, more specifically in-depth interviews, will be utilized to uncover this information. The results of this study have implications for college researchers and organizations, including all facets of collegiate sport.

Enhancing the student-athlete experience: Understanding sense of community from a student-athlete's perspective

Stacy Warner, University of Texas at Austin

Community development is one of the most common ways we justify the need for sport and demonstrate the value of sport (Chalip, 2006). A glance at the mission statements of many athletic departments shows that indeed their programs are charged with creating a sense of community (SOC), and it is thought that doing so will enhance the student-athlete experience. The discipline of community psychology has developed with the concept of SOC at its core and has identified a number of benefits that come from an enhanced SOC. These benefits include at least the following: increased well-being, decreased loneliness, lower drug use, increased civic participation and satisfaction, and reduced role conflict. Since, most SOC research has been conducted in neighborhood or workplace settings, we lack understanding of how and when SOC is creating within a sport setting. Utilizing a grounded theory and phenomenological approach this study investigates the mechanisms for creating SOC from the perspective of the student-athlete. To this end, interviews will be conducted with 15-20 former student-athletes representing all NCAA divisional levels regarding when and what experiences led to the feeling of a SOC during their NCAA participation. The insight gained from this analysis can then be used to better create a SOC in college athletics, and also be used to leverage other social initiatives that would not only enhance the quality of life for participants, but also enhance the image of NCAA affiliated universities.

2007 Graduate Student Research Grant Winners

Predictors of retirement distress among male former intercollegiate athletes in revenue-producing sports

Mercedes Carswell, Michigan State University

The majority of student athletes will arrive at a point where age, injury, or ability requires their retirement from college sports. While some student-athletes are prepared for the end of their careers, others struggle through the retirement process. Few studies explore the variety of individual factors and available resources that may contribute to the quality of a student-athlete's transition out of college sports. Additional research is needed to clarify the risk factors for negative retirement experiences. One hundred fifty male former Division I student-athletes in revenue-producing sports will be recruited through advertisement and snowballing to complete an online questionnaire. Using SEM path analysis, the study will assess the main effects and potential interactions among identity factors (athletic identity, identity foreclosure, masculinity, and racial identity), career decision-making self-efficacy, coping strategies, the loss of participation motivation factors, and social support as predictors of psychological distress (i.e., symptoms of depression, anxiety, and substance abuse/dependence). Social support will be evaluated as potential moderator of distress. Utilizing Taylor and Ogilvie's (1994) conceptual model of

adaptation to career transition, this study will identify variables that serve as risk factors for a maladaptive transition from sport (i.e., the presence of psychological distress) among college student-athletes who are unable to further their athletic career and compete at a higher level of competition.

Exploring the relationship between athletic injury and coaching behavior

Sarah Halbert, Miami University (Ohio)

Research on the psychology of athletic injury has consistently indicated that collegiate or elite athletes who experience a sport-related injury may respond to that injury with increases in perceived stress and decreases in self-confidence. Furthermore, athletes' ability or inability to cope with the stress associated with the athletic injury may either facilitate or undermine their rehabilitation and subsequent return to competition. A few research studies have suggested that collegiate coaches may be important people in regard to injured athletes' ability to cope with the emotional stress of injury and to successfully re-enter the sport context. Given the lack of research on coaches' role in the athletic injury process, the current research is designed to: (a) identify and describe the attitudes and behaviors that coaches exhibit toward injured athletes on their team; and to (b) determine if particular types of coaching leadership styles are related to their attitudes and behaviors towards injured athletes. Self-report questionnaires will be administered to a large sample (N=500-600) of NCAA Division I, II, and III collegiate athletes to measure their injury history, their perceptions of the motivational climate their coaches create, and their perceptions as to how their coaches behave towards injured athletes on their team. Data will be analyzed using univariate and multivariate statistical procedures (e.g., factor analysis, multivariate multiple regression, and multivariate analyses of variance). The results of this study should be of importance and value to the research literature on the correlates of effective coaching and of practical use in coaching education workshops and coaches.

Committees in governance of intercollegiate athletics

Lori Hendricks, University of Michigan

Over the past decade, campus student-athlete advisory committees (SAACs) have been described in NCAA brochures; however, no multi-institutional empirical studies looking across NCAA divisions have been initiated to examine them. After nearly twelve years of being in existence, very little is known about how the campus SAACs are perceived in the governance of intercollegiate athletics or the areas in which they have influence, particularly with regard to student-athlete well-being. This study examines the perceptions of campus SAAC members as well as those of athletics managers (i.e., directors of athletics, senior woman administrators, faculty athletics representatives). Stakeholder theory provides a lens to examine the salience of campus SAACs from perspective of student-athletes, administrators, and faculty. From February to March 2007 original data for this research was collected nationally through an online survey. Of the 2911 participants receiving the online survey, there was a response rate of 47.3% for SAAC members and 47.1% for athletics managers. The survey instrument explores three attributes of the stakeholder salience variable (i.e., power, legitimacy, urgency) and nine dimensions of influence (e.g., promote a positive student-athlete image, solicit student-athlete responses to athletics legislation) as described in the NCAA SAAC brochure. These items are explored generally and within specific athletic scenarios. Perceptions of SAAC members and athletics managers will be explored independently, but also in relation to each other. The relationship between perceptions of stakeholder salience and perceptions of the SAAC's dimensions of influence will also be examined.

A chameleon on the court: Understanding factors that contribute to invisibility/visibility for Division I intercollegiate gay-athletes

Paul Tontz, University of Denver

Although literature clearly documents the existence of the gay college athletes (Anderson, 2002, 2005; Bull, 2002; Garber, 2005; Jacobson, 2002; Le Blanc, 2004; LeBrecque, 1994; Messner, 1994; Pronger, 1990; Young, 1995) a limited number of athletes are open about their sexual identity (Anderson, 2005). Anderson (2005) provides some understanding related to the factors that support the "coming out" and acceptance for gay athletes. However, there has been limited research on the ways in which collegiate athletics impact visibility for gay students. The current study proposes a phenomenological study to discover what factors contribute to the invisibility/visibility of Division I gay athletes. Participants will be 8 – 10 Division I, gay male, student-athletes who participate in contact sports sponsored by the National Collegiate Athletic Association. Athletes will participate in a series of open-ended, semi-

structured interviews during their fall and winter seasons. It is hoped that the study will shed light on the lived experiences of these individuals and provide a deeper understanding of ways in which coaches, administrators, and faculty can support a positive visibility for such athletes.

2006 Graduate Student Research Grant Winners

An examination of the transformational leadership behaviors of female head coaches and satisfaction with team performance in Division I intercollegiate women's soccer teams: The mediating role of cohesion

Misty D. Hall, University of Denver

The current study represents the first attempt to assess the transformational leadership behaviors of female sport coaches and how those behaviors relate to performance and cohesion. Fifty-one Division I female head soccer coaches at institutions sponsored by the National Collegiate Athletic Association were contacted. The response rate for the study was 68%, with 15 of the coaches not responding to phone messages about participation in the study. A total of 30 female head soccer coaches and 451 female soccer student-athletes completed surveys. Coaches completed a demographic information form and a measure that assessed transformational leadership behaviors. Student-athletes completed a demographic information form, and three measures that assessed transformational leadership, cohesion, and satisfaction with performance. Results revealed that transformational leadership positively predicted team cohesion and satisfaction with performance and that cohesion significantly mediated the relationship between transformational leadership and satisfaction with performance. Also suggested from the results is that as the discrepancy between student-athlete ratings of coach leadership and coach self-ratings of leadership decreased, performance increased. Lastly, findings from this study show that task cohesion has a stronger relationship with satisfaction with performance than social cohesion. The results of this study suggest that transformational leadership is likely to help sport coaches to lead in an effective, satisfying way while increasing levels of cohesion and performance within their teams. The practical implications of these findings are addressed.

The underrepresentation of women in athletics leadership: A qualitative study of NCAA Division II women coaches and administrators

Jill McCartney, Capella University

The primary purpose of this study was to gain a greater understanding of the current situation of women's underrepresentation in collegiate athletics careers, particularly in leadership positions. The study also sought to compare and contrast the decision-making of the different groups of participants and provide suggestions to improve the situation. Through in-depth interviews with former and current NCAA Division II coaches and athletics administrators, this study focused on several key questions. Primarily, why when more women now compete as intercollegiate athletes than ever before, are women under-represented as coaches and administrators in the college ranks? To provide a greater context for this primary research question, several sub-questions were pursued during the interviews. These sub-questions included: (a) Why do women choose to leave coaching and/or not pursue leadership positions? (b) How do women perceive the current situation of women's underrepresentation and how do these perceptions affect how they experience their coaching and administrative jobs? (c) Do women feel there is a lack of fit between their career goals and lifestyle and a career in athletics leadership?

Sports expertise and perceptual and cognitive performance

Michelle Webb Voss, University of Illinois, Champaign

The proposed research investigates the relationship between sport expertise and perceptual and cognitive performance on basic laboratory tasks of learning and memory, visual and visuospatial perception, speed of processing and psychomotor performance, executive control, and controlled attentional processes. Currently in the literature, small sample sizes and other methodological factors such as participants' age, level of expertise gender, sport, and varied perceptual and cognitive tasks employed, have resulted in mixed findings that are difficult to interpret without a quantitative evaluation. A meta-analysis overcomes disadvantages of limited samples and methodological variability to yield a comprehensive and quantitative review. Therefore the proposed research involves a meta-analytic examination of the relationship between sport expertise and perceptual and cognitive abilities, while also considering sport type, participant characteristics, and various methodological factors that

may contribute to the variability of previous findings. Results should provide guidance for future research in the area of perception and cognition in sport and encourage the application of sport training for general cognitive vitality in contexts such as sport performance, health, longevity, and academic and career performance. In turn, the cognitive benefits of sport participation potentially shown through this line of research will have a multitude of positive benefits for NCAA student-athlete support and participation by encouraging pre-college sport participation, further promoting benefits for walk-on and non-scholarship athletes, as well as provide the opportunity for knowledge to gain improved sport performance and inform career placement of student-athletes.