



Protecting Their Turf:

The Head Football Coach Hiring Process, and The Practices of FBS & FCS Colleges and Universities



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BCA HRC #6
(2008-2009)

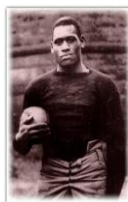
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Description of Images

The photographs of Paul Robeson are courtesy of Rutgers University.

Images on Cover Page (Coaches are listed from left to right; and top row is listed first with the bottom row listed second) Columbia Head Coach Norries Wilson, Buffalo Head Coach Turner Gill, Houston Head Coach Kevin Sumlin, Indiana State University Head Coach Trent Miles, Navy Head Coach Ken Niumatalolo, Valparaiso Head Coach Stacy Adams, Southeast Missouri State Head Coach Tony Samuel, University of New Mexico Head Coach Mike Locksley, Florida International Head Coach Mario Cristobal, Northern Arizona Head Coach Jerome Souers, New Mexico State Head Coach DeWayne Walker, Eastern Michigan Head Coach Ron English, Miami (Ohio) Head Coach Mike Haywood, Yale Head Coach Tom Williams, Miami (Florida) Head Coach Randy Shannon, and University of Richmond Head Coach Mike London.

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The Black Coaches and Administrators, Inc (BCA) is a 501 (c)- (3) tax exempt non-profit organization whose primary purpose is to foster the growth and development of ethnic minorities at all levels of sports both nationally and internationally. The BCA is committed to creating a positive enlightened environment where issues can be examined closely, debated sincerely and resolved honestly. The BCA's focus involves the concerns of its colleagues in professional sports, all levels of the NCAA, junior college and high school.

BCA Mission Statement:

- To address significant issues pertaining to the participation and employment of minorities in sport in general and intercollegiate athletics in particular.
- To assist minorities aspiring to have a career in athletics through educational and professional development programming and scholarships.
- To provide youth and diverse communities the opportunity to interact positively with the BCA as a corporate citizen and community builder through a variety of alliances.

Robeson Research Center Mission Statement:

The Paul Robeson Research Center for Academic and Athletic Prowess, dedicated to the memory of Paul Robeson, an iconoclast scholar, artist and athlete, was created to challenge the current paradigm by many student-athletes in American culture, as well as some African-American communities that perceive scholarship and sporting achievement as separate entities. The goals of the Robeson Center are to systematically research issues most impacting student-athletes in higher education and to emphasize holism in education, culture, and athletics. “Ball Like Paul” is the appropriated phrase and official moniker that gives cultural energy to the concept of scholarship, athleticism, and cultural excellence.

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BCA HRC # 6 (2008-2009) dedicated to the Memory of Dr. Myles Brand, former president of the NCAA.



Photo courtesy of the NCAA.

The American sports community and Black Coaches and Administrators have lost a devoted friend and advocate. Myles was highly valued on both a professional and personal level by our association. He embraced and supported BCA diversity and professional development efforts and he respected our concerns related to student-athlete welfare as he led the charge for academic reform for the student-athlete in America. From the beginning of his tenure as NCAA President in 2003, Dr. Brand communicated directly with our association regarding multiple issues of mutual concern and established a continued open dialogue between his office and the BCA. His legacy will be one of courage, compassion and trust.

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FOREWORD

Dr. Richard Lapchick is known as the “racial conscience” of sport in society. A former basketball student-athlete at St. John’s University, Dr. Lapchick is the pioneer researcher of report cards of collegiate and professional sports. He is the Director of the Institute for Diversity and Ethics in Sport at the University of Central Florida. He offers these words on the eve of the Sixth Annual Hiring Report Card of NCAA college football head coaching positions.

Last year I said we needed a new game plan with an arsenal of new weapons we have not had to change the hiring practices for head football coaches in college sport. The failure to achieve dramatic improvements now calls for a civil rights movement in college sport.

America has its first African-American president. Yet our record for hiring football coaches of color is scandalous. As of the date of this publication, we do not have an African-American head football coach in the SEC, Big 12, Big Ten, PAC-10, or Big East.

This is the sixth time that the Black Coaches and Administrators have issued their Football Hiring Report Card (HRC). The HRC examines in depth how we hire a new head football coach in our institutions of higher education.

The process is more open. In the FBS schools, there were healthy percentages people of color on the search committees and among the candidates interviewed. However, the percentages were down in both categories.

- 27 percent (31) of 113 people on the search committees for the FBS open positions were people of color. Last year it was 30 percent.
- 29 percent (36) of the 122 candidates interviewed for the FBS open positions were candidates of color. Last year it was 31 percent

There were more coaches of color in the 2009 season than in any previous season.

For 2009, there were seven African-Americans (Turner Gill, State University of New York at Buffalo; Ron English, Eastern Michigan University; Kevin Sumlin, University of Houston; Randy Shannon, University of Miami (Florida), Mike Haywood, Miami University (Ohio); Mike Locksley, University of New Mexico; DeWayne Walker, New Mexico State University); a Latino (Mario Cristobal, Florida International University) and a Polynesian (Ken Niumatalolo, U.S. Naval Academy).

What is lost in the improvement in numbers is that three BCS jobs were lost in the Pac-10, Big 12 and SEC. Adding positions at Miami University (Ohio), New Mexico, New Mexico State and Eastern Michigan was important but these schools will likely never get a shot at a BCS championship.

Looking back, the first Hiring Report Card was published when there were only three African-American head coaches, which was the lowest point in this Century. The 2008 season was played with eight coaches of color, six of whom were African-American. At the end of the season, Ty Willingham (Washington), Ron Prince (Kansas State) and Sylvester Croom (Mississippi State) were gone. Four African-Americans were hired as head coaches after the season: Ron English at Eastern Michigan, Mike Haywood at Miami (Ohio), Mike Locksley at New Mexico and DeWayne Walker at New Mexico State.

That all sounds like continuing progress except that only Eastern Michigan, Miami (Ohio), New Mexico and New Mexico State hired coaches of color among the 22 FBS schools that hired new head coaches. Since 1982, there have been 477 head coaching vacancies at FBS schools. Coaches of color have been

selected to fill just 29 of those openings. As the 2009 season ends, only seven of the 120 Football Bowl Subdivision coaching jobs are filled by African Americans. That's one less than 12 years ago.

We cannot accept the hiring practices in college football in 2009 because they do not work. Major League Baseball and the NFL have set example of adopting new tools. The NBA was so far ahead it did not need tools. Bud Selig mandated candidates of color for interviews for Major League Baseball managers and it worked. The NFL instituted the "Rooney Rule" two years later and it worked. We need more firepower in college football.

Myles Brand was devoted to changing our hiring practices. I hope that we can pay tribute to Dr. Brand by moving forward with diversity and inclusion in college sport.

We need a civil rights movement in college sport now. The BCA believed that an open and objective process would ultimately result in more opportunities for African-Americans to be named as head coaches. The HRC has been a start but has not been sufficient. We have called on the NCAA to adopt an "Eddie Robinson Rule," a college version of the NFL's Rooney Rule mandating that people of color be interviewed for all head coaching positions with sanctions for those who do not. The State of Oregon passed House Bill 3118 adopting such a rule for all state colleges and universities. The BCA is also seriously looking at initiating Title VII civil rights law suits against schools. We need such a new arsenal to fully open the doors of opportunity in the new civil rights movement.

Dr. C. Keith Harrison, Dr. Sharon Yee, and the research team at the Paul Robeson Research Center again did an excellent job of shedding light on where we are today. Sadly in college football, the light is only flickering. The 2009 HRC holds schools accountable in one of sports most inequitable situations! I congratulate the BCA and the work of the Paul Robeson Research Center to achieve this outstanding and practical research effort.

The 2009 HRC should make a difference but more than research is needed to bring about more meaningful opportunities. We need to jump start the civil rights movement in college sport now.

Richard Lapchick, Ph.D.
Chair, DeVos Sport Business Management Program
President, National Consortium for Academics and Sport
Director, Institute for Diversity and Ethics in Sport
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BCA EXECUTIVE DIRECTOR STATEMENT

“Dear President, the time is now to stand up for justice and not block its path...”

By Floyd A. Keith

Floyd Keith is a former NCAA collegiate football coach with 30 years of coaching experience. Mr. Keith serves as the Executive Director of the Black Coaches and Administrators; a position he has held since 2001.

This past September, America’s educational and sports community lost a valued leader in NCAA President Myles Brand. Not only did the Black Coaches and Administrators lose an advocate; but his passing was both a professional and personal loss for me. Dr. Brand embraced and supported BCA efforts in equitable hiring and professional development. He respected our concerns related to student-athlete welfare as he led the charge for academic reform for the student-athlete in America. I was proud to list Myles Brand as a colleague, friend and supporter. From the beginning of his tenure as NCAA President in January 2003, Dr. Brand and I met annually to discuss issues of mutual concern for our associations. Our initial visit occurred during his very first week in office. Our many conversations were always open and candid. We established and maintained dialogue until his passing. His legacy will be one of courage, compassion and trust. I have often heard the renowned Dr. Richard Lapchick (Director of the Institute for Diversity and Ethics in Sport) speak about positively changing society and how it is realized. His timeless quote is, “*Stand up for justice and do not block its path.*” Myles Brand stood up for justice and did not block its path.

I wish to express sincere appreciation to principal investigator and lead author, Dr. C. Keith Harrison and project manager, Dr. Sharon Yee for their work on the sixth edition of the BCA Hiring Report Card. In addition, special thanks must be extended to the research assistance provided by the students of the University of Central Florida and Arizona State University.

I am frequently asked if this report makes a difference. I unequivocally believe it does and has. A positive outgrowth can be seen in the measured increase in inclusiveness and accountability in searches after 2004. However, despite our persistence and similar efforts by others who embrace this cause; the reality is the problem remains. The numbers speak the truth.

While my personal awareness of this issue stems back to the early ‘70s when I first entered the collegiate coaching profession, my active role with this issue began in 1987. Naturally, it has intensified with my role as Executive Director of the BCA. During that span of time, multiple topics have been discussed as solutions; some revisited and some new. Today, I believe the one group that can change this situation outside of state and/or federal legislation is college presidents. Presidents can create and demand the proper environment and process for equitable searches. In the equation of the collegiate hiring process; a college president is the one individual who can demand justice in the search process.

What makes the world of NCAA football unique? Why does this landscape differ from that of the National Football League, Men’s and Women’s NCAA basketball or the United States Army? Let’s contrast the ratio African-American leadership within each group with the percentage of black participation; next, we will compare the ratios to collegiate football. You will be disturbed.

At the beginning of the 2009 football season, 46% of FBS players were African American. The percentage of head coaches of color in the FBS was 7.5% (9/120) and 5.7% (7/122) for FCS. This represents 16% and 11% in head coaches of color for their respective divisions as it relates to participation. 66% of the current players in the NFL are black. The percentage of black head coaches in the NFL is 19% (6/32) which reflects a 29% ratio of head coaches when compared to participation. The

number of head coaches in the NFL is 2 ½ times that of the FBS; and 1.8 times greater when you consider the percentage of coaches to participants.

In Division I basketball, 60% of the male players and 47% of female players are African-American. 23% of Division I men's basketball head basketball coaches are of color; 13.6% of women's basketball. This produces a 38% ratio of coaches to participants for men; a 29% ratio for women. 46% of all players in FBS football are African-American producing a 16% ratio of coaches to participants. Division I Men's basketball head coaching representation is 2.3 times greater than that of FBS football; women's basketball is similar to the NFL's 1.8 ratio.

20 % of our United States Army is African American. 8.5% (27) of the generals are African American. 12.2% (8,638) of the commissioned officers are African Americans. Despite a much lower Army participation level, a person of color is 2 ½ times more likely to be general and 4 times more likely to be a commissioned officer than to be a head football coach in the FBS.

Many advocates have joined the BCA to address the inequity in the hiring of collegiate head football coaches at all levels. Dr. Richard Lapchick's (Director of the Institute for Diversity and Ethics in Sport) annually produces reports, books and publications advocating for diversity and inclusion in all of sports as well as football; Dutch Baughman (Executive Director of the Division IA Athletics Directors) has encouraged athletic directors to adopt an "Acceptable Standards" policy for athletics directors to conduct searches; Charlotte Westerhaus (NCAA Vice President of Diversity and Inclusion) supports professional development academies for assistant coaches aspiring to become head football coaches; and NFL coaching legend, Tony Dungy, has recently stated his willingness to speak directly to NCAA CEO's and presidents to address the football hiring problem. Most recently, the efforts of Sam Sachs, a concerned Oregon citizen, helped spearhead the passage of our country's first state law which essentially put the context of the NFL's "Rooney Rule" into legislation for public collegiate athletic programs in Oregon. While approaches may vary, the objective is consistent. Stand up for justice and do not block its path.

Many factors influence the collegiate search which differs from the NFL search. In the NFL, the owner and general manager make the decision and handle the process. Colleges have more stakeholders. Officially, the athletic director handles the search. At the FBS level, the reality of the involvement is extensive. The president, athletic director, board of trustees, the hired search group, the in-house search committee and "significant others" of political and financial influence are all stakeholders. Generally, the composition of the aforementioned group is not diverse; hence the voice of diversity and inclusion is not heard during some of the more critical times of decision making. It is what it is.

The catalyst for positive change on the collegiate level lies at the top of the pyramid. It rests with the college president who ultimately blesses the hire. Presidents can demand an inclusive and diverse search process from their athletic directors and vice presidents. Diversity and inclusion is more easily achieved if it is a functional part of the chemistry of the administration and is reflected in administrative practice. It is easier to hire an attitude of diversity and inclusion than it is to teach or implement it. Presidents must stand up for justice and not block its path.

Floyd A. Keith
Executive Director
Black Coaches and Administrators

BCA PRESIDENTIAL STATEMENT

David Leitao is the President of the Black Coaches and Administrators Association and a former NCAA collegiate head men's basketball coach at DePaul University as well as University of Virginia. On behalf of the association, he provides a statement regarding the release of the BCA Hiring Report Card #6 of NCAA FBS and FCS college football head coaching positions.

Let me first thank Dr. Keith Harrison along with Dr. Sharon Yee for their diligent efforts in putting together this year's Hiring Report Card for NCAA Football. They make it possible for a very diverse group of people to see what the hiring process is all about. Each university is looked at in a way that should allow the hiring of coaches in a fair and just manner.

As the President of the Black Coaches and Administrators Association I am proud to be among those who provide this report to the many people interested in this process. Moreover it is the continued progress that has and must continue to come from the HRC that we are so interested in. Our membership sees this as a tremendous opportunity for the kind of changes in the process that have been long overdue.

On a yearly basis, it is the hope of the many people involved with putting this report together that a fair and equitable search will provide more opportunities for coaches of color. The initial focus is on making sure a quality list of candidates are represented in the pool and then to show that the quality of coaches across the board is very good, regardless of color.

While strides continue to be made, in particular as a result of the HRC, we realize that the numbers are still below where they need to be. With the continued efforts of all involved in the interviewing and hiring process it is my hope that we can overcome the low percentages that exist, sooner rather than later.

Sincerely,

David Leitao
President
Black Coaches and Administrators Association

EXECUTIVE SUMMARY

Since 1982, there have been 492 head coaching openings at the FBS level. African-American coaches have been selected for 25 (5%) of the head coaching openings with 24 of the appointments occurring after 1990 (Harrison & Yee, 2007, 2008; Hill, 2005; Lapchick, 2006). In the history of the FBS level, African-American coaches have been selected a total of 30 times as the leaders of college football programs (Harrison & Yee, 2006, 2008; Hill, 2005; Lapchick, 2005). Since 1996, only 16 (7%) African-American coaches have been hired (one African-American each year with the exception of the 2006 and 2008 seasons) out of 221 vacancies. The same historical pattern of FBS football is even less diverse at the FCS, Division II, and Division III levels. This year, while there are approximately 100 predominately white FCS schools that compete in football, only seven have head coaches of color and only one coach of color was hired this past year at the FCS level.

In the 2008-09 Hiring Report Card #6, the grades continue to improve at some institutions as well as the overall letter grades in certain categories. However, there is still room for improvement as some schools continue to fall below par when each of the five categories of the Hiring Report Card are examined; low marks across the categories empirically indicate the need for more improvement in the various areas. Consider the following snapshot of the overall marks and the five hiring categories:

OVERALL FINAL GRADES

There are a total of 32 schools in the study. Twenty-two are **FBS** and ten are **FCS** institutions. There are eleven “A,” eight “B,” five “C,” three “D,” and five “F” grades for the **FBS** and **FCS** schools. The overall grades for **FBS** are as follows: eight “A,” four “B,” three “C,” three “D,” and four “F” grades. The overall **FCS** final grades are as follows: three “A,” four “B,” two “C,” and one “F” grade.

FBS Grading Category Breakdown:

Communication— fifteen “A,” four “B,” and three “F” grades in this area.

Search Committee— eight “A,” six “B,” one “C,” and seven “F” grades in this area.

Final Candidates— eight “A,” eight “B,” three “C,” and three “F” grades in this area.

Time Frame—seventeen “A,” three “B,” one “D,” and one “F” grades in this area.

Affirmative Action— ten “A,” five “B,” three “C,” and four “F” grades in this area.

FCS Grading Category Breakdown:

Communication— five “A,” four “B,” and one “F” grades in this area.

Search Committee—three “A,” five “B,” and two “F” grades in this area.

Final Candidates— four “A,” one “B,” three “C,” and two “F” grades in this area.

Time Frame—seven “A,” two “B,” and one “C” grades in this area.

Affirmative Action—five “A,” two “B,” two “C,” and one “F” grades in this area.

OVERALL GRADING CATEGORY BREAKDOWN

The most significant findings this year of the five grading categories are **Communication** and **Time Frame**. In these categories, over half of the schools earned an “A” grade (68% and 77% respectively). When grades of “A” and “B” are included, all categories have roughly 90% of the schools earning either an “A” or “B” grade, regardless of division. **The Search Committee** component, when looked at in relation to the final grade, replicates data consistent with the previous report for FBS schools. FBS Schools who earned an “A” or “B” final grade earned either an “A” or “B” in the **Search Committee** component; however, this was not the case for FCS schools. The 32 searches had a reported total of 200 individuals participating in a voting capacity on the search committee. Of these 200 individuals, 55 were racial minorities (28%). This is a slight decrease from the previous report (30%), however this remains consistent with an increase from previous data trends in the study (25% in 2005-06 to 24% in 2006-07). Our findings continue to support previous research that for each person of color on the search committee, the number of racial minority candidates interviewed increases by less than half a person (.03) regardless of division (Harrison & Yee, 2007).

HIGHLIGHTS OF PAST SIX YEARS (2003-2009)

The studies of the past six years show the remarkable turnover of FBS and FCS head football coaches. In the six years of the BCA HRC, there have been a total of 180 vacancies at 238 schools graded (75%). There have been a total of 113 vacancies out of 134 FBS schools graded (85%). There have been a total of 71 vacancies out of 111 FCS schools graded (63%). Army, Central Connecticut State, Central Michigan, Elon, Fordham, Georgia Southern, Idaho, Rice, Southern Utah University, Stanford University, Stephen F. Austin, Texas State University, The Citadel, University of Cincinnati, University of Idaho, University of San Diego, San Diego State University, Iowa State, University of Miami Ohio, New Mexico State, Mississippi State, Eastern Michigan University, and Virginia Military Institute have been graded twice.

Currently there are nine (7.5%) coaches of color at FBS schools and seven (7.1%) coaches of color at FCS schools.

Table 1: Listing of Ethnic Minority Head Football Coaches (Alphabetical: FBS and FCS respectively)

| Name | Institution | Division | Race/Ethnicity |
|-----------------|-------------------------------------|----------|---------------------------------|
| Mario Cristobal | Florida International University | FBS | Latino/Latino-American |
| Ron English | Eastern Michigan | FBS | Black/African-American |
| Turner Gill | University of Buffalo | FBS | Black/African-American |
| Mike Haywood | Miami-Ohio | FBS | Black/African-American |
| Mike Locksley | University of New Mexico | FBS | Black/African-American |
| Ken Niumatalolo | U.S. Naval Academy | FBS | Polynesian American |
| Randy Shannon | University of Miami (FL) | FBS | Black/African-American |
| Kevin Sumlin | University of Houston | FBS | Black/African-American |
| DeWayne Walker | New Mexico State | FBS | Black/African-American |
| Stacy Adams | Valparaiso | FCS | Black/African-American |
| Mike London | University of Richmond | FCS | Black/African-American |
| Trent Miles | Indiana State | FCS | Black/African-American |
| Tony Samuel | Southeast Missouri State University | FCS | Black/African-American |
| Jerome Souers | Northern Arizona | FCS | American Indian/Native American |
| Tom Williams | Yale | FCS | Black/African-American |
| Norries Wilson | Columbia | FCS | Black/African-American |

Source: NCAA Office of Diversity and Inclusion, ©2009

When looking at the past six years of the study, the following snapshot is painted. On average, a school earned a “C” grade over the past 6 years. The highest percentages of schools, regardless of division, earn an “A” grade. However, this represents only (52) 30% of the sample, which is well below half. But, when combined with the amount of schools who earned a “B” final grade (50) (29%), over half (102) (60%) of the schools earned either an “A” or “B” grade. Conversely, (47) 28% of the schools earned less than a “C” grade which is below par in terms of proactive diversity (see BCA HRC’s 2004, 2005, 2006, 2007, and 2008 for a description of what par is).

When different grading components are taken into consideration, the following findings make the six years of the reports clearer. The average number of minority candidates provided with an on-campus interview in all four years, regardless of division, was 1.37, as compared to 3.47 for white candidates. The average number of total candidates, regardless of racial/ethnic composition, provided with an on-campus interview was 4.85. This means that the average grade for the Candidates Component was a “B” grade (on average 30% of the candidates interviewed were minorities). The average number of total search committee members was 5.73 and the average number of minority search committee members was 1.5. This means that the average grade for the Search Committee Component was a “B” grade (on average 26% of the search committee members were minorities). Our findings indicate that for each person of color on the search committee, the number of racial minority candidates interviewed increases over the three year span by .018 regardless of division (significant at the .001 level, sig.=.001).

For more information, past reviews of the literature and theoretical framework analyses for the Hiring Report Cards, Years 2004, 2005, 2006, 2007, and 2008 please go to www.bcasports.org and see appendix.

Table 2: Final Grades by School and Division Chart for 2009, Report #6

NOTE: Grades are listed alphabetically in terms of the institutions for FBS and FCS combined.

| Final Grades for All Schools by Division Affiliation | | |
|---|----------------------|-------------|
| School Name | Division Affiliation | Final Grade |
| Army | FBS | A |
| Auburn University | FBS | D |
| Ball State | FBS | F |
| Boston College | FBS | B |
| Bowling Green State University | FBS | B |
| California Polytechnic State University San Luis Obispo | FCS | A |
| Clemson University | FBS | C |
| Eastern Michigan University* | FBS | A |
| Illinois State University | FCS | B |
| Iowa State | FBS | A |
| Kansas State | FBS | F |
| Miami University of Ohio* | FBS | A |
| Mississippi State | FBS | D |
| New Mexico State University* | FBS | A |
| Northwestern (LA) State University | FCS | C |
| Presbyterian College | FCS | F |
| Purdue University | FBS | D |
| San Diego State University | FBS | A |
| Syracuse University | FBS | A |
| Towson University | FCS | C |
| University of Massachusetts | FCS | B |
| University of New Mexico* | FBS | A |
| University of Oregon | FBS | F |
| University of Rhode Island | FCS | B |
| University of Tennessee | FBS | B |
| University of Tennessee-Chattanooga | FCS | B |
| University of Toledo | FBS | B |
| University of Washington | FBS | B |
| University of Wyoming | FBS | F |
| University of Texas San Antonio | FCS | A |
| Utah State University | FBS | C |
| Yale University* | FCS | A |

**Indicates the school hired a non-white coach of color

Source: Paul Robeson Research Center for Academic and Athletic Prowess© 2009

| Final Grades For All Schools By Division | | | | | |
|--|----|---|---|---|---|
| | A | B | C | D | F |
| FBS | 8 | 4 | 3 | 3 | 4 |
| FCS | 3 | 4 | 2 | 0 | 1 |
| Total | 11 | 8 | 5 | 3 | 5 |

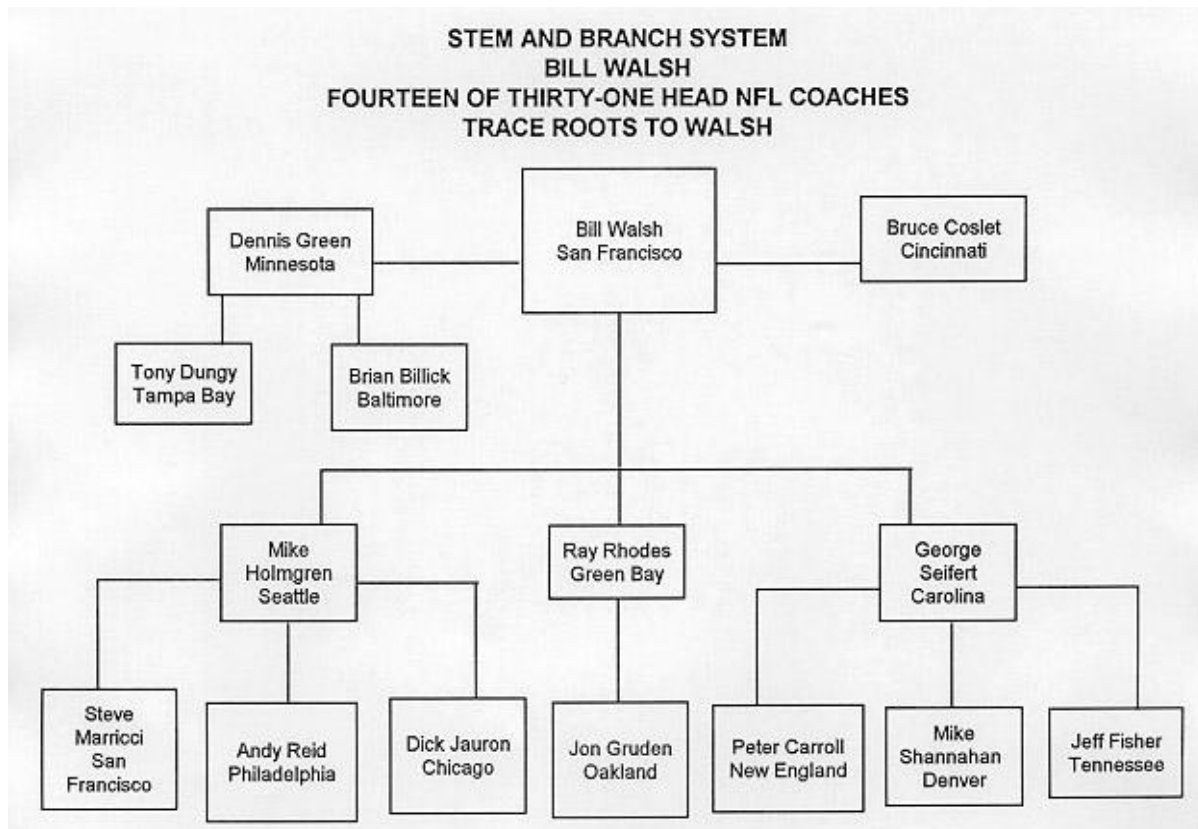
Source: Paul Robeson Research Center for Academic and Athletic Prowess© 2009

BACKGROUND AND CONTEXT OF COACHING MOBILITY PATTERNS

Gaining access to head coaching positions is similar to positive career mobility patterns and networks in other corporate executive positions in America—it is as much *who you know and who knows you* as compared to what you know (Sutton, 2007). Coaching mobility networks or ties are related to what is known as the internal mobility careers avenue. Some evidence indicates successful coaches function as key links in networks that generate other successful coaches (Brooks, 2002). A critical step for (non-white) assistant coaches is to attach themselves as individuals (i.e. seeds) and eventually become coordinators (i.e. branches) and eventually become a head coach (i.e. trees) (see Figures 1 and 2). Once this process matures, individuals are able to network with coaching leaders that can get them on the right “hiring trees,” which will enable them to compete for head coaching vacancies.

The Pipeline: Old and New Hiring Trees and a Multicultural Approach

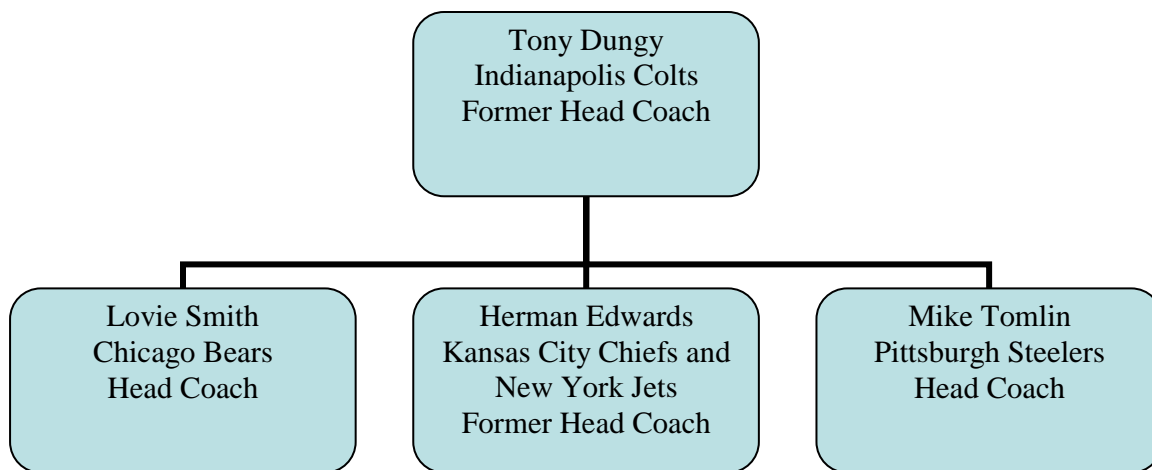
FIGURE 1: THE BILL WALSH HIRING TREE (BASED ON PAST HEAD COACHING POSITIONS)



Source: Brooks ©2002.

The hiring tree diagrams of the late Bill Walsh and former NFL head coach Tony Dungy are important snapshots of what all concerned with this topic should note. Analyzing the presence of hiring trees in the coaching culture of collegiate and professional sports coupled with the emergence of “new trees” in the landscape is critical. This is because new trees emerging will perpetuate diversity in ways that research and activism are limited in impact. *It should be noted that hiring trees that organizationally depict the top figures need to be both white and non-white as access to leadership opportunities are not limited to minorities giving minorities opportunities—but majority populations embracing talent and diversity.*

FIGURE 2: THE TONY DUNGY HIRING TREE



Adapted from: Professor Earl Smith, © 2007, Race, Sport and the American Dream.

Table 3: 2008 Season Ethnic Compositions of FBS Division Offensive and Defensive Coordinators

| Race/Ethnicity | Number | Approximate Percentage |
|------------------|--------|------------------------|
| White | 212 | 88 |
| African-American | 24 | 10 |
| Latinos | 2 | 0.8 |
| Asians | 3 | 1.2 |
| Total | 241 | 100 |

Source: Institute for Diversity and Ethics in Sport ©2008

METHODOLOGY

Data Collection

For this year's report, the research team at the Robeson Research Center collected the data from November 2008 through November 2009 from each predominately white FBS and FCS institution that filled a head football coaching position. Floyd Keith, the Executive Director of the BCA, sent a standard package each time there was a documented head football coach opening. He contacted the athletic director and president at each of the individual institutions with an official letter via email to inform them that principal investigator, Dr. C. Keith Harrison from the Paul Robeson Research Center for Academic and Athletic Prowess, would evaluate them on five criteria (see Figure 3). Harrison then sent out a follow-up letter that lists the evaluation content and criteria. Thus, all institutions knew what they would be evaluated on and specifically by what criteria. Schools e-mailed, faxed, or mailed in their information to the Robeson Center. This year there were a total of five "F" grades. Two of those four schools refused to participate which equals an automatic F grade. However, in the last two years of the report card only two institutions have received an automatic F grade.

Before the final data analysis was completed, a confirmation letter was sent to each school. The confirmation letter listed the data that was already collected, and was sent to confirm accuracy and verification purposes. Each school had the opportunity to make necessary corrections to the data the researchers compiled. The signature of both the president of the university and the athletic director were required on the confirmation letter. Schools were given a one-week time frame to either make changes or confirm the accuracy of the data. Fourteen of the 32 schools responded to confirm their data.

A recent trend has started to occur in head football coaching positions which is known as the succession trend. This is where a head football coach will be retiring in the near future, and the successor has already been named. The BCA Task Force has determined that the grading of the institution will occur at the time the current head coach retires and the named successor assumes the head coaching position. Although a successor is named, the assignment is neither final nor official and may change.

Respondents

There were a total of 32 schools that participated in the study. All but two of the 32 schools submitted data except for two, and based on the policy of the BCA Task Force, that not to participate is to participate. Schools were divided into those from the FBS division and those from the FCS division. There were 22 FBS schools and ten FCS schools. Table 2 lists the institutions included in this study categorized by divisional affiliation. All 32 schools were graded and evaluated.

Measurements

Each school was graded on five categories or components: **Communication, Hiring/Search Committee, Candidates Interviewed, Reasonable Time, and Affirmative Action**. Each school was asked specific questions for each of the five categories. Each category has a numerical score that was converted into a letter grade for presentation purposes. Each numerical score is used in the computation of the final grade (see Figure 3). Schools who hired a coach of color received a two point bonus to their final score.¹

Communication

Each school is measured on the number of communications with the Executive Director of the BCA and/or the Chair of the Minority Opportunity Interests Committee (MOIC) of the NCAA. If an institution has two or more communications, they earn an “A.” If there is one communication, they earn a “B,” and no communications results in a “F.” Once the letter grade is determined, it is coded into a numerical score, which corresponds as follows: “A”=four, “B”=three, and “F”=zero. These numerical scores are used to compute the final grade.

Hiring/Search Committee

The Hiring/Search Committee² measurement consists of two components. The first component is the number of people of color on the search committee. The second component is the total number of members of the hiring/search committee. The number of people of color is divided by the total number of

¹ This bonus affected the final grade of one qualifying school by approximately one letter grade.

² Some institutions called their search committee advisory boards.

members on the search committee. That ratio is converted into a percentage by multiplying it by 100. After the percentage of people of color on the search committee is determined, it is then converted into a letter grade that adheres to the following grading scale: “A”= 30 percent or above people of color on the search committee; “B”= 20-29 percent people of color; “C”=10-19 percent people of color; “F”= nine percent or less people of color on the search committee. Once the letter grade is determined, it is coded into a numerical score, which corresponds as follows: “A”=four, “B”=three, “C”=two, and “F”=zero. These numerical scores are used to compute the final grade.

Candidates Interviewed

The Candidates Interviewed category is measured similarly to the way the Hiring/Search Committee is measured. The number of candidates of color earning on campus interviews were recorded. This total is divided by the total number of candidates, yielding a ratio of candidates who are people of color to total candidates with on campus interviews. After the percentage of people of color in the candidate pool is determined, it is then converted into a letter grade that adheres to the following grading scale: “A”= 30 percent or more of people of color in the candidate pool; “B”= 20-29 percent of people of color; “C”=10-19 percent of people of color; “F”= nine percent or fewer of people of color in the candidate pool. Once the letter grade was determined, it was coded into a numerical score, which corresponds as follows: “A”=four, “B”=three, “C”=two, and “F”=zero.

Reasonable Time

The duration of the search and hiring process is recorded and graded. This measurement is made objective by examining previous patterns of head coaching hiring decision time frames by experts in the hiring process of head football coaches. The grading category for a reasonable time is as follows: “A”= two weeks or longer to make a final decision, “B”=six to 13 days, “C”=four to five days, “D”= two to three days, and “F”=one day or less to make a decision. When more time is allowed during the search process, more potential applicants become aware of the open position and the search committee has the

chance to seek out additional candidates. Thus, a longer hiring process can help to ensure that the most qualified candidates are able to apply, which is why longer time frames earned higher grades.

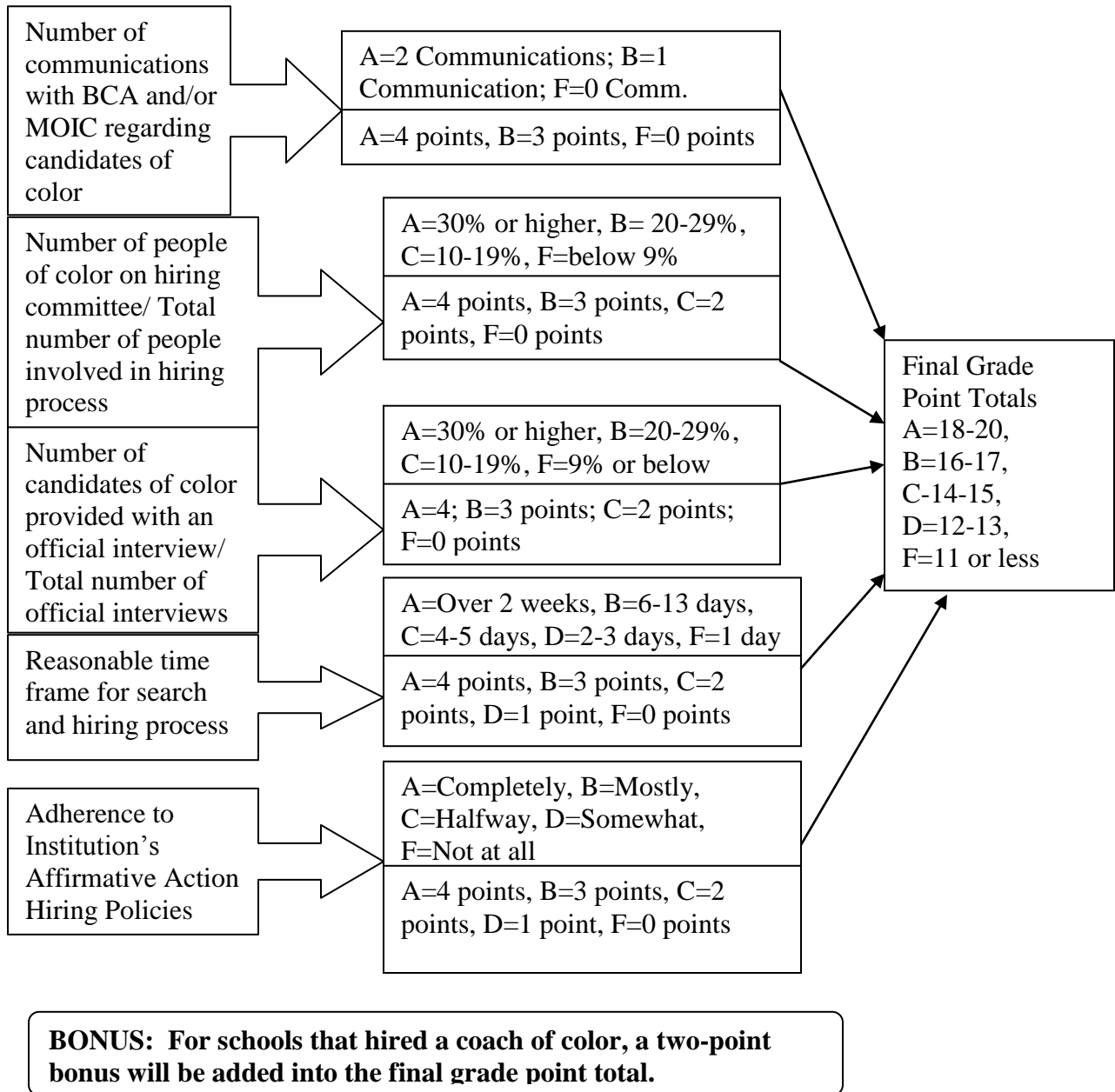
Affirmative Action

The affirmative action hiring policies and procedures for each institution were requested. Researchers critically evaluate the level of documentation of affirmative action hiring policies and procedures the institution has. Since the evaluation of the policies and procedures is open-ended, double blind evaluations are conducted to ensure accuracy and prevent biases. Each institution earned a letter grade for their *documented* compliance with the affirmative action policies and procedures based on the following grading scale: “A”=highly detailed level of documented policies and procedures; “B”= a more than standard statement documenting the policies and procedures for affirmative action; “C”= a standard policies and procedures document that said the institution does not discriminate; “D”= a somewhat detailed documentation of the policies and procedures; “F”= no documentation of the policies and procedures at all.

Final Grades

Once the letter grade is determined for each institution, it is then converted into a numerical score based on the following scale: “A”=four, “B”=three, “C”=two, “D”=one, “F”=zero. These numerical scores are used to compute the final grade. The final grade is computed by summing all of the numerical scores for each of the five categories. The higher the numerical score (a total of 20 final numerical score points was possible), the better the letter grade. Once the final numerical score is calculated, it is converted into a letter grade. The final grading scale is as follows: “A”=18-20 final points; “B”=16-17 final points; “C”=14-15 final points; “D”= 12-13 final points; “F”= 11 or less final points.

Figure 3: Research Design Diagram for the Hiring Report Card



© BCA with research analysis and assessment by the Robeson Research Center, 2004, 2005, 2006, 2007, 2008, and 2009.

FINDINGS AND RESULTS

Table 4: Final Grades for All Schools by Division for 2009, Year #6

| | A | B | C | D | F |
|---------------------|----------|----------|----------|----------|----------|
| FBS Division | 8 | 4 | 3 | 3 | 4 |
| FCS Division | 3 | 4 | 2 | 0 | 1 |
| Total | 11 | 8 | 5 | 3 | 5 |

Source: Paul Robeson Research Center for Academic and Athletic Prowess, ©2009

When the divisions are compared (see Table 4), FBS and FCS schools had a similar distribution of grades this year, which has not typically occurred in the past. FBS and FCS schools had roughly 38% and 36% of schools that earned an “A” grade, respectively. When looking at grades of “A” or ”B,” FCS has a slightly higher percentage of their schools that fall into this category (70% for FCS and 54% for FBS). However, roughly a third (32%) of FBS schools earned a grade of “D” or “F,” as compared to the FCS schools (10%). However, it should be noted that there were more head coach openings at FBS schools than there were at FCS schools.

Schools with an “A”

Eleven out of 32 total schools (34%) earned an “A” final grade. Eight of these schools were FBS institutions and three were FCS institutions. Of those who earned an “A” as an overall grade, the majority had grades of an “A” in all of the categories (see Table 5). Like last year, Communication, Search Committee, and Time Frame were grading categories where institutions generally earned either an “A” or “B” grade. Time Frame and Communication are the only categories to have all “A” grades with the exception of one “B” grade in each category. Affirmative Action was the only grading component that had grades that were either on par or below par.

An overall “A” indicates that the institution is actively seeking the best people for the position, including people of color who meet the schools’ job description criteria. It is possible for all institutions to achieve a perfect score, which is what an institution should strive to achieve as Western Carolina

University, Georgia State University, Michigan State University, and Stanford University have done in previous years. This year only two institutions (6%) earned a perfect score: Miami University of Ohio and New Mexico State University. This is a steady decline from the three (9.6%) institutions that earned a perfect score last year and the four (11%) institutions that earned a perfect score the previous year. Each of these schools will receive a certificate to congratulate them on their commitment to diversity.

Table 5: Grading Breakdown for “A” Schools

| Division | School | Time Frame | Communication | Candidates | Search Committee | Affirmative Action |
|-----------------|--|-------------------|----------------------|-------------------|-------------------------|---------------------------|
| FBS | Army | A | A | A | B | A |
| FBS | Eastern Michigan University* | A | A | A | B | B |
| FBS | Iowa State | B | A | B | A | A |
| FBS | Miami University of Ohio* | A | A | A | A | A |
| FBS | New Mexico State University* | A | A | A | A | A |
| FBS | San Diego State University | A | A | B | B | A |
| FBS | Syracuse University | A | A | A | A | C |
| FBS | University of New Mexico** | A | A | A | A | F |
| FCS | California Polytechnic State University at San Luis Obispo | A | B | A | B | A |
| FCS | University of Texas at San Antonio | A | A | C | A | B |
| FCS | Yale University* | A | A | B | B | A |

* Indicates a coach of color hire. ** University of New Mexico technically earned a “B” grade, but due to the bonus of a coach of color hire they earned an “A” grade.
Source: Paul Robeson Research Center for Academic and Athletic Prowess, ©2009

Schools with a “B”

Eight out of the 32 schools earned a “B” as a final grade (see Table 6). A grade of a “B” indicates that the institution could enhance some aspects of the hiring process, but they are actively seeking

improvements to demonstrate support of racial diversity in high-ranking leadership positions. The “B” schools have slightly more diverse grades in all of the categories. There was a more equal distribution of grades for these schools in the Candidates grade. Communication, Affirmative Action, and Time Frame had the highest overall grades on average, and equal amounts of “A” grades (5 out of 8 in each of the three categories; 62%); this trend is consistent with what is occurring for the “A” schools.

Table 6: Grading Category Breakdown for "B" Schools

| Division | School | Time Frame | Communication | Candidates | Search Committee | Affirmative Action |
|-----------------|-------------------------------------|-------------------|----------------------|-------------------|-------------------------|---------------------------|
| FBS | Boston College | B | A | B | B | A |
| FBS | Bowling Green State University | A | A | A | C | A |
| FBS | University of Toledo | A | A | B | C | B |
| FBS | University of Washington | A | B | C | A | A |
| FCS | Illinois State University | A | A | C | B | A |
| FCS | University of Massachusetts | B | A | A | B | C |
| FCS | University of Tennessee-Chattanooga | A | B | C | A | B |
| FCS | University of Rhode Island | C | B | A | B | A |

Source: Paul Robeson Research Center for Academic and Athletic Prowess, ©2009

Schools with a “C”, “D”, or “F”

Twelve of the 32 total schools (38%) earned a “C,” “D,” or “F” as the final grade (see Table 7). Of these, only five schools earned a “C,” which represents maintaining the status quo. Previously in higher education, a “C” grade signified average ability. In terms of proactively seeking equity and diversity, a grade of “C” indicates that the institution is operating at below par. Consistent with last

year's findings, the Search Committee grading component was the areas where the "C" schools could use the most improvement. Of the "C" schools, 60% earned an "F" grade in the Search Committee grading component; however, many of the "C" schools earned an "A" grade in the Time Frame category. Also, the Communication grading component generally has higher grades than the other three categories.

Table 7: Grading Category Breakdown for "C," "D," and "F" Schools

| Division | School | Time Frame | Communication | Candidate | Search Committee | Affirmative Action | Final Grade |
|-----------------|---|-------------------|----------------------|------------------|-------------------------|---------------------------|--------------------|
| FBS | Clemson University | A | A | B | F | B | C |
| FBS | University of Tennessee | A | B | C | B | B | C |
| FBS | Utah State University | A | A | B | F | A | C |
| FCS | Northwestern Louisiana State University | A | B | F | A | A | C |
| FCS | Towson University | A | A | A | F | C | C |
| FBS | Auburn University | B | A | B | B | F | D |
| FBS | Mississippi State | A | A | C | F | B | D |
| FBS | Purdue University | A | F | B | A | A | D |
| FBS | Ball State | D | B | F | F | C | F |
| FBS | Kansas State | A | F | F | F | B | F |
| FBS | University of Oregon | F | F | F | F | F | F |
| FBS | University of Wyoming | A | B | A | F | F | F |
| FCS | Presbyterian College | B | F | F | F | F | F |

Source: Paul Robeson Research Center for Academic and Athletic Prowess, ©2009

Three schools earned a "D" grade. A "D" grade indicates that schools are performing below par. The Time Frame grading category has the highest average grades consisting of mainly "A" grades. The other categories vary in grade distribution. Thus, it appears that schools may do well in a couple of categories, however the grades are based on cumulative totals and thus institutions can improve their final grade by consistently adhering to and implementing equitable hiring practices.

Five schools earned an “F” grade. This year, only two institutions earned an “F” grade due to not submitting their information. This is a significant change from previous years in the fact that almost all schools are now participating. Thus, although the majority of “F” schools knew that they would earn a failing grade, they still submitted their information which is commendable.

DISCUSSION

The major question is how the grades should be interpreted from **BCA HRC #6 (2008-09)**. On a positive note, the percentage of “A” grades for 2008-2009 BCA HRC are the second highest in five years of analyzing the head coaching vacancies (45% for 2008-2009 as compared to 45% in 2004-05 report #2). This is positive because prior to BCA HRC #1 (2003-04), there was no systematic process to follow or annual grades with regards to football head coaching positions. Furthermore, all of the schools, with the exception of two, submitted their information. This can be used as an indicator that schools are respecting and are cogent of the process. Conversely, “F” grades for FBS and FCS institutions continue to occur. This juxtaposition of success and failure has implications for how this issue continues to be examined in terms of theory and practice. It is important to note that the majority of the schools earned either an “A” or “B” grade in each of the categories, with the highest earning categories being Time Frame, Communication, and Affirmative Action, which is consistent with previous report findings and suggests a data trend.

Although schools are earning higher grades, there are still schools who earn lower grades which typically occur when they earn lower marks in the Candidates and Search Committee grading components. Similar to previous reports, this trend raises another important thought: Are schools following the process to achieve high grades while still “cherry picking” the coaches they wanted for the position from the beginning? *If the answer to this question is yes, then the lack of ethnic minority hires should in no way be perceived as meaning that schools have high grades and simply can’t find “qualified” coaches of color. If the answer is no, then the process should continue to be followed and higher education and sport management should see progress in terms of ethnic minority hires becoming the final outcome of the process.*

When compared to other theoretical and empirical studies that examine diversity and equity in hiring practices, the issue of the lack of diversity on search committees and the flexibility of affirmative action policies are consistent with other scholarship that examines racial and ethnic discrimination (Bonilla-Silva & Forman, 2000; Feagin, 2000; Schuman, Steech & Bobo, 1985). In fact, this pattern of research connects to commonalities between Title IX and Title VII as buffers against institutional discrimination. For example, Huffman & Torres (2002) found in an empirical study that “it’s not only ‘who you know’ that matters: Gender, personal contacts, and job lead quality” that the overall quality of the respondent’s job leads is a product of his or her gender and that of the person providing the lead” (2004, p. 793). As both these researchers state, “existing research would greatly benefit from data collection that addresses the work-related networks of racial and ethnic minorities. This would allow one to investigate whether status value beliefs about women and racial/ethnic minorities operate similarly” (Huffman & Torres, 2004, p. 810).

The purpose of grades in the Hiring Report Card each year is to have an objective measurement that quantifies the five major categories that are used in hiring practices. Through systematic evaluation of institutions of American higher education and their athletic departments, various leaders of diversity-based organizations, such as the BCA, hope to increase the public awareness of the limited opportunities to coaches of color based on objectivity, not subjectivity. Is the BCA HRC making a difference in terms of diversity and awareness on the topic of equitable hiring practice? John Saunders of ESPN’s *Sports Reporters* (2006) discussed the Title VII implications by the BCA in the context of comparing the dearth of non-white coaches to *Brown vs. Topeka, Kansas in 1954* and the integration of public schools in America. Applying this case to college athletics means that people of color are still waiting to completely integrate the sacred head coaching positions at the FBS and FCS levels.

All with an interest in this topic should take note of Appiah and Guttman’s (1996) philosophical analysis of hiring practices in America:

Setting qualifications for a position is not an exercise in arbitrariness. Rather, it is an exercise in discretion, which operates against a background of considerable uncertainty as to what constitutes the correct standards and how best to apply those standards in the practice of searching,

identifying, and assessing qualified candidates. Preferential hiring goes beyond considering the qualifications of applicants. It takes into account something other than the ability of individual candidates to do a particular job well. It considers color, gender, class, family connection, or some other characteristic that is not strictly speaking a qualification for the job (1996, p. 122).

Based on the data in the present study, in addition to “qualifications,” it appears that decision makers consider color, gender, class, family connection and other characteristics when majority (white) or minority (people of color) are hired. The true meaning of social network theory is best demonstrated through collegiate hiring trees mentioned earlier in this report. The foundation of the hiring tree concept is “the way in which people are connected through various social familiarities ranging from casual acquaintance to close familial bonds” (Hill & Dunbar, 2002)—as with alumni pressure, the factor(s) of how comfortable decision makers are with the head coach is most significant and nearly impossible to quantify. Even more challenging is to cultivate an atmosphere where *all* administrators are honest and forthright that certain candidates based on race, skin color and gender make them feel more or less comfortable. The reality is that we have made some progress, but we continue to have a long way to go.

Social Network Theory and Title VII: A Legal and Social Perspective

Social network theory is defined as cultural and social relationships operating in terms of nodes and ties. Hence, a social network is a map of all the relevant ties between the nodes being studied. In terms of the coaching culture, informal networks are a natural part of mobility patterns of individuals seeking to ascend in the coaching profession (Brooks, 2002). This social network creates what is known as “hiring trees” (Brooks, 2002) which are an intricate part of the coaching profession and have historically benefited majority (white) access versus minority (people of color) opportunities (Brooks, 2002). While some minorities are “players” in the majority “hiring trees,” the issue of fairness is grounded in legal policies in American society. The next section examines legislation that may continue to illuminate how gender and race intersect with regards to policy and access to open participation.

Title VII

One of the most important breakthroughs in equal employment opportunities was Title VII of the Civil Rights Act of 1964. While this was the single most important law to federally mandate against

discrimination in employment, sex discrimination was not originally intended to be covered by this law until Congresswoman Martha Griffiths proposed an amendment to include it. President Lyndon Johnson signed the executive order to include sex discrimination in 1967 (Mezey, 1998). Thus, Title VII “made it illegal for an employer to discriminate against individuals on the basis of their race, sex, national origin, or religion, unless it is a necessary and ‘bona fide occupational qualification’” (Baez, 2002. p. 13). If an individual feels that he or she has been discriminated against, then a claim with the Equal Employment Opportunity Commission (EEOC) must be filed and the EEOC will determine the appropriate action (Baez, 2002).

There are two main components of Title VII claims: disparate-treatment and disparate-impact. Disparate-treatment refers to individuals who allege that they were treated less equally than their fellow employees on account of their race, national origin, sex, or religion. This type of claim must demonstrate intent. Disparate-impact is a claim in which an individual alleges that an employment policy, practice, or criterion creates a negative impact on the classes of people whom are protected by Title VII. This type of claim requires “the showing that the employment practice had more than a trivial negative impact on a class of individuals” and there is a three-step process for litigation that was created by the Supreme Court (Baez, 2002. p. 13). The first step is to establish a prima facie case, which means that individuals must construct an implication of discrimination by demonstrating four components: membership of the types of classes; sought and possessed the appropriate qualifications for the job or benefit; they did not receive any benefit; and the employer gave the job or benefit to similarly qualified employees or job applicants. Once the prima facie has been established, the second step is for the employer to communicate a “legitimate business reason” for the decision. Finally, it is ultimately the employee’s responsibility to prove that the reason expressed by the employer was actually a pretext for discrimination (Baez, 2002).

In 1972, educational institutions were included in and covered by Title VII (Cooper, Kane & Gisselquist, 2001). Since then, educational institutions have a duty to make certain that their hiring practices are compliant with the availability of women and minorities in the labor populations from which their employees are selected (Busenberg & Smith, 1997). A critical analysis of the effects of Title VII

show that predominately white women in higher education are the ones whom are benefiting from its implementation (Cooper et. al., 2001). Women of color in higher educational administration have been painted a bleak picture. According to Busenberg & Smith (1997), being a woman and a minority member is a double jeopardy for those who are seeking to have a career in academia. Although Busenberg & Smith's (1997) research was applied to presidents of universities and chief executive officers, athletic directors, athletic departments and student-athletes are also part of higher education administration and organizational culture.

Succession Trend: Naming the “Head Coach in Waiting”

In light of Title VII, another issue that continues to plaque college athletics departments is the diversity in hiring practices. Oregon was one of the states to respond to the issue of minority hiring in athletic departments. Oregon House Bill 3118 made Oregon the first state in the nation to require universities to interview qualified minority candidates for head coach or athletic director positions (Oregon Live, 2009). “Excluding historically black colleges and universities, only 3.9 percent of the 582 football programs in Division I, II, and III have coaches of color, according to the NCAA.” The Oregon Bill is based on the NFL “Rooney Rule”, where six of the 32 NFL coaches are black. The main idea behind the Oregon legislation is to open people up in the long and to increase diversity (ESPN, 2009).

Furthermore, of the 120 FBS programs there are only seven that have black coaches -- four of which are Miami of Ohio's Mike Haywood, New Mexico State's DeWayne Walker, New Mexico's Mike Locksley and Eastern Michigan's Ron English. Unfortunately, no Black or ethnic minority coaches were hired at the BCS colleges last year (ESPN, 2009).

The State of Oregon not only took the lead in such a controversial issue but also broke barriers that many said could never have been broken. However, one critical question remains, will other states follow suit by adopting similar new practices or will they continue to follow the old ways? All it takes is a few more states to follow through and the impact nationally would be extensive.

House Bill 3118 (as summarized by activist Sam Sachs, with this section dedicated to his father's memory).

Oregon House Bill 3118 was born out of frustration. It was born out of my personal frustration in a system that continually overlooks qualified minority candidates in the hiring process for head coaching positions in college sports across the country. It seems disingenuous to imply that my frustration in some way has more meaning than that of the countless minority student-athletes and coaches that the Oregon legislation impacts. In fact, my frustration does not have such a meaning; it is simply what motivated me to act. My father once told me: "You are either part of the problem or you are part of the solution." I believe House Bill 3118 is and will be the catalyst towards finding a solution in the hiring practices that have for too long ignored qualified minority candidates for college head coaching positions.

I am a firm believer that there is no "I" in team. House Bill 3118 is the perfect example of that. The idea may have started with me, but unbeknownst to me, Floyd Keith of The Black Coaches & Administrators (BCA), Dr. Richard Lapchick, and many others had already posed the idea of a "Rooney Rule" in the hiring of college coaches. I discovered this after reading last year's BCA Hiring Report Card and finding all the evidence we would need to push House Bill 3118 forward. I decided to push for a Bill in Oregon college sports that would mirror that of "The Rooney Rule" in The National Football League and require minority interviewing for head coaching positions.

The Process of Getting House Bill 3118 Passed: How It Began

It is my understanding that most legislative sessions decide on their business (*i.e.*, proposals and Bills to consider) prior to the start of a particular session or before January of each year. So when I called my Representative, Mitch Greenlick, in early January 2009, I had no expectations of reaching him let alone him agreeing to sponsor the Bill, until he answered the phone. We talked for about 30 minutes and I rattled off statistics from the BCA Hiring Report Card. When we finished that phone call, he said he would co-sponsor the Bill. He told me to call my Senator, Suzanne Bonamici, and ask her to co-sponsor the Bill. Senator Bonamici found time in her busy schedule to meet with me and also agreed to co-sponsor the Bill. In all honesty I never thought I would get the Bill sponsored, let alone find two sponsors.

By the time it had its first reading, Representatives Buckley, Read and Shields also signed on. My game plan from the start was to keep the Bill alive as long as possible and to keep people talking. I guess in a way it's like any sport you play. You go out and give it everything you have, play hard and play smart and when the game is over you can feel satisfied that you left it all on the field regardless of the ultimate outcome.

House Bill 3118 was assigned to The House Education Committee, which held a public hearing in April 2009. This would be the first opportunity for me to state my case and for others to speak out against the Bill, but no one ever spoke out against the Bill. Prior to me testifying, I reached out to each member of the House Education Committee. I met or spoke with each of them, even though I was advised not to spend too much time and energy on certain legislators. I felt that if I was trying to push a Bill that requires inclusiveness and acceptance, then there was no way I would leave anyone out of the conversation. I wanted to hear from everyone. This strategy turned out to be beneficial to the passing of the Bill. From these conversations, Representative Sprenger suggested we add the word "qualified" minority to the Bill so there would be no question that these were legitimate interviews and qualified candidates. Representative Thatcher asked me extremely tough questions and helped prepare me for what lay ahead.

On April 29th, 2009, the House Education Committee voted unanimously to send House Bill 3118 to the House Floor for a vote. Instead of sending the Bill in its original form which required each school to "Interview one or more minority candidates when hiring for the position of head football coach," the Committee amended the Bill and added "All head coaching positions in all sports, and athletic director positions" and also added the word "qualified." I went into the meeting hoping to get it to the floor or to just get a "first down," and I left feeling like we just completed an 80-yard run for the go ahead score. The work had paid off and I was proud to sit there and watch the Representatives take on this Bill as if it were their own and try to make it even better.

House Bill 3118 passed the House Floor vote 53-4 with Representative Maurer giving an impassioned speech in support of the Bill.

The Final Step in the Process: The Senate

House Bill 3118 was assigned to The Senate Education Committee on May 12th, 2009 and would sit there for what seemed to be an eternity. If I ever felt that the Bill was going to die this was it. I had heard rumors and rumblings that the Bill wouldn't get a hearing and I was worried, but I continued the work, partly because I was so motivated and partly because I truly believe in people and that if given the chance people will do the right thing. Again, I reached out to the legislators and met with almost all of them. One of the biggest supporters and probably an unsung hero in House Bill 3118 staying alive and pushing forward was Senator Mark Hass. Senator Hass initially was not in favor of the Bill, but rather than dismiss it, he took the time to research it and talk to coaches. In my opinion, what he found from talking to coaches like Ernie Kent of The University of Oregon and others was that he had the opportunity to look at the issue from a different set of eyes and realize that this Bill is necessary and important. In the end Senator Hass became one of House Bill 3118's biggest supporters and advocates and it was then that I was confident this Bill would pass. Senator Hass even went as far as going on Oregon Public Broadcasting show with me to talk in support of the Bill.

On June 19th, 2009 I traveled to Salem, Oregon from Portland, Oregon for what must have been the 50th time over the prior five months. House Bill 3118 was set for a vote on the Senate Floor. It had been scheduled two days before, but kept getting pushed back due to other Bills. I had taken time off from work and knew I couldn't take another day off. I wanted to be there for the vote, so I approached Senator Margret Cater who was carrying the Bill to The Senate Floor and Senator Suzanne Bonamici. I asked them if they could request a vote that day. They did, and President Peter Courtney and Senator Richard Devlin moved the Bill up for a vote.

On June 19th, 2009 I witnessed history as Oregon became the first and only state in the country to pass a Bill requiring the interviewing of qualified minority candidates in college head coaching and athletic director positions. Senator Hass and Senator Carter both gave powerful speeches in support and the Bill passed 29-0. It was signed into law by Governor Kulongoski on July 22, 2009. I've never been prouder to be an Oregonian than I was on that day.

When this journey began in January 2009, I felt as though it was up to me and me alone to push the Bill forward. As time went on the Bill took on a life of its own and gained more supporters and advocates than I ever imagined. That is the real story of House Bill 3118; it is less about me or even the Bill and more about people doing the right thing, about legislators taking the time and looking at the issue and making a fair and honest decision. It would have been easier to kill House Bill 3118 at any point along the way, but instead it was kept alive. So many people had a hand in this Bill passing that I'm still in awe of the openness and professionalism in which our state legislators conduct business.

I would like to thank Mitch Greenlick and staff, Senator Suzanne Bonamici and staff, Senator Mark Hass and staff, Senator Margret Carter and staff, Tom Powers, Mike Belloti, Mike Riley, Ernie Kent, Senator Avel Louise Gordly, Hiram Sachs, Judy Fiestal, Stuart and Holly Rosenblum, Josh Hill, Kresha Lhotka, Dalton Miller Jones, Darrell Millner, Representative Thatcher, Representative Sprenger, Senator Frank Morse, Representative Maurer, Senator Jackie Winters and staff, Bob DeCarolis, Lavonda Wagner, Jim Caldwell, Craig Robinson, Torre Chisholm, Tyler Geving, and of course Floyd Keith and Dr. Richard Lapchick. I want to give a special acknowledgement to reporter Rachel Bachman of The Oregonian for keeping the people informed and reporting all sides of the issue, and Elizabeth Hovde for your perspective. This is my team; this is "Team 3118." Each person listed above played a role in the passing of House Bill 3118.

This is just the beginning; there are still 49 states left. We must continue to push this issue forward until the NCAA decides to make a change in the current hiring practices that affect our student-athletes across this beautiful country. It's up to us to affect change and to work together. We owe it to our student-athletes and we owe it to each other. Anything is possible. As I was told so many times over the course of this journey,

"It's a no brainer." Onward.

CONCLUSION: WHERE DO WE GO FROM HERE...IT TAKES A VILLAGE?

"That someone qualifies for a job should not be equated with meriting it, where merit is understood as a moral entitlement to the job."— Dr. Amy Guttman

“Most of the stereotypes about African Americans in contemporary American culture follow them when they step into leadership positions in sport. These stereotypes speak directly to beliefs about who should coach or manage and/or who should wield social, political, and economic power.”--Distinguished Professor, Dr. Earl Smith

“When you change the process, you will change the outcome... Will we see results in one to two years? No. But we will see results over a period of a few years.”--Cyrus Mehri, Lawyer and pioneer with the NFL’s Rooney Rule

The BCA HRC #6 continues to objectively show those institutions following the process and not following the process (Brand, 2003); those that are following the process and happen to hire a person of color and those that do not end up hiring a person of color. Is the current research and this year’s report enough to create social change (probably not)? Further, will policy be the vehicle of change? History has proven that legal policies rarely change deep intrinsic social attitudes—but they do change the *culture* of society on some level. What policy will it take to change the attitudes of institutions that do not feel the need to have open searches or compete for diversity as they do on the field with stadiums packed to watch diverse athletic participants? The empirical findings in this report should help buttress a critical examination of the answer to this question. Last year’s (2008) initiative(s) and guidelines of The Division I FBS Athletic Directors Association to address the dismal minority hiring record is a positive policy step in the spirit of the NFL’s Rooney Rule, as reported by USA Today’s Steve Wieberg (2007). The findings also should encourage some of the key stakeholders (i.e. BCA, NCAA, athletic directors, institutions, and college presidents) to work in concert to increase the diversity hiring practices in collegiate athletics. These stakeholders are *the village that could lead to social change*.

Limitations

As with any study, there are some limitations. One limitation is the fact that only FBS and FCS schools were included in this study. Likewise, the notion of token interviews must be taken into account as a limitation. Unfortunately, we are unable to quantify which institutions, if any, had token interviews with minority candidates. The biggest limitation is something virtually impossible to quantify and objectively analyze—alumni influence and pressure on the final decision of the head coach hired by each institution. This is why social network theory is an important frame and lens to gain a deeper

understanding of diversity in terms of head coaching vacancies in college athletics and the broader society.

Policy Recommendations and Future Research: The Diversity Progress Rate “DPR”

While not explicitly indicated, white American student-athletes and white American coaches should also be concerned with this issue and make choices to attend institutions that promote and value diversity, because there are *many* of those from majority populations that do care about these issues (Coakley, 1999). The following are ten theoretical recommendations for discussion extracted primarily from the scholarly literature on management, equity and diversity that can easily be applied to sport in American society that will be applied shortly to the Diversity Progress Rate (Harrison & Yee, 2007):

- 1) Raising awareness, building understanding and encouraging reflection (see BCA Mission statement; Pless & Maak, 2004).
- 2) Vision of inclusion (Akers, 2004; Pless & Maak, 2004).
- 3) Management concepts and principles should be re-thought (Pless & Maak, 2004; Singer, 2005).
- 4) Human relations management (Pless & Maak, 2004).
- 5) Changed power dynamics (Joplin & Daus, 1997)
- 6) Diversity of opinions (Joplin & Daus, 1997; Goldstein, 2004).
- 7) Perceived lack of empathy (Joplin & Daus, 1997)
- 8) Tokenism, real and perceived (Joplin & Daus, 1997)
- 9) Participation (Joplin & Daus, 1997)
- 10) Overcoming inertia or tendency to not change (Joplin & Daus, 1997).

In short, the Diversity Progress Rate (DPR) should mirror the policy patterns and cultural effects on intercollegiate athletics that the Academic Progress Rate (APR) has had. The term “APR” ignites a sense of urgency, systematic accountability and cultivates real social and cultural change in the academic behaviors of all involved in college athletics. The DPR if implemented in the same manner not only by the NCAA--but first and foremost by membership institutions could “turn the tide” of diversity in terms

of opportunities for minority head coaches. We will likely discuss this more in next year's report, especially with the emergence of proactive leadership from one of the most influential groups in the game of sport management and higher education--FBS athletic directors.

Future research should examine the broader scope of these issues related to equity and diversity in coaching positions in other American schools and other higher education institutions. Investigating high schools, community colleges and other collegiate levels such as Division II, Division III and NAIA (National Association of Intercollegiate Athletics) can only enhance our understanding of this important social issue. It can only serve America well to examine the high schools, colleges and professional levels in Canada. These data using various theoretical models with objective and subjective measurements can only educate us more about the topic of diversity and coaching. For instance, we must acknowledge that subjective dynamics are difficult to measure. Nonetheless, researchers and scholars should continue to examine booster and alumni networks and their impact on college sports. Specifically, this attempt to qualify and even correlate their influence on head coaching vacancy decisions and other hires and fires might shed light on the *power* of these stakeholders that impact the hopes and dreams of all individuals and groups from the human race.

In the final analysis, we must analyze how far we have come in college sports in terms of diversity. The fact remains that many of the schools must continue to improve those categories that they either performed at the average or status quo level ("C" grade) or earned inferior grades (D or F). Any low mark by an institution within each of the five categories has impacted the final outcome in a negative way the last three years. This is why the BCA Hiring Report Card of FBS and FCS football teams in American higher education must continue to *keep scoring* the hiring process and analyze the social networks of each coach. Keeping score is the American way (Jones, 2004).

However, this score keeping must ignite a *new sense of urgency*. This new sense of urgency will reveal a new speed of non-white coaches moving up, down and through down the pipeline and have a chance for victory at the biggest game of all in college sports—the head coaching position. Another outcome that could lead to a new sense of urgency is success and performance.

As many in society know, this event had a major social impact on the national and cultural psyche in terms of demonstrating how minority males are both capable and qualified to lead a team on the biggest sporting stage in the world. When will this event occur at the collegiate level, much like when the performance of Sam Cunningham from USC changed the game in terms of the integration of collegiate teams in the south (Yaeger, Cunningham & Papadakis, 2006)? Only time will tell, but the hiring practices of sport business management in higher education is a contest that all in the United States can contribute to not just as spectators...but actual participants of real social change. Social change that encourages aspiring coaches to not only be know their craft as coaches but also develop *who they know...and who knows them* (Sutton, 2007).

Postscript: Some Reflections on the Progress and Success of the Hiring Report Card

In 2003, I was blessed enough to have the opportunity after being invited by Floyd Keith to present my case that the BCA Task Force Committee should trust me with the monumental task of systematically evaluating and grading one of the most treasured leadership positions in American higher education and sport management—the head football coach position at FBS and FCS schools, then known as Division-IA and Division-IAA football. There were many noted leaders in attendance at the meeting, and this was the first time I got to meet and interact with Dr. Myles Brand. Throughout the day we brainstormed, dialogued and constructed ideas about how to go about creating a tool that would be objective and fair, and that encourages institutions to open up their hiring practices to a pool of diverse candidates. Since that time I have authored six reports with the help of so many people. I remember the first time Dr. Brand called me on my cell phone to encourage me and the Robeson Center research team to keep up the “good work” on the BCA HRC. Further, his validation of the research design created primarily by me and Michelle Plecha (doctoral student at the time at UCLA) based on the brainstorming session back in 2003 was clearly inspiring to future report publications and my career as a researcher in general. Working on the report cards has allowed me immeasurable access to so many things in higher education, intercollegiate athletics and the mass media. The short list includes spending time with Coach Ron Prince while at KSU; attending FCS games the last four years with Tony Samuel at Southeast

Missouri State University; speaking in person with Coach Ron English about leadership, having Coach Karl Dorrell (UCLA at the time) write me a note in response to me sending him a letter as we have mutual friends from southern California (both of us were raised there); and recently watching my home institution (UCF) knock of a ranked team the University of Houston led by Coach Kevin Sumlin.

In the final analysis, “the developments at the interface of race, sport and society are dynamic. The struggle is therefore perpetual and there are no final victories; not Jackie Robinson, not Tommy Smith and John Carlos, not Curt Flood who challenged the reserve rule. The question is who is going to stand up and analyze and project a vision of those challenges today” (Edwards, 2008, African American Ethnic Sports Hall of Fame induction speech). It has been said that a picture is worth a thousand words. To be present during the first meeting between two African American head football coaches in the history of the Ivy League (Yale and Columbia see photo below) was an a unique experience. Columbia was ahead most of the game before falling 23-22 to Yale in a hard fought contest—but the final score was not nearly as significant as the impact of the game. At halftime, I was interviewed by a sportswriter who inquired, “When is the BCA HRC coming out again?”



First time two African American head football coaches met in the Ivy League, 10-31-09. Photo Courtesy of Scholar-Baller® and C. Keith Harrison.

Lastly, to view the University of Richmond Spiders capturing the school’s first national championship in any sport at the Virginia institution was equally unique. I taped the entire game and actually during my speech at the Black Male Summit in Akron (April, 2009) used the final minutes when

Richmond officially became FCS champions to illustrate that the tears rolling down the cheeks of head coach Mike London indicates what a ton of faith and opportunity by leaders that hire head coaches can do for a community, not to mention the self-actualization of one human being. All of this from a former player at Richmond from 1979-1982 just looking for a chance to show his leadership skills on the platform of sport in society (see photo below). This is a chance all former student-athletes should have, regardless of race, color or creed in the United States of America.

In terms of the last words, my colleague, friend and “big brother” David Kelly (assistant coach at UCF) clearly sums up the realities of many ethnic minority coaches in terms of partly what has to occur at the FBS level much like Mike London’s recent success. Coach Kelly’s words are in response to UCF facing Miami earlier this year led by the only African American head coach of a BCS team: “We need Randy to be successful so maybe it will encourage other presidents and athletic directors out there to--and I hate to put it this way--‘take a chance’ (on hiring an African-American coach)” (Bianchi, 2009, Race Leader, p. C1). A chance that all Americans should be afforded the opportunity to succeed and fail.



1st National Championship in FBS or FCS by an African American Head Coach, Mike London at the University of Richmond (2008).

AFTERWORD

Afterword by Warde Manuel, Athletic Director, University at Buffalo, Buffalo, New York.

Warde J. Manuel, an associate athletic director who previously oversaw the football and men's basketball programs at Michigan, was named the University of Buffalo's Director of Athletics on July 22, 2005. Manuel has many years of collegiate administrative experience with progressively greater levels of responsibility and leadership. He was one of Michigan's seven associate athletics directors with responsibilities that included the management of Michigan's Division I-A football and men's basketball programs. After graduating from Michigan, Manuel was coordinator of the university's Wade H. McCree, Jr., Incentive Scholars Program from June 1990 to August 1993. He subsequently worked briefly as an academic advisor with the Georgia Institute of Technology (Georgia Tech) Athletics Association before being named assistant athletic director of academic affairs. Manuel returned to Michigan in June 1996 as an executive staff assistant in the Athletics Department. In February 1998 he was named an assistant athletics director with responsibilities for overseeing operational facets of the university's athletics program. He was named an associate athletics director in September 2000. Source: www.nacda.com

Bob Parsons, the CEO and Founder of GoDaddy.com has sixteen rules that he credits for his success, one of his rules speaks to the importance of this report, “measure everything of significance.” I want to thank and acknowledge the work of the BCA, Dr. Harrison, Dr. Yee, and all involved in their effort to continually measuring the hiring processes for collegiate head coaching positions in the sport of football.

The annual release of the BCA Hiring Report Card helps to open the hiring process for head coaching positions in football. Institutions of Higher Learning know that their process of hiring a football coach will be evaluated through the use of known criteria that are shared with everyone in collegiate athletics. This report does not mandate that institutions hire a minority – the report simply measures the process to determine openness to minority candidates. This is an important, but often misunderstood, distinction. This is evident by the fact that many of the Universities that received grades of A or B did not hire a minority for their vacant position – the grade is simply a reflection of the institutions openness in the hiring process.

There continues to be many examples of institutions that have open and inclusive processes for hiring, however collectively collegiate athletics has to have a better record of opening the processes for their searches. I have spoken to almost all of the Athletic Directors in the FBS that currently have a minority as the head football coach, none of them, including me, had a vision or plan to hire a minority head coach in football, but through the process that was the outcome. While progress has been made, everyone in collegiate athletics has to continue to “measure” the process of minority involvement in the hiring process for coaching and administrative positions.

I applaud all who have an open and inclusive process while encouraging those who need to make a little more effort to do so. In sports we measure almost every aspect of the games that we play, with one goal in mind, to get better. Let us hope that people see this report as a similar measurement tool for collegiate athletics to get better.

Warde Manuel
Athletic Director
University at Buffalo

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Table 8: Final Grade Comparisons of Years 2004 through 2009

Source: Paul Robeson Research Center, ©2009

| Division | Year | A | B | C | D | F |
|-----------------|-------------|----------|----------|----------|----------|----------|
| FBS | 2004 | 6 | 4 | 2 | 1 | 1 |
| | 2005 | 5 | 7 | 5 | 2 | 4 |
| | 2006 | 4 | 1 | 1 | 1 | 3 |
| | 2007 | 9 | 6 | 3 | 1 | 4 |
| | 2008 | 11 | 3 | 6 | 0 | 2 |
| | 2009 | 8 | 4 | 3 | 3 | 4 |
| FCS | 2004 | 2 | 5 | 2 | 2 | 3 |
| | 2005 | 0 | 1 | 2 | 3 | 1 |
| | 2006 | 8 | 2 | 1 | 2 | 3 |
| | 2007 | 2 | 2 | 1 | 1 | 6 |
| | 2008 | 5 | 1 | 2 | 0 | 1 |
| | 2009 | 3 | 4 | 2 | 0 | 1 |

Table 9: Final grades by School and Division Chart and Graph for 2004, Year #1

Source: Paul Robeson Research Center, © 2009

| School Name | Final Grade | Division Affiliation |
|--------------------------------------|-------------|----------------------|
| Army | C | FBS |
| Central Michigan | B | FBS |
| Duke University | B | FBS |
| Eastern Michigan University | A | FBS |
| Kent State University | D | FBS |
| Mississippi State | A | FBS |
| University of Central Florida | B | FBS |
| University of Cincinnati | A | FBS |
| University of Idaho | C | FBS |
| University of Nebraska | B | FBS |
| University of Nevada-Reno | F | FBS |
| University of Akron | A | FBS |
| University of Arizona | A | FBS |
| University of Texas El Paso | A | FBS |
| Central Connecticut State University | C | FCS |
| Cornell University | A | FCS |
| Elon University | B | FCS |
| College of the Holy Cross | A | FCS |
| Fordham University | B | FCS |
| Southern Utah University | F | FCS |
| University of Massachusetts | B | FCS |
| Northeastern University | B | FCS |
| University of Richmond | B | FCS |
| The Citadel | B | FCS |
| University of San Diego | F | FCS |
| La Salle University | D | FCS |
| Texas State University | F | FCS |
| Sacred Heart University | D | FCS |

FBS Division

| | Communication | Search Committee | Candidates | Time Frame | Aff. Action |
|---|---------------|------------------|------------|------------|-------------|
| A | 6 | 6 | 10 | 11 | 0 |
| B | 2 | 2 | 0 | 2 | 4 |
| C | 0 | 1 | 1 | 0 | 9 |
| D | 0 | 0 | 1 | 0 | 0 |
| F | 6 | 5 | 2 | 1 | 1 |

FCS Division

| | Communication | Search Committee | Candidates | Time Frame | Aff. Action |
|---|---------------|------------------|------------|------------|-------------|
| A | 4 | 2 | 8 | 7 | 5 |
| B | 4 | 1 | 0 | 4 | 1 |
| C | 0 | 4 | 0 | 0 | 3 |
| D | 0 | 0 | 0 | 1 | 1 |
| F | 6 | 7 | 6 | 2 | 4 |

Table 10: Final Grades by School and Division Chart and Graph for 2005, Year #2

Source: Paul Robeson Research Center, © 2009

| Final Grades for All Schools by Division Affiliation | | |
|---|-----------------------------|--------------------|
| School Name | Division Affiliation | Final Grade |
| BYU | FBS | C |
| East Carolina University | FBS | B |
| Indiana University | FBS | A |
| Louisiana State University | FBS | D |
| Marshall | FBS | F |
| Miami University (Ohio) | FBS | B |
| New Mexico State University | FBS | C |
| Notre Dame | FBS | B |
| Ohio University | FBS | A |
| Oklahoma State University | FBS | B |
| San Jose State University | FBS | F |
| Stanford University | FBS | C |
| Syracuse University | FBS | C |
| University of Florida | FBS | D |
| University of Illinois | FBS | A |
| University of Mississippi | FBS | B |
| University of Pittsburgh | FBS | C |
| University of South Carolina | FBS | F |
| University of Utah | FBS | F |
| University of Washington | FBS | B |
| University of Nevada Las Vegas | FBS | A |
| Utah State | FBS | B |
| Western Michigan | FBS | A |
| The Citadel | FCS | D |
| Dartmouth | FCS | B |
| Indiana State | FCS | C |
| Sam Houston State University | FCS | C |
| Southeastern Louisiana University | FCS | F |
| Stephen F Austin University | FCS | D |
| Weber State | FCS | D |

FBS Division

| | Communication | Search Committee | Candidates | Time Frame | Affirmative Action |
|---|---------------|------------------|------------|------------|--------------------|
| A | 16 | 7 | 17 | 16 | 6 |
| B | 2 | 7 | 1 | 4 | 4 |
| C | 0 | 3 | 0 | 1 | 4 |
| D | 0 | 0 | 0 | 0 | 2 |
| F | 5 | 6 | 5 | 2 | 7 |

FCS Division

| | Communication | Search Committee | Candidates | Time Frame | Affirmative Action |
|---|---------------|------------------|------------|------------|--------------------|
| A | 4 | 1 | 5 | 7 | 0 |
| B | 1 | 1 | 1 | 0 | 3 |
| C | 0 | 2 | 0 | 0 | 3 |
| D | 0 | 0 | 0 | 0 | 1 |
| F | 2 | 3 | 1 | 0 | 0 |

Table 11: Final Grades by School and Division Chart and Graph for 2006, Year #3

Source: Paul Robeson Research Center, ©2009

| School Name | Division Affiliation | Final Grade |
|---------------------------------------|----------------------|-------------|
| Boise State University | FBS | F |
| Kansas State University** | FBS | B |
| Middle Tennessee University | FBS | A |
| Rice University | FBS | F |
| San Diego State University | FBS | A |
| Temple University | FBS | A |
| University at Buffalo** | FBS | A |
| University of Colorado | FBS | D |
| University of Idaho | FBS | C |
| Wisconsin University | FBS | F |
| Butler University | FCS | B |
| Central Connecticut State University | FCS | C |
| Columbia University** | FCS | A |
| Elon University | FCS | D |
| Fordham University | FCS | A |
| Georgetown University | FCS | A |
| Georgia Southern University | FCS | F |
| Hofstra University | FCS | A |
| Leigh University | FCS | A |
| Liberty University | FCS | F |
| Missouri State University | FCS | F |
| Murray State University | FCS | A |
| Southeast Missouri State University** | FCS | A |
| Stony Brook University | FCS | A |
| University of Northern Colorado | FCS | B |
| Virginia Military Institute | FCS | D |

**Indicates the school hired a non-white coach or person of color

FBS Division

| | Communication | Search Committee | Candidates | Time Frame | Affirmative Action |
|---|---------------|------------------|------------|------------|--------------------|
| A | 7 | 3 | 4 | 4 | 4 |
| B | 0 | 2 | 2 | 3 | 1 |
| C | 0 | 0 | 0 | 0 | 2 |
| D | 0 | 0 | 0 | 0 | 0 |
| F | 3 | 5 | 4 | 3 | 3 |

FCS Division

| | Communication | Search Committee | Candidates | Time Frame | Affirmative Action |
|---|---------------|------------------|------------|------------|--------------------|
| A | 12 | 5 | 9 | 14 | 6 |
| B | 1 | 8 | 2 | 0 | 2 |
| C | 0 | 0 | 0 | 0 | 6 |
| D | 0 | 0 | 0 | 0 | 0 |
| F | 3 | 3 | 5 | 2 | 2 |

Table 12: Final Grades by School and Division Chart and Graph for 2007, Year #4

Source: Paul Robeson Research Center, ©2009

| School Name | Division Affiliation | Final Grade |
|-------------------------------------|----------------------|-------------|
| Arizona State University | FBS | B |
| Boston College | FBS | B |
| Central Michigan University | FBS | A |
| Florida International University** | FBS | A |
| Iowa State University | FBS | A |
| Louisiana Tech University | FBS | C |
| Michigan State University | FBS | A |
| North Carolina State University | FBS | B |
| Rice University | FBS | D |
| Stanford University | FBS | A |
| Tulane University | FBS | A |
| United States Air Force Academy | FBS | F |
| United States Military Academy | FBS | B |
| University of Alabama | FBS | F |
| University of Alabama-Birmingham | FBS | C |
| University of Cincinnati | FBS | A |
| University of Idaho | FBS | C |
| University of Louisville | FBS | F |
| University of Miami** | FBS | A |
| University of Minnesota | FBS | B |
| University of North Carolina | FBS | A |
| University of North Texas | FBS | B |
| University of Tulsa | FBS | F |
| Austin Peay State University | FCS | B |
| Georgia Southern University | FCS | F |
| Idaho State University | FCS | F |
| Jacksonville University | FCS | F |
| Montana State University | FCS | F |
| Portland State University | FCS | A |
| Sacramento State University | FCS | D |
| Samford University | FCS | C |
| Stephen F. Austin State University | FCS | B |
| Tennessee Tech University | FCS | A |
| Texas State (San Marcos) University | FCS | F |
| University of San Diego | FCS | F |

**Indicates the school hired a non-white coach or person of color
Note: Drake University was not included in the grading this year but did have a head coaching vacancy.

FBS Division

| | Communication | Search Committee | Candidates | Time Frame | Affirmative Action |
|---|---------------|------------------|------------|------------|--------------------|
| A | 17 | 10 | 16 | 13 | 13 |
| B | 6 | 5 | 1 | 7 | 5 |
| C | 0 | 2 | 1 | 0 | 1 |
| D | 0 | 0 | 0 | 2 | 0 |
| F | 0 | 5 | 5 | 1 | 4 |

FCS Division

| | Communication | Search Committee | Candidates | Time Frame | Affirmative Action |
|---|---------------|------------------|------------|------------|--------------------|
| A | 3 | 1 | 3 | 9 | 4 |
| B | 7 | 2 | 3 | 0 | 2 |
| C | 0 | 4 | 0 | 0 | 4 |
| D | 0 | 0 | 0 | 1 | 0 |
| F | 2 | 5 | 6 | 2 | 2 |

Table 13: Final Grades by School and Division Chart for 2008, Year #5

Source: Paul Robeson Research Center, ©2009

| Final Grades for All Schools by Division Affiliation | | |
|---|-----------------------------|--------------------|
| School Name | Division Affiliation | Final Grade |
| Baylor University | FBS | C |
| Colorado State University | FBS | A |
| Drake University | FCS | A |
| Duke University | FBS | A |
| Eastern Kentucky University | FCS | C |
| Eastern Washington University | FBS | A |
| Georgia State University | FCS | A |
| Georgia Tech | FBS | A |
| Indiana State University* | FCS | A |
| Northern Illinois University | FBS | A |
| Southern Illinois University | FCS | A |
| Southern Methodist University | FBS | A |
| Southern Utah University | FCS | C |
| Texas A&M | FBS | C |
| United States Naval Academy* | FBS | C |
| University of Arkansas | FBS | A |
| University of California Los Angeles | FBS | A |
| University of South Alabama | FBS | A |
| University of Dayton | FCS | F |
| University of Hawaii at Manoa | FBS | B |
| University of Houston* | FBS | A |
| University of Michigan | FBS | A |
| University of Mississippi | FBS | F |
| University of Nebraska | FBS | B |
| University of Rhode Island | FBS | B |
| University of Richmond* | FCS | B |
| University of Southern Mississippi | FBS | C |
| Virginia Military Institute | FBS | C |
| Washington State University | FBS | C |
| West Virginia University | FBS | F |
| Western Carolina University | FCS | A |
| **Indicates the school hired a non-white coach of color | | |

Table 14: Final Grades by School and Division Chart for 2009, Year #6

Source: Paul Robeson Research Center, ©2009

| Final Grades for All Schools by Division Affiliation | | |
|---|-----------------------------|--------------------|
| School Name | Division Affiliation | Final Grade |
| Army | FBS | A |
| Auburn University | FBS | D |
| Ball State | FBS | F |
| Boston College | FBS | B |
| Bowling Green State University | FBS | B |
| California Polytechnic State University at San Luis Obispo | FCS | A |
| Clemson University | FBS | C |
| Eastern Michigan University** | FBS | A |
| Illinois State University | FCS | B |
| Iowa State | FBS | A |
| Kansas State | FBS | F |
| Miami University of Ohio** | FBS | A |
| Mississippi State | FBS | D |
| New Mexico State University** | FBS | A |
| Northwestern (LA) State University | FCS | C |
| Presbyterian College | FCS | F |
| Purdue University | FBS | D |
| San Diego State University | FBS | A |
| Syracuse University | FBS | A |
| Towson University | FCS | C |
| University of Massachusetts | FCS | A |
| University of New Mexico** | FBS | A |
| University of Oregon | FBS | F |
| University of Rhode Island | FCS | B |
| University of Tennessee | FBS | B |
| University of Tennessee-Chattanooga | FCS | B |
| University of Toledo | FBS | B |
| University of Washington | FBS | B |
| University of Wyoming | FBS | F |
| University of Texas San Antonio | FCS | A |
| Utah State University | FBS | C |
| Yale University** | FCS | A |
| **Indicates the school hired a non-white coach of color | | |

Table 15: Alphabetical Listing of Collegiate Minority Offensive and Defensive Football Coordinators

| Name | Institution | Race |
|------------------|---|------------------|
| Robert Anae | Brigham Young University | Asian |
| Tim Banks | State University of New York at Buffalo | African American |
| Danny Barrett | State University of New York at Buffalo | African American |
| Corwin Brown | University of Notre Dame | African American |
| Steve Brown | University of Kentucky | African American |
| Nigel Burton | University of Nevada | African American |
| John Chavis | Louisiana State University | Latino |
| Norm Chow | University of California, Los Angeles | Asian |
| Manny Diaz | Middle Tennessee State University | Latino |
| Eddie Faulkner | Ball State University | African American |
| James Franklin | University of Maryland, College Park | African American |
| Justin Fuente | Texas Christian University | Latino |
| Charlie Harbison | Clemson University | African American |
| Jamie Hill | Brigham Young University | African American |
| Marion Hobby | Duke University | African American |
| Kenny Ingram | University of Memphis | African American |
| Darryl Jackson | Florida Atlantic University | African American |
| Ivin Jasper | U.S. Naval Academy | African American |
| Cal Lee | University of Hawaii, Manoa | Asian |
| Ron Lee | University of Hawaii, Manoa | Asian |
| Ronnie Lee | University of Minnesota, Twin Cities | African American |
| Eric Lewis | Eastern Michigan University | African American |
| Osia Lewis | University of Texas at El Paso | African American |
| Ruffin McNeill | Texas Tech University | African American |
| Calvin Magee | University of Michigan | African American |
| Willie Martinez | University of Georgia | African American |
| Shannon Morrison | Bowling Green State University | African American |
| Tyrone Nix | University of Mississippi | African American |
| Jay Norvell | University of Oklahoma | African American |
| Brian Norwood | Ball State University | African American |
| Jason Phillips | University of Houston | African American |
| Fred Reed | State University of New York at Buffalo | African American |
| Kalani Sitake | University of Utah | Asian |
| David Shaw | Stanford University | African American |
| Charlie Strong | University of Florida | African American |
| Don Treadwell | Michigan State University | African American |

| | | |
|-----------------|--|------------------|
| Lorenzo Ward | University of South Carolina, Columbia | African American |
| Darrell Wyatt | University of Southern Mississippi | African American |
| Everett Withers | University of North Carolina, Chapel Hill | African American |

Source The Institute for Diversity and Ethics in Sport ©2009

Table 16: 2009 Alphabetical Listing of NFL Ethnic Minority Coaches and Coordinators

| Name | Team | Position |
|------------------|---------------------|-----------------------|
| Greg Blache | Washington Redskins | Defensive Coordinator |
| Frank Bush Sr. | Houston Texans | Defensive Coordinator |
| Ted Cottrell | San Diego Chargers | Defensive Coordinator |
| Perry Fewell | Buffalo Bills | Defensive Coordinator |
| Leslie Frazier | Minnesota Vikings | Defensive Coordinator |
| Ron Meeks | Indianapolis Colts | Defensive Coordinator |
| Jimmy Raye | San Francisco 49ers | Offensive Coordinator |
| Ron Rivera | San Diego Chargers | Offensive Coordinator |
| Clarence Shelmon | San Diego Chargers | Offensive Coordinator |
| Sherman Smith | Washington Redskins | Offensive Coordinator |
| Brian Stewart | Dallas Cowboys | Offensive Coordinator |
| Mel Tucker | Cleveland Browns | Offensive Coordinator |

Source: The Institute for Diversity and Ethics in Sport ©2009

Acceptable Standards

The intent of the Division 1A Athletics Directors is to create prescribed and appropriate standards to administer the business of intercollegiate athletics, while addressing specific concerns and trends evident in our profession today. Specifically, the intention of the Association is to reaffirm our commitment to these ethical procedures through the adoption of “Acceptable Standards.” While we recognize the reality of how our business has changed, and will continue to change, it is the courage to maintain a standard of inviolate and ethical core values that are the essence of strong and effective leadership. The “Acceptable Standards” described in this document will become an addendum to the Association’s Statement of Core Values and Code of Ethics, and will be formally discussed by the membership during the Annual Meeting.

1. Minority Football Coach Hiring Practices

The Director of Athletics is responsible for administration of an effective search for a head football coach. While the hiring process may engage third parties including those from within the institution, alumni, donors, and representatives of executive search agencies, it is the obligation of the Athletics Director to manage the process in accordance with the guidelines and standards of their institution, their Conference, the NCAA and this Association.

a. Potential Candidates

Historically, the identification of candidates for a new search begins at the start of the process, which potentially results in a less-than-comprehensive group of candidates. It is prudent to ensure a list of potential candidates will include minority coaches. The development of the diverse group of candidates should be an on-going procedure during the normal course of business throughout the year, and in particular, at times other than when an actual search is underway. This on-going procedure should enable the Athletic Directors to identify a more diverse group of candidates, well in advance of when a search is necessary. Athletic Directors are encouraged to develop a list of potential candidates, to specifically include minority candidates, which will enhance the efficiency of a search process, but will also give the Athletics Director more time to personally become better acquainted with those coaches identified as potential candidates, before an actual search is necessary.

Further, the Association offers opportunities to assist and support each Athletics Director through initiatives that will focus on creating a diverse candidate pool:

1. Identification of potential head coach candidates
2. Educational/training of candidates
3. Relationship development with candidates
4. Collaboration with other organizations such as the NCAA, BCAA, NFL and others

b. Search Firms

When executive search agencies are used during the hiring process, it is imperative the institution and the Athletic Director retain the prerogative to direct the activities of the search agency to adhere to institutional hiring practices and to mandate consideration of all candidates identified by the institution as potential candidates. Further, the Athletic Director should give consideration to a firm's history of inclusion with respect to minority candidates when selecting an agency or consultant.

c. Formal Interviews

Athletics Directors interviewing candidates for head football coaching positions should include, one or more minority candidates for that position, resulting in a formal interview opportunity. It is prudent to hire from a broad, diverse, and growing group of candidates, and to support equal opportunity and fair hiring practices throughout the hiring process. This is not only the position of the Association, but most likely in alignment with the hiring policies of the institution.

Key items to consider during the search/hiring process that are customarily included in institutional hiring policies:

1. Prior to beginning the interview process, in order to clearly articulate the job expectations for potential candidates, draft a job description that clearly and fully defines the role of the head coach;
2. Review the current information obtained by your on-going efforts throughout the year to identify potential candidates;
3. Conduct outreach efforts to organizations (e.g. use of NCAA/D1A Association/NFL/BCAA resources) to obtain resume and reference information;
4. Create an optimally comprehensive group of candidates, making certain, your group of candidates is diverse and minority inclusive;
5. Preparation of a "search timeline" that sets forth key decisions and dates leading up to the actual selection of a new coach. It is clear, the athletics director must maintain flexibility during a search process, while operating in accordance with institutional prerogatives, so the "search timeline" will be specific to the circumstances.
6. Records should be kept that describe the administration of the search process, as well as the details pertaining to each actual interview. The actual interview may be conducted in a location that is convenient for all involved, and does not have to occur on campus.

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Photo courtesy of Christopher E. Harrison and the MN Spokesman-Record