2021 Fall

Kentucky SHAPE Journal

Kentucky SHAPE Journal
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A Message from the Kentucky SHAPE President

Greetings from your 2021-2022 KY-SHAPE President! I have had the pleasure of being involved with KY-SHAPE and previously KAHPERD since I was an undergraduate student over two decades ago. Throughout my academic and professional career, this great organization has supported the phenomenal teachers of the Commonwealth of Kentucky by providing exceptional professional development and training opportunities. The KY-SHAPE journal has been a great resource for students, P-12 teachers, and higher education faculty to access cutting edge research in the field of health and physical education, exercise science, and sports management. I would like to take this opportunity to thank Dr. Steve Chen, Dr. Stacy Forsythe, and Dr. Gina Blunt-Gonzalez for serving as our KY-SHAPE Journal co-editors. Their dedication and commitment to this journal is the reason for its success. Additionally, I would like to thank all of researchers who submitted their work for this upcoming publication.

Best wishes,

Dr. Gavin Washington
2021-2022 KY-SHAPE President

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Acknowledgement

Kentucky SHAPE Journal Submission Guideline

SUBMISSION OF A PAPER

The *Kentucky SHAPE Journal* (formerly *KAHPERD Journal*) is published twice yearly (spring and fall) by the Kentucky SHAPE. 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 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 one of the co-editors below based on the topic (nature) and discipline of the study:

- For an article related to health and physical education, health promotion, exercise science and exercise physiology, please email the submission to Gina Gonzalez: g.gonzalez@moreheadstate.edu

- For an article related to recreation and sport management/administration, sport sociology, and sport coaching, please email the submission to Tricia Jordan (tricia.jordan@wku.edu)

Deadlines:
Spring issue—March 1
Fall issue—September 1

Estimated publishing time: Spring issue—Mid May & Fall issue—Late November

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.

FORMAT AND STYLE
When preparing manuscripts for publication in the *Kentucky SHAPE Journal*, authors should follow the guidelines set forth in the *Publication Manual of the American Psychological Association, Seventh Edition, 2019.* Manuscripts should not be submitted for publication elsewhere at the same time being reviewed by *Kentucky SHAPE Journal*. Authors are advised to proof the typing, and check references for accuracy. Articles should include an abstract of approximately 150 words including the rationale for the study, methods used, key findings and conclusions. Manuscripts should not exceed 20 double-spaced pages (not including references, tables, and figures).
The manuscript must be typed double-spaced, including the abstracts and references; please number each line. 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; please clearly mark where the tables/figures belong in the text. 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.

CONTENT

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

Research Manuscripts

Research articles should be well-grounded conceptually and theoretically, and be methodologically sound. Qualitative and quantitative pieces of research are equally appropriate.
Formatting suggestion: Introduction, Literature Review, Methodology, Results, & Discussion, Conclusion, and Implication.

Book Reviews

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

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.

Case Studies

The purpose of using case studies in learning environments is to stimulate critical thinking. Such thinking skills as problem-solving, decision-making, creative thinking, visualizing, knowing how to learn, and reasoning should be stimulated as your case is discussed in learning environments.
The guidelines found below provide authors guidance in writing case studies for publication in the *KAHPERD Journal*:

1. Use narrative form when writing your case(s). Consider telling a brief story about a controversial or problematic issue or incident in the field of discipline selected from the list of suggested subject areas, competencies, and educational levels.   The story could, for example, illustrate principles or theories, describe events, and/or address problems or situations related to the topic(s) you choose. You may include data to be analyzed or illustrated. Include a key character with a

problem or dilemma to solve. Within the case, the key character may or may not attempt to solve the issue within the case.

For Example:

Suggested Subject Area	Competencies	Focus	Educational Level
Alcohol sponsorship and sales at collegiate venues	Diversity, ethics, decision making, social responsibility	Sport Management	Undergraduate, Graduate, or both
Class management	Leadership, strategic planning, communication	PE	Undergraduate, Graduate, or both
Design of fitness programs	Scientific training, First Aid training, sport psychology	Exercise science	Undergraduate, Graduate, or both
Tourism economic impact study	Economy, analytic skills, event planning	Recreation	Undergraduate, Graduate, or both
Developing a weight watching program	Nutrition, exercise knowledge, motivation….	Health, and health promotion	Undergraduate, Graduate, or both
Preparing a dance gala	Strategic planning, event management, dance performance	Dance	Undergraduate, Graduate, or both

2. The case can be based on reality or fictional scenario. It can also evolve from one's own or others' actual experience. It can be deeply personal and reflective, yet it should be written objectively. The case is intended to simulate real life; therefore, the case does not have to be unrealistically neat. Rather, the issue can be messy and complex.

3. Case authors should provide questions and solution ideas. Often, when writing and discussing case(s), it is advised to allow readers to discuss analyses and compromise, make their own interpretations, and draw their own inferences regarding solutions. Although solutions may not always extensively included, case authors are encouraged to cover detailed solutions that helps educators discuss the cases in a more informed and insightful way with students.

4. To provide an optimal learning opportunity through the case(s), four elements should be included in the case study submission:

    a. Abstract and learning objectives: a summary of case and its purpose, learning outcomes and applications (75-150 words)

Fill in the following boxes

Suggested Subject Area	Competencies	Focus	Educational Level

    b. Introduction of case: presentation of issues, challenges, problems, and various thoughts
    c. Teaching notes: addressing discussion questions, guidelines for discussions, and pros and cons of different solutions

    d.   References

SUBMISSIONS AND REVIEW PROTOCOL

Submission of a paper to the publication implies agreement of the author(s) that copyright rests with *Kentucky SHAPE Journal* when the paper is published. *Kentucky SHAPE Journal* will not accept any submissions that are under review with other publications. All manuscripts submitted will be peer-reviewed by 2 to 3 professionals/experts. Authors will normally receive a decision regarding publication within six to eight weeks. Rejected manuscripts will not be returned.

(Peer Reviewed Article)

Factors Associated With the Underrepresentation of Female Head Coaches in Intercollegiate Athletics

Lauren Smith, Morehead State University
Steve Shih-Chia Chen, Morehead State University
Chloe Whitlock, Morehead State University

Abstract

The purpose of this study was to examine the perceived barriers, stereotypes, and workplace challenges that contributed to the underrepresentation of female head coaches in intercollegiate athletics. One-hundred-twenty-four current collegiate coaches affiliated with three NCAA conferences completed their responses through an online survey. A 26-item self-created survey was implemented to identify perceived attributes and barriers which impact the females' involvement in the coaching profession. The results yielded four constructs of attributes and three types of barriers that affected female coaches' success for job obtainment and career advancement. Unlike the older experienced coaches, young and less experienced coaches tended to value the importance of administrative support less. Coaches with a higher level of education (having earned a graduate degree) also perceived the "dominant culture and social stereotypes" as a significant barrier that impeded female coaches' career. Based on the findings of the study, athletic departments ought to provide more family-related and administrative support to satisfy the needs of female coaches. For a department that does not provide such support, it may consider a change in its existing culture by offering more support in order to sustain the female coaches' career in a long-term basis. Limitations of the study and directions for future studies were further discussed.

Keywords: Gender equity, Coaching, Intercollegiate athletics, Female coaches, and Head coaches.

Introduction

Despite witnessing a few females obtaining an assistant coaching position in the prominent professional sports (i.e., Callie Brownson and Katie Sowers in the NFL, and Becky Hammon in the NBA), the underrepresentation of female coaches in various levels of American sports is still a norm (Fernandez, 2021; Fryklund, 2019; Springer, 2015; Tobias, 2020). Numerous studies had shown there has been an under-representation of female coaches and administrators in sports, especially in collegiate athletics (Acosta & Carpenter, 2014; Benbow, 2015; Welch & Sigelman, 2007). In 2011, women represented 42.6% of head coaches in women's collegiate sports (Walker & Bopp, 2011). Before the Title IX era, over 90% of female coaches led the women's sports; now male coaches represent the majority of head coaching positions in women's collegiate sports (Acosta & Carpenter, 2014). In addition, women only represented less than 3% of head coaches in men's sports (Acosta & Carpenter, 2014; Walker & Bopp, 2011). The phenomenon of female under-representation in coaching occurs at various levels of sports in North America (Acosta & Carpenter, 2014, Reade, Rodgers, & Norman, 2009). Evidence of decreasing proportions of female coaches from entry-level certification and recreational positions to high-performance positions were found despite little

difference between their qualifications, experience and education and those of males (Reade et al., 2009). The rate of collegiate female coaches reached at an all-time low (Morris, Arthur-Banning, & McDowell, 2014), yet studies focusing on the causes of underrepresentation of female collegiate coaches were also very limited in numbers since 2000 (Carson, McCormack, & Walsh, 2018). Thus, there is an urgency to remind the public about this issue, and investigate the causes and concerns related to this trend.

The number of female participation in interscholastic and intercollegiate sports has reached an all-time high (Sage, Eitzen, & Beal, 2018). According to the perspective of social cognitive career theory, people are likely to pursue or continue with career paths, when they foresee opportunities and the ability to advance. On the contrary, when those chances are low, people will likely pursue other options (Cunningham, Doherty, Gregg, 2007). There must be many former female athletes who would like to continue to share their knowledge and experience to educate the next generation of athletes. Shouldn't those passionate female coaches who have extensive playing experience and appropriate qualifications within their respective sports deserve and be given a fair and equal opportunity to be a head coach? Why is it uncommon for females to hold head coaching positions? What affects their ability to obtain and succeed in those positions? In a society that witnesses the rise of females in various sectors of employment, it is perplexing to see the continued underrepresentation in the coaching profession.

The COVID-19 pandemic seriously affected the current revenue streams and operations of collegiate athletics. Inevitably, many institutions' athletic programs have furloughed or laid off their coaching staff and suspended certain less profitable sports to minimize their financial losses (Brown, 2020; Wertheim, & Apstein, 2020). This current pandemic has further exacerbated the challenges for existing or future female candidates who wish to pursue a head coaching opportunity in collegiate athletics, because the availability and funding for the coaching positions would be severely constrained. Even if the opportunities do exist, it is likely that they would be given to the male applicants, since the athletic departments' hiring culture and prevalent gender stereotypes might undermined the female candidates' chance to obtain the coaching jobs (Fryklund, 2019; Kane & LaVoi, 2018; Wasend, & LaVoi, 2019).

Purpose of the Study

Past studies had utilized qualitative research method to investigate young and millennial female coaches' experience and perceived challenges for their job success (Darvin, 2020; Carson et al., 2018; Morris et al, 2014).   This current research continued to examine and validate those factors contributing to the underrepresentation of women in collegiate coaching. The researchers investigated the perceived barriers and challenges that females experienced while pursuing a coaching career through a quantitative approach. The responses from a fairly large sample of female coaching cohort (n > 120) covering various sports and levels of experience would provide more insights for formulating strategies to combat challenges and improve female coaches' hiring and retention.

To further discuss the issue of underrepresentation of female coaches at the National Collegiate Athletic Association (NCAA)-affiliated institutions, the researchers would survey current NCAA Division-I athletic coaches' perceptions on the following research questions:

(1) What were the necessary and important attributes for female candidates to successfully obtain a head coaching position? Were factors provided by the past studies relevant?
(2) What were the main barriers that impede female candidates' chances for maintaining the position? And,
(3) Were there any significant differences on perceived barriers and attributes for job successes based on the participants' coaching experience and other demographic variables?

The collected information can potentially aid in the effort to reduce sexual prejudices toward females and improve the hiring of female candidates within college athletics.

Review of Literature

Dominant Culture and Social Stereotypes

Previous research addressed the concerns related to the lack of female administrators and coaches in collegiate athletics (Acosta & Carpenter, 2014; Cunningham, Ahn, Anderson, & Dixon, 2019; Darvin, 2020; Sage et al., 2018). The world of sports is prevalently male-dominant (Acosta & Carpenter, 2014; Sage et al, 2018). This fact leads to the undercutting of females' efforts to establish themselves in any leadership role, such as coaches. Often time, biases among decision-makers, including stereotypes, prejudices, and discrimination, inhibit the females' ability to be hired for coaching positions (Acosta & Carpenter, 2014; Cunningham, 2019; Cunningham et al., 2019). These social biases and stereotypes that negatively affect female candidates' hiring chances could exist in micro-, meso-, and macro- level (Burton, 2015).

The existing leaders' unfair assumption on the candidates' job competency, homologous reproduction of male candidates, discrimination, and paradoxical practices of gender regularity all impede female coaches' ability to ascend to leadership roles (Burton, 2015; Darvin, 2020). A double standard existed in the evaluation of female coaches' performance. Female coaches needed to achieve better records and proved their worthy more than their male counterparts did in order to secure their positions (Carson et al., 2018; Cunningham et al., 2019). The gender-biased hiring practice was unconsciously abided and followed by many men and women in the sport workplace (Cunningham et al., 2019; Kane & LaVoi, 2018; Walker & Bopp, 2011). Male athletic directors often caved-in to the societal and stakeholders' expectations by maintaining the male leadership in the department and questioned female coaches' commitment due to their family obligations and overall coaching qualification (Burton, 2015; Cunningham et al, 2019; Kane & LaVoi, 2018). When female coaches led the men's sports teams, male athletes were likely to disrespect their authority and questioned female coaches' mental toughness and desire to win (Hensley & Chen, 2019).

The Lack of Support for Female Coaches

Unfortunately, family-related challenges, lack of administrative support, and pressure of social norms were common negative factors that hampered women's intentions to become coaches (Carson et al., 2018; Darvin, 2020; Kane & LaVoi, 2018; Walker & Bopp, 2011). Because female coaches were pressured to win, they often needed to work harder and longer, thus struggled to maintain work-life balance (Carson et al., 2018). The lack of administrative support for female coaches could come in

many forms. Darvin's investigation (2020) on 12 former NCAA women assistant coaches found that their aspirations and intentions to remain in coaching were detrimentally affected by getting burnout due to the prolong period of work and away travels. Athletic directors would set inflexible and demanding schedule for female coaches to abide. ADs might not fully trust female coaches' commitment and promote them to the adequate level of position, because they either assumed female coaches were busily bonded to their family-related obligations or had no capability to handle the tasks (Thompson et al., 2020). Female coaches were often pressured to overcompensate without much financial and personnel support for recruiting, equipment, and other operational needs (Walker & Bopp, 2011). Furthermore, inadequate (or low) salary was also a common issue that female coaches would encounter throughout their tenure (Carson et al., 2018; Walker & Bopp, 2011).

The lack of female mentors and networking opportunities were evident attributes that impeded female coaches' ability to ascend to leadership roles (Burton, 2015; Carson et al., 2018; Darvin, 2020; Kane & LaVoi, 2018; Thompson et al., 2020). Walker and Bopp (2011) discovered that the male-exclusive social networks severely cut off female basketball coaches' chance to pursue and maintain careers in male-dominated workplaces. In order to build female candidates to be confident for pursing an athletic coaching job, the departments may need to provide female-only coaching clinics, adequate administrative support, and mentoring program (Morris et al., 2014).

Method

Participants and Procedure

The researchers surveyed 124 current NCAA Division-I athletic coaches by soliciting their perceptions on: (1) important attributes necessary for female candidates to successfully obtain a head coaching position, and (2) barriers that impede female candidates' chances for maintaining the position. The researchers used the stratified random sampling method to create an invitation list, which contained 605 names and email addresses listed in three NCAA Division-I Conferences, Big Ten, Southeastern Conference (SEC), and Ohio Valley. These three conferences were chosen for a specific reason, since many of the member institutions in these conferences competed against the researchers' school (a member of Ohio Valley Conference) for the regular season games or the non-conference schedule. The researchers first identified all female coaches' name and email address listed on the staff directory of each institution of these three conferences. Then every other coach's name and email address was systematically selected. The researchers sent our survey invitation to those 502 selected individuals from 38 institutions. The rate of return was 24.7%.

Fifty-three percent of the participants were the head coach of their respective sport. They were predominately White (90%) and held a graduate degree (70%). Of all participants, over 70% were in the age group of 26-45, and 50% had less than 10 years of coaching experience. Their coaching expertise covered 20 different men's, women's or co-ed sports with 32 participants coaching basketball (25.8%), which was the highest number among all sports categories.

A 26-item self-created survey powered by the Qualtrics was implemented to assess the impact of various variables concerning female involvement in the collegiate athletic coaching profession. The researchers forwarded the survey link to the participants via emails. Participants directly submitted

their responses to the Qaultrics anonymously. The online data collection process started in early September of 2020 and ended in the beginning of November.

Instrumentation

The 26-item survey was self-created mainly based on the work of Hensley and Chen (2019). In addition, the researchers also incorporated theoretical concepts of several past studies found in the Literature of Review (Carson et al, 2018; Cunningham et al., 2019; Darvin, 2020; Fryklund, 2020; Thompson et al., 2020). The survey covered demographic items as well as two sets of five-point Likert scale items ($n = 18$), and two open-ended questions. The demographic information included participants' age range, ethnicity, their highest level of education, the respective sport in which they coach, their current coaching position, and years of collegiate coaching experience.

The first set of five-point Likert Scale questions (1 = not important, 5 = important) addressed the importance of variables for achieving or maintaining coaching success. The second section asked the coaches to rate the impact of listed barriers faced during the workplace (1 = not impactful, 5 = very impactful). The open-ended questions allowed the coaches to articulate any additional potential variables not covered in the Likert Scale sections that could support or hinder the success of female collegiate coaches. The reliability tests showed that the responses of two sets of Likert Scale items yielded a strong internal consistency (Cronbach Alpha values = .783 and .875, respectively).

Data Analysis

The collected data were uploaded into the IBM SPSS Statistics Software for further analyses. The researchers performed the exploratry factor analyses to categorize primary constructs among variables related to the perceived barriers and attributes for success. The researchers also conducted a series of one-way ANOVA comparisons to identify the significant differences (expressed in p-value) in perceived barriers and attributes for success based on various demographic categories. Correlation analyses were performed to examine the relationship among the identified constructs.

Results

Two sets of exploratory factor analyses were performed to identify four important constructs (attributes) that contributed to the success of female coaches' job obtainment (see Table 1) and three constructs that hindered female coaches' careers. The researchers chose the Varimax rotation to run the analyses and the Eigen value was set at 1. The identified constructs (factors) contributing to one's coaching success included: (1) Family-related Support, (2) Mentorship and Professional Development, (3) Administrative Support, and (4) Financial Resources (see Table 1). Three main constructs of barriers included: (1) Dominant Athletic Culture and Social Stereotypes, (2) Lack of Family-related Support, (2), and Lack of Mentoring and Social Support (see Table 2). Both Table 1 and 2 contained the factor loading and percentage of variance of each construct, and mean scores of each identified construct and its associated items. The descriptive results showed Administrative Support ($M = 4.60$) and Financial Resources ($M = 4.52$) were considered to be the two most important attributes to help female coaches obtain and succeed their coaching career. All three constructors

related to perceived occupational barriers were very close in values (ranging from 3.50 to 3.43), with Lack of Mentoring and Social Support ranking among the highest factor ($M = 3.50$).

Table 1. Attributes to coaching success (KMO value = .602; factor loading = 79.319%)

Factors and Items (% of Variance)	Mean	SD
Family-Related Support (34.619%)	4.17	
Providing childcare services for female coaches with children	3.86	1.20
Giving flexibility for female coaches dealing with their family related concerns	4.01	1.17
Providing Female Coaches with equitable salaries	4.65	.58
Mentorship and Professional Development (16.761%)	4.07	
Providing mentorship programs for prospective female coaches	3.95	1.04
Offering professional development for prospective female coaches	4.19	.99
Administrative Support (14.528%)	4.60	
Administrators (Athletic Directors) support their coach's program and understand the program's needs	4.64	.70
College/University supports its coach's program	4.56	.62
Financial Resources (13.411%)	4.52	
Giving adequate recruiting resources	4.49	.61
Giving necessary staffing resources	4.54	.66

Table 2 Barriers for impeding career success (KMO value = .768; factor loading = 75.833%)

Factors and Items	Mean	SD
Dominant Culture & Social Stereotypes (46.985%)	3.43	
Male coaches'/administrators' perceptions of female coaches	3.76	1.05
Impact of perceived gender stereotypes on female coaches	3.59	1.10
Concerns related to homophobia and coaches' sexual orientation	2.88	1.22
Showing favoritism in hiring (Men Hiring Other Men)	3.76	1.21
Lack of Family-Related Support (16.977%)	3.45	
Lack of flexibility in scheduling	3.20	1.02
Lack of adequate family leaves	3.42	1.15
Lack of childcare resources	3.52	1.15
Lack of Mentorship and Social Support (11.899%)	**3.50**	
Lack of female mentors	3.65	1.08
Lack of female support groups	3.31	1.25

Analysis of Variances

The results indicated that there were significant differences in Family-related Support and Administrative Support based on the participants' age. Those who were less than 25 and older than 55 in age valued the importance of both Family-related Support and Administrative Support less than individuals of three other age groups did [$f(4, 120) = 3.315$, $p < .05$; $f(4, 120) = 2.834$, $p < .05$]. Participants' perceived importance of Administrative Support also varied significantly based on the

year of coaching experience [f(3, 121) = 3.001, p < .05]. Those who coached less than two years and more than ten years had a lower rating in this construct than those of two other groups did.

A significant difference in Dominant Culture and Social Stereotype was also found based on the participants' level of education. Apparently, coaches with a higher level of education (graduate degree) perceived this construct as a greater barrier that impeded female coaches' success for maintaining their coaching career [f(2, 122) = 2.911, p < .05] than those without a graduate degree. The results showed no significant difference in any of the seven identified constructs based on the participants' ethnicity and coaching position.

Correlation Analyses

The results indicated a moderate positive correlation between the importance of Family-related support and a Lack of family-related support as a barrier (r = .572, p < .05). The rating of importance of Mentorship and professional development were also moderately correlated with Lack of mentoring and social support as a barrier (r = .504, p < .05). Lastly, two of the identified barriers, Lack of family-related support and Lack of mentoring and social support were correlated with Dominant culture and social stereotypes (r = .611 and .568, respectively).

Discussion

The participants highly valued all four key constructs (attributes) that might contribute to the job obtainment and career success of female coaches (all mean scores > 4.00). They seemed to agree that a head coach could not properly perform the job without proper organizational support and financial resources. Other than the concern of homophobia (one item), the participants gave similar weighing on all three key constructs of barriers that were considered to be impactful for their coaching career (mean score ranging from 3.43 to 3.50). The findings of this study reaffirmed the conclusions provided by past studies concerning the factors that might either positively or negatively influence the career success and job obtainment of a potential female coaching candidate (Fryklund, 2019; Hensley & Chen, 2019; Thompson et al, 2020).

It was alarming to observe the results of two sets of correlation analyses. Two well-valued constructs attributing to coaching success (Family-related Support and Mentoring) were also correlated to the two critical perceived barriers that might hinder coaches' performance. According to Wasend, & LaVoi (2019), mentorship and professional development are vital elements for helping coaches become the best versions of themselves and give them confidence to pursue a coaching career. Therefore, a lack of these elements may result in occupational turnover and/or disinterest in applying for coaching positions. If the athletic department does not invest in the development of their female coaches, female coaches will face many challenges to grow.

As suggested by the past studies, having family-related support, on-the-job training, and mentoring support can further ease one's worries and enhance the individual's competency and confidence (Darvin, 2000; Kane & LaVoi, 2018; Thompson et al., 2000). In this case, coaches between the ages of 26 and 45 had the highest rating on Family-Related Support as a contributing factor for coaching success. Female coaches who just enter the coaching profession after college usually focus on their

coaching career first and strive to achieve promotion and job security. Many young coaches in the graduate assistant rank are less likely to be married or have children. They may not value the importance of Family-Related Support as much as their older peers. As they continue to progress in their coaching ranks they may plan to develop a relationship with someone, form a family, and have children along the way. Thus, childcare services, work time flexibility and adequate salary become more relevant as coaches get tenured and reached 30-40 in age (Cunningham et al., 2019). For coaches on the end of the age spectrum (older than 55), they may have a well-established family and older kids who are in high school or college. These older coaches may not need childcare services anymore or devote much time for their family responsibilities. Providing resources for childcare support may allow female coaches knowing that necessary supervision, education, and care will be offered to their children. Adequate family leaves and flexible scheduling can support female coaches to perform at their jobs and care for their families. These services allow female coaches to feel supported by their administration.

The finding of this study also showed that administrative (organizational) support was perceived to be more important for the more experienced female collegiate coaches. In general, supportive and inclusive organizational policies are keys to employee retention (Cunningham et al., 2019). Good internal administrative support is instrumental for hiring and retaining female coaches. This type of support plays a significant role in motivating coaches to stay with their organization. Support can take the form of having administrators who understand and consider female coaches' needs for childcare services and flexible work schedules.

Older tenured coaches tend to be in positions of authority (i.e., the head coach of a program). They are often in a role to make important decision for operation, budget, and personnel hiring. These coaches look to their administrators for stable commitment and support to achieve program success through effective recruiting, staffing, and facility renovations. Therefore, they count on strong administrative support more than younger coaches. It is vital for athletic directors to be able to trust their head coaches and give various types of support in recruiting plans, budget requests, and decision-making. As for young coaches, they often look to their head coach for direct support instead of relying on the high-level administrative guidance.

Earning a graduate degree is more like the norm for collegiate athletic coaches now. Having an advanced degree can help individuals gain future promotion and salary increases. On the other hand, the additional education will help the individuals understand and realize the unfair workplace dominant culture and social stereotypes toward the female employees. Typically, one's level of education corresponds to his/her age and work experience. In the current study, the participants with a graduate degree tended to perceive Social Stereotypes as serious barrier for their career success. For young entry-level coaches who just start their coaching career (perhaps not pursuing a graduate degree yet), they may not have experienced or encountered unfair treatment, stereotypes, or discrimination during their short career. Thus, they do not consider Dominant culture and social stereotypes as an eminent barrier for their career success.

There are positive significant correlations among the Dominant Culture and Social Stereotypes, and two other constructs of barriers (Lack of Family-Related Support and Lack of Mentorship and Social Support). This finding is intriguing, as the researchers suspect the impact of the dominant culture and

stereotypes toward the female coaches probably causes the existence of those two other barrier constructs. For a long time, gender stereotypes found in the athletic setting had hindered women's ability and desire to become coaches. Collegiate sports encourages male dominance and supports a culture of hegemonic masculinity through the hiring process (Massengale & Lough, 2010). The underrepresentation of women in collegiate coaching positions perpetuates a stereotype that sport and leadership positions within sport organizations should be exclusively male domains (Cunningham, 2019). Gender stereotypes result in the expectation of poor performance of women in positions of leadership, including coaches (Wicker, Cunningham, & Fields, 2019). This expectation may come from a false assumption that mothers will not be committed to their jobs due to their commitment to their kids and family. On the contrary, women who achieve great success in coaching, despite the stigma, are still plagued by these stereotypes. For instance, thoughts like "successful business women are less likely to be in a marriage-like relationship or less likely to nurture their children" can foster a discriminative stereotype toward high-performing female coaches. Accomplished coaches have been criticized due to the absence of "traditional" indicators of heterosexuality (Reade et al., 2009). Another area impacted by these gender stereotypes is female coaches' salaries. Discrimination in treatments can take the form of pay gaps (Wicker et al, 2019). In a male-dominated industry, women are paid significantly less than men.

When social stereotypes encompass the male coaches' and administrators' perceptions of female coaches, the impact of these stereotypes could be apparent in their actions and decision-making. Male leaders may exhibit preferences toward certain gender of athletes, homophobia, and favoritism in hiring other men. They may provide less resources, available support, and employment opportunities for their female counterparts. It is logical to assume that all three barrier constructs are interrelated. The inadequacy in family-related and social support and mentorships can be the result of sports being a male-dominated industry. Sports operates as a space to define and reproduce hegemonic masculinity, which maintains male dominance by subordinating women (Burton, 2015). Hegemonic masculinity in sport inhibits women from achieving positions of authority. Thus, hegemonic masculinity prevents female coaches from receiving the necessary accommodations to maintain a collegiate coaching profession while raising a family. Social stereotypes and the lack of family-related support may result in the occupational turnover of females in the coaching profession.

Many sports critics had denounced the underrepresentation of Black sports coaches in collegiate athletics. The attention of the discussion mainly focused on football and men's basketball. (Bozeman, 2013; Cunningham, 2019; Kopkin, 2014; Newberry, 2020). For this reason, the researchers originally hypothesized significant differences in ratings of certain identified constructs could exist based on different groups of racial /ethnic groups. However, no significant difference on identified constructs were found. This may be due to a high majority of responses (over 90%) were given by the Caucasian respondents. If qualified minority male candidates still have to struggle for a coaching job against White candidates, imagine the extra challenge that female minority coaches need to encounter during their job searching process. When the institutions' senior administrators deal with the issues of social stereotypes, they must consider both racial and gender biases that minority females have faced.
A limitation of this study was not having enough minority participants in the study to address their thoughts. The current study particularly addressed a small sample of Division-I coaches' perceptions ($n = 124$) of attributes and barriers related to their job obtainment and coaching success. Readers may need to be cautious about the generalizability of the findings. An expansion of the sample can

certainly boost the reliability of the results and confidence for applying the suggestions and recommendations. The researchers did not analyze any of the responses in identified construct specifically based on gender. Although the information of each participants' coached sport was collected, the researchers did not ask the participants to verify their individual gender identity. The demographic results showed that nine individuals coached men's sports. It is assumed that most of the participants were females; however, the exact number of female coaches could not be verified. The researchers' initial intent was to the unified responses from all coaches regardless of one's gender identity. Perhaps, future researchers can attempt to delve into gender differences on the surveyed constructs.

Conclusions

In general, the findings of this study reaffirmed several studies' conclusions concerning the factors that might affect the career success and job obtainment of a potential female coaching candidate (Fryklund, 2019; Hensley & Chen, 2019; Thompson et al., 2020). In addition, our study pointed out the importance for monitoring and providing the needs of coaches of all ages as they went through their career journey. Based on the findings of the study, when an athletic department hires more young female candidates, there must be more Family-Related and Administrative support available in order to sustain the female coaches' career in the long run. Despite the awareness of gender equality and the rise of the movement of equal-opportunity employment, without any fundamental changes in the existing hiring practices and improvement of organizational support, the female coaches will continue to face discrimination whiling pursuing a coaching career. Well-qualified female coaches with national or international competitive experience and post-graduate education are still less likely to have full-time coaching positions as compared to their male-counterparts (Reade et al., 2009).

In the U.S., 41% of working mothers were the sole or primary breadwinner, however, they often have to reduce their work hours four to five times more than fathers do in order to take care their children and family duties (Lenz, 2020). Social stereotypes can strongly influence our perception by misinforming the notion that female coaches are destined for failure and disappointment before their hiring due to the lack of institutional support and the social typecasts imposed on women. In order to make intercollegiate athletics more diverse and gender-equal, organizational, societal, and structural changes must be established (Burton, 2015).

Further studies should be conducted to discover the impact of other potential variables involving the hiring of female leaders and head coaches in sports. The researchers would like to offer a few suggestions for the future studies concerning this issue. More studies should survey coaches' opinions in interscholastic athletics and/or different levels of collegiate athletics (NCAA Division-II or Division-III). Collected information may help identify certain needs and wants of female coaches at all levels, as well as universal issues and challenges within a unique organizational climate. Perhaps, more studies should obtain the input from the institutions' administrators (i.e., athletic directors), since their beliefs and practices carry more weight in the actual hiring of female coaches.

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(Peer Reviewed Article)

Visitor Expenditure Patterns in Trail Towns on Kentucky's Sheltowee Trace

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Abstract

The Sheltowee Trace is a 333-mile trail extending from the northern boundary of the Daniel Boone National Forest in Kentucky to the southern boundary of the Big South Fork National Recreational Area in Tennessee. Kentucky has designated six official trail towns along the Sheltowee Trace: Morehead, Livingston, Slade, McKee, Stearns, and London. Data from an online survey of 2020 Sheltowee Trace visitors indicate they spent an average of $24.70 per visit in trail towns for food, retail, and transportation costs. Additionally, visitors staying the night spent an additional $76 at hotels/motels, $16 for camping, or $206 for rental cabins with an estimated 90% choosing to stay at least one night. Further explorations of marketing and meeting Sheltowee Trace visitor needs along with minimizing user impacts are strongly recommended.

Introduction

The Sheltowee Trace is a 333-mile National Recreation Trail spanning the Daniel Boone National Forest from Rowan County, Kentucky to the Big South Fork National River and Recreation Area in Scott County, Tennessee. The Kentucky Department of Tourism has designated five Trail Towns along the Sheltowee Trace: Morehead, McKee, Livingston, London, and Stearns (KTT, 2020). The term trail town designates communities along a network of trails which act as a hub for trail users to access supplies, lodging, retail opportunities, and/or tourism activities (Koo, 2019). As gateways to trail networks, trail towns support outdoor recreation user economic expenditures which benefit local economies (Fondren, 2016; Settecerri, et al, 2014). However, the potential economic benefits of the Sheltowee Trace have not been examined to date.

In this study, the authors explore the economic spending patterns of visitors to the trail towns along the Sheltowee Trace. Using an online survey, the authors find that 2020 visitors to the Sheltowee Trace spent an average of $24.70 per visit inside trail towns on food, retail, and transportation. An estimated ninety percent of visitors elected to stay overnight in the region, adding an average of $76 for hotel stays, $16 for camping, or $206 for rental cabins/rental homes per visitor. These findings posit the Sheltowee Trace as a source of economic value to the region amid growing outdoor recreation economic trends. The study concludes with recommendations for linking trail town marketing, identifying ways to minimize user impacts, and examining where user needs may still be unmet.

Review of Literature

Trail towns provide a valuable systematic approach for linking place-based resources (such as climbing or mountain biking areas) with local communities (Koo, 2019). Damascus, Virginia's linkage to the Appalachian Trail (AT) is one popular example of a trail town. In Demascus, long-distance hikers from the AT stop to get supplies, stay the night, and engage in the unique activities that make a stay in Damascus a fond memory (Fondren, 2016). The trail town also acts as a gateway community in offering a relatable entry point for outdoor recreation users on the AT (Kazmierski et al., 2009).

Kentucky's Trail Town system began in 2012 to help local communities utilize the extensive trail systems (which includes rivers) running throughout the state, including the Sheltowee Trace (Koo, 2019). The Kentucky Department of Travel's Office of Adventure Tourism provided resources to perspective trail towns alongside a rigorous certification system designed to empower local communities as they found innovative ways to link community retail and tourism experiences. Across Kentucky, there are now twenty trail towns including the six located along the Sheltowee Trace corridor (KTT, 2020).

The Sheltowee Trace was initiated by United States Forest Service landscape architect Verne Orndorff in the mid-1970s (STA, 2020).[1] Orndorff envisioned the trail for foot travel only, gaining inspiration from local Sierra Club members who wanted a long-distance footpath in Kentucky. The name *Sheltowee* refers back to the history of Daniel Boone, a Kentucky pioneer detained by the Shawnee while making salt in an area close to the present-day trail (O'Malley, 2019). Shawnee Chief Blackfish later adopted Boone and renamed him *Sheltowee*, which meant *Big Turtle*. Today, the turtle symbol is synonymous with the Sheltowee Trace and is used to mark its wandering pathway through the Daniel Boone National Forest, Big South Fork, and other sections of private and public land. (STA, 2020)

Few studies focus specifically on the Sheltowee Trace, with research mostly exploring the natural value of the region through which the trail travels. For example, McFadden (2018) documents the region's vascular flora, which includes the white-haired goldenrod, a plant found only in the region (Maples, 2021). Evans (2014) adds that parts of the Sheltowee (such as Rowan County) include butterfly populations in a state with several regions with sparse butterfly populations. Archeologists have long studied the use of rock shelters throughout the Daniel Boone National Forest which provided indigenous people protection from the elements (Carmean & Sharp, 1998; Gremillion, 1997; White, 2014). Still other studies have focused on the growing outdoor recreation community in the Red River Gorge Geological Area, through which the Sheltowee Trace travels, and the surrounding region (Maples 2021; Maples & Bradley, 2020; Maples et al, 2017).

Outdoor recreation represents one of the fastest growing sectors in the United States economy. Recent economic impact estimates from the Outdoor Industry Association (2019) report that outdoor recreation users generated $788 billion in the US economy in 2019 (OIA, 2019). Kentucky's outdoor recreation economy includes over 55,000 jobs, $2 billion in wages and salaries, and $4.5 billion in consumer spending (OIA, 2019). Moreover, outdoor recreation expenditures are growing faster than

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[1]A map of the Sheltowee Trace is available through the USFS at:
https://www.fs.usda.gov/Internet/FSE_DOCUMENTS/stelprdb5427184.pdf

the rest of the American economy (Riddle, 2019). In most cases these jobs are linked to natural features on public lands, which include Mammoth Cave National Park, Big South Fork National River and Recreation Area, Cumberland Gap National Historic Park, Natural Bridge State Park, the Red River Gorge Geological Area, and the Daniel Boone National Forest. The last three of these are located in Eastern Kentucky and overlap with the Sheltowee Trace.

Multiple studies have examined the economic benefits of outdoor recreation in this region. For example, a recent study of rock climbing in the Red River Gorge indicated climbers spend $8.7 million annually with over 100,000 visits each year (Maples & Bradley, 2020). This result is up from $3.8 million per year five years earlier (Maples et al, 2017). A 2016 study of the Daniel Boone National Forest estimated its presence generated over $36 million in labor income to communities surrounding the Sheltowee Trace (DBNF, 2016). A 2020 study also examined the nearby paddling community near Pools 9 and 10 on the Kentucky River, finding paddling visitation expenditures support $96K in annual local wages (Maples & Bradley, 2020). However, no studies have, to date, examined spending as a result of visiting the Sheltowee Trace itself.

Methods

Data in this study are from an online survey sent to a convenience sample of persons visiting the Sheltowee Trace trail for any reason. The survey was released via email lists from local organizations and posted to social media pages of local retailers, event organizers, and city/county tourism organizations in or related to the Kentucky Trail Towns along the Sheltowee Trace. The Sheltowee Trace Association sent the survey link to their email list of people that participated in or were members of the association within the last three years. The survey was released in Spring and Fall 2020. There was no compensation for participation in the research project. In all, 418 persons initiated the online survey with 383 completing at least 1/3 of the survey. Incomplete responses were included up to the point the respondent stopped answering survey questions. Due to the unknown number of persons visiting the Sheltowee Trace each year and the use of multiple email and media lists, this is best described as a convenience sample. The researchers did not run a non-response bias check for this study.

The authors collected trail town expenditure data for persons visiting the Sheltowee Trace in 2020. Expenditure categories include lodging (hotels, camping, and rental cabins/houses), food (limited service, full service, convenience store purchases, breweries/bars, and groceries), retail (general and recreation), gasoline purchases, and taxi/shuttle use. Zip codes were collected to establish respondents as living inside vs outside counties containing one of the six trail towns examined. Note only expenditures from persons living outside of Sheltowee Trace trail towns are summarized in this study per economic study methodology (White, 2017). Although local resident expenditures are important, visitors represent new funds being brought into the region and are representative of economic impact. Economic expenditure data are collected in two forms and are examined separately: expenditures inside trail towns on the Sheltowee and expenditures outside of trail towns but still inside the state of Kentucky.

Economic expenditure data in this study include steps approved by Forest Service methodology to reduce points of influence which might inaccurately overstate mean expenditure patterns (White, 2017). This included eliminating respondents with parties of nine or larger, excluding disproportionately long stays, and excluding retail and recreational retail purchases greater than $500. The authors also addressed points of influence in expenditures by using the recent technique of recoding any expenditures higher than the

mean expenditure plus three standard deviations (Maples & Bradley, 2020; Maples et al., 2019). Instances where respondents reported no expenditures in a category were included in the means as a zero to present a more accurate average expenditure, except in the case of lodging. In lodging, only persons spending at least $1 and who indicated staying overnight are included. This is done because of the prevalence of free lodging opportunities (dispersed camping) along the Sheltowee Trace which made lodging means difficult to otherwise interpret.

The authors collected data on respondents' Sheltowee Trace use patterns by framing responses around the respondent's most recent trip to the Sheltowee Trace for any activity. Questions included the purpose of their visit, the trail town nearest where they visited, the length of their stay, and their group size. The survey also included an eighteen item Likert matrix (strongly disagree to strongly agree) asking about their general motivations for visiting the Sheltowee Trace. The survey also included questions asking respondents about their sex, age, racial background, education, and personal annual income.

Results

Table 1 summarizes visitation use patterns among all respondents. Over 73% of respondents indicated visiting the Sheltowee Trace in 2020. Respondents were asked the main purpose(s) of their most recent visit to the Sheltowee Trace with the option to check all categories provided. The main activities reported were hiking, backpacking, and thru-hiking. Respondents also indicated engaging in overlapping main activities as part of their visit. For example, a respondent might come to the Sheltowee Trace to hike but also could view natural features and camp.

Table 1. Visitation Use Patterns	Cases	Percent
Variable	**Cases**	**Percent**
Year of most recent visit to Sheltowee Trace		
2018 or earlier	22	6.69
2019	64	19.45
2020	243	73.86
Main purpose(s) for visit (2020 only, excludes local residents)*		
Hiking/walking/day hiking	107	51.94
Backpacking/overnight hikes	51	24.76
Thru hiking the Sheltowee	13	6.31
Rock climbing	1	0.49
Mountain biking	2	0.97
Horseback riding	3	1.46
Paddling	2	0.97
Viewing natural features	4	1.94
Relaxing	2	0.97
Driving for pleasure	2	0.97
OHV use	2	0.97
Camping in primitive sites	3	1.46
Camping in developed sites	1	0.49
Cookouts/eating outdoors	1	0.49
Other purpose (includes trail work, trail running, and forest work)	12	5.83

*categories with zero 2020 responses: cycling, fishing, hunting, viewing wildlife, visiting nature center, studying nature, visiting historic sites, gathering forest products, motorized boating, and motorized trail activity

Table 2 further summarizes visitation patterns. Group sizes most often ranged from one to four persons with a mean group size of 2.2 persons. Length of stay was examined in total days and total nights for the most recent 2020 trip the respondent took to the Sheltowee Trace. Visitors averaged just over two days and exactly two nights because of their visit. Although not noted in the table, over 90% of respondents indicated they stayed at least one night because of their trip. Of the six trail towns along the Sheltowee, Slade (45%) and Morehead (31%) received the most reported 2020 visits among respondents in this study who do not already live in a Sheltowee Trace trail town.

Table 2. Visitation Use Patterns, continued

Variable	Count	Percent
Visited (2020 only, excludes local residents)		
Morehead	64	31.07
Livingston	7	3.4
Slade	93	45.15
McKee	3	1.46
Stearns	15	7.28
London	24	11.65
Group size (2020 only, excludes local residents)		
1	90	45
2	51	25.5
3	24	12
4	15	7.5
5	7	3.5
6	4	2
7	2	1
8	7	3.5
Visit length (2020 only, excludes local residents)	Mean	Range
Visit, total days	2.19	0-10
Visit, total nights	2	0-10

Table 3 describes respondent motivations for visiting the Sheltowee Trace. Recall this measure is set on a five-point Likert measure where strong agreement is 5 and strong disagreement is a 1. The strongest agreement responses included enjoying beautiful scenery (4.70), enjoying their favorite activity (4.56), experiencing peace/tranquility (4.56, keeping fit (4.40), and escaping their daily routine (4.39). The lowest responses (which all fall in the neutral agreement range) include developing skill and knowledge (3.90), using outdoor gear (3.88), learning about the environment (3.89), developing self-confidence (3.95), and meeting new people. (3.09).

Table 3. Motivations for Visiting the Sheltowee Trace

Variable	Count	Mean	SDV	Min	Max
Enjoy my favorite activity.	320	4.56	0.78	1	5
Enjoy beautiful scenery.	320	4.70	0.66	1	5
Relax.	321	4.48	0.83	1	5
Experience peace/tranquility.	317	4.56	0.71	1	5
Be with family and friends.	315	4.02	1.05	1	5
Observe wildlife.	318	4.13	0.90	1	5
Escape my daily routine.	319	4.39	0.90	1	5
Experience stimulation and excitement.	314	4.10	0.98	1	5
Keep physically fit.	322	4.40	0.82	1	5
Feel at one with nature.	317	4.31	0.88	1	5
Experience new things.	318	4.01	0.94	1	5
Develop skill and knowledge.	314	3.90	0.97	1	5
Use my outdoor gear/equipment.	317	3.88	1.04	1	5
Challenge myself.	321	4.29	0.95	1	5
Gain a sense of accomplishment.	318	4.26	0.91	1	5
Learn about the environment.	318	3.89	0.91	1	5
Develop confidence in myself.	319	3.95	0.96	1	5
Meet new people.	316	3.09	1.15	1	5

Table 4 explores expenditure patters by visitors to the Sheltowee Trace who live outside of the six Sheltowee Trace trail towns. Recall these expenditures focus only on 2020 visits, as well, excluding persons who did not visit in 2020. The lodging visits only include analyses for persons who reported staying overnight on their visit and spent more than zero dollars. The lodging expenditures can be interpreted as the average expenditures per person for each visit to the Sheltowee Trace involving an overnight stay and some kind of expenditure. There, hotel expenditures averaged $76 per visit, while cabin/rental house visits averaged $206. Camping averaged $16 per visit. Note this excludes free dispersed camping, which is common along the Sheltowee Trace. This variable also includes RV camping, which may slightly skew these results.

Table 4. Average Trail Town Visitor Expenditures from Persons Living Outside of Sheltowee Trace Trail Towns

Variable	Cases	Mean (in $)	SDV	Min Value	Max Value
Lodging, Hotel	15	76.11	38.54	25	170
Lodging, Camping	17	16.03	10.38	1	47
Lodging, Cabin	4	206.25	126.44	100	350
Gasoline	200	7.99	12.45	0	65
Food, Limited Service	200	3.51	7.29	0	50
Food, Full Service	200	6.07	12.19	0	75
Food, Convenience	200	2.02	3.71	0	20
Food, Breweries & Bars	200	0.78	4.79	0	50
Food, Groceries	200	1.41	5.67	0	40

Retail, General	200	1.06	5.63	0	50
Retail, Recreation	200	0.31	1.61	0	13
Taxi/shuttle Use	200	1.55	7.10	0	50

The remaining expenditures in Table 4 can be interpreted as the average expenditure per person for each trip to the Sheltowee Trace. The greatest expenditures for all visitors are gasoline ($7.99 per trip) and full-service restaurants (e.g., sit-down dining with wait staff, $6.07). Fast food (limited service food, $3.51) and food purchased from gas stations and convenience stores ($2.02) are next. Fewer respondents indicated purchasing recreational gear (such as hiking boots or climbing gear) or visiting brewers/bars (which are unevenly available throughout the region) while visiting the Sheltowee Trace.

Table 5 explores expenditures by Sheltowee Trace visitors outside of trail towns but still inside Kentucky. The largest expenditures included lodging (which ranged from $118-$375), gasoline ($9.73), recreation retail ($7.57), fast food ($4), and groceries ($3.90). These expenditures are actually somewhat common because they represent categories where people are spending travel funds and buying supplies for their time on the Sheltowee Trace.

Table 5. Average Expenditures outside of Trail Towns but inside Kentucky When Visiting the Sheltowee Trace, 2020

Variable	Cases	Mean (in $)	St. Dev	Min Value	Max Value
Lodging, Hotel	3	215.00	160.23	120	400
Lodging, Camping	5	118.00	104.49	20	250
Lodging, Cabin	4	375.00	239.79	150	650
Gasoline	206	9.73	17.80	0	100
Food, Limited Service	206	4.00	14.37	0	150
Food, Full Service	206	1.95	9.96	0	100
Food, Conveniences	206	1.33	4.67	0	40
Food, Breweries & Bars	206	.58	4.26	0	40
Food, Groceries	206	3.90	15.40	0	120
Retail, General	206	2.11	12.59	0	160
Retail, Recreation	206	7.57	42.49	0	500
Taxi/shuttle Use	206	.63	5.25	0	50

Table 6 summarizes expenditures for all respondents in the study. In all, 53% of respondents identified as female compared to 44% identifying as male. Those with a four-year college degree represented the largest section of users (32%) followed by having a master's degree (23%). This finding is supported by other studies in the Red River Gorge indicating that outdoor recreation users are often well-educated persons (Maples & Bradley, 2020; Maples et al, 2017). The bulk of the sample fell in the 40-64 age category (50%) while 33% were 65 or older. The most common personal income category was $50,000-$74,999 (25%) followed by greater than $99,999 (19%). As this study is best treated as a convenience sample, these demographics may or may not be representative of

Sheltowee Trail visitor demographics and should be treated with caution.

Table 6. Respondent Demographics

Variable	Count	Percent
Sex		
Female	171	53.11
Male	144	44.72
I'm not sure.	2	0.62
Prefer not to answer	5	1.55
Age		
18-39	69	16.55
40-64	210	50.36
65 and up	138	33.09
Education		
Less than high school degree or GED equivalent	1	0.31
Completed high school or GED, no college	22	6.81
Completed some college, but no degree	49	15.17
Completed two-year Associate/technical degree	30	9.29
Completed Bachelor's degree	104	32.2
Completed Master's degree	76	23.53
Completed Doctorate or terminal degree	35	10.84
Do Not Record	6	1.86
Personal Income		
$0-$19,999	15	4.66
$20,000-$29,999	28	8.7
$30,000-$39,999	27	8.39
$40,000-$49,999	24	7.45
$50,000-$74,999	81	25.16
$75,000-$99,999	50	15.53
Greater than $99,999	64	19.88
Do Not Record	33	10.25

Discussion, Conclusions, and Future Research

The Sheltowee Trace provides an extraordinary economic resource which likely benefits the region's economy through increased tourism with minimal cost to local governments. Kentucky's public lands, such as the Daniel Boone National Forest and its Red River Gorge, draw visitors from across the nation and globe (Maples et al, 2017). Visitors to public lands frequently experience long-term place attachment to places like the Red River Gorge, encouraging repeat visits allowing them to explore

the region over time (Maples, 2021). Recall outdoor recreation expenditures are also now surging in areas just like Eastern Kentucky as visitors seek opportunities to enjoy natural features, scenery, and backcountry experiences. As such, the Sheltowee Trace offers an extraordinary opportunity, if protected and managed, for visitors to contribute to the region for the foreseeable future.

One important element of rethinking the Sheltowee Trace as an economic resource is to make a clear plan for protecting and preserving it. The region is fortunate to have the Forest Service and Park Service managing much of the Sheltowee Trace. Local partnerships with public land organizations provide a critical next step to protecting and maintaining the area. One useful example of this is the Sheltowee Trace Association, which partners to clear and maintain trails and trailheads, manage user visits, organize access via taxis, share detailed trail plans for prospective visitors, and more. These partnerships are key in balancing visitor interests in public lands while also keeping them available.

Another consideration is educating visitors about their potential impacts and finding ways to help minimize those impacts. Leave No Trace (LNT) is a common-sense wilderness ethic system intended to help reduce potential environmental impacts where possible. Note this is not meant to truly eliminate all impacts, but to minimize them in logical ways. These include obvious things like not leaving trash behind, not removing small rocks or similar items as mementos, and walking single file on trails to prevent erosion. Recent programs to educate outdoor recreation users about LNT have proven beneficial, including effort in the Red River Gorge. There, rock climbers, who indicated knowing more about LNT Principles, reported acting on that knowledge while visiting the area (Clark, et al., 2020; Sharp et al., 2018). Notably, there are several climbing-oriented LNT programs in existence, such as the Access Fund's Climbers' Pact, which teaches climbers about LNT principles and asks them to publicly commit to following those principles.

One problematic issue is balancing who can use the trail with local resident and visitor interests (Bradley et al., 2020). Not all visitor impacts are the same. For example, much of the trail is set aside solely for hikers while other parts are multi-use. The Forest Service makes decisions like these to protect trails throughout their system. Off Highway Vehicles (OHVs) and All-terrain Vehicles (ATVs) are frequently used in the region, but their impacts are, by nature, more extreme than, say, hiking. Similarly, a small portion of the Sheltowee Trace is open to equestrian use, where horse hooves would similarly be more impactful than hiking. Nonetheless, all three groups are interested in trails and access to the region. As such it may be valuable to find private areas near the Sheltowee Trace and its trail towns which can further support these activities, as well, while still being mindful of ways to reduce impacts where possible.

Future thought should consider how trail towns collaborate and work together to market the Sheltowee Trace as a destination. The researchers inadvertently noted that Sheltowee Trace trail towns take different approaches to advertising their trail town status. This creates a patchwork of efforts that might be more suitably done as a singular approach. In the future, it may be helpful to consider a group-oriented marketing plan that celebrates the greater ideas of the Sheltowee Trace while also highlighting the unique traits that might attract different audiences to specific trail towns. This could be as simple as having county tourism boards communicate their mutual interests and examine how funds could be better spent working with a unified mission.

The findings of this study support that Sheltowee Trace visitors are adequately finding ways to spend money while in the region, but the data also indicate some areas for consideration to local entrepreneurs. For example, Tables Four and Five show two interesting findings supporting some economic shortcomings in the region. First, recreational retail had minimal expenditures in trail towns, yet had considerably higher expenditures outside the region. This could mean that visitors are stopping at larger cities (such as Lexington) to buy outdoor recreation goods (tents, backpacks, lanterns, and more) in lieu of purchasing them at retailers nearer to the Sheltowee Trace. This could be a lost economic opportunity for local trail town economies, who can offer gear retail opportunities mere steps from the trailheads. Examples include local fishing tackle and bait shops and hiking and camping stores. One complication is year-round visitation is fluid and changes by season, so it might behoove trail towns to partner with shops who would be willing to offer recreation goods during seasons with higher trail visitation in addition to services these businesses may be already offering. A second finding here is visitors are getting their groceries outside the region, as well. In fact, this may link to the recreation retail purchases by stopping at (for example) a Wal-Mart in Richmond to get tents and picnic food in one stop. As such, grocers may want to try to market to this clientele to increase local expenditures.

There are limitations to this study that should be addressed in the future. First, the study falls short of being an economic impact study. In conferring with the Daniel Boone National Forest, it is difficult to adequately estimate visitation solely to the Sheltowee Trace. Without better visitation data, it is not possible to conduct a reliable economic impact study. As such, this study remains focused only on per-person economic expenditure patterns for an average visit without attempting to estimate what this contributes to the local economy. Future partnerships among trail towns and the Daniel Boone National Forest may be able to lead to visitation estimates which could remedy this in the future.

Second, this study was conducted online. Numerous economic impact studies have been conducted online, but these do run the risk of respondents misstating their expenditures while the timeframe between their most recent visit and when they take the survey grows. Future studies should attempt to recreate these findings using in-person surveys. Similarly, focus groups with Sheltowee Trace visitors could be very informative to local businesses, organizations, and researchers.

Third, this study was conducted during a global pandemic which has shaped expenditure and visitation patterns in ways that may not be fully understood for years. One potential issue is businesses typically open during non-pandemic conditions may have closed (whether temporarily or permanently) during the pandemic, limiting the potential for expenditures. Another issue is Forest Service policies during 2020 which may have impacted visitation patterns to the region (Maples & Bradley, 2020). Changes in visitors' employment status and income may also have changed visitation patterns. As such, it is advisable to revisit this study in the coming years as the pandemic recedes and normal visitation patterns return.

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A Case Study of ACC Network Fall Programming During Covid-19

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Abstract

COVID-19 provided a uniquely uncharted landscape for sports network programmers who needed to navigate the return of "Live" and "Re-Air" broadcast events. This case study examined the programming schedule of ESPN's ACC Network during a 28-day period in the Fall of 2020. The ACC Network provided an uncommon opportunity to investigate the trends in sports television programming schedules during a pandemic. Data consisting of the ACC Network's schedule was collected and labeled for ease of quantifying the contests as well as studio shows aired during the research window. Overall, the results demonstrated a distinct emphasis placed on the airing of college football "Live" and "Re-Air" games during the fall of 2020. The data reinforced that college football content was an important cornerstone of the ACC Network programming philosophy during COVID-19.

Keywords: Sports Media, Television, College Football, COVID-19, Live Sports

Introduction

The year 2020 has seen lives adjusted and daily routines turned upside down due to the COVID-19 Pandemic. Television networks are not immune to this "new normal" as some have called it. New safety procedures for workers as well as variations in home viewing habits have resulted in adjustments to the way media is both produced and consumed (e.g., Majumdar & Naha, 2020). Sports television networks have been some of the hardest hit by these changes. As sports shut down in the wake of the pandemic, the live content of these television networks dried up overnight. When the Atlantic Coast Conference (ACC) stopped sports March 12th, 2020, there was no clear direction on what any programming on the ESPN-owned ACC Network was going to look like in the Fall of 2020, or if there were even going to be sports to air (ESPN News Service, 2020).

As the ACC announced the resumption of collegiate sports and released the fall sports schedules, there was still uncertainty about what the content of ACC Network would look like (Atlantic Coast Conference, 2020). As the fall sports season evolved, the ACC Network broadcast schedule stabilized and normalized. The network found its footing and relaxed into a broadcast routine that included in-studio shows and live events broadcast with the help of ACC membership institutions (Callihan, 2020). As intercollegiate athletics returned to the airways, it was vitally important for sports television networks to remain focused on the content they were producing by keeping it well rounded, both in sports showcased and schools represented.

This case study examined ACC Network content during a 28-day period (October 18, 2020-November 14, 2020). Using quantitative data, this study strived to illustrate a larger picture of what the planned ACC Network fall programming schedule looked like in the time of COVID-19. Due to the rare nature of the 2020 COVID-19 pandemic, specific research into the television programming schedules of sports television networks during a world-wide pandemic is not widely available. The COVID-19 pandemic has seen a sudden shift in the way research is gathered and presented (Clay, 2020).

This unique situation provides for an uncommon circumstance in which to research sports television programming, therefore making it unique to the world of academic research. This research could be seen as a jumping off point for further inquiries into how other sport-specific television networks of all sizes handle programming during a world-wide crisis. Television executives can use this unique data to better analyze ways in which sports network programming evolves during an unusual broadcast period.

Review of Literature

Television Programming

The field of research on the interaction between children and television programming is a well-traveled path. Cohen et al. (2002) investigated how children's television shows like *Sesame Street* utilize research in creating their storylines and episode content. Sesame Street has a vested interest in finding and developing unique ways to deliver educational content to children. Not only does *Sesame Street* want to better understand ways to present content and educational material, but it also attempts to understand how children learn and comprehend different topics and ideas. This specific research of Cohen et al. (2002) is limited to specific children's shows and does not illustrate a larger programming schedule for comparison.

More detailed studies have investigated the relationship that local and non-local programming has on viewers. Xuexin et al. (2013) found positive association between viewers and homemade television programs as part of the broadcast programming schedule. The research presented made the case for countries to encourage domestic television programming production. This study focused more on importation of content than on the actual schedule of the programming involved. It has added interest when discussing television programming that incorporates more internationally sourced content.

Gender Representation in Media

Another field that has been thoroughly examined has been the differences in sports programming coverage based on gender. Messner (2002) analyzed the ways in which women in sports continue to be marginalized compared to their male counterparts. Despite the overall expansion of the general coverage of women's sports, many outlets still relegate that women's sports to the niche or fringe areas of their websites or newspapers (Messner, 2002). Magrath (2020) provided likewise context into the journalistic coverage of LGBT athletes and the ways in which media reporting has increased.

While Title IX legislatively promotes equality on the administrative level, media coverage has not demonstrated overwhelming evidence of a desire to provide equal broadcasting time. Sports network broadcasters are not dependent on direct federal funding and therefore are not currently obligated to follow Title IX legislation or directives (Pruitt, 2021). It is well documented in the literature that female athletes do not receive the same amount of sport related coverage when compared to their male counterparts (e.g., Kaiser, 2018; Kasey et al., 2021; Laucella et al., 2017). Additionally, the narrative the media presents of female athletes (e.g., appearance, mothers, non-athletic) has received a lot of attention in the literature (e.g., LaVoi et al., 2019).

Messner et al. (2003) examined gender representation and sports media coverage. They found the same underrepresentation that Tuggle found, except they looked at both ESPN coverage as well as local news affiliates. More than half of the local newscasts examined contained no mention of female sports (Messner et al., 2003). ESPN devoted even less time per show than the local affiliates newscast did to women's sports. Unfortunately, nearly two decades later, the narrative is constant. Symons et al. (2021) examined Australian mainstream media's coverage of women in sport during the COVID-19 pandemic. The results indicated reduced coverage for women at the beginning of the pandemic and this trend continued throughout the crisis. Symons et al. (2021) argue that this finding demonstrates the exclusion of women in media coverage, is not unique to the pandemic, there is simply an absence of coverage in regard to women's sports.

The research of Coche (2013) found that while ESPN covered both the Men's and Women's Australian Opens on television, the overall coverage emphasized the Men's tournament more. However, when it came to the actual live event production, the production value quality for the broadcasts of either genders was equal. This provides an example of the ways in which media coverage has evolved over time. Coche found that ESPN "still frames the men's game as more important than the women's game" (Coche, 2013, p. 84).

Programming Strategy

Other studies have compared the relationship media fans have with their television programming against the relationship sports fans have with the athletic teams they support. Gantz et al. (2006) showed that sports fans tend to have longer pre- and post-event viewing habits, lending credibility to the importance of shoulder programming surrounding sporting events. Shoulder programming like studio shows help viewers and fans prepare for upcoming games and review games that have been completed. The data displayed in the research showed that sports fans are more likely to extend the viewing experience beyond just the program, when compared to a television fan of a different genre. The researchers added that "it could be argued that sports fans appear more active than fans of other programming genres simply because sports content is so readily available" (Gantz et al., 2006, p. 115).

In the field of sports television programming, there have been explorations into specific programming scheduling. Fortunato (2016) wrote about the way Major League Baseball is utilizing various broadcast strategies and television networks as part of the overall marketing strategy. The goal is to provide the widest appeal and audience for MLB's sports product. The league must weigh increased rights fees versus increased exposure when it comes to airing games on cable channels against

traditional network television. Network executives attempt to negotiate more games to cable channels as a way to bring more viewers to those locations, but at an added rights fee cost to the network. Coupled with network location is the selection of start time, given the different time zones across the United States. On the east coast, an earlier start means less viewers on the west coast at the beginning of a game, but a late start means east coast viewers drop off sooner.

COVID-19 Broadcasting

In the immediate impact of the COVID-19 shutdown was deeply felt throughout the sports broadcasting world. Bell (2021) scrutinized the ways that ESPN's sports news program *SportsCenter* reacted in the immediate wake of sports leagues and tournaments shutting down. Bell (2021) noted that as the pandemic progressed, the quality of video and audio content on *SportsCenter* was de-emphasized due to the lack of available resources. Additionally, production challenges forced ESPN to lean heavily on its graphical presentation instead of the video and photo elements typically used (Bell, 2021).

More recently there has been inquiries into what sports television networks have been using to fill their programming schedules during the COVID-19 pandemic. Buehler (2020) points to alternative or non-traditional programming as a way to fill the entertainment day. Leagues and conferences own the re-air rights to their games, so networks like ESPN have had to rely on documentaries and their related shoulder programming to fill large content holes in their schedule (Buehler, 2020). During the COVID-19 pandemic, alternate programming demonstrably filled the content gap created by the loss of domestic live sporting events. Television networks also sought lesser viewed events and international sports to air on United States based television. Korean baseball and European soccer filled many of these open programming positions across various sports television networks (Garrity, 2020).

Methods

Having launched in August 2019, the ACC Network is relatively new. In fact, the network was not even operational for a full year before the shutdown caused by the COVID-19 pandemic. A "case study design" allows for "in-depth understanding of the situation and meaning for those involved" (Merriam, 1998, p. 19). Given that this study examined one network (ACC Network) during a global pandemic (COVID-19), a case study approach was appropriate.

Data Collection

For the data collection, broadcast listings available on TVGuide.com were utilized to pull the publicly available programming schedule and school/team involvement information (TV Guide, n.d.). These schedules were cross-referenced with ESPN.com to verify the accuracy of the content, especially when it came to game matchup information. This data information was routinely checked during the designated research period to ensure the accuracy of the data being collected. Schedules on both locations were found to be consistent and accurate when comparing their respective data. Occasional spot checks of ACC Network programming during the research window additionally confirmed the accuracy of this information. From there, the data was input into an Excel spreadsheet.

Categorization of Data

As data was entered, each individual program was assigned a label of "Programming Type" and "Content Type". Additionally, the teams involved (or profiled in the case of magazine-type shows) were labelled to better allow statistical analysis of the overall content schedule and identify if any schools were showcased more or less often than others. Each show or game was broken down into 30-minute segments to account for shorter half hour programming as well as longer events. A half-hour show was shown as one block segment. A 3-hour game utilized six block segments. These helped to allow better counting of a variety of show and event lengths.

Programming included a variety of fall and winter collegiate sporting contests as well as studio and magazine shows to fill the air schedule. The vast majority of content on ACC Network was about or involved schools from the ACC Conference, with occasional games against non-ACC opponents appearing as well. All non-ACC conference affiliated opponents were given the generic title of "Non-Conference" and not specifically highlighted or recorded as their individual school name.

Each half hour content block was assigned a "Programming Type" label. "Live Content" encompassing both "Live Games" as well as "Live Studio Shows" provides the primary driver of both advertising revenue as well as marketing strategy on sports television networks. "Live Content" allows ACC Network the ability to showcase popular contests between schools, as well as produce "Live Studio Shows" around those broadcasted events.

"Re-Aired Content" was classified as any sporting event, studio show, or pre-recorded magazine program that had already originally debuted on the ESPN family of networks. Often the shows and events were relatively recent, except for magazine shows (also known as "evergreen programming") whose content was not time or date dependent. "Re-Aired Content" programming were shows being aired again in an encore presentation to fill time in the schedule. For some live studio shows, such as "Packer and Durham" or "All ACC," the same episode re-aired immediately after the live show. The second airing was therefore classified as "Re-Aired Content."

"Classic Games" consisted of games shown that were originally played a year or more in the past and were not considered to be part of the current athletic season. For this research period, all "Classic Games" were three or more years removed from the fall 2020 season, making them uniquely different from more recent games being aired in an encore presentation. Due to the further removed nature of these games from the current season, they were labelled using the separate category of "Classic Games." "Pre-Taped" shows mostly either revolved around magazine shows such as "All Access" and "ACC Traditions" which contain content highlighting a specific school, or documentaries. For example, "The Class That Saved Coach K" was a "Pre-Taped" documentary that focused on a school-centered story from Duke's past. "Pre-taped" content is generally created to be aired repeatedly without a direct tie to the current athletic season or events.

All of the data collected was put into an Excel database in order to assign pre-determined values to each program (as outlined in the previous section). Each program or event was designated as one, half hour block of content, to help better accurately account for shorter programs (no program was

shorter than a half hour). All data was compiled within Excel for analysis. An Excel "COUNTIF" function was used to create the tables described below, as well as the chart. The "COUNTIF" function searched the data for the specific values assigned to each half hour block. The information entered into these tables was cross-checked in Excel for mathematical accuracy, utilizing separate equations and gathering techniques.

Data Analysis

There was not a process to account for games that went over their scheduled end time. The scope of the research presented was to identify intended broadcast schedules as originally scheduled and not an examination of changes due to unplanned or overtime events. The major limitation of this study is the full four-week (28 days) scope of data collection from October 10, 2020, to November 14, 2020. Ideally a more complete collection of data would include the entire fall programming schedule. However, due to time constraints, the primary author was only able to examine the data available in the four-week window.

Coincidentally, no major game or event during the research period went drastically over its intended broadcast window, so no changes to the data collection process were required. Further research might be able to reveal more information about games and events that extend beyond their intended windows but would require more direct observation of each program as well as a more detailed accounting of the timing of each individual game and show broadcast on ACC Network.

For data analysis, the created Excel sheet was able to organize the list of shows and live events into numerical values and formats based on the labels attached to each game or event. The data was then searched and compiled into tables of "Programming Type Breakdown by Content," "Live Game and Show Breakdown by Sport," and "Total Content Breakdown by School" with other possible groupings available from the larger data input. A "COUNTIF" Excel function was used to seek out the predetermined labels and school names as they were entered in the overall data collection page. This data organized into tables help to illustrate the overall picture of what this particular month of ACC Network programming looked like.

Results

Table 1 shows the allocation of programming time during the period researched. Overall, "Re-Aired Content" led the programming schedule, accounting for almost 60% of all programming aired on ACC Network (403.5 hours).

Table 1. ACC Network Total Content (10/10/2020 – 11/14/2020)

Programming Type	Total Hours	Average Per Week	Percentage of Total Content Hours
Re-Aired Content	403.5 Hours	100.88 Hours	60.04%
Live Games	104.5 Hours	26.13 Hours	15.55%
Live Studio Shows	101.5 Hours	25.38 Hours	15.10%
Classic Games	37 Hours	9.25 Hours	5.51%

Pre-Taped Shows	25.5 Hours	6.38 Hours	3.79%

"Live Games" (incorporating first airings of pre-recorded athletic events like Cross Country Meets) and "Live Studio Shows" came in second and third accounting for 16% (104.5 hours) and 15% (101.5 hours) of ACC Network programming for the month researched, respectively. The remaining roughly 10% of content consisted of "Classic Games" (37 hours) and "Pre-Taped" programming (25.5 hours).

Live content paints a more direct picture of the overall content and programming plan on ACC Network. Table 2 focuses on the division of "Live Content" across ACC Network during the research period. "Packer and Durham," ACC Network's daily morning studio show and radio simulcast (Ufnowski, 2019), dominated the "Live Content" hours. 60 hours (15 hours per week) were dedicated to the "Packer and Durham" live airing alone during the research period, along with a large portion of the "Re-Air Content" hours, as shown in Table 3. While a live sporting event or studio show can only air once in that category, the same game or show can be re-aired multiple times all over the programming schedule, a technique used frequently by ACC Network. Throughout the research period, studio shows re-aired multiple times in a row, especially overnight and early morning. The strategy to utilize "Re-Air Content" is widely used throughout every sports television network, both at the national and regional levels. The content schedules of sister channels SEC Network and Longhorn Network demonstrate a similar programming philosophy to ACC Network.

Table 2. ACC Network Live Game or Show by Sport (10/10/2020 – 11/14/2020)

Programming Subject Type	Total Hours	Avg. Per Week	Percentage of Total Live Programming
Packer and Durham	60 Hours	15.00 Hours	29.13%
Football	36 Hours	9.00 Hours	17.48%
Women's Soccer	30 Hours	7.50 Hours	14.56%
Football Specific Studio Shows	20 Hours	5.00 Hours	9.71%
Women's Volleyball	14 Hours	3.50 Hours	6.80%
Field Hockey	13.5 Hours	3.38 Hours	6.55%
News and Information Studio Shows	13.5 Hours	3.38 Hours	6.55%
Men's Soccer	10 Hours	2.50 Hours	4.85%
Basketball Specific Studio Shows	8 Hours	2.00 Hours	3.88%
Cross Country	1 Hour	0.25 Hours	0.49%

Table 3. ACC Network Re-Air Content by Sport (10/10/2020 – 11/14/2020)

Programming Subject Type	Total Hours	Average Per Week	% of Total Re-Air Programming
Football	200.5 Hours	50.13 Hours	49.69%
Packer and Durham	59.5 Hours	14.88 Hours	14.75%
News and Information Studio Shows	48.5 Hours	12.13 Hours	12.02%
Women's Soccer	32 Hours	8.00 Hours	7.93%
Field Hockey	18 Hours	4.50 Hours	4.46%
Basketball Specific Studio Shows	16 Hours	4.00 Hours	3.97%
Men's Soccer	13 Hours	3.25 Hours	3.22%

Women's Volleyball	6 Hours	1.50 Hours	1.49%
Football Specific Studio Shows	6 Hours	1.50 Hours	1.49%
Cross Country	4 Hour	1.00 Hours	0.99%

College football games and their associated studio shows made up the second largest amount of time on the "Live Content" schedule, comprising 56 hours of content when both programming subject types are combined. College football games and studio shows on ACC Network accounted for a little over a quarter of the total allotted time for "Live Content." During the research period live college football games were directly accompanied by football specific studio shows, in contrast to other fall sports that did not have dedicated studio shows tied around their specific sport. Women's soccer and Men's soccer accounted for a combined 40 hours of "Live Content," with Field Hockey and Women's Volleyball responsible for about 14 and 13.5 hours each, respectively.

Table 3 showcases the overwhelming programming of college football content when it comes to filling the ACC Network schedule. The next most frequent program *Packer and Durham* averaged nearly 35 less hours per week than the "Re-Air" of college football games. Both the popularity of college football (Baade, Baumann, & Matheson, 2008) as well as the length of contests can help explain the dominate nature of college football on the modern television programming landscape.

The frequency of programming displayed in Table 4 demonstrates the number of times a specific sport or show type was aired on ACC Network regardless of the content being "Live," "Re-aired," "Pre-taped," or "Classic." These are also broken down into half hour blocks of time. Football games were featured on ACC Network (539 half hour blocks) almost twice as many times as the next programming subject type "Packer and Durham" (239 half hour blocks). When added with Women's Soccer (124 half hour blocks) and News and Information Studio Shows (124 half hour blocks), those four programming subject types account for over 75% of all ACC Network programming during the research period.

Table 4. ACC Network Frequency of Programming (10/10/2020 – 11/14/2020)

Programming Subject Type	Total Frequency	Percentage of Total Blocks
Football	539 Half Hour Blocks	40.10%
Packer and Durham	239 Half Hour Blocks	17.78%
Women's Soccer	124 Half Hour Blocks	9.23%
News and Information Studio Shows	124 Half Hour Blocks	9.23%
Field Hockey	63 Half Hour Blocks	4.69%
Football Specific Studio Shows	52 Half Hour Blocks	3.87%
Magazine Shows	51 Half Hour Blocks	3.79%
Basketball Specific Studio Shows	48 Half Hour Blocks	3.57%
Men's Soccer	46 Half Hour Blocks	3.42%
Women's Volleyball	40 Half Hour Blocks	2.98%
Cross Country	10 Half Hour Blocks	0.74%
Men's Basketball	8 Half Hour Blocks	0.60%

Lastly, data was collected on how frequent a school was featured in ACC Network content as either a team in competition or the subject of an informational magazine-type show. Table 5 shows the breakdown, along with Chart 1 for a better visual representation. North Carolina, Virginia, and Clemson were more prominently featured, accounting for 86.5, 81, and 75 hours of team specific content, respectively. On the other end of the spectrum Florida State appeared just 4% of the time when a school was featured and NC State only 2%, sharing a total of just 55 hours of content between the two schools. The remaining schools landed in the area between 38 and 65 hours of content featuring schools during the research period. Further data sets that stretch into basketball season would most likely show a more prominent leaning of total content hours toward traditional ACC basketball schools such as Duke.

Table 5. ACC Network Content by School (10/10/2020 – 11/14/2020)

| School	Total Hours	Average Per Week	% of Total Content
North Carolina	86.5 Hours	21.63 Hours	10.30%
Virginia	81 Hours	20.25 Hours	9.64%
Clemson	75 Hours	18.75 Hours	8.93%
Boston College	65 Hours	16.25 Hours	7.74%
Virginia Tech	64 Hours	16.00 Hours	7.62%
Louisville	61.5 Hour	15.38 Hours	7.32%
Syracuse	56.5 Hours	14.13 Hours	6.73%
Duke	55 Hours	13.75 Hours	6.55%
Pittsburgh	55 Hours	13.75 Hours	6.55%
Notre Dame	46.5 Hours	11.63 Hours	5.54%
Miami	44 Hours	11.00 Hours	5.24%
Georgia Tech	43.5 Hours	10.88 Hours	5.18%
Wake Forest	38.5 Hours	9.63 Hours	4.58%
Florida State	36 Hours	9.00 Hours	4.29%
NC State	19 Hours	4.75 Hours	2.26%
Non-Conference	13 Hours	3.25 Hours	1.55%
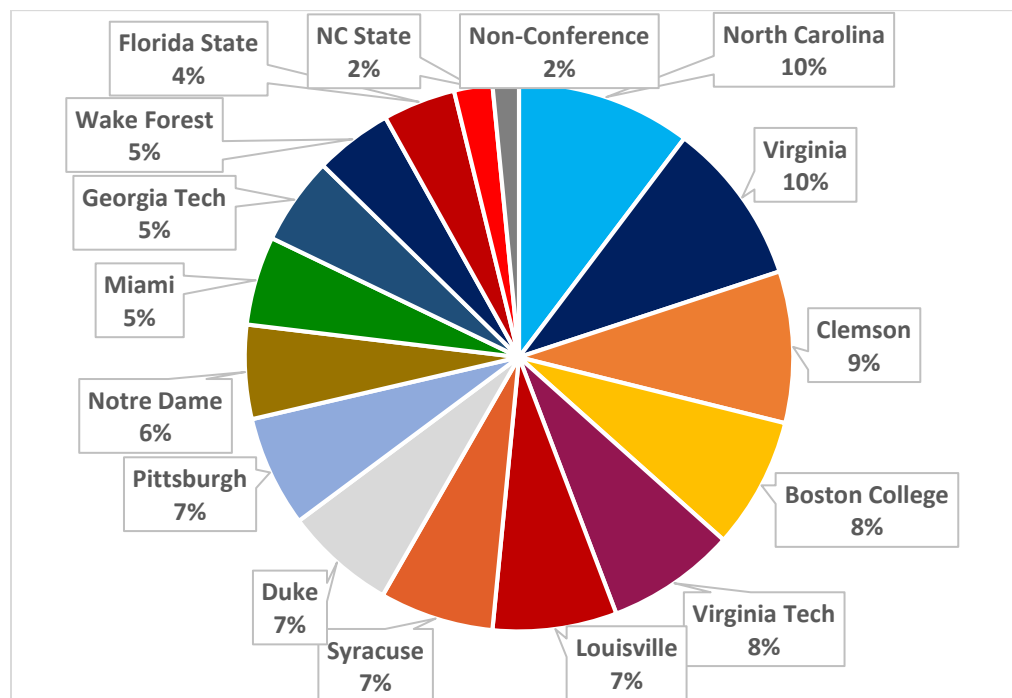
Figure 1. ACC Network Content by School (10/10/2020 – 11/14/2020)

Discussion

Over half of the ACC Network broadcast schedule during COVID-19 was made up of "Re-Air Content," while "Live Content" programming only accounted for roughly over a quarter of the total content broadcast during the research period. This is to be expected when the vast majority of the 24-hour television schedule takes place outside of normal playing time for collegiate sports, which occur mostly in the afternoon and evening. Primetime television (Nielsen, 2011) drives most ratings periods and therefore the money networks can charge for advertising spots (Dubitsky, 2019). The logical plan for any college sports network is to utilize contests and studio programming (both "Live Content" and "Re-Air Content") that showcase the more marquee schools and sports within the Atlantic Coast Conference to maximize both viewership and advertising revenue. As the data demonstrates, ACC Network is following that general plan of attack.

"Re-Air Content" made up the vast majority of late-night, early morning, and mid-afternoon time slots. Much of this "Re-Air Content" was comprised of ACC football games (200.5 hours during the research period) re-airing routinely throughout the days and nights following the live football game on the most recent Saturday. Typically, the majority of collegiate football games are played on Saturday, with games occasionally being played in the middle of the week. ACC Network programming routinely scheduled football games from the previous weekend to air repeatedly during the week that followed to fill the daytime and overnight programming slots.

During the research period, Women's Soccer received almost double the content hours (30 hours or 29% of all "Live Content") compared to other, non-football sports. Women's Volleyball, Field Hockey, and Cross Country allotted for between 10-13% of "Live Content" programming each. Much

of this disparity can be explained by the ACC Women's Soccer Tournament occurring during the research period, with the Men's Soccer Tournament slated to being soon after the research window was complete. ACC Tournaments are responsible for a significant amount of programming time (both "Live Content" and "Re-Air Content") on ACC Network as shown by this research when they occur. Field Hockey also saw a bump in coverage during its own ACC Tournament, which also aired on ACC Network during the research period.

Still, the vast majority of weekend and evening content hours were dedicated to live games and news and informational studio shows. Throughout the research period all available fall sports were aired, with game times varying based on day of the week or other games being broadcast around them. Contrastingly, weekday mornings and afternoons each had a unique, singular focus. Weekday morning programming was solely dedicated to the 3-hour live airing of "Packer and Durham" immediately followed by the 3-hour re-air of the same show. Weekday afternoon programming was almost exclusively college football games re-airing from the previous weekend. This afternoon schedule stayed consistent except for live afternoon coverage of the Field Hockey and Women's Soccer ACC Championships during their respective playing windows. Table 6 demonstrates the typical weekday schedule found on ACC Network. Recently Symons et al. (2021) found that women's sports during the pandemic did not see a surge in coverage in Australia. However, the finding in the present study showed that perhaps the pandemic did lead to increased media coverage for women's sports, particularly on the ACC network.

Table 6. ACC Network Typical Weekday Content Schedule (10/10/2020 – 11/14/2020)

Time	Show	Subject/Sport
12:00am – 5:00am	Re-Air Game	College football or fall sport
5:00am – 7:00am	Re-Air Studio Show	"All ACC" from previous night
7:00am – 10:00am	Live Studio Show	"Packer and Durham"
10:00am – 1:00pm	Re-Air Studio Show	"Packer and Durham"
1:00pm – 4:00pm	Re-Air Game	College football from previous Saturday
4:00pm – 7:00pm	Re-Air Game	College football from previous Saturday
7:00pm – 9:00pm	Live Game	Fall sport, varied
9:00pm – 10:00pm	Live Studio Show	"All ACC"
10:00pm – 12:00am	Re-Air Studio Show	"All ACC" from 9:00pm airing

Saturdays during the research period were almost solely dedicated to college football games and their accompanying studio shows (with the only exception being early morning prior to football coverage commencing). Beginning at 10:00am on Saturdays, college football studio programming and live games aired uninterruptedly until midnight. This schedule of content remained consistent on every Saturday (4 Saturdays in total) during the research period. Table 7 showcases this consistent fall Saturday schedule for ACC Network. This consistent schedule for Saturdays stands in contrast to the constantly shifting evening schedule for every other day of the week on ACC Network. Likewise, Sunday schedules remained varied and unique week to week. Some Sunday programming featured re-aired college football games, while others showcased live Soccer, Volleyball, or Field Hockey games.

Table 7. ACC Network Saturday Content Schedule (10/10/2020 – 11/14/2020)

Time	Show	Subject/Sport
12:00am – 10:00am	Re-Air Game or Studio Show	College football or fall sport
10:00am – 12:00pm	Live Studio Show	"The Huddle"
12:00pm – 3:00pm	Live Game	College football
3:00pm – 4:00pm	Live Studio Show	"The Huddle"
4:00pm – 7:00pm	Live Game	College football
7:00pm – 8:00pm	Live Studio Show	"The Huddle"
8:00pm – 11:00pm	Live Game	College football
11:00pm – 12:00am	Live Studio Show	"The Huddle"

When it comes to schools featured, particular focus appears to be on North Carolina, Virginia, and Clemson. Coincidentally or not, all 3 schools are responsible for the past few National Championships in ACC revenue driven sports (North Carolina in 2017 for Men's Basketball, Virginia in 2019 for Men's Basketball, and Clemson in 2017 and 2019 for football). The average hours of content per school equaled 55.13 hours across all 15 ACC institutions, with a standard deviation of 18.02 (when excluding non-conference schools). North Carolina, Virginia, and Clemson are the only three schools whose coverage total amounted was greater than one standard deviation higher than the mean.

Of the remaining schools, only Florida State's coverage landed one standard deviation lower than the mean, while NC State's total coverage just crossed the threshold to two standard deviations away. NC State receiving the lowest amount of content coverage can be partially attributed to the NC State Women's Soccer team's decision to not compete in the 2020 season (Pope, 2020). While a small portion of the total content time, the lack of participation is a contributing factor to the lower-than-average amount of NC State content on ACC Network. The remaining institutions of the conference each appeared in within one standard deviation above or below the average school-featured content hours aired on ACC Network during the research period.

Further research is needed to understand the larger ACC Network programming philosophy outside of this limited research window. A larger research window and with more detailed data collection potentially available would better demonstrate long-term trends. This is especially true for periods during the winter and spring collegiate sport seasons, which are omitted from this project. Expanded study of studio programming and their time allocated to each sport and school might also give further insight into coverage patterns, treads, and coverage philosophies applied across all of the network's broadcasts. Additionally, research is needed during non-pandemic years to identify any similarity or differences in programming schedules and content coverage philosophies.

Conclusion

Both the "Live Content" and "Re-Air Content" breakdowns demonstrate a similar result: college football was the cornerstone of the ACC Network fall schedule during COVID-19. Studio shows that shoulder programming specifically focused on football, add to the overall content allocation and reinforce the importance ACC Network and ESPN put on college football. Over 40% of all half hour blocks of content on ACC Network were college football games. ACC Network's intent on paper is

to showcase all sports and all schools in a near-equal manner. However, in many ways the mid-pandemic world is very similar to the pre-pandemic world: football is still king.

Some of the findings are swayed simply by the specific 28-day research window. Women's Soccer and Field Hockey received a direct bump in coverage (both "Live" and "Re-Air") thanks directly to their ACC Championships occurring during the research window. Men's Soccer would have received a similar bump if their ACC Championship tournament had occurred during this specific research window. ACC Network showed a consistent pattern of featuring recent "Live Games" of all fall sports to fill content hours during windows when "Re-Aired Content" was utilized. Many recent "Live Games" and all ACC Tournament contests of fall sports re-aired on ACC Network consistently. A longer period of data collection is needed to fully understand the overall coverage expectations for non-revenue sports over their entire schedule as well as sports playing in the winter and spring seasons.

School coverage showed a slight tendency to showcase more recent football and basketball championship schools but not overwhelmingly so. Only North Carolina, Virginia, and Clemson coverage allotments appeared one standard deviation away from the mean. Distribution of school coverage patterns stayed fairly even across all of the schools, with the notable exception of NC State whose Women's Soccer team chose to opt-out of the fall 2020 season. Especially with non-revenue sports, conference tournament performance added more "Re-Air Content" to a school's overall representation on ACC Network. A school that can advance to the championship game will see their broadcast path through the conference tournament appear repeatedly on ACC Network.

The data collected does continue to reinforce the findings of previous researchers that women's sports still lack equal coverage and representation in the broadcast programming schedule. While women's sports exceeded men's in total hours of live game coverage, "Re-Air" football games alone aired almost double the overall content hours more than all women's sports, combining "Live" and "Re-Air." Additionally, studio programming aired more frequently and for longer content hours than women's sports during the research period. A clear lack of equity is present when comparing gender-based sports content in the data.

A research area for expansion might include the tracking of ratings for different sports or shows that air on ACC Network. Data of that variety would be able to demonstrate whether specific sport or school coverage warrants the need for additional or restricted airtime of specific content. Ratings data combined with programming schedules would allow a more complete picture of which events provide the best draw for viewers on ACC Network.

Despite all possible schedule combinations and coverage strategies possible, college football "Live Games" and "Re-Air Content" remained prominent and plentiful throughout the research window. Not only did college football games anchor every Saturday, the contests were frequently used to fill large programming holes during the weekday and overnight. Football games accounted for just over 40% of all ACC Network programming. The data collected continually demonstrated college football games were the most consistent and important parts of the overall ACC Network programming philosophy during the fall of 2020 COVID-19 pandemic.

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How Do We "Build Inclusion"?

Michelle Gerken, Build Inclusion
Haley Andes, Build Inclusion

The Benefits and Functions of Inclusion and Related Studies

Inclusion can be defined as the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups. But inclusion must go further than that. Advocates at Build Inclusion, Inc., believe that while "exclusion isn't always intentional, inclusion must be."

To become more intentionally inclusive, it is important to stay current and aim to follow best practices in the field of disability. Barriers to inclusion are not only physical, but they can also be people's attitudes, language, and expectations for others. These can enable people from having equal opportunities at school and within their communities. The social model of disability points to these outside obstacles, rather than inward toward the person and their disabilities as the source of exclusion, as the medical or traditional model does.

The social model of disability was formed by the disabled community over 30 years ago, yet still has not been widely received. While it lends itself to greater expectations, more choice, opportunity, access, and independence for individuals with disabilities, many agencies, schools and others that serve marginalized populations do not recognize it. Adapting to this best practice can be the first step in changing your organization and the attitudes of those around you.

Another best practice is to use the preferred language of the individual. For example, some people prefer "person-first" language meaning that they prefer to be referred to as a person with a disability, a person with autism, etc. There are also some people that prefer "identity-first language," meaning that they feel most comfortable being referred to as a disabled person, an autistic, or a deaf person. The best way to determine how someone would like to be referred to is to listen and ask.

There are community costs to exclusion. According to Learning Disability Today (2017), 85% of young disabled adults (18-34 years old) feel lonely. Exclusion can also lead to other disparaging consequences. Espelage, Rose, and Polanin (2016), conducted a study related to bullying of students with disabilities. The researchers used the Special Education Elementary Longitudinal Study and the National Longitudinal Transition Study-2 revealed that middle school had the highest percentage of victimization of bullying for students with disabilities, with the lowest percentage in elementary school, followed narrowly by high school. Social-Emotional Learning (SEL) strategies showed success in reducing bullying for students with disabilities and students with no disabilities. Details of this research is outlined below.

Espelage, Rose, and Polanin (2016) examined data from a larger randomized study on the effectiveness of the program Second Step-Student Success Through Prevention (SS-SSTP) over a

three-year period to determine if an increase in prosocial behaviors operated as a protective-factor against bullying and peer conflict.

Espelage, Rose, and Polanin (2016) had N =123 participants with disabilities from 12 schools in two Midwest school districts. The students consisted of 47 students in one condition and 76 students in the control condition. Both groups consisted of 43% were female; 65% 11 years old, and 35% were 12 years old. Thirty-one percent identified as white, 53% identified as African American, 10% biracial and six percent Hispanic.

Students who participated received special education as a function of the Individualized Education Plan (IEP), their diagnosis, and the state's eligibility criteria for IDEA. Students who had a 504 plan were not included in the study. Consent was given by the parents and the school district. Parents received information through several mechanisms.

The results were obtained from self-reports, disability data from school districts, and school tests to measure school belonging, empathy, caring behaviors, willingness to intervene in a bullying situation, grades and achievement data. These indicated that the SEL could serve as a means of promoting prosocial skill development and academic achievement for students with disabilities who attended a school with a SEL program.

SEL is one program that has been able to benefit students within the school system. Incorporating outside programs can benefit students in many ways and can contribute towards creating greater access and opportunities for students.

The Build Inclusion Program

In January of 2017, new regulations surrounding the Workforce Innovation and Opportunity Act (WIOA), provided potentially eligible students ages 14-21 the opportunity to receive Pre-Employment Transition Services (Pre-ETS). For a student to qualify as potentially eligible, they need either an IEP, 504 Plan, or have a documented disability. As a Community Rehabilitation Provider (CRP) contracted through the Kentucky Office of Vocational Rehabilitation (OVR), Build Inclusion provides these services through group classes for youth transitioning into adulthood, for successful post-secondary outcomes.

Build Inclusion is a 501c3 non-profit in Lexington, KY. The purpose of Build Inclusion is to improve community access and intentional inclusion for persons with disabilities in the areas of education, employment, and independent living. Initially, it was founded on an educational program that set out to educate the youngest generation of future leaders about inclusion as well as engaging families and communities. The mission of Build Inclusion has grown to serve high school students and young adults in preparing for and participating in competitive, integrated employment opportunities. Employment of individuals with disabilities (particularly in the transition age) has become their priority.

Build Inclusion is a Community Rehabilitation Provider serving Central Kentucky counties through the Kentucky Office of Vocational Rehabilitation (OVR). Build Inclusion provides a multitude of

services such as Traditional and Customized Supported Employment, Person Centered Planning, Inclusion Trainings, Pre-Employment Transition Services (Pre-ETS), and Recreational Therapy practices. Their theory is that employment does NOT happen inside a box and that there are many other factors that contribute to one's overall success.

According to Espelage, Rose, and Polanin (2016), "schools should begin to incorporate interventions that are designed to increase skill development" (p. 330). Pre-Employment Transition Services help to bridge that gap. In addition to offering Pre-ETS in schools and formal classrooms, Build Inclusion also provides in-person and virtual community-based classes.

As CTRS are considered the quality provider credentialed to provide a systematic process using recreation and other activity-based interventions based on assessed needs of a client, their skills and knowledge create a perfect fit for these services. Thus, Build Inclusion incorporates the expertise of a Certified Therapeutic Recreation Specialist (CTRS), who oversees class development and implementation of the Pre-ETS Classes.

The curricula that Build Inclusion developed is activity-based, which promotes an engaging and interactive environment allowing students to grow and work toward reaching their goals. The students focus on building transferable skills such as self-advocacy, self-awareness, self-determination, self-esteem, goal setting, communication, and social skills.

According to a high school teacher:
"Build Inclusion has given our students the opportunity to practice skills in a nontraditional classroom setting. The lessons are fun but also rooted in purpose to help develop skills that they can generalize across other classes as well as future work experiences. Students who shy away from group work are encouraged to be a part of a team, and all of our students look forward to "Build Inclusion Day" where they can relax and have fun learning."

According to Students:
Josh, 18- "Doing the classes with Build Inclusion allowed me to get out of my shell and learned how to step up to become a leader and contribute to a team."
Jasmine 15- "I became more confident and learned how to advocate for myself."
Dylan 14- "It helped me learn how to communicate with others more effectively."
Tyler 16- "Helped me learn how to work better with others"

Student Mentor:
Gabby, 20- "I feel like the classes helped me grow and be prepared for the 'real world' after I graduated high school for college. I was able to be a mentor in the classes and learned how to mentor to others and see them grow in how they better interacted with others"

Parent:
Mary, parent to a 17-year-old- "It really gave my child the opportunity to learn and grow. We just love BI. I saw my daughter become more independent and working really hard towards her goals she had set for herself. "

As evidenced above, thinking out of the box can pay big dividends to a student with a disability. Students with disabilities need to have every opportunity available to become successful. If interested in the Build Inclusion program for students contact Haley Andes, MBA, CTRS, at haley@buildinclusion.org.

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