



This report was supported and funded by the Black Coaches Association (BCA).

“The Score:”

**A Hiring Report Card for NCAA Division IA and IAA
Football Head Coaching Positions in American Higher
Education**

**Hiring Report Card # 2
(2004-05)**

By

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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 Center Mission Statement:

“B A L L L I K E P A U L”

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.

Description of Images

The photographs of Paul Robeson are courtesy of Rutgers University. (The two pictures in the left and right hand corners of the title page.)

The middle image is Scholar-Baller™, the official logo of Scholar-Baller. This representation is a symbol of education, sport and entertainment, three identities that Paul Robeson mastered as the quintessential scholar-athlete.

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Foreword— by Richard E. Lapchick, Ph.D. Known as the “racial conscience” of sport in society. A former student-athlete on the basketball team at St. John’s University, Professor Lapchick has truly “changed the game” and offered these words on the eve of the Second Annual Hiring Report Card of NCAA college football head coaching positions.

This is the second year that the Black Coaches Association Hiring Report Card places the hiring process of institutions of higher education in their search for a new head football coach under public scrutiny. The BCA has changed the way we measure the process to be more demanding this year.

As with last year, we are not as concerned with the outcome as we are with the openness of the process. Last year people expressed surprised that so many schools got good grades without hiring a person of color. For the BCA, it is all about the openness of the process.

The BCA is seeking changes in the way we hire head coaches in football. We want the best candidates, irrespective of color, to be interviewed for the opening. The Black Coaches Association Hiring Report Card is helping to make that happen. Next, the BCA wants the best candidate to be chosen irrespective of race. With only three African-American head coaches in the 2005 season, college football is emphatically the most segregated position in all of college sport. There still have been only 19 African Americans who have ever been a Division IA head football coach.

As can be seen from the grades in the report card, schools received an “A” without hiring a coach of color because they took their time in the selection process, had a diverse selection committee, interviewed a diverse pool of candidates, used the resources of the BCA and/or the NCAA’s Minority Opportunities and Interest Committee, and followed university affirmative action policies. For next year, you cannot earn an overall “A” if you get a D or F in any of the five categories.

We believe in that open and objective process because we know that ultimately, when it is followed, the numbers will change automatically as universities come into contact with talented leaders who could be their next football coach. We have called on the NCAA and President Myles Brand to adopt a college version of the NFL’s Rooney Rule mandating that people of color be interviewed for all head coaching positions.

Once again, I applaud the Black Coaches Association for standing up and taking this action now. I am proud to be the first Vice President of the BCA. The fact that I am white and a BCA 1st Vice President further shows what the BCA is all about.

Once again, Dr. C. Keith Harrison and his research team at the Robeson Institute at ASU, did an excellent job of initiating the research, following through with the universities, and putting forth an objective analysis of where we are today, The 2005 Report will give the tools of accountability to Dr. Myles Brand and all who care about one of sports most inequitable situations!

I congratulate the BCA and the work of the Robeson Institute to achieve this outstanding and practical research effort. The 2005 Report will make a difference.

Richard Lapchick, Ph.D.
Director, DeVos Sport Business Management Program
President, National Consortium for Academics and Sport
Director, Institute for Diversity and Ethics in Sport
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Executive Summary

Since 1982, there have been 404 head coaching openings at the Division IA level. African American coaches have been selected for 19 (4%) of the head coaching opening with 17 of the appointments occurring after 1990 (Hill, 2005). In the history of Division IA, African American coaches have been selected a total of 23 times as the leaders of college football programs (Hill, 2005). Since 1996, only 9 African American coaches have been hired (one each year) out of 165 vacancies. The same historical pattern of Division IA football is even worse at the Division IAA, II, and III levels. This year the pattern held true for IA with the hiring of Tyrone Willingham at University of Washington. Last year, predominately white IAA schools had zero coaches of color; however, this has changed with the hiring of Lou West, an African American, at Indiana State.

In the 2004-05 Hiring Report Card #2, the grades did not improved in terms of the overall letter grades. Further, when each of the five categories of the Hiring Report Card is 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 5 “A”, 8 “B”, 7 “C”, 5 “D” and 5 “F” grades for the **IA** and **IAA** schools.

Overall grades for **IA** are as follows: 5 “A”, 7 “B”, 5 “C”, 2 “D”, and 4 “F” grades. The overall **IAA** final grades are as follows: 0 “A”, 1 “B”, 5 “C”, 0 “D”, and 1 “F” grade.

IA Grading Category Breakdown:

Communication—15 “A” and 3 “B”, and 5 “F” grades in this area.

Search Committee—8 “A”, 7 “B”, 2 “C”, 1 “D”, and 5 “F” grades in this area.

Final Candidates—16 “A”, 2 “B”, and 5 “F” grades in this area.

Time Frame—16 “A”, 4 “B”, 1 “C” and 2 “F” grades in this area.

Affirmative Action—6 “A”, 4 “B”, 4 “C”, 3 “D” and 6 “F” grades in this area.

IAA Grading Category Breakdown:

Communication—3 “A”, 2 “B”, and 2 “F” grades in this area.

Search Committee—0 “A”, 1 “B”, 2 “C” and 4 “F” grades in this area.

Final Candidates—5 “A”, 1 “B”, and 1 “F” in this area.

Time Frame—7 “A” grades in this area.

Affirmative Action—3 “B”, 3 “C”, and 1 “F” grades in this area.

The most significant findings this year of the five grading categories are Search Committee and Affirmative Action. Of the 30 schools, 16 had either “A” or a “B” Search Committee grade, 5 had a “C” or “D” grade, and 9 had an “F” grade. The 30 searches had a total of 147 individuals participate. Of those 147 individuals, forty-three were racial minorities. Our findings show that for each person of color on the search committee, the number of racial minority candidates interview increases by 1.45 regardless of division (significant at the .001 level, sig.=.00). Likewise, for each interaction with the BCA/MOIC, the number of minority candidates increases by two (statistically significant at the .001 level, sig.=.00). For IA and IAA schools, affirmative action grades are not at par as 17 of the 30 schools have “C”, “D”, or “F” grades in that categories.

For a compressive review of literature and theoretical framework for the Hiring Report Cards, Year 1 and 2, please go to www.bcasports.org.

Table 1: Final Grades by School and Division Chart and Graph for 2004-2005 Report #2

Final Grades for All Schools by Division Affiliation					
School Name	Division Affiliation			Final Grade	
BYU	IA			C	
East Carolina University	IA			B	
Indiana University	IA			A	
Louisiana State University	IA			D	
Marshall	IA			F	
Miami University (Ohio)	IA			B	
New Mexico State University	IA			C	
Notre Dame	IA			B	
Ohio University	IA			A	
Oklahoma State University	IA			B	
San Jose State University	IA			F	
Stanford University	IA			C	
Syracuse University	IA			C	
University of Florida	IA			D	
University of Illinois	IA			A	
University of Mississippi	IA			B	
University of Pittsburgh	IA			C	
University of South Carolina	IA			F	
University of Utah	IA			F	
University of Washington	IA			B	
University of Nevada Las Vegas	IA			A	
Utah State	IA			B	
Western Michigan	IA			A	
The Citadel	IAA			D	
Dartmouth	IAA			B	
Indiana State	IAA			C	
Sam Houston State University	IAA			C	
Southeastern Louisiana University	IAA			F	
Stephen F Austin University	IAA			D	
Weber State	IAA			D	
Final Grades for all Schools by Division					
	A	B	C	D	F
Division IA	5	7	5	2	4
Division IAA	0	1	2	3	1
Total	5	8	7	5	5

Methodology

Data Collection

Floyd Keith, the Executive Director of the BCA, sent a standard package out 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, 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 1). A research team at the Robeson Research Center collected the data from February to September, 2005 from each predominantly white institution. Harrison then sent out a follow up letter that lists the evaluation content and criteria in February and March, 2005 (see Figure 1). Thus, all institutions knew what they would be evaluated on and specifically by what criteria. Schools either e-mailed, faxed, or mailed in their information to the Robeson Center. This year there were a total of 2 “F” grades for schools that refused to participate and 5 “F” grades overall.

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. Each school had the opportunity to make necessary corrections to the data the researchers compiled, and were given a two-week time frame to either make changes or confirm the accuracy of the data. Seven of the thirty schools responded within the two-week time frame to confirm their data. One school returned the confirmation letter after the deadline. None of the schools that responded required a change in data.

Respondents

There were a total of 30 schools that participated in the study. Schools were divided into those from Division IA and IAA. There were 23 Division IA and 7 Division IAA schools. Table 1 lists the institutions included in this study categorized by divisional affiliation. All schools were graded and evaluated.

Measurements

Each school was graded on five categories: **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 1).

Communication

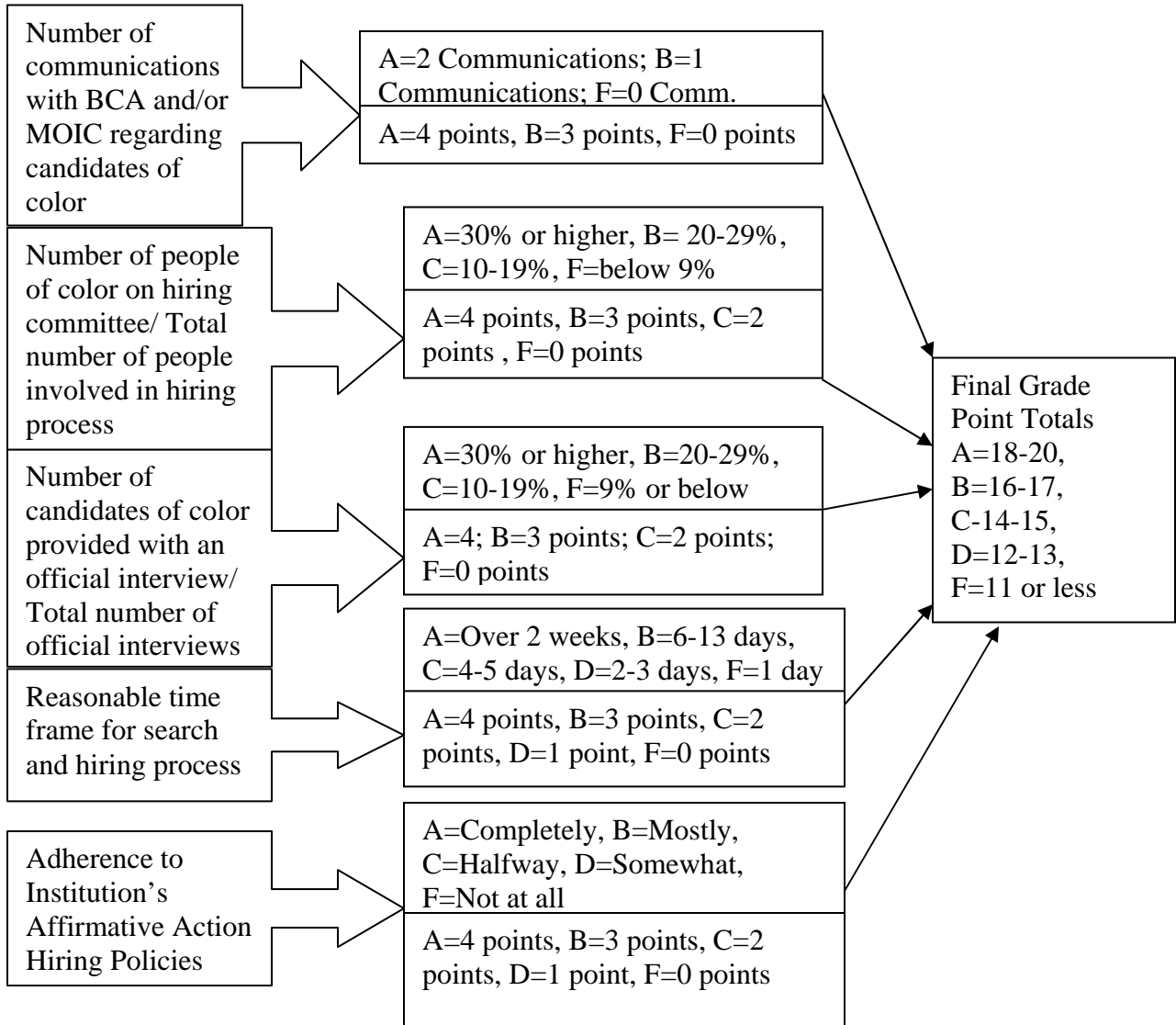
Each school is measured on the number of direct telephone communications with the Executive Director of the Black Coaches Association (BCA) and/or the Chair of the Minority Opportunity Interests Committee (MOIC). If an institution has two or more communications, they earn an “A”. If there is one communication, they earn a “B,” and zero communications they earn a “F.” Once the letter grade is determined, it is coded into a numerical score, which corresponds as follows: “A”=4, “B”=3, and “F”=0. These numerical scores are used to compute the final grade.

Hiring/Search Committee

The Hiring/Search Committee¹ measurement consist 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 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 which 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 on the search committee; “C”=10-19 percent people of color on the search committee; F”= 9 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”=4, “B”=3, “C”=2, and “F”=0. These numerical scores are used to compute the final grade.

¹ Some institutions called their search committee advisory boards.

Figure 1: Research Design Diagram for the Hiring Report Card



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Candidates Interviewed

The Candidates Interviewed category is measured similarly to the way the Hiring/Search Committee is measured. The number of candidates of color who earn an on campus interviews are recorded. This total number of candidates of color with on campus interviews is divided by the total number of candidates. This yielded a ratio of candidates who are people of color to total candidates with

on campus interviews. Last year this category was weighted by two. However, this year this category is *not weighted* in order to reflect a more accurate grade the institutions received. After the percentage of people of color in the candidate pool is determined, it is then converted into a letter grade which 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 in the candidate pool; “C”=10-19 percent of people of color in the candidate pool; “F”= 9 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”=4, “B”=3, “C”=2, and “F”=0.

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”=6-13 days to make a final decision, “C”=4-5 days to make a final decision, “D”= 2-3 days to make a final decision, and “F”=1 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. Once the letter grade is determined for each institution, it is then converted into a numerical score based on the following scale: “A”=4, “B”=3, “C”=2, “D”=1, “F”=0. These numerical scores are used to compute the final grade.

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 earn 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. Once the letter grade was determined, it was coded into a numerical score, which corresponds as follows: “A”=4, “B”=3, “C”=2, “D”=1, “F”=0. These numerical scores are used to compute the final grade.

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 24 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 numerical score points; “B”=16-17 final numerical score points; “C”= 14-15 final numerical score points; “D”= 12-13 final numerical score points; “F”= 11 or less final numerical score points.

Findings and Results

	A	B	C	D	F
Division IA	5	7	5	2	4
Division IAA	0	1	2	3	1
Total	5	8	7	5	5

When the divisions are compared (see Table 2), Division IA does better in virtually all categories. Only Division IA schools earned an “A” and the majority earned a “B” as well. No Division IAA schools earned an “A” and only one earned a “B” final grade. In fact, the majority of Division IAA schools earned a “D” as a final grade as compared to only two Division IA schools. However, four Division IA

schools earned a “F” grade where as only one Division IAA school did. It should be noted that there are more than three times the number of head coaching openings in Division IA than there are for Division IAA.

Schools with an “A”

Five out of thirty total schools earned an “A” final grade. All of these schools were Division IA. Of those who earned an “A” as an overall grade, the majority had grades of an “A” in all but of the categories (see Table 3). No schools received an “F” or a “D” in any of the grading categories. Only two schools had a grade other than an “A” in the Affirmative Action category. An “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. Although it is possible by all institutions to achieve a perfect score, which is what an institution should strive to achieve as Cornell University did last year, only two institutions earned a perfect score, Western Michigan and Ohio University. Both of these schools will receive a certificate to congratulate them on their commitment to diversity.

Table 3: Grading Category Breakdown for “A” Schools

School	Division Affiliation	Time frame	Comm.	Candidate Grade	Search Grade	Affirm. Action
Indiana University	IA	A	A	B	A	B
Ohio University	IA	A	A	A	A	A
University of Illinois	IA	A	A	A	A	C
UNLV	IA	A	A	A	B	A
Western Michigan	IA	A	A	A	A	A

Schools with a “B”

Eight out of thirty schools also have a “B” as a final grade (see Table 4). A grade of a “B” indicates that institutions could improve in some aspects of the hiring process, but they are actively working to improve the effort to have people of color represented in high-ranking leadership positions. The “B” schools have more diverse grades in all of the categories.

Although everyone earned an “A” in the Candidate Grade, the Search Grades and Affirmative

Action grades are more diverse. The majority of the institutions earned a “B” for the Search Grade and the Affirmative Action grading categories had an even distribution.

Table 4: Grading Category Breakdown for “B” Schools

School	Division Affiliation	Time Frame	Comm.	Candidate Grade	Search Grade	Affirmative Action
Dartmouth	IAA	A	A	A	B	C
Miami University (Ohio)	IA	A	A	A	B	C
Notre Dame	IA	B	A	A	C	B
Oklahoma State University	IA	B	A	A	D	A
University of Mississippi	IA	A	A	A	B	D
University of Washington	IA	A	A	A	B	C
Utah State	IA	B	B	A	A	B
East Carolina University	IA	A	A	A	A	D

Schools with a “C”, “D”, or “F”

Seventeen of thirty total schools earned either a “C”, “D”, or “F” as the final grade (see Table 5). Seven schools earned a “C”, which represents maintaining the status quo. In previous times in American 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 doing below par. Five schools earned a “D”, which indicates that those institutions need significant improvement in multiple areas. The only area where the majority of these schools do not need improvement is in the Time Frame category. The candidate grade could also stand some improvement. In all of the other areas the majority of the grades are an “F”. None of the “D” schools earned a passing mark in their Affirmative Action or their Candidate category grade. There are five schools that received an “F”. All schools are Division IA institutions.

Table 5: Grading Category Breakdown for C, D, and F Schools

School	Division Affiliation	Time frame	Com	Candidate Grade	Search Grade	Aff. Action	Final Grade
BYU	IA	A	A	A	F	C	C
Indiana State	IAA	A	A	A	F	B	C
New Mexico State University	IA	A	A	A	B	F	C
Sam Houston State University	IAA	A	A	A	F	B	C
Stanford	IA	A	B	A	A	F	C
Syracuse University	IA	B	A	A	A	F	C
University of Pittsburgh	IA	A	A	A	F	B	C
Citadel	IAA	A	F	A	C	B	D
LSU	IA	C	F	B	B	A	D
Stephen F Austin University	IAA	A	B	B	F	C	D
Weber State	IAA	A	F	A	C	C	D
University of Florida	IA	A	B	F	C	A	D
Southeastern Louisiana University	IAA	A	B	F	F	F	F
Marshall	IA	A	F	F	F	D	F
San Jose State University	IA	A	F	F	B	F	F
University of South Carolina	IA	F	F	F	F	F	F
University of Utah	IA	F	F	F	F	F	F

Discussion

The grades for the Hiring Report Card #2 are worse than the first year of the report. There is roughly the same number of “A” final grades for Division IA for both year 1 and 2. However, the number of “A” grades for Division IAA dramatically dropped from two to zero in year two. The number of “B” grades has dramatically risen in Year 2 for Division IA which represents a positive movement in the right direction. However, the number of “B” grades for Division IAA decreased. The number of “C” grades has risen for Division IA and declined for Division IAA. Unfortunately the number of “D” grades for Division IAA increased as did the “F” grades for Division IA. While these final grades are revealing, this year the comparison between IA and IAA is skewed by the fact that IAA only had seven head coaching openings. Division IA had 23 head coaching openings, more than three times the number of openings in IAA.

When compared to other theoretical and empirical studies that examine diversity and equity in hiring practices, the issue of homogenous (sameness or status quo) search committees and the elasticity of Affirmative Action policies are consistent with other scholarship that examines racial discrimination (Bonilla-Silva & Forman, 2000; Feagin, 2000; Schuman, Steech & Bobo, 1985). This consistency in the research literature validates some of the major findings in the study: average and low grades by more than half the schools overall, a decrease in overall letter grades at the IA and IAA levels, nearly half the search committees are “C” or below, and the Affirmative Action category indicates that a good majority of the institutions are average with most of the grades resulting in a “F” grade. These grades and empirical findings give credence to the original purpose of the BCA initiative for the Hiring Report Card.

The purpose of the Hiring Report Card and the grades is to have an objective measurement that quantifies the five major categories that are used in hiring practices. Through systematic evaluation of institutions and their athletic departments, various leaders of diversity based organizations such as the Black Coaches Association (BCA) hope to increase the public awareness of the limited opportunities to coaches of color based on objectivity, not subjectivity.

Conclusion

Limitations

As with any study, there are some limitations. One limitation is the fact that only Division IA and IAA schools were included in this study. Although this is a limitation, it is the goal of the BCA to expand this research to Division IAAA, II, and III, as well as future Hiring Report Cards for applying these guidelines to head coaching searches for NCAA Women’s basketball; NCAA Athletic Director searches and NCAA Commissioner searches. 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.

Policy Recommendations and Future Research

Future studies should examine the overlay of social network theory with actual practices. Social network theory refers to the fact that people network to solicit informal and subjective information about social and professional opportunities, such as job openings (Cox, 1993). Often catch phrases such as “who you know” are examples of social network theory in practice. Likewise, individuals use their social networks to put their proverbial “foot in the door,” which could create a barrier for other candidates applying for the same position. Moreover, since individual’s social networks tend to be homologous (non-diverse), or mirror the individual’s broad characteristics (i.e. sex, race, socio-economic status), this further creates and maintains an increasingly restrictive infrastructure for people of color to infiltrate.

Another recommendation to the study is to address the fact that there is no standard number of people for a hiring/search committee. Unfortunately, institutions had different numbers of people with voting privileges on their hiring/search committee. Thus, their experience and leadership was limited since they did not have the power or authority to choose. While nearly impossible to document one’s political affinity at a given institution, a consistent number of people on the search/hiring committee would be a positive step forward in unifying all of the schools to approach equity and diversity with at least some parity for this category. It would also be helpful for each school to report the professional status of the members on these committees. Most of this organizational and cultural accountability falls in line with a procedural suggestion by the BCA in the Hiring Report Card next year—that each institution will have the president of the institution document and sign-off that campus interviews were conducted with each individual that makes it as a final candidate.

In terms of the BCA, parents and players should head the words of Mr. Floyd Keith: “I sincerely hope recruits of color and their parents will weigh the results of the 2004 and 2005 Hiring Report Cards and make decisions with strong consideration given to the grades earned by respective institutions. As a people of color, we need to start ‘shopping and buying’ at the stores (institutions) that reflect a high concern for inclusion and diversity. When student-athletes of color start making decisions to ‘play where they can eventually coach’; we will start to see a difference” (Keith, F., Oral communication). While not

explicitly indicated, White American student-athletes should also be concerned with this issue and make choices to attend institutions that promote and value diversity, because there are those that do care about these issues (Coakley, 1999).

In the final analysis, the question some readers and observers will ask is, “While the grades are low for more than half the schools, a little less than half still graded out with higher marks. Thus, why is there still the pattern of institutions hiring only one African American head coach each year, irrespective of the number of vacancies?” The answer is simple and to the point. The Hiring Report Card is not a cause and effect study. The research design of the study focuses on the hiring **process**—not the final hired **product**. After two years of published data based on objectivity and not subjectivity, a few things are clear. First, many schools are following the process on paper and must continue this behavior if equity and social justice are ever to be realized. By following the process, the hypothesis that more non-white coaches will eventually be hired based on institutions adhering to the five categories.

Second, the overall and categorical grades are much lower for 2004 (#2) than 2003 (#1). The fact that Division IA football has gone from five African American head football coaches to three in one year’s time parallels the findings in Hiring Report Card #2. Simply put, if the United States were in a global contest on equity and diversity would we (United States citizens) be satisfied with the final grades in this report? Each observer and reader of this document will have to answer this question.

Last, many of the schools must 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 could influence the final outcome. This is important, because the Hiring Report Card focuses on the process. The reality is that the five categories measure what best represents fairness, equity, access and diversity. Each category should be given equal respect and taken as serious as the others. This is how gaps in the system are both created and filled when it comes to establishing opportunities for talented individuals and groups of people attempting to realize the American Dream. This is why the Hiring Report Card of Division IA and IAA football teams in American higher education must continue to keep score. Keeping score is the American way.

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Afterword by Joe Castiglione -Director of Athletics, Oklahoma University

Joe C. has been instrumental as a leader that pushes for equity and diversity in sport. Joe is committed to making sure “things are done the right way.”

Having just read the Second Annual Black Coaches Association Hiring Report Card, I hope you have developed more answers than questions, more understanding than confusion and more passion than ambivalence. Moreover, I hope you are taking notice that we all have a responsibility to think and act differently than ever before. It is the only way positive and effective change will ever occur. For years, advocates have talked about the means to change perceptions and improve opportunities. For the second straight year, the BCA has taken a strong step to bring sunshine to the hiring process. From the development of a diverse candidate pool to a diverse selection committee, the “Report Card” focuses most on the openness of the process more so than the outcome itself.

Obviously, we all hope to see the day when the characterization of a new hire at a college or university is not heralded by an individual’s ethnicity or gender but rather their talent, preparation, skill, leadership qualities or reputation. Colleges and universities who are now taking the appropriate time for evaluation of their selection, utilizing a diverse selection committee, interviewing a diverse pool of candidates and, if necessary, using the resources of the BCA and/or the NCAA’s Minority Opportunities and Interest Committee to expand their pool are being recognized for their diligence. This is as it should be. An open and objective process, if followed, will ultimately lead to an improved well-prepared candidate pool, exposure to the appropriate decision makers and notable change in the numbers as universities become more thoroughly acquainted with skilled teachers who could become their next coach.

On behalf of many leaders throughout the NCAA who have volunteered their time, thoughts and efforts to the Black Coaches Association, I want to thank and commend both Floyd Keith, Executive Director of the BCA, and Dr. C. Keith Harrison and his team of researchers at the Robeson Research Center located on the campus of Arizona State University. They have done a superb job of developing the means to objectively measure and analyze our progress. I believe these efforts will lead to even more effective recommendations of what we all can and need to do in regards to hiring initiatives as well as how we can make it happen.

Joseph R. Castiglione
Director of Athletics
University of Oklahoma

**Appendix
Final Grades and Grade Breakdown by School**

School	Division Affiliation	Time frame	Communication	Candidate Grade	Search Grade	Affirmative Action	Total Points	Total Grades
Indiana University	IA	A	A	B	A	B	18	A
Ohio University	IA	A	A	A	A	A	20	A
University of Illinois	IA	A	A	A	A	C	18	A
UNLV	IA	A	A	A	B	A	19	A
Western Michigan	IA	A	A	A	A	A	20	A
Dartmouth	IAA	A	A	A	B	C	17	B
Miami University of Ohio	IA	A	A	A	B	C	17	B
Notre Dame	IA	B	A	A	C	B	16	B
Oklahoma State University	IA	B	A	A	D	A	16	B
University of Mississippi	IA	A	A	A	B	D	16	B
University of Washington	IA	A	A	A	B	C	17	B
Utah State	IA	B	B	A	A	B	17	B
East Carolina University	IA	A	A	A	A	D	17	B
BYU	IA	A	A	A	F	C	14	C
Indiana State	IAA	A	A	A	F	B	15	C
New Mexico State University	IA	A	A	A	B	F	15	C
Sam Houston State University	IAA	A	A	A	F	B	15	C
Stanford	IA	A	B	A	A	F	15	C
Syracuse University	IA	B	A	A	A	F	15	C
University of Pittsburgh	IA	A	A	A	F	B	15	C
Citadel	IAA	A	F	A	C	B	13	D
LSU	IA	C	F	B	B	A	12	D
Stephen F Austin University	IAA	A	B	B	F	C	12	D
Weber State	IAA	A	F	A	C	C	12	D
University of Florida	IA	A	B	F	C	A	13	D
Southeastern Louisiana University	IAA	A	B	F	F	F	7	F
Marshall	IA	A	F	F	F	D	5	F
San Jose State University	IA	A	F	F	B	F	7	F
University of South Carolina	IA	F	F	F	F	F	0	F
University of Utah	IA	F	F	F	F	F	0	F

Final Grades by Categorical Breakdown for Year 2 by Division

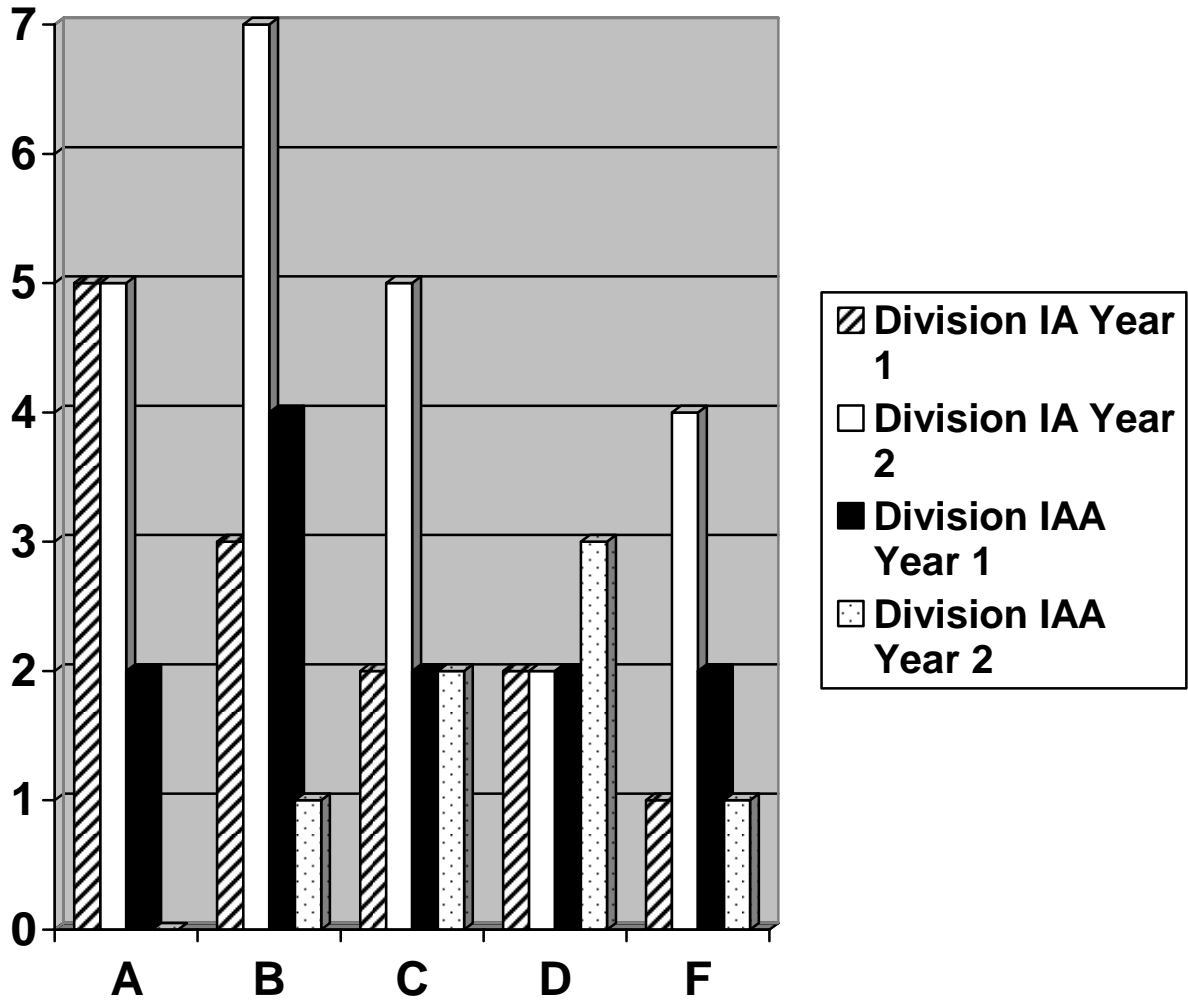
Division IA

	Communication	Search Committee	Candidates	Time Frame	Affirmative Action
A	15	8	16	16	6
B	3	7	2	4	4
C	0	2	0	1	4
D	0	1	0	0	3
F	5	5	5	2	6

Division IAA

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

Comparison of Years 1 and 2



Final Grades by School and Division Chart and Graph for 2003-2004 Report #1

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

Division IA

	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

Division IAA

	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

Acknowledgements

For their input and extraordinary dedication to the completion of this report, Sharon Yee, doctoral student at ASU in Educational Leadership and Policy Studies, Floyd Keith and the BCA Summit Team, and Dr. Leticia Oseguera, assistant professor at UC-Irvine in the Department of Education and Chicano/Latino Studies Program.

Biography

Dr. C. Keith Harrison conducts research and teaches at Arizona State University in the College of Education, Division of Educational Leadership and Policy Studies. Dr. Harrison first established the Paul Robeson Research Center for Academic and Athletic Prowess at the University of Michigan, Ann Arbor, in 1998, while on the faculty in sport management. Currently, the Robeson Center is a partner with ASU's on-going development of the Center for Leadership, Sport and Humanity. Dr. Harrison has published numerous peer-review articles and book chapters on intercollegiate athletics, diversity issues in sport and representations of athletes in mass media. He has lectured nationally and internationally about his research. In addition to his duties at Arizona State University, Dr. Harrison is presently Scholar-in-Residence at Rush Philanthropic's Hip Hop Summit Action Network (HSAN). Dr. Harrison has created and co-produced five educational documentaries, including one related to BCA Hiring Report Card, *The (In)visible Men: African American Head Football Coaches*. This documentary was completed with 48 students in the undergraduate class Race Relations, Cultural Images and Sport during the fall of 2003. Dr. Harrison not only brings theoretical knowledge to intercollegiate athletics, but also unique personal insights as a former NCAA football scholar-athlete.

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