The United States of America is based in a dream of equal opportunity, shared success, and prosperity! For many minority communities a genuine way to achieve that dream falls on the physical ability to play sports, and the use of that avenue opens doors to education and ultimately a “way out” from their current environment. What happens when you not only face double jeopardy with your race and gender in America, but your gender and race continue to remain catalysts for your success as a student athlete entering into retirement? The constructs and dynamics of matriculation coupled with sport retirement are just beginning scrutinization from Academia. However, what has come to the forefront is that our Student Athletes are not prepared mentally, emotionally, and in some cases physically for sport retirement and this unpreparedness can cause strain in all aspects of life (Cash, 2015). This paper attempts to delve into that relationship of Race, Gender and retirement of student athletes, specifically in African American women.

Previous research has shown that Black college quarterbacks run the football a significantly higher number of times and throw the football a significantly lower number of times, on average, than their White counterparts; a phenomenological difference that Bopp and Sagas (2014) contend results from racial tasking. Racial tasking suggests the tasks athletes are asked or expected to perform are dependent upon the athlete’s race and vary despite holding the same playing position (p. 140). This particular playing position, quarterback, and sport, football, provide a context in which racialized roles are evident and in accordance with infamous stereotypes. Thus, racial tasking offers a plausible explanation. However, additional research is needed to determine in what other ways might this discriminatory practice manifest in sport. To that end, a legitimate and valid definition of racial tasking must be determined. The aim of this study is to explicate the working definition of racial tasking to better explain the parameters and factors involved. Currently, three critical elements exist: 1) playing position, 2) race, and 3) quantifiable metrics of behavior(s) or expectation(s). This paper will detail the role of each in defining racial tasking, as well as offer potentially new factors and a working definition.

While the worlds of sport and academics can be places of acceptance, coalition building, stereotype deconstruction, and progress towards equality, they can also often be the opposite. Instead, sports teams and academic environments can be isolating, highlighting the efforts of the “one” to the detriment of team unit, reinforcing dangerous stereotypes, and placing too much pressure on an individual. Being the only minority representative in these majority environments elicits the sense that one’s differences are emphasized in relation to others (Kanter, 1977). Athletic and academic departments can be homogenous in terms of race, gender, identity, age, or thinking. Even whole campuses can feel like outposts of normativity, leaving anyone with a minority identity to feel at best alone, but at worst like they must fight to be considered an individual, in constant fear of speaking for everyone in their group, worried about fulfilling detrimental stereotypes, or asked to carry the weight of the team/department on their shoulders.
(Steele, 1999; Thompson & Sekaquaptewa, 2002). In this talk, four different perspectives will be discussed in relation to solo-status: race, gender (identity), language, and ideology. We will relate our own experiences to what the body of literature has to offer on solo-status individuals; including the challenges, protective factors, mediating factors, and relation to task being performed. Lastly, we will discuss how we navigate being the “only one” ourselves and propose suggestions for how to create more inclusive departments and teams.

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“African American Basketball Student Athletes Perception on Service Learning in the Community”

In today’s athletic department some of the athletic program go out in the community to help out like reading to kids, highway clean up or working in nursing homes. Experiential and service learning help make education more relevant to students, teaches positive values, develops leadership and citizenship, provide guidance, and experience for future career choices (Moser 2005; Baldwin 2007). Increasing research has demonstrated application of experiential learning to increase skills and marketability of students (McKelve, & Southall, 2008; Pauline & Pauline, 2008; Southall, Nagel, LeGrande, & Han, 2003). Service activities are becoming equally as prevalent and are not just the focus of faith based institutions but prevalent at all kinds of higher educational institutions incorporate service learning activities (Gunaratna, Johnson, & Stevens, 2007), in addition to the experiential learning activities typical in business and sport management programs. This research will examine the service learning experience of African American male basketball players. In this study the basketball student athlete was required to complete 2-10 hours before the season. These athletes were from 3 difference NCAA Division I and II institutions. At the end of their season they were asked to complete a short survey about the experiences they had throughout the year. The results show that students do understand about the experience and found it a rewarding experience.