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## **A Message from the KAHPERD President**

Greetings KAHPERD friends,

It has been a pleasure to serve as your 2018 KAHPERD President, I am truly blessed and honored! I am super excited to introduce the 2018 Spring edition of the KAHPERD Journal. I sincerely want to thank Dr. Steve Chen and his amazing team for serving our profession and helping create a high quality KAHPERD Journal, their time and commitment to this publication is a treasured asset to all those in our field and profession! I would also like to say thank you to each of the writers for your professional contributions to this edition! To those of you reading this 2018 is an important year, please talk to the stakeholders around you and continue to show the value of our profession and use research articles like this to help show how important our profession is! Let's keep the momentum going to bridge the equity gap for improving the WHOLE individual. Let's continue to TREASURE OUR PAST AND SHAPE OUR FUTURE! #KYAHPERD18. I am super excited for the bright future of KAHPERD and I truly hope you enjoy this edition of the KAHPERD Journal.

Sincerely,

Candace Young  
KAHPERD President 2018

## **Acknowledgement**

As the Editors of the KAHPERD Journal, we would like to show our appreciation to the following guest-reviewers for their assistance in reviewing this current issue.

Dr. Gavin Washington, Kentucky State University, Dr. Daryl Privott, Morehead State University, Dr. Tricia Jordan, Western Kentucky University, Dr. Laurie Larkin, Eastern Kentucky University,

Sincerely,

Gina Blunt Gonzalez, KAHPERD Journal Co-Editor  
Steve Chen, KAHPERD Journal Co-Editor

## KAHPERD Journal Submission Guideline

### SUBMISSION OF A PAPER

The KAHPERD Journal is published twice yearly (spring and fall) by the Kentucky Association for Health, Physical Education, Recreation, and Dance. The journal welcomes the submission of empirical research papers, articles/commentaries, best practices/strategies, interviews, research abstracts (spring Issue only) and book reviews from academics and practitioners. Please read the information below about the aims and scope of the journal, the format and style for submitted material and the submissions protocol. Your work will more likely to be published, if you follow the following guidelines thoroughly.

Articles are accepted via an electronic attachment (must be in Microsoft Word format, doc or docx) through e-mail to the editor before the deadline dates. Submissions should be sent to either one of the co-editors, Gina Gonzalez: [g.gonzalez@moreheadstate.edu](mailto:g.gonzalez@moreheadstate.edu) or Steve Chen: [s.chen@moreheadstate.edu](mailto:s.chen@moreheadstate.edu)

Deadlines: Spring issue—March 1 & fall issue—September 1

### AIMS AND SCOPE

The main mission is to bring together academics and practitioners to further the knowledge and understanding of issues and topics related to health, physical education, sport administration and marketing, exercise science, sport coaching, dance, and recreation, etc. We encourage submissions relating to these topics from a variety of perspectives.

### CONTENT

All articles should be written primarily to inform senior practitioners and academics involved in areas of health, physical education, recreation and dance.

Research articles should be well grounded conceptually and theoretically, and be methodologically sound. Qualitative and quantitative pieces of research are equally appropriate. A good format to follow would be: Introduction, Literature Review, Methodology, Results, & Discussion, Conclusion, and Implication. Articles may include an abstract of approximately 150 words including the rationale for the study, methods used, key findings and conclusions. Article should not exceed 10 single-spaced pages (not including references, tables, and figures).

Reviews of books and/or reports are welcome (around 1000-2000 words). Information concerning the book/report must be sent to the editor.

Interviews (it would be nice to discuss with the editor beforehand) and best practice/strategy papers of 1,500-3,000 words should be objective and informative rather than promotional and should follow the following format: Objective/Background/Discussion and Practical Implication.

Research abstracts (300 words or less) are welcome. The submitted abstracts should have been presented (either an oral or a poster presentation) in the KAHPERD annual conference in the previous year.

\*The editors are keen to discuss and advise on proposed research projects, but this is no guarantee of publication.

### FORMAT AND STYLE

Manuscripts should follow the form of the guidelines for publications outlined in the 6<sup>th</sup> edition of the Publication Manual of the American Psychological Association.

Tables, charts, pictures, diagrams, drawings and figures should be in black and white, placed on separate pages at the end of the manuscript. They must be submitted photo ready and reproduced to fit into a standard print column of 3.5 inches. Only one copy of each illustration is required, and captions and proper citations should be typed on the bottom of the table and diagrams. Jargon should

be reduced to a minimum, with technical language and acronyms clearly defined. The accuracy of any citations is the responsibility of the author(s).

For more specific style questions, please consult a recent edition of the journal.

### **SUBMISSIONS PROTOCOL**

Submission of a paper to the publication implies agreement of the author(s) that copyright rests with KAHPERD Journal when the paper is published.

KAHPERD Journal will not accept any submissions that are under review with other publications. All manuscripts submitted will be peer reviewed by 3 members of the editorial board. To be accepted for publication in the journal, the article must be approved by no less than 2 of the 3 reviewers. Authors will normally receive a decision regarding publication within six to 12 weeks. Rejected manuscripts will not be returned.



**(Peer Reviewed Article)****Crouch, Pause, Set: Social Identity and Leisure Levels of Female Ruggers in Kentucky***Michael J. Bradley, Eastern Kentucky University**James N. Maples, Eastern Kentucky University**Christina Bradley, University of Kentucky**Hungling (Stella) Liu, South Dakota State University**Tatiana Chalkidou, American College of Greece***Introduction**

Rugby is one of America's fastest growing sports (America's Sporting Goods Manufacturing Association, 2010). Between 2007 and 2009, the number of people playing rugby increased from 750,000 to 1,130,000, with females making up a third of the total. As one of the largest and more popular club sports on college campuses, and with the recent addition of the Sevens Competition in the 2016 Olympic Games, women's rugby is poised for continued national growth (USA Rugby, 2016; Giles, 2015).

Rugby encourages women on and off the field to be mentally and physically tough, which develops through the dedication of practice and knowledge and it is due to the required commitment, that rugby is considered a serious leisure activity. This is especially true with women's rugby, where women must endure physical, financial, and potentially psychological challenges just to play the game itself. The willingness it takes to play a male-dominated sport, which is still relatively new to the American culture, requires endurance, courage, and comradery among their fellow female ruggers.

The purpose of this study is to create new knowledge about rugby participants' levels of leisure identity, their demographics, and to investigate the extent to which certain factors shape their levels of leisure identity. For this study, researchers collected data by using a convenience sample of current and former female rugby players in Kentucky that participated in an online survey (n=88). The survey included an adapted version of the Jun and Kyle (2011) leisure identity measure and common demographics such as race, education, and income, as well as questions relevant to rugby. The results demonstrate that both frequency of play and respondents' age affects leisure identity measures. This study deepens the understanding of leisure identity and if marketing, recruitment and social outreach target certain demographic aspects, it may increase the number of individuals who play rugby.

**Literature Review***Serious Leisure*

Casual leisure, coined in 1982 by Stebbins is described as an activity that is immediately and intrinsically rewarding, that is relatively short lived, and that it requires little to no specialized training. When most people think of leisure, they often visualize rocking in a chair or taking a stroll around a local park. Stebbins (1992) found that this type of leisure certainly has a time and place, however, it can leave people feeling empty, because of the lack of substance from participating for an extended period. Many people may not consider typical leisure activities as being casual per se, often because of participant's investment in the activity; time, money, and effort. In contrast rugby, because of the investments by participants, it may be categorized as a serious leisure activity. In addition, Stebbins (1992) defined serious leisure as the systematic pursuit of an amateur, hobbyist, or volunteer activity. Within serious leisure, participants invest themselves and develop long-term goals of acquiring a combination of special skills, knowledge, and experiences for the activity. He also argued

that Stebbins found that serious leisure required a challenge and application of certain skills to be successful in the activity. For example, rugby requires physical endurance, various skill sets (defensive, ball handling, and tackling), and psychological strength to participate for the entirety of the 90 minute matches. Stebbins (1992) also noted that serious leisure participants were willing to endure hardship to get the reward of the activity, whether the rewards were intrinsic or extrinsic. While the reward is a vital component to serious leisure, it is the willingness to withstand conflicts and hardships in pursuit of participation that creates serious leisure and activity identification.

### *Leisure Identity*

In addition to serious leisure, the concept of leisure identity has been researched since the 1960s. Kivel (2000) notes that the focus of leisure identity research has shifted from identifying what people did for recreation and leisure, to quantifying what they did, and on to what it meant to them. Through meaningful recreation experiences, individuals can start identifying themselves by those experiences. Those experiences then become an aspect of an individual's personal qualities and participants beginning to describe themselves as the leisure activity itself, versus other aspects of their life. For example, "My name is John Doe, I am a golfer" rather than "My name is John Doe, I am a loan officer for a bank."

The identity that individuals have via their recreational pursuits has been a concept of inquiries, as the question of how an identity emerges from different ideas throughout history. Theorists, such as Rojek (1986), claim that individual identity formation through recreation is not as scientists may have initially discussed. Furthermore, Rojek (1986) argued that it may not be an individual choice or uniqueness, but rather the similarity to characteristics of a group that facilitates identity formed through or with the sport. Groups may be perceived to have individualized characteristics; however, such characteristics may be mostly related to the difference of the inclusive group of which the new group may be trying to distinguish itself. For the above reasons, Rojek (1986) argued that the leisure activity masks individual identity rather than contributes to that.

Thus, Rojek (1986) argues that identity is formed through leisure, where individuals are conforming to individualized ideas pushing them from a normative view of a group. However, Mead (1972) claims that the individual identity is determined by an individual's thinking and behavior via the organized social activities. It is important to note consider how the individual's concerns are aligned with society as a whole. The individual is not controlled by social constraints from society or social groups. However, the "me" part of the individual influences the social processes which may lead the individual to socialize with a certain group or groups. The "me" part of the individual seeks out a societal situation that has a positive influence in the individual's life. People gravitate towards a group of the same likeness because of the positive reinforcement given from being the individuals "me", or as Mead describes is as self-perception. When individuals perceive themselves in a certain way, it is in their human nature to socialize with others who reinforce such a thought, rather than those who reject it. Ultimately, Mead (1972) concludes that individuals seek out groups with similarity to self rather than groups forming to individuals' qualities. In addition, Simmel (1936) states that a complex industrial society provides a variety of ideas and groups of which individuals can pertain and contribute themselves, further contributing to individuality.

In the same context, in sports like in any other pursuit, individuals that associate themselves with a group, whether through group influence or individual's self-perception that makes that person choose a certain group, they tend to identify themselves by those serious leisure activities in which they participate via increased levels of commitment and effort. In a 2008 study, Tsaur showed that making personal significant efforts, identifying strongly with the activity, and having careers in their endeavors were all strong indicators of participations in serious leisure. Further, Tsaur (2008) found that high levels of serious leisure led to recreational specialization, and concluded that participants who exhibited distinctive qualities of serious leisure identified strongly with the activity. The

participants were willing to practice, regardless of the time and money requirements, and worked harder for their recreation knowledge and skills, resulting in a higher level of recreation involvement.

Throughout the foundational research, it seems that qualities that enable an activity to be termed as “serious leisure” allow participants to identify strongly with the activity. As shown in roller derby research which is a female-centric full contact sport, serious leisure participation leads to identification with the sport, contributions to roller derby, and leisure identity (Liu, Bradley, & Burk, 2015). Factors such as income, age, and physical health tended to affect how serious female participation were related to the sport. Many roller derby participants were able to mitigate the financial barriers, however, an individual's age and physical health negatively influenced their participation. Since the sport is physically demanding, that factor may prevent participation of individuals in older age groups. In turn, the lower age groups had a stronger serious leisure level possibly because they are physically able to withstand the falls and physical demands more so than the higher age group.

Liu et al. (2015) also showed that roller derby participant's seriousness and participation of the sport are positively correlated with all the leisure identity indicators of social identity, self-identity, exclusivity, negative affectivity and positive affectivity. Participants with higher levels of involvement were more likely to experience positive emotions in response to the desired outcome, resulting in viewing themselves as a part of the roller derby community. Ultimately, self-identifying as roller derby participants is associated with the importance of the sport in life.

### *Rugby Studies*

Rugby is a part of many cultures throughout the world and many studies show the impact of rugby as a leisure activity and its contribution to one's cultural identity. Rugby cultural identity spans from people watching occasionally to uniting entire countries, such South Africa. In fact, sports such as rugby, possess a powerful symbolism often exploited to create a lasting effect on national identity (Grunlingh, 1998). Although most rugby studies explore this cultural identity, the identity of the person itself, especially ones that actively pursue the sport, is rarely explored, even less among female participants.

The current slate of serious leisure studies with a focus on female rugby participants could be because much literature related to female athletes focus on women fighting the stereotypic gender roles and the conflict of being women and being an athlete (Kleiber & Kirshnit, 1991). Howe (2001) explored professionalism and sexuality of female rugby players and found that a large portion of female participants are still seen as amateurs, even when playing at elite levels that are quite similar to men levels. For example, when male participants are playing at similar levels, they are considered as professional players. The researcher attributes this to the social attitudes about strong women and the negative views of masculinity in women (Howe, 2001). In a sport like rugby, one must be strong and physically fit to perform well. Negative views related to women being muscular and strong are just one external barrier perhaps preventing women from continuing in a professional manner.

While these negative attitudes are nothing new, they still affect many rugby teams and women as they pursue their rugby endeavors. Women's pursuit of rugby and the struggles participants must overcome may be an avenue to bring women closer, creating a bond, and resulting in a stronger identity with the sport. Overall, female rugby clubs allow females to pursue a certain identity that empowers them to express individualized identity. It also allows women to participate in a full physical contact sport in order to develop their mental and physical athletic skills. This is notable, as historically, such athletic endeavors were deemed more suitable for men because of the nature of the sport.

Overall, if female involvement increases to a serious leisure level, as research has shown, it may result in participants identifying themselves by or with the activity. With a lack of research focusing on

female rugby players and their serious leisure aspect of the sport, this research is expanding on what previously was found about serious leisure. This study may also allow for a unique perspective of those concepts as it relates to female rugby players in Kentucky.

### Methodology

The purpose of this study is to establish the social identity and demographics of female rugby participants and to identify (if any) the variables that may shape this measure. For data collection, the researchers of this study designed an online survey using the software Qualtrics. The researchers used a slightly modified version of the leisure identity measurement tested by Jun and Kyle (2011), an adapted AIMS-Plus instrument to measure leisure levels of recreational sport participants. The instrument which was delivered as an online questionnaire consisted of items where participants ranked them on a Likert scale ranging from 5 (strongly agree) to 1 (Strongly disagree). The survey also included basic demographic variables including age, education, race, income and four rugby participation questions related to practice and sport schedules.

In order to create a potential sampling pool, the researchers developed a list of email addresses of rugby leadership from Facebook profiles and websites of rugby teams' in Kentucky. When distributing the survey, the researchers drafted an email describing the study and included a link to the online survey and sent it to all contacts included in the email database. The researchers also asked rugby leadership to distribute the online survey link to all known current or previous Kentucky rugby participants that were female. Due to the snowball sampling technique, there is no concrete method to identify a response rate and this is best treated as a sample of convenience. Participants (n = 88) were female alumni, club, collegiate and professional rugby players in Kentucky.

With regards to data analysis, the researchers ran descriptive statistics and frequencies to gain an understanding of the demographics of the rugby participants and Leisure Identity. Furthermore, researchers ran a one way ANOVA to identify differences in age, income level, education, race, rugby status, and matches per year among participants. In addition, the researchers set a level of significance of .05 and facilitated a four-step regression to examine participant's leisure levels.

### Results

The participants in this study were female rugby players in Kentucky, the majority of which consisted of female who participated in collegiate-based rugby clubs. Researchers ran descriptive statistics and frequencies to create a demographic and Leisure Identity profile of the participants. About half (55.7%, N=49) of participants were 18 to 25 years of age, while the rest of the participants were evenly distributed from the ages of 26 to 41. Most of the respondents noted they had completed some college (46.6%, N=41), followed by a four year degree (28.4%, N=25) and a majority of participants (46.6%) had completed some college (Table 2). According to United States Census data (2014), 88.3% of Kentucky residents are white/Caucasian, so the demographic profile of this respondent pool is similar at 80.7% (Table 1). However, only 2.3% of the respondents self-reported as Black, which is lower than the Kentucky average of 8.2% (United States Census, 2014).

*Table 1. Participant Education and Race Distribution*

Education	Frequency	Percent	Race	Frequency	Percent
High School Graduate	3	3.4	White	72	80.7
Some College	41	46.6	Black/African American	2	2.3
4 Year Degree	25	28.4	Asian	2	2.3
Professional Degree	12	13.6	Native Hawaiian/Pacific Islander	5	5.7
Doctorate	6	6.8	Mixed Race/Other	7	8.0

Do Not Disclose	1	1.1	Missing	1	
<b>TOTAL</b>	<b>88</b>	<b>100.00</b>	<b>TOTAL</b>	<b>88</b>	<b>100.00</b>

*Table 2. Participant Household Income Distribution*

Household Income	Frequency	Percent
< \$10,000	8	9.1
\$10,000 - \$19,000	12	13.6
\$20,000 - \$29,000	7	8.0
\$30,000 - \$39,000	11	12.5
\$40,000 - \$49,000	11	12.5
\$50,000 - \$59,000	4	4.5
\$60,000 - \$69,000	4	4.5
\$70,000 - \$79,000	1	1.1
\$80,000 - \$89,000	6	6.8
\$90,000 - \$99,000	5	5.7
\$100,000 - \$150,000	7	8.0
>\$150,000	2	2.3
Do Not Disclose	9	10.2
Total	87	98.9
Missing	1	1.1
<b>TOTAL</b>	<b>88</b>	<b>100.00</b>

The majority of participants reported they make under \$49,000 annually, with 13.6% reporting an income of \$10,000 - \$19,000. These numbers may be seen as consistent with the demographic profile of the respondents in this survey, which is between 18 to 24 years of age, and whose income is perhaps likely to be lower. It is worth mentioning 12.5% of the respondents stated that their household income levels was between \$30,000-\$ 39,000 and \$40,000-\$49,000 respectively. This result may be a reflection that most non-collegiate rugby players are perhaps recently graduated and transitioned from collegiate to club rugby. An income under \$49,000 would give credence to the idea that younger rugby players are new to the job market and may have entry level or lesser experience type jobs.

When asked about participation frequency in rugby matches, nearly a third of the survey respondents (28.3%, N=25) noted they were active in 6 to 10 matches per year. This makes sense, as a season is typically in the range of 5 to 6 matches and there is typically two seasons per year (fall and spring). When combined, 52.3% of respondents answered as being active in 1 to 15 matches per year. About 15% of respondents were active in more than 15 matches per year. Of interest, 22.7% (N=20) noted they had not participated in any rugby matches in the last year. Over half (53.4%) of the respondents stated they participated club rugby (not college-affiliated), 13.6% participated in college-affiliated rugby, and 33% participate as alumni only (Table 4).

*Table 3. Participant Matches Played Per Year*

Matches Played	Frequency	Percent
0	20	22.7
1-5	13	14.9
6-10	25	28.3
11-15	8	9.1
16-20	8	9.1
21-25	5	5.6
26-30	0	0

31+	1	1.1
Total	80	90.9
Missing	8	9.1
<b>TOTAL</b>	<b>88</b>	<b>100.00</b>

Table 4. Group Type Involvement

Group Type	Frequency	Percent
Club	47	53.4
College	12	13.6
Alumni	29	33.0
<b>TOTAL</b>	<b>88</b>	<b>100.00</b>

To help understand the meaning of rugby to participants, the researchers identified means for statements within the Leisure Identity scale and an overall leisure identify mean for the entire sample. The scale ranged from 1 (Strongly Agree) to 5 (Strongly Disagree). As seen in Table 5, for a majority of the statements in the scale, rugby players felt as though they strongly agreed or agreed with the statement. The overall mean for the sample was 2.13, strongly a strong agreement that rugby is an important aspect of the rugby participant's life and identity.

Table 5. Leisure Identity Scale (n = 84)

Leisure Identity Statement	Mean	SD
Other people see me mainly as a Rugger.	2.75	1.110
My involvement in rugby has influenced my day to day decision making.	2.12	0.827
When participating in rugby, I am happy.	1.26	0.469
Participating in Rugby is the most important part of my life	3.01	1.187
I feel bad about myself when I perform poorly when playing rugby.	1.94	0.869
I consider myself a Rugger.	1.55	0.666
Participating in rugby is a very positive part of my life.	1.42	0.585
I have a sense of satisfaction from rugby.	1.32	0.519
You can tell a lot about a person by seeing them while playing rugby.	2.26	0.971
I typically organize my days so I can participate in rugby.	2.35	1.156
I feel badly when I fail to meet my goals related to rugby.	1.99	0.976
When I participate in rugby, others see me the way I want them to see me.	2.45	0.897
I continuously think about how I can "be a better rugby player".	2.31	1.182
I have many goals related to rugby.	2.48	1.114
Being a Rugger is an important part of who I am.	1.98	0.864
I feel good about myself, while playing well at rugby.	1.45	0.501
If I stopped playing rugby, I would probably lose touch with a lot of my friends.	2.93	1.297
It is important that other people know about my involvement in rugby.	2.44	1.057
I make many sacrifices to participate in rugby.	2.54	1.156
<b>Mean</b>	<b>2.13</b>	<b>0.92</b>

Researchers ran a one-way ANOVA for select independent variables related to Leisure Identity means (Table 6). There was a significant difference in leisure identify when comparing the type of rugby association (collegiate, club, alumni) for each respondent. While this is interesting, what is more interesting is that no other variable used for ANOVA (age, education, race, ethnicity, income, matches played per year, or geographic location) showed significant differences in leisure identify.

Table 6. Leisure identity ANOVA

Demographic Question	Between
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	Groups Sig
Which best describes your current rugby status?	.015
What is your age?	.061
What is your highest level of education?	.217
What is your primary race?	.709
Are you of Hispanic, Latino, or Spanish Origin?	.242
What was your household income for the last year?	.057
How many times have you participated in a rugby game within the past year?	.477
Which geographical region is your team located?	.359

Researchers also ran a backwards elimination regression to see if selected variables may help in predicting leisure identity. For this study, researchers found two variables may be considered when predicting Leisure Identity. As may be seen in Table 7, the fourth iteration of the backwards regression shows age and rugby matches per year played were strong indicators of leisure identity. Thus, age was found to be a positive predictor, and as a respondent's age increased, so did the strength of leisure identity. However, participation in matches per year was a negative predictor, therefore, as the matches per year increased the strength of leisure identity decreased.

*Table 7. Backwards Elimination Regression Results*

<b>Regression 1</b>	<b>t</b>	<b>Sig.</b>
What is your age?	1.339	.185
What is your highest level of education?	.697	.488
What was your household income for the last year?	.790	.432
How many times have you participated in a rugby game within the past year?	-3.273	.002
Which best describes your current rugby status?	-.096	.923
<b>Regression 2</b>	<b>t</b>	<b>Sig.</b>
What is your age?	1.403	.166
What is your highest level of education?	.721	.474
What was your household income for the last year?	.803	.425
How many times have you participated in a rugby game within the past year?	-3.418	.001
<b>Regression 3</b>	<b>t</b>	<b>Sig.</b>
What is your age?	2.278	.026
What was your household income for the last year?	.798	.428
How many times have you participated in a rugby game within the past year?	-3.700	.000
<b>Regression 4</b>	<b>t</b>	<b>Sig.</b>
What is your age?	2.186	.036
How many times have you participated in a rugby game within the past year?	-3.919	.000

## Discussion

Rugby is a serious leisure activity because of the time, effort, and sacrifice it requires to participate. Most participants showed strong leisure identity means, with an overall leisure identity mean of 2.13 (1 being the strongest, 5 being the weakest) supporting rugby as a part of the female rugby participant's identity. There was a significant difference in leisure identity between active and non-active participants, as matches participated per year being the variable in this instance. To state it quite simply, the more matches respondents participate in, the less likely they are to have a strong leisure identity related to rugby. This is quite interesting, as one might believe that a stronger leisure identity would result in more involvement in the sport. Additionally, the age variable was also

significant in understanding leisure identity. In this instance, however as age increased, so did the strength of leisure identity with rugby.

While at first glance, this result may appear to be conflicting, it may make more sense after discussion and further analysis. While looking at the results and based personal observations during data collections, the researchers came to the conclusion that while matches player per year may decline in later years, rugby participants become more adhered to the sport. Thus, , researchers believe that rugby participants are most active in their late teens to mid-twenties. This time frame in one's life is often filled with a variety of situations to consider. Aspects of college, marriage, child rearing, starting new jobs, and much more is often happening during this stage of life. Therefore, one's identity is often tied to multiple aspects and facets of life. As adults age, the time invested in many of these things lessens and many adults consider other facets of life, and hobbies perhaps, as they seek to fill time once occupied by things that previously occupied much more time.

While this discussion has not been tested as a theory, it may help explain the results of this study. Young adults are interested and active in more matches per year, they have the health to do so perhaps. However, as they age, their interest may increase, but their health and other obligations may serve as barriers to more participation. Thus, as age increases, identity associated with rugby becomes stronger. However, as matches played per year increases, often during participants' younger years, identity associated with rugby declines.

Income, while not found to be statistically significant in this study, may warrant future consideration for a possible effect on identity. Rugby can be an expensive sport for participants, there is expected participant contribution related to dues, uniforms, travel expenses, and social events. If an individual cannot invest in rugby as expected and necessary, individual involvement may be limited. Thus, the lack of participation, due to lower levels of financial input, could affect leisure identity with rugby.

Past research supports the idea that contact sports or more athletic activities, such as rugby, basketball, and football, have a strong social aspect to them (Liu, Bradley & Burk, 2014) and researchers suggest increasing the number of social events beyond rugby matches. Such additional events may increase levels of involvement, from social event participation and on to increasing participation in rugby matches may increase levels of leisure identity associated with the sport and perhaps increase recruitment of additional participants. Thus, creating an atmosphere where the rugby matches are a piece of the rugger lifestyle, rather than the sole aspect of involvement, may increase leisure identity to rugby.

Also of note, one avenue to increase participation is to increase the number of rugby matches per year, providing more opportunities for involvement. If leisure identity is associated with matches played per year, teams can either increase the number of matches or plan matches to be more convenient for increased participation. If teams can identify factors leading to increased participation, such factors would benefit leadership when planning functions or recruitment. However, there may be a life-hobby balance to consider, as older adults have stronger affiliation with rugby, they may not have the flexibility to increase participation. The optimal mix of matches and social events to maximize participation would need to be dynamic for each team.

In this study, researchers found age and number of matches played to be significant variables when understanding the development of leisure identity with rugby. Levels of leisure identity were not found to be significantly different across the other variables included in this study. This may be important information to rugby teams and leadership as they develop social aspects beyond the matches, and alumni relations and participant recruitment are good examples of where this may be important. Alumni relations and recruitment are vital aspects to continue female rugby participation at all levels.

While more research is warranted, this study emphasizes the need to continue the development of leisure identity for female rugby players. The goal of the researchers is to replicate this study in the near future to expand on the results and provide a more robust data set. Additional research would include female rugby players in other states, male rugby players, and possibly include additional variables that would provide an enhanced understanding of the development and sustained female rucker leisure identity.

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**(Peer Reviewed Article)****Public-Private Partnerships Transforms Cattle Farm to Community Park:  
A Case Study of One Rural Community's Experience***Tricia Jordan, Western Kentucky University**Brad Stinnett, Western Kentucky University**Fred Gibson, Western Kentucky University***Abstract**

As fiscal challenges continue to mount, park and recreation professionals are charged with seeking creative financing mechanisms to aid in the funding of facilities. A feasible option, worthy of consideration, is the use of a public-private partnership (P3). P3s usage has grown from projects, focusing solely on infrastructure, to opportunities such as expanding programmatic elements aiding quality of life enhancement. The purpose of this study was to better understand how a P3 can enhance a community's effort in developing a land gift. The case study approach, inclusive of document review, structured observations, and stakeholder interviews, facilitated a focus on stakeholder experiences. Benefits described by stakeholders included *economic* and *resources*. Partnership challenges included *communication*, *responsibilities*, and *funding*. *Communication* issues stemmed from meeting frequency and partner differences. The lack of clearly defined stakeholder *responsibilities* led to inefficiencies in the development process. Lessons learned have important implications for practitioners seeking to develop P3s.

**Key Words:** public-private partnership (P3), park, development, design

**Introduction**

As tax generated funding shrinks, or remains at a level to maintain existing facilities, practitioners are turning to outside funding streams (Jacoby-Garrett, 2016; Hayward, 2012; Cousens, Barnes, Stevens, Mallen, & Bradish, 2006). One potential source of funding and programming expertise is the use of a public-private partnership (P3) (Busler, 2014; Becker & Patterson, 2005). These partnerships aid not only in facility construction and management but also by developing opportunities to better meet community needs (Jacoby-Garrett, 2016; Hayward, 2012; Frisby, Thibault, & Kikulis, 2004). P3s usage benefits the community by improving the quality of programs and services, increasing creativity, and aiding in economic development (Jordan & Upright, 2016; Busler, 2014; Becker & Patterson, 2005). Use of P3s in park and recreation programming is not without challenges. Differing project expectations, lack of role clarity, accountability, and differences in partner focus all present potential partnership obstacles (Jordan & Upright, 2016; Rall, Reed, & Farber (2010; Babiak & Thibault, 2009). Practitioners' face additional concerns when partnership discussions involve sponsorship rights and privileges (Mowen, Trautwein, Potwarka, Pitas, & Duray, 2016). Researchers examining these partnerships have developed important components of P3s that build successful partnership (Zou, Kumaraswamy, Chung, & Wong, 2014; Dubini, Leone, & Forti, 2012; Weiermair, Peters, & Frehse, 2008; Jacobson & Choi, 2008). Continuing to learn from the lessons of others who develop successful partnerships is essential, if practitioners seek to use P3s in facility and program development.

The purpose of this case study was to understand how one community used a P3 to develop a 265-acre cattle farm into a nature and art focused park that met community needs and interests. Emphasis was placed on understanding the experiences of those entities coming together to develop the

property. Lessons learned from this experience provide other practitioners with an understanding of potential benefits, challenges, and means to build better working relationships when engaging in P3s.

## Review of Literature

### *Public-Private Partnerships*

Public-private partnerships (P3s) occur when the public sector partners with either a non-profit or for-profit entity for the purpose of providing services and programs, enhancing revenue streams, or attempting to promote the overall economic growth of the community (Busler, 2014; Becker & Patterson, 2005). Proponents for the utilization of P3s stress benefits such as decreased project time, reduced costs, and increased creativity as all partners bring expertise to the project (NCPPP, 2002). As indicated by Sagalyn (2007), the use of P3s has grown from when they were first used in downtown redevelopment projects and infrastructure. P3s are now utilized in projects related to the arts and cultural initiatives (Dubini, Leone, & Forti, 2012), facility development (Jordan & Upright, 2016; Club Industry, 2011), parks and recreation management (Jacoby-Garrett, 2016; Hayward, 2012; Frisby et al., 2004), and tourism development (Weiermair, Peters, & Frehse, 2008).

Decreases in public funding coupled with rising program and facility expectations have stimulated interest in the use of P3s (Cousens et al., 2006). In practice, P3s take several delivery forms (Gibson, Wallace, & Sturgill, 2015; Rall et al., 2010; Yusuf, Wallace, & Hackbart, 2006). Delivery methods may include design-build (DB); design-build-operate-maintain (DBOM); design-build-finance (DBF); or design-build-finance-operate-maintain-concession (DBFOM). Within each, the means of financing, designing, and operating are shifted from the public to the private sector. In a DBOM method of construction delivery, the public organization maintains ownership of the finished product while the private organization is responsible for design, build, and maintenance (Rall et al., 2010). In the park and recreation sector, an example includes the use of a P3 by a community in central Ohio that partnered with a YMCA to operate a facility funded through a city income tax (Club Industry, 2011). The YMCA operates the facility while the city maintains ownership. Another example includes a rural western Kentucky community using a DB model to construct a community spray park maintained as part of their park service (Jordan, Upright, & Gibson, 2015).

Partners may also fulfill different roles. Schaeffer and Loveridge (2002) identified the roles partners may assume in P3s, framed by an understanding of power, resource balance, decision-making, and partnership nature. Four partnership types emerged. *Leader-follower relationship* partnerships often display uneven power distributions and coordinated decision making, but partners did not fully share decision-making. In *action leader-follower*, relations may be found in tax increment funding (TIF) projects. *Full partnerships* often involved long-term relationships with shared decision-making and responsibility for risks and rewards. *Exchange relationships* occur when services or goods are exchanged. For example, a park and recreation organization may contract with another organization to provide programs for its members. *Exchange relationships* often occur in a competitive environment with no shared decision-making. Finally, *joint ventures* exhibit shared decision making in relationships that involve a medium-to-long term time frame. Organizations may use *joint ventures* to develop new products or they may be used to construct facilities (Schaeffer & Loveridge, 2002).

While delivery method and roles vary, Becker and Patterson (2005) suggest balancing a risk/reward structure as being a good practice. However, in recreation and cultural partnerships, unbalanced risk/reward structures occur with the public partner assuming more risk. For instance, sport facility construction P3s are often structured with the public partner assuming low risk, while the private partner accepts a higher risk.

Benefits such as increased efficiency and innovation, cost reduction, quality improvement and potential economic growth (Jordan & Upright, 2016; Gibson et al., 2015; Busler, 2014; Amram & Crawford, 2011; Rall et al., 2010) are often set forth as the impetus behind P3 usage. Challenges also exist when organizations, with different business models, partner. Jordan and Upright (2016) found that a lack of understanding of project time and expectations provide a source of potential frustration. Frustration occurred when private partners did not understand the legalities of public project bidding and management. Babiak and Thibault (2009) found P3s may encounter challenges associated with structure and strategy. Structural challenges included those related to governance, roles, and responsibilities of the partners. These challenges were connected to how formal partners were in developing rules, policies, and procedures associated with the partnership as well as distinguishing decision oversight responsibility among the partners. Strategic challenges stemmed from organization focus, interest, and goal attainment. Issues arose as partners' negotiated competitive or collaborative focus. Additionally, as partnerships continued, strategic challenges occurred as the mission and objectives changed in connection with competing interest and resources allocated toward goals. Other potential challenges associated with P3s include loss of public control and future revenue, concerns of accountability and transparency, and risk of default (Rall et al., 2010).

To overcome challenges, many researchers proposed several recommendations for P3 structure. Successful P3s have committed leaderships and defined visions (Zou, Kumaraswamy, Chung, & Wong, 2014; Dubini, Leone, & Forti, 2012; Weiermair, Peters, & Frehse, 2008; Jacobson & Choi, 2008). They were also fully supported by political and public stakeholders (NCPPP, 2017; Osei-Kyei & Chan, 2015; Jacobson & Choi, 2008). Other important working relationship factors included integration, coordination, collaboration, and willingness to compromise (NCPPP, 2017; Zou, Kumaraswamy, Chung, & Wong, 2014; Dubini et al., 2012; Jacobson & Choi, 2008; Trafford & Proctor, 2006). Successful P3s also have agreements that clearly define roles, responsibilities, and planning and management of project progress (NCPPP, 2017; Jordan & Upright, 2016; Mistrahi, Hutchings, & Shacklock, 2013; Dubini et al., 2012; Jacobson & Choi, 2008; Trafford & Proctor, 2006). The structure created for the partnerships should also include the use of Request for Proposals that clearly define expectations of the project (NCPPP, 2017). Communication within successful P3s is open, candid, and creates transparency (NCPPP, 2017; Jordan & Upright, 2016; Osei-Kyei, & Chan, 2015; Jacobson & Choi, 2008; Weiermair et al., 2008; Trafford & Proctor, 2006). Finally, it is important to select project partners carefully and to base selections on expertise and experience rather than solely relying on the lowest bid (NCPP, 2017; Weiermair et al., 2008).

### Methodology

To understand how a cattle farm was transformed to a community park through partnership, the researcher utilized a qualitative design to examine the processes and decisions related to the use of P3s as part of the property's development. Qualitative research designs are amply suited for projects involving attempts to understand complex issues (Slavin, 2007). Purposely, the researchers employed a case study design. Case studies attempt to examine the case or cases over time employing multiple data sources (Creswell, 2007). Case study research also allows for the influences of different personalities to be seen through the use of multiple sources of information. Potential data sources utilized within case study designs include documents, reports, observations, and interviews (Olson, 1982). The case study design facilitated the investigation of a phenomenon in a real world context (Yin, 2014).

Data sources included key stakeholder interviews, review of documents including meeting minutes, site plans, newspaper reports, and park observations. The selected data sources allowed researchers an opportunity to develop an in-depth understanding of the decision making process associated with the park's development (Patton, 2002). Aforementioned data sources further provided a complete understanding of benefits, challenges, and lessons learned as the park's steering committee sought input in advancing the property's development.

After Institutional Review Board approval, data collection began with document mining and review of literature related to P3s. The next phase of data collection involved reviewing the master plan, meeting notes, park brochure, and newspaper stories of the property's development. Public meeting notes and newspaper articles included five years of material from 2012-2017. Final data collection included semi-structured interviews of key informants. The use of interviews provided the researchers with first-hand knowledge (Bogdan & Biklen, 2003). Interviews also allowed for researchers to derive personal perceptions, meanings or values (Yin, 2014).

Consistency was achieved through utilization of an interview process (Patton, 2002). The researcher interviewed six members of the park steering committee and three representatives from partner organizations. The park steering committee included nine members and was comprised of the mayor, administrator, park superintendent, engineer, community development program representative, city councilperson, two trustees, and a park property manager. Project interviews occurred from January 1 to February 28, 2017.

The semi-structured interview format allowed for follow-up questions or topic clarification (Ehigie & Ehigie, 2005). Interview questions explored how each partner became involved with the project, their role in the projects, their vision for the property, concerns and challenges the experienced as part of the project, and recommendations they have for those considering P3s. The researcher kept detailed interview notes and, with permission, recorded each interview. Upon completion, all interviews were transcribed and checked for accuracy. Using the constant comparative method, the researcher reviewed each interview for emerging themes (Glaser & Strauss, 1967). All themes were supported by a convergence of evidence through the use of multiple data sources (Yin, 2014).

Utilization of a thick description while reporting research findings provides the foundation for qualitative research (Patton, 2002). This description aids in transferability as details thoroughly describe the context surrounding the findings, allowing readers to transfer insights gained to other settings with similar characteristics (Creswell, 2007). Research validity and reliability is addressed via research design, data collection, analysis and discussion of findings as part of a qualitative research study (Merriam, 1998). Thoughtful selection of informants with firsthand knowledge of the phenomenon under investigation contributes to the trustworthiness of findings. The utilization of an evidence chain established a means of checks and balances (Merriam, 1998; Creswell, 2007; Yin 2014).

## **The Case**

The following section provides a description of description of the property and its current development. This section concludes with an overview of partners involved in the project

### *Property and Park Development*

The community received the 265-acre property and accompanying \$2.5 million dollar trust in 2009. Property landscape includes rolling hills, pastures, and 40 acre timber stand. Property structures include the home and several barns. A 420-acre lake borders the property's west side. Seven small ponds and lakes are also on the property. Property access is provided via a state highway with emergency/event overflow access through a neighborhood. In 2017, the trust purchased an adjacent property containing a separate timber stand and home.

Community leaders faced several initial challenges including project funding, partnership identification, and incorporating different community needs/interests into the park. Park planning began with the development of a steering committee. Public input was gathered through a community workshop. A series of newspaper articles announced the upcoming planning workshop. Community members expressed a desire for the development of a passive park with features such as a dog park,

kayak area, walking and multipurpose trails, protected shoreline, wildlife, and native habitat. Initial park plans were announced at an open house approximately three months after the planning workshop. Six months later a final master plan draft was provided to the community (City Leader 1, personal communication, February 1, 2017).

To date, completed park features include (a) entrance and welcome center, butterfly garden, classroom/conference room space, Ray Harm art and rock collection, and an artist-in-residence; (b) one mile soft hiking trails, (c) 1.5 miles of multipurpose hard surface trails (d) accessible canoe and kayak launch; (e) event barn; (f) 18-hole championship and 9-hole recreation disc golf course; (g) maintenance facility; (h) community garden; and (i) 600 plant blueberry garden. Funding for the multipurpose trail was provided by a two-phase \$200,000 Recreational Trail Grant. Future park features include completion of the multipurpose hard surface trail, playground with adjacent dog park, and extension office (City Leader 1, personal communication, February 1, 2017; City Leader 5, January 30, 2017; Lose & Associates, 2014). Some phase two features will be funded through revenue generated by a restaurant tax administered by the city.

### *Partners*

The **City** uses a mayor-council form of government including 13 city departments. The 2016-2017 fiscal year general fund budget exceeds \$18.5 million (City Leader 1, personal communication, February 1, 2017). The Parks & Cemeteries Department oversees the operation of five parks, containing 700 acres of land, lakefront and cemeteries with full time and season employees.

The **Trust** was established by a family to ensure their vision of converting a family farm into a park. Guiding principles for the property's development include sustainability, stewardship, conservation, the development of educational opportunities, promotion of partnerships, incorporating the arts, and providing a community gathering spot (Partner 3, personal communication, February 18, 2017).

The **Bank** is a community bank. Each branch works within the community to meet both banking and basic community needs through BUZZ programs. BUZZ took the form of a community garden that provides food for Breaking Bread Ministries and other area food banks (Partner 2, personal communication, February 10, 2017). In the summer of 2016, this number grew to over 10,000. All bank employees donate their time to assist with the community garden project.

The **Cooperative Extension** is part of the University of Kentucky and Kentucky State University off campus systems. Outgrowing their existing facility the partnership naturally evolved in which the new extension offices would be developed on an 8.99 acre parcel of leased property that fronts the left side of the park's property. The cooperative extension will develop the park's entrance, addition of parking, a pavilion, and future office building. They also coordinate use of the pavilion for events. The estimated cost of the completed project is approximately \$4 million. The partnership provides a natural fit between cooperative extension needs and programming areas and the trust's guiding principles (Partner 1, personal communication, January, 26, 2017).

### **Findings**

Key informants provided their perspectives of the park's development and the use of P3s. The section contains the themes found during the investigation

### *Benefits*

Benefits described by those participating in the investigation were *resources* and *economic*. Funding was one potential project resource (City Leader 1, personal communication February 1, 2017). Human resources related benefits were also highlighted. Emphasis was placed on the expertise that partners

brought to the project. Two informants suggested “more heads” lead to a better project outcome (Partner 3, personal communication February 18, City Leader 3, personal communication February 3, 2017). For instance, one partner stated, “I really think more heads, more wisdom comes in a group. You can’t know land, water, wildlife and all the issues in the development of a park that brings people back to nature without partnering with people that this is their focus” (Partner 3, personal communication, February 18, 2017). Another stakeholder shared the more people involved in a project usually generates a better outcome (City Leader 3, personal communication, February 3, 2017).

Economic benefits derived from the partnership were also highlighted (City Leader 3, personal communication, February 3, 2017; City Leader 1, personal communication, February 1, 2017; Partner 1, personal communication January 26, 2017; Partner 2, personal communication February 18, 2017). Economic benefits stemmed from increased opportunities to hold conferences and trainings, stemming from the extensions office’s new facility (Partner 1, personal communication January 26, 2017). Economic benefits tied to park connectivity in relationship to other parks and the community at-large. Informants tied connectivity directly to quality of life aspects that play an important role in attracting new industry (City leader 3, personal communication, February 3, 2017; City Leader 1, personal communication, February 1, 2017). A stakeholder (Partner 3, personal communication, February 18, 2017) explained the economic benefit of the partnership as a bi-product of taking care of and providing for the people that live in the community, suggesting taking care of residents’ means that others would want to come live and work in the area. The economic benefit of the park was also stated as an opportunity to provide events, attractions, and programming to keep certain demographics from leaving the community (City Leader 3, personal communication February 3, 2017).

Additionally, the opportunity for new small business growth exists as the park develops and the planning committee addressed aspects of equipment rental, potential retail opportunities, and ways to expand recreational programming within the park department (Partner 1, personal communication January 26, 2017; City Leader 3, personal communication, February 3, 2017; City Leader 1, personal communication, February 1, 2017). Finally, economic benefits connected to potential tourism dollars allowed for disc golf tournaments, festivals, art, nature, and conservation-related features brought individuals to the community (Partner 3, personal communication February 18, 2017; City Leader 3, personal communication February 3, 2017; City Leader 1, personal communication February 1, 2017).

### *Challenges*

A stakeholder (City Leader 3, February 3, 2017) described challenges associated with the partnership as “the nature of P3s especially one with several moving parts such as the city, trust, and public expectations.” Additionally, the stakeholder elaborated that “some of the challenges included competing views, opinions, and egos”. Overall, challenges associated with this project included *communication, understanding, and funding*.

Stakeholders believed *communication* could have been better (City Leader 1, personal communication February 1, 2017; Partner 3, personal communication February 18, 2017; City Leader 2, personal communication February 3, 2017; City Leader 4, personal communication January 23, 2017). The planning committee used meetings as a primary form of communication. Initially, members believed the committee met with the appropriate frequency. However, as differences surfaced, committee members became wary of meetings. As a result, fewer meetings occurred. It became easier to make the decisions without all members present and with just keeping an eye on things (City Leader 3, February 3, 2017).

A second challenge, *understanding*, took two forms. The first related to time needed to complete the project; “it will take longer than expected” (City Leader 1, personal communication February 1, 2017;

Partner 3, personal communication February 18, 2017). Another stakeholder related *understanding* to external partner perceptions suggesting that “external partners did not understand how long the process would take from conceptualization to being open to the public” (City Leader 1, personal communication February 1, 2017). Another suggested the public did not understand why the park was not fully completed (Partner 3, personal communication February 18, 2017) or more features were not finished when it opened to the public (City Leader 4, personal communication January 23, 2017). Another challenge associated with understanding related to *vision*. Stakeholders believed that at times the committee did not agree on the vision for the property’s development (City Leader 1, personal communication February 1, 2017; Partner 3, personal communication February 18, 2017; City Leader 4, personal communication January 23, 2017). Not having a shared vision leads to potential “us” versus “them” feelings among committee members as project decisions were made (City Leader 4, personal communication January 23, 2017).

Stakeholders also reported *funding* challenges (City Leader 1, personal communication February 1, 2017; City Leader 3, personal communication February 3, 2017; City Leader 4, personal communication January 23, 2017; City Leader 2, personal communication February 3, 2017; Partner 3, personal communication February 18, 2017). These challenges related to an appreciation for trust funds and perceived expectations regarding the timing of trust spending during the project (City Leader 3, personal communication February 3, 2017; Partner 3, personal communication February 18, 2017). The dilemma occurred as the city needed assistance with funding during initial development yet wanted to maintain the sustainability of the park while finding the correct balance of trust spending (City Leader 3, personal communication February 3, 2017). Others perceived this challenge as a desire to “just spend the trust money and get on with it (Partner 3, personal communication February 18, 2017). Another stakeholder suggested that a clearly delineated funding mechanism would have been beneficial as the project moved forward (City Leader 4, personal communication January 23, 2017). This challenge is best summarized by a stakeholder’s desire to define funding sources and funding responsibilities for entities involved in the project (City Leader 2, personal communication February 3, 2017).

### *Lessons Learned*

Collectively stakeholders shared several lessons learned throughout their planning and initial development of the property. Key lessons included the importance of *communication, planning, and understanding funding sources*.

Stakeholders felt *communication* is an important aspect of the partnership (City Leader 3, personal communication, February 3, 2017; City Leader 2, personal communication February 3, 2017; Partner 3, personal communication, February 18, 2017; City Leader 4, personal communication, January 23, 2017). Participants also felt communication should include internal and external groups (City Leader 3, personal communication, February 3, 2017). Additionally, they suggested that it was important to “keep talking and keep telling your story” (Partner 3, personal communication, February 18, 2017). Communication also plays a role in the development agreement on a shared vision (City Leader 4, personal communication, January 23, 2017) and relationship development (City Leader 3, personal communication, February 3, 2017). Communication is also vital as community leadership or partner personnel change (Partner 3, personal communication, February 18, 2017).

*Planning* was also deemed critical to the partnership. Planning should include coordinating both the property’s development and partnership roles (City Leader 1, personal communication, February 2, 2017; City Leader 3, personal communication, February 3, 2017; City Leader 2, personal communication, February 3, 2017). In terms of defining roles and responsibilities committee members felt it was important to spend time clearly defining roles, responsibility and authority for project components and property maintenance (City Leader 1, personal communication, February 2, 2017; City Leader 3, personal communication, February 3, 2017; City Leader 2, personal communication,

February 3, 2017). Project stakeholders noted that when this does not occur different partners may assume more responsibility or be given great latitude in decision-making processes (City Leader 1, personal communication, February 2, 2017; City Leader 3, personal communication, February 3, 2017). Clearly establishing roles and responsibilities in relationship to funding, project authority, and responsibility may help resolve potential relationship and planning issues (City Leader 1, personal communication, February 2, 2017; City Leader 3, personal communication, February 3, 2017).

The focus on planning should also include time spent developing a master plan for the property (City Leader 1, personal communication, February 2, 2017; City Leader 3, personal communication, February 3, 2017; City Leader 4, personal communication, January 23, 2017; City Leader 2, personal communication, February 3, 2017). This plan should have a firm foundation (City Leader 3, personal communication, February 3, 2017) yet is a dynamic and flexible document (City Leader 3, personal communication, February 3, 2017; City Leader 2, personal communication February 3, 2017). Two additional points related to master plan development involve staying true to the vision of the plan if time was spent establishing a sound foundation (City Leader 3, personal communication, February 3, 2017). This idea was also expressed as following through on the plans developed by park planning and design consultants to transform the committee's vision into a reality (City Leader 1, personal communication, February 1, 2017). A second stakeholder suggested that it is a good idea to let the property's topography and existing infrastructure help guide the park's design and layout (City Leader 1, personal communication, February 1, 2017). The stakeholders noted this might lower costs as existing infrastructure is utilized versus relocated. A final planning point included understanding the project will be more time intensive than one may assume (City Leader 1, personal communication February 1, 2017; City Leader 4, personal communication January 23, 2017; City Leader 3, personal communication February 3, 2017).

P3 stakeholders also shared the importance of *understanding funding sources* (City Leader 1, personal communication, February 1, 2017; City Leader 2, personal communication, February 3, 2017; City Leader 3, personal communication February 3, 2017; City Leader 4, personal communication, January 23, 2017). This involved understanding the project will probably cost more than originally anticipated (City Leader 3, personal communication, February 3, 2017). Understanding funding sources also involved identifying funding roles, responsibility, and authority within the partnership (City Leader 2, personal communication, February 3, 2017). Finally, project funding should be clearly identified through partner contributions, grants, or other external sources (City Leader 1, personal communication, February 1, 2017; City Leader 2, personal communication, February 3, 2017; City Leader 3, personal communication February 3, 2017; City Leader 4, personal communication, January 23, 2017).

## Discussion

The use of P3s has grown to include projects that enhance quality of life. Case study themes confirmed many of the suggested challenges and strategies for successful P3s. Proposed benefits of P3s included increased efficiency, improved innovation and quality, economic growth, and improved quality (Jordan & Upright, 2016, Gibson et al., 2015; Busler, 2014; Amram & Crawford, 2011; Rall et al., 2010). Both public and private partners' shared potential benefits of this community's use of P3s to develop the property. Economic benefits included improved quality of place, potential small business expansion, greater community connectivity, and the provision of services to attract the millennial generation (City Leader 1, personal communication, February 1, 2017; City Leader 3, personal communication, February 3, 2017, Partner 3, personal communication, February 18, 2017). Project innovation and quality improvement stemmed from the development of an enhanced final product (City Leader 3, personal communication, February 3, 2017; City Leader 1, personal communication February 1, 2017). Improved quality also included increased efficiency in park feature layout and infrastructure planning as partners shared their expertise.

Challenges arose, such as frustration with understanding roles and responsibility, transparency, accountability, and interpreting project revenue streams (Jordan & Upright, 2016; Gibson et al., 2015; Busler, 2014; Amram & Crawford, 2011; Rall et al., 2010). These challenges confirm findings of Rall et al. (2010) that those using P3s may have difficulties with project accountability and transparency. Additionally, projects may experience funding accusation challenges. Frustrations shared by partners associated with partner roles and responsibilities experienced in this project also confirm findings of Jordan and Upright (2016). Challenges highlight the importance of a project agreement clearly establishing partner roles and responsibilities (NCPMP 2017; Jordan & Upright 2016; Mistraili et al., 2013). Challenges experienced further underscore the importance of open communication (NCPMP, 2017; Jordan, & Upright 2016; Osei-Kyei & Chan, 2015).

### **Practical Implications**

Lessons learned have important implications for practitioners. First, communication plays an important role in partnerships. P3 stakeholders emphasized the importance of open, honest, and candid communication. The case highlights the fact that communication should not drop off as partners encounter challenges. Ultimately, communication develops and strengthens the relationships of the partners involved in the project. Additionally, communication aids in clearly establishing roles and responsibilities for each partner. P3 stakeholders agreed that time spent developing relationships and understanding roles and responsibilities was ultimately vital to the project success (City Leader 1, personal communication, February 1, 2017; City Leader 2 personal communication, February 3, 2017). Failure to do the work in these areas facilitates frustration and misunderstanding. The end result of an open dialogue among partners could include a formal agreement outlining established roles and responsibilities (NCPMP, 2017). Finally, the case highlights the importance of communication with external stakeholders to gather ideas for park development and establish reasonable expectations for project completion (Partner 3, personal communication, February 18, 2017; City Leader 3, personal communication February 3, 2017; City Leader 4, personal communication January 23, 2017).

Lessons learned also underscore the importance of understanding revenue streams for the project (Leader 1, February 1, 2017, City Leader 3, personal communication February 3, 2017; Partner 3, February 18, 2017). Stakeholders suggested it is beneficial to develop open and honest communication related to project funding with clear expectations for each partner. Funding strategies included obtaining grants for different features associated with the park's development and involved utilization of a trust established to benefit the community. P3 stakeholders shared challenges associated with a failure to fully plan and understand how trust dollars would be used to develop and help maintain the park. It is important to spend time clearly delineating needs for trust funds, designated for each aspect of the project's development, would have benefited this project. This aspect could include communication between parties as the trust is developed and communication with the park steering committee members as the project develops. Most importantly, with modifications to the steering committee, time spent explaining potential project revenue streams along with partner responsibilities are important.

Finally, the case study provides several implications for project planning. Points emphasized within the planning process include spending time to build a solid foundation for the park's master plan. In addition to developing a master plan, it is important that there is a degree of flexibility while still maintaining the established tenets and vision. Flexibility allows for project feature development using grant funds. Related to master planning, stakeholders suggested it being important to understand property topography and existing infrastructure. This insight could help reduce project costs while infrastructure expansion could align with existing groundwork and topography characteristics. Communication plays a role in the planning process. To facilitate effective communication, all stakeholders should have representation at the planning table. The benefits of adequate representation are two-fold. First, project expenses are reduced as plans are not continually in a cycle of

development and revision because partners were omitted. Secondly, proper representation allows for individuals to share their expertise capitalizing on each partner's strengths.

### Limitations and Recommendations for Future Research

The case study is limited by its focus on a single project utilizing P3s to develop a public park. Though findings were confirmed by a convergence of evidence, the unique characteristics of the community and the project limit the transferability of the lessons learned. Use of semi-structured interviews allowed for in-depth topic exploration, but is limited by the participant's comfort with the interview process and question content. Additionally, participants may limit their response due to their leadership position within the community or steering committee.

Future investigations could continue following the property's development through its completion allowing researchers to see how changes in leadership impact the partnership. Future investigations may also seek to understand how partners manage conflict within the partnerships. Finally, future research may investigate the impact of different leadership styles on P3 development and effectiveness.

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**(Peer Reviewed Article)****A Case of Racial Tasking and Prejudice: Analyses of Race, Playing Position, Rate of Injuries, and Salaries in NFL***Ashleigh Woods, Morehead State University**Steve Shih-Chia Chen, Morehead State University**Chao-yen Chen,, Kaohsiung Medical University, Taiwan**Eric Street, Midway University***Abstract**

The recent racial tension in our society continues to remind the public about prejudice, discrimination, and stereotypes that have occurred or have been hidden in North American professional sports. This study reexamined the phenomena of racial tasking in the National Football League (NFL). Through the analyses of playing roster, injury reports, and salary compensation data, it was obvious that Black players were more likely to play in defensive tackle position that would experience a higher number of injuries with a lower average salary. A high-paid and less prone to injury position, such as quarterback, was predominantly held by white players. Although we cannot conclude the exact cause of this perplex phenomenon, the authors assumed that the phenomena of racial tasking is still prevalent and evident in the NFL, and a black players more likely to be placed in a more dangerous, less compensated and glorified position. To correct this issue, the authors believe that entry level football coaches should play athletes in various positions on the field without stereotyping certain races of athletes are faster and more powerful.

**Keywords:** racial tasking, stacking, football, racial inequality

**Introduction***Racial Discrimination and Prejudice in Sports*

The recent “Black Lives Matter” movement continuously reminds the public about the existing racial tension that is heavily embedded yet severely under-recognized in the American society. Racial prejudice, discrimination, and stereotypes continue to be hard pressing issues in North American professional sports. These issues may exist in areas such as an athlete’s sport participation experience and opportunity, career advancement, fair compensation, safety, and media image and exposure (Bonacich, 1972; Brown, 201; Bush, Richer, Shaw, & Smith, 2005; Edwards, Bocarro, & Kanters, 2013; Eitzen & Furst, 1989; Fountain, Finley, & Finley, 2009; Hoberman, 1997; Sack, Singh, & Thiel, 2005; Singer, Harrison, & Bukstein, 2010; Smith & Leonard, 1997; Weeden, 2002). Sport heroes such as Jim Thrope, Jackie Robinson, and Wilma Rudolph all used their athleticism, performance, and courage to prove that racial minorities can be as successful as any other predominant racial group.

African-American (Black) and other minority athletes have come a long way fighting the discriminations and inequality since the late 19th Century (Adair, 2011). Those minority athletes have experienced unfair treatments by enduring physical and verbal abuses, playing in a segregated league, and accepting lower salaries than those of white athletes. Despite the participation rates of minority athletes have increased in many sports, there are still numerous controversial facts mixed with inaccurate assumptions that implicate the existence of racial discrimination and prejudice (other than underrepresentation of minorities in certain sports). An example of racial discrimination and prejudice that might be seen in sports is the lack of talented and qualified minority athletes being hired as

coaching staff or sport administrators (Singer et al., 2010). Some argued that minority players are more likely to get foul calls or violations of rules, since they have been targeted (Price, & Wolfers, 2011; Schwarz, 2007; Simons, 2003). News reports often exaggerate that black athletes are violent and often engage in deviant and reckless acts (Cunningham, 2009; Fountain et al, 2009; Hughes & Coakley, 1991; Stark, Kent, & Finke, 1987; Woods, 2004). Furthermore, scholars even criticized that black football players at both collegiate and professional level were compared to slaves due to the ill-treatment and abuse on the field, exploitation of their educational opportunity, and under-compensation for their work contribution (Brown, 2014; Rhoden, 2007).

### *Concepts of Racial Tasking and Stacking*

As sports become an essential part of our cultural lives in America, racial minorities (African-American, Native American, and Latino) immigrants have worked hard to earn the opportunity and respect by showing they can fit into the American sport culture. Although these minorities have shown they can fit into the American sport culture, there are still numerous social factors that may affect their participation. Those factors include: (1) support from family and others, (2) the potential threat of facing deportation while engaging in sports, (3) the number of generations that have resided in the newly emigrated country, (4) delivery of varieties and structure of sports, (5) current socioeconomic status, and (6) inclusiveness of the programs (Coakley, 2015; Edwards et al., 2013). As minority and immigrant athletes are participating in a high level of competitive sports, different forms of discriminations and prejudices gradually surface. The most prevalent concerns of racial prejudice, discrimination, and stereotypes in sports are associated with delivery of sports and socioeconomic status of participants (Coakley, 2015; Sage & Eitzen, 2013). People who come from an underprivileged living environment usually do not have dispensable time and income to enjoy sports as a leisure activity (Cunningham, 2015). Many individual or team sports may require participatory fees to cover equipment and uniform, facility rental, administrative cost, and traveling expenses. School systems may stop offering extracurricular sport activities due to the decrease of public funding. For these reasons, participants with low socioeconomic status will not have the luxury to enjoy golf, tennis, bowling, skating, and swimming regularly, since these activities are considered more expensive to play. When individuals are chosen and play for a team, their playing opportunity and position often are managed by the team coaches and other administrators. Therefore, the subjective coaching practices and beliefs of the coaching staff may affect how a minority player is treated and coached on the team. What audiences have seen on the court or televised games are the results of coaching decisions that are designed and implemented by coaches or administrators.

According to the *social closure theory*, it implies that decision makers (such as coaches) may intentionally discriminate against athletes of color by reserving high-status jobs for whites (Bonacich, 1972; Weeden, 2002). While applying this concept in sports, it means biased coaches or administrators may reserve roles and positions such as team captain, quarterback, pitchers, catchers, and libero for white athletes. In professional sports, these key roles and playing positions can also translate into greater social prestige, recognition, and salary compensation. Thus, when this philosophy is actually practiced, issues such as *stacking* and *racial tasking* have been initiated (Johnson, & Johnson, 1995).

Historically, the phenomenon of racial tasking and stacking have been well documented in football, basketball, volleyball, and baseball (Bell, 1973; Bopp & Sagas, 2012; Leonard, 1987). Sport fans may also easily observe the phenomenon of underrepresentation of minorities in many sports. Examples may include swimming, tennis, volleyball, and baseball (Eitzen & Furst, 1989; Leonard, 1987). If minority athletes do get to play football, they are likely to be wide receivers, running backs, linemen, and safeties (Bell, 1973). In women's volleyball, black players are concentrated in hitter positions (Eitzen & Furst, 1989). Baseball outfielders are often filled by minority athletes, because they are well-known for their speed.

As coaches and administrators consciously manage the team based on the *racial tasking* principle, the unintended consequences can be two-fold. First, the excessive influx of minority athletes within certain positions will create an extreme level of competition and limit the playing opportunity for certain races. Secondly, when there is an underrepresentation of minorities in a particular sport or position, it may hamper the interest and desire of newly arriving players to continuously play the sport (Cunningham, 2015). According to Smith and Leonard (1997), the practice of racial tasking behavior is an exemplification of social isolation, marginalization and the systematic discrimination against black athletes on and off playing fields. Furthermore, there are even stereotypes and misconceptions that exist to rationalize or justify the racial tasking practice. For example, black quarterbacks are less favorable passers due to their less competent mental ability and greater rushing skill (Footballqscore, 2017; Hawkins, 2002). Black people's physique was not built for swimming (Johnson, 2006). Black people are naturally more athletic than other races, etc.

### *Research Questions and Purpose of Study*

To address the racial discrimination issue in a today's popular professional sport (football), the authors attempted to test whether the phenomena of racial tasking is prevalent and evident in the National Football League (NFL). Are black players more likely to be placed in a more dangerous, less compensated and glorified position? Upon this question, the researchers analyzed the data such as racial distribution of different major positions and injury reports released by the NFL specifically in 2016 season. In addition, we further compared the salary and injury status of two specific positions, quarterback and defensive tackle; since these two positions are highly susceptible for the existence of the *stacking* phenomenon. The researchers hypothesized that certain positions in football are highly saturated with minority players, and these positions often are lower paid and are more likely to get injured.

### **Methodology**

To make two specific case analyses for this project the researchers collected official information from the NFL databases and several online news articles and reports. Two primary used search engines were Google Scholars and Ask.com. The reference sources are searched by entering key words such as, NFL, players' salaries, number of injuries, missed games due to injuries, racial/ethnic distribution, and playing positions. The initial online searching process was performed in April 2016, and a couple of subsequent searches were conducted in September of 2016. The collected data focused only on the season of 2016.

In summary, the collected information was analyzed and presented in three ways:

- (1) Break down of racial distribution in various positions (Table 2),
- (2) Comparison of number and rate of injury based on two groups of positions (offense and defense) and races (black and white) (see Table 3), and
- (3) Specific comparison of injury and salary on two purposefully selected positions, quarterbacks and defensive tackles (see Table 4).

To make the data more manageable, the researchers extracted needed information from the following eight webpages.

*Table 1. List of Retrieved Webpages for Data Analyses*

Author and Year	Title	URL Address
Powell-Morse (2014)	The unofficial 2014 NFL player census.	<a href="https://www.besttickets.com/blog/nfl-player-census-2014/">https://www.besttickets.com/blog/nfl-player-census-2014/</a>
Binney (2015a)	NFL injuries Part I: Overall view.	<a href="http://www.footballoutsiders.com/stat-analysis/2015/nfl-injuries-part-i-overall-view">http://www.footballoutsiders.com/stat-analysis/2015/nfl-injuries-part-i-overall-view</a>

Binney (2015b)	NFL injuries Part IV: Variation by position.	<a href="http://www.footballoutsiders.com/stat-analysis/2015/nfl-injuries-part-iv-variation-position">http://www.footballoutsiders.com/stat-analysis/2015/nfl-injuries-part-iv-variation-position</a>
Domb (n.d.)	The most common injuries in the NFL.	<a href="http://www.benjamindombmd.com/most-common-injuries-nfl.html">http://www.benjamindombmd.com/most-common-injuries-nfl.html</a>
Legum (2015)	Two weeks into the season, 15 percent of football players have suffered an injury.	<a href="http://thinkprogress.org/sports/2015/09/21/3703665/the-human-toll-of-2-weeks-of-nfl-football/">http://thinkprogress.org/sports/2015/09/21/3703665/the-human-toll-of-2-weeks-of-nfl-football/</a>
Kirk (2010)	Which NFL position groups suffer the most injuries?	<a href="http://www.thefalcoholic.com/2010/7/7/1467728/which-nfl-position-groups-suffer">http://www.thefalcoholic.com/2010/7/7/1467728/which-nfl-position-groups-suffer</a>
Person & Off (2017)	Observer analysis: NFL must do more to protect receivers, defensive backs from concussions	<a href="http://www.charlotteobserver.com/sports/nfl/carolina-panthers/article129364244.html">http://www.charlotteobserver.com/sports/nfl/carolina-panthers/article129364244.html</a>
Gesicki (2015)	Most common NFL injuries	<a href="http://blog.muellersportsmed.com/most-common-national-football-league-injuries-infographic">http://blog.muellersportsmed.com/most-common-national-football-league-injuries-infographic</a>

## Results

### *A brief review in playing positions and injuries in football*

The researchers broke down the ethnicity of 1,591 observed players among 14 different playing positions. Nine of the fourteen positions are dominated by a specific ethnic group with a rate of greater than 75% of total number within that position. Literally speaking, three key offensive positions, Center (C) (78%), Quarterback (QB) (78%), and Punter (P) (97%), are mostly played by whites. Black athletes fill in another two major offensive positions, Running back (RB) (90%) and Wide receiver (WR) (88%). On the defensive end, there are four key positions dominated by black players. They are Cornerback (CB) (100%), Defensive tackle (DT) (82%), Linebacker (LB) (77%), and Safety (S) (89%).

*Table 2. Break Down of Different Positions Based on Ethnicities*

Position	Total Number	Number of Whites	Number of Blacks	Number of Hispanics	Number of Asians
Center (C)	51	40 (78%)	8 (16%)	2 (4%)	1 (2%)
Cornerback (CB)	170	0 (0%)	170 (100%)	0 (0%)	0 (0%)
Defensive end (DE)	137	18 (13%)	117 (85%)	0 (0%)	2 (1%)
Defensive tackle (DT)	97	8 (8%)	80 (82%)	2 (2%)	7 (7%)
Full back (FB)	24	11 (46%)	12 (50%)	1 (4%)	0 (0%)
Quarterback (QB)	83	65 (78%)	14 (17%)	4 (5%)	0 (0%)
Running back (RB)	119	8 (7%)	107 (90%)	1 (1%)	3 (3%)
Wide receiver (WR)	180	17 (9%)	159 (88%)	3 (2%)	1 (1%)
Tight end (TE)	101	54 (53%)	42 (42%)	3 (3%)	2 (2%)
Left and right guard (LRG)	103	48 (47%)	48 (47%)	2 (2%)	5 (5%)
Left and right tackle (LRT)	124	51 (41%)	73 (59%)	0 (0%)	0 (0%)
Linebacker (LB)	234	49 (21%)	180 (77%)	0 (0%)	5 (2%)
Safety (S)	136	12 (9%)	121 (89%)	1 (1%)	2 (1%)
Punter (P)	32	31 (97%)	1 (3%)	0 (0%)	0 (0%)
Overall Total	1591	412 (26%)	1132 (71%)	19 (1%)	28 (2%)

Football indeed is a dangerous sport. In general, ligament sprains are the most common type of injuries and the knee is the most common injured area (National Collegiate Athletics Association,

2009). Other common severe injuries include: concussion (head/face), neck injuries, upper limbs, torso and pelvis, lower limb. Additional life-threatening injuries may include heart issues, heat illnesses, and spinal cord injuries (NCAA, 2009). During the 2013-2014 NFL season, there were more than 1,300 injuries including 87 concussions (Legum, 2015). After two weeks into the 2015 season, there were 380 cases of reported injuries indicating at least 15% of active roster players got hurt in the early season (Legum, 2015).

#### *Injury analysis according to playing positions and players' ethnicity*

When the average numbers of injured players per season were further analyzed based on playing positions and ethnicity, the results seemed to conclude that black players showed a greater percentage of being injured based on data provided by Binney (2015a & b), Kirk (2010), and Powell-Morse (2014). For examples (see Table 2), the researchers projected 605 observed black players played in five positions (DE, LB, RB, WR, and TE) and found 114 got hurt in the season (representing an injured rate of 18.8%). There were far less observed white players who played in those same positions ( $n = 146$ ), and only 26 got hurt (yielded a rate of 17.8%). As for the quarterback and offense linemen positions (LRT, LRG, and C), there were clearly more white players than those of black (204 vs. 143). However, the total number of injured black players who played in those positions were almost as high as those of white (42 vs. 45). This meant that black players yielded a higher rate of injury than their white counterparts (29.4% vs. 22.1%).

*Table 3. Comparison of Number and Rate of Injury Based on Positions and Races*

Positions and Categories	Total # of Black Players vs. # of Black Players Got Hurt	Rate of Injury	Total # of White Players vs. # of White Players Got Hurt	Rate of Injury
DE, LB, RB, WR, and TE	605:114	18.8%	146:26	17.8%
QB, LRT, LRG, and C	143:42	29.4%	204:45	22.1%

#### *A detailed comparison within two specific positions, QB and DT*

In this section, the researchers purposefully selected two playing positions, quarterback and defensive tackle to examine the players' salary and length of the injury suffered during the season. Each position is dominated by one of the racial groups. We further compared how the observed two variables were different based on the players' racial background in each position. Quarterback (QB) is considered as the most important and glorified position on the football field (Brooks, 2015; Spiewak, 2017). A team's success is highly credited to its QBs' performance. He is often protected by a group of linemen, like the King of a chess match, thus his chance of getting hurt is far less than other positions. According to the 2016 starting QB roster, QB position is significantly dominated by white players (78%). On the contrary, the defensive tackle (DT), a position that often does the *dirty* work and receives limited media recognition, are more likely be filled by black players (82%) (Mann-Whitney U test,  $p < .01$ ). When the racial factor is considered within a position, white QBs' average annual salary (\$5.7M) is twice as much as the black QBs' figure (\$2.8M). Although, white DTs' average annual salary (\$3.1M) is lower than the black DTs' figure (\$4.5M), the gap of this difference is far smaller than the one that is existed between the white and black QBs. While looking at the salary figure in a position dominated by white players, white QBs earned twice (204%) as much as the black QBs on average. However, in a position that filled with more black players, black DTs' salary figure is just 1.45 times of white DTs.

As for the injury, on an average, DTs significantly missed more playing time than QBs did (3.78 weeks vs. 1.31 weeks,  $p < .05$ ). While combining both positions, in general black players missed more

playing time than their white counterparts; however, that difference has not reached statistically significant (3.67 weeks vs. 1.73 weeks).

*Table 4. Comparisons of Salary and Days of Injury of Quarterbacks and Defensive Tackles*

Category	Race	Salary	Missed Days due to Injuries
Quarterback	26 White (81%) 6 Black (19%)	\$5146610 (average) \$15500000 (Maximum) \$435000 (Minimum)	*1.31 weeks (off work) *Range: 0-12 weeks *None was out for the entire season
Defensive Tackle	11 White (34%) 21 Black (66%)	\$4015154 (average) \$9000000 (Maximum) \$510000 (Minimum)	*3.78 weeks (off work) *Range: 0-17 weeks *5 were out for the entire season

## Discussion and Conclusions

After examining the collected data and statistics presented by the league, it is difficult to deny that black players who play in defensive tackle position have experienced a higher number of injuries with a lower average salary than the position of quarterback that was held predominantly by white players. This evidence tends to suggest that black players are more likely to play in a more dangerous, but undercompensated position (mainly in defensive roles and certain areas of offensive positions). This pattern also appeared in the college football as well (23; Souryal, n.d.). Black players may play positions such as WR and RB in offense, but these positions are also likely to get hit hard by the defenders, thus there is an increased chance of getting hurt. The intriguing question is whether there is a discriminatory practice adopted by the franchise administrators and coaches to cause this phenomenon. Or perhaps, the discrepancies between the salaries and injury occurrences among different positions are just the reflection of the nature of different playing position. It is not different that certain jobs are simply paying more than the others. Is there really an economic discrimination based on players' ethnicity in professional football? Which factor is the primary cause of the salary discrepancy, color (players' ethnicity) or performance? The researchers wonder why blacks, which make up 71% of NFL players, are gravitated toward certain positions, such as wide receiver, running back, and defensive tackle and linemen. Black players certainly would understand how difficult for them to make it to the top level, if they can only compete for very limited spots and positions. Naturally, it would not be their best interest to choose a position where there are very limited spots. Furthermore, there are far less black players who hold the key leadership position (i.e., being a quarterback) on the field. It may be easy for the public to understand that wide receiver, running back, and defensive safety are positions that demand great speed, explosiveness, and agility. These positions are filled by black athletes just like any of the short-distance track and field events. There are not many concerns about stacking and racial task in the event of sprinting events. If this argument holds the ground, does this mean racial tasking and stacking are not an issue at all in football? Or indeed, it is an old problem that continues to prolong without a solution to be solved (Bell, 1973; Bopp & Sagars, 2012; Hawkins, 2002)? As the number of injuries and concerns for concussion are growing at an alarming rate, it is only ethical and logical to find means and rules to protect receivers and defensive backs, roles that are mainly played by black players (Person & Off, 2017).

To examine the existence of discriminatory practice in sports, we may need to go all the way to the youth level to understand how teams and players are selected and coached. When players get the chance to be recruited at the next or higher level, do they all get the equal opportunity to be evaluated? Are they all being evaluated under the same standards? Does a coach ask about position preference when a black athlete begins to play football? Will the coach encourage him to test all different positions and find out which one is the most appropriate based on his talent and skill?

## Applications in Sport

Hawkins (2002) stated the increase of black players in key role position (i.e., quarterback) in football is not related to social progress about the demand of requiring quarterbacks to be stronger and faster. If black players really possess great natural athletic abilities such as speed, power, and strength, shouldn't they deserve a shot to play the quarterback position and find out how successful they can be in that position? Why would any questions or speculation surround Vince Young's (former University of Texas and Tennessee Titans star player) intelligence and leadership for being a good quarterback (Florio, 2017; Jones, 2006)? Black quarterbacks who had reported a low Wonderlic test (a short form test of cognitive ability used in education, business, and military) score would be ridiculed and criticized for lacking the quality and intelligence to be a floor leader in the quarterback role (Vince Young's score is 16 and the average acceptable score is 20) (Footballiqscore.com, 2017). From the educational standpoint, when sport coaches simply plug a black athlete to certain positions based on the stereotypical assumptions of one racial group's natural ability and past success, they indeed are robbing the athlete's opportunity of growth and diverse learning experience. The researchers speculate this type of blunt mistake is the demonstration of "unintentional" racial tasking practice and the cause of stacking phenomenon at the elite and competitive professional sports. We would propose a future research project to study how pee-wee or junior high football coaches select athletes for certain positions. Finally, the basic fundamentals that football coaches of all levels should execute is to actively ensure the safety of players first and avoid the mistakes of racial tasking assumption and practice.

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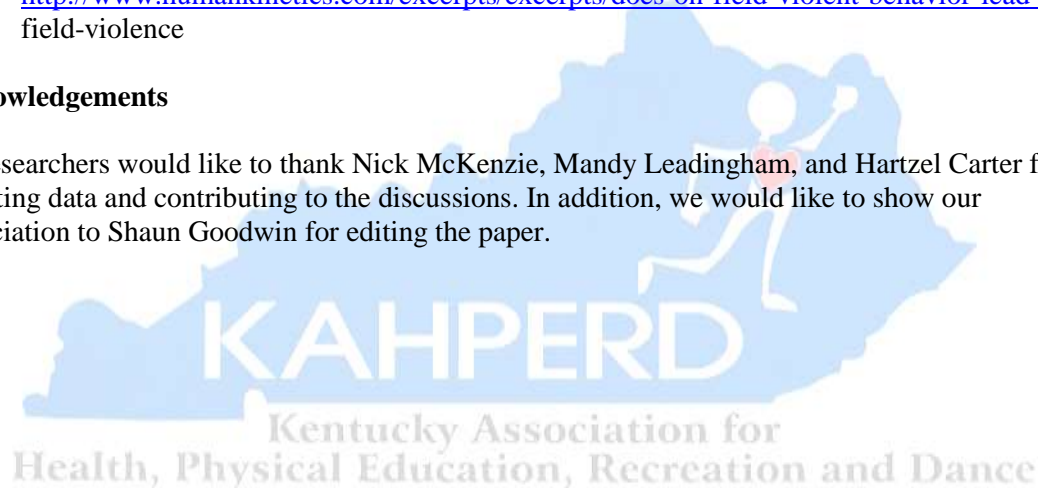
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**(Peer Reviewed Abstract)****Development of a Culinary Nutrition Program for College Students**

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**Abstract**

Programs that encompass both nutrition instruction and cooking in a hands-on format have been effective in improving cooking and eating behaviors, attitudes and self-efficacy of college students. An elective college course that includes 15 weekly instructional sessions and requires weekly home practice may become an effective interactive program. A Culinary Nutrition Program for college students was developed using a conceptual framework of healthy cooking with the following constructs: frequency (cooking frequency), techniques/methods (avoid deep frying foods, use low-fat cooking methodology, accurately measure ingredients which are high in fat or sugar), minimal usage of processed foods, sugar, and animal fat, additions/replacements (add unprocessed fruits/vegetables to main dishes, use olive oil, replace refined with whole grains), and flavoring (use herbs/spices./citrus/alliums, reduce salt, avoid processed meat for flavoring, avoid cream based sauces on vegetables). The class accommodates 20 students, who work in groups in a kitchen setting. The class meets once per week for 2 ½ hours. Two instructors who have training in food science, nutrition or food preparation supervise the cooking experiences. Each week the cooking practice helps develop and demonstrate educational components of the class. Each cooking practice reinforces nutrition and cooking concepts, and introduces at least one herb/spice and cooking skill. Students practice preparing one entrée and side each week, and receive a sample herb or spice of the week for home practice. Indicators for learning success included an increase in cooking meals at home, an increase in intake of fresh fruits and vegetables, an increase in knife skills, an increase in recipe modification skills and an increase in the use of herbs and spices in recipes. Quizzes, reflections, and a final group project measured the student competency in nutrition and culinary principles.

**Key Words:** eating behavior, college students, cooking self-efficacy

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**(Peer Reviewed Abstract)****Effective Dietary Strategies for Muscle Recovery after Resistance Exercise Programs**

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**Abstract**

The goal of this work was to identify current research and recommendations on dietary strategies for muscle recovery after resistance exercise programs. Studies have shown that protein supplementation after resistance exercise promotes increased muscle protein synthesis and repair. The American College of Sports Medicine recommends that endurance athletes should eat 1.2-1.4 g protein/kg body weight/day, whereas resistance and strength-trained athletes may need as high as 1.6-1.7 g/kg body weight/day. The protein intake recommendation for a post-exercise meal is 20 grams. These recommended protein intakes can generally be met through diet alone, without the use of protein supplements, if energy intake is adequate to maintain body weight. Foods such as chicken, eggs, beans, lean beef, cottage cheese and nuts are all good sources of protein. There are few studies with clinical data to support the idea that carbohydrates are needed immediately after workouts for muscle recovery. Muscle glycogen may be restored through the consumption of carbohydrates in normal meals. Diabetics, health conscious athletes and or those wishing to lose weight can benefit by eating protein for recovery, without the added calories from carbohydrates. Water intake is also an important part of muscle recovery. Research has shown that if cells are dehydrated, protein breakdown may speed up, and protein production may slow down. In addition, the thirst sensation does not keep up with fluid loss. General recommendations for fluid balance include drinking water throughout the day. Rapid recovery from dehydration can be accomplished by drinking 16-24 ounces of water for each pound of body weight lost during exercise. Consuming normal meals with water, milk, fruits and vegetables can help replace fluid and electrolyte losses.

**Keywords:** protein, recovery, muscle, food

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**(Peer Reviewed Abstract)****Association between Polytabacco Use, Substance Use, and Depression among College Students**

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**Abstract**

*Background.* Tobacco use continues to be of concern in the college population, particularly emerging tobacco products. Polytabacco is defined as the use of more than one tobacco product such as cigarettes, e-cigarettes, hookah, or smokeless tobacco. This study examined the association between polytabacco use, substance use, and depression among college students. It was hypothesized that polytabacco users would report higher rates of substance use along with lower mental health outcomes in comparison to non-tobacco or cigarette-only users.

*Methods.* A random sample of students in a southern university completed an online cross-sectional survey in Fall of 2015 which inquired about their current tobacco and substance use, depression, and other mental health outcomes. Secondary data were analyzed from over 2500 students.

*Results.* Current alcohol users were more likely to currently use cigarettes ( $p<.001$ ), hookah ( $p<.001$ ), e-cigarettes ( $p<.001$ ) and be polytabacco users ( $p<.001$ ) compared to non-alcohol users. Additionally, users of cigarettes, hookah and e-cigarettes were significantly more likely to report binge drinking compared to non-current users ( $p<.001$  for all). A higher proportion of polytabacco users (52%) were current marijuana users, compared to cigarette only users (41%);  $p=.045$ . Current polytabacco users were more likely to use drugs ( $p<.001$ ). A significant difference in mental health by group was found ( $p<.001$ ): non users have better mental health as compared to cigarette only and polytabacco users. Cigarette only users were more likely to have a diagnosis of depression compared to polytabacco users.

*Conclusions.* Polytabacco use may enhance the risk of substance abuse. Among college students, those with depression were more likely to use tobacco products than those without depression. Health promotion programs should target tobacco prevention, which may complement efforts to prevent substance use. Health professionals working to manage depression should also be aware of the risk of tobacco use and incorporate into programming and counseling efforts.