



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

**“Scoring the Hire:”**

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

**BCA Hiring Report Card # 3  
(2005-06)**

By

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## **Cover Content & Photography:**

*The Black Coaches Association 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. The BCA is committed to creating a positive enlightened environment where issues can be examined closely, debated sincerely and resolved honestly.*

### **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.

If one realistically and objectively views the landscape of this issue; it would be safe to conclude that one or both of the following must occur in some significant form to realize significant increases in the hiring ratio of head football coaches of color on the intercollegiate level. We will need to experience an increase in the social consciousness levels of the ethnic minority student-athletes attendance decisions based on part by diversity and inclusion; and/or the realization of legal implications of Title VII in the intercollegiate hiring process—Floyd Keith, Executive Director, Black Coaches Association

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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 Third Annual Hiring Report Card of NCAA college football head coaching positions.*

This is the third 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 after three years have objectively changed the way we see head coaching positions in America.

Last year was the worst of the three years the BCA Hiring Report Card. This year’s grades are better in some areas than the first two years—but worse than ever in other areas.

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 five 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 21 African-Americans who have ever been a Division IA head football coach and opportunities have been limited at other levels of competition such as Division IAA, II or III.

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. This year for the first time, you cannot earn an overall “A” if you get a D or F in any of the five categories. Also, for the first time a school is rewarded for the outcome of hiring a coach of color with “bonus” points, making the report card a measure of both the process and the outcome.

The BCA believes 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. It has my hope that the NCAA will adopt a college version of the NFL’s Rooney Rule mandating that people of color be interviewed for all head coaching positions.

I applaud the Black Coaches Association for standing up and taking this action now. I am pleased that the BCA will also issue a hiring report card on athletics directors and women’s basketball coaches in 2007. I am proud to be the first Vice President of the BCA. The fact that I am white and a BCA 1<sup>st</sup> Vice President further shows what the BCA is all about.

Once again, Dr. C. Keith Harrison, Sharon Yee and their research team at the Robeson Institute, 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 2006 Report holds schools accountable in 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 2006 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  
University of Central Florida

“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

## **Executive Summary**

Since 1982, there have been 414 head coaching openings at the Division IA level. African-American coaches have been selected for 21(5 percent) of the head coaching opening with 19 of the appointments occurring after 1990 (Harrison & Yee, 2006; Hill, 2005; Lapchick, 2005). In the history of Division IA, African-American coaches have been selected a total of 25 times as the leaders of college football programs (Harrison & Yee, 2006; Hill, 2005; Lapchick, 2005). Since 1996, only 11 African-American coaches have been hired (one each year with the exception of this year) out of **175** vacancies (6 percent). The same historical pattern of Division IA football is even less diverse at the Division IAA, II, and III levels. This year, while there are nearly 100 predominately white IAA schools that compete in football, only six are head coaches of color.

In the 2005-06 Hiring Report Card #3, the grades both improved and reached new lows in terms of the overall letter grades in certain categories. 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 a total of 26 schools in the study. Sixteen are IAA and ten are IA. There are 12 “A,” three “B,” two “C,” three “D,” and six “F” grades for the **IA** and **IAA** schools. All six of the “F” grades are automatic as they did not turn any data in for the study. Overall grades for **IA** are as follows: four “A,” one “B,” one “D,” and three “F” grades. The overall **IAA** final grades are as follows: six “A,” four “B,” one “C,” two “D,” and three “F” grades.

### ***IA Grading Category Breakdown:***

Communication— seven “A” and three “F” grades in this area.  
Search Committee— three “A” and two “B,” and five “F” grades in this area.  
Final Candidates— four “A,” two “B,” and four “F” grades in this area.  
Time Frame—four “A,” three “B,” and three “F” grades in this area.  
Affirmative Action— four “A,” one “B,” two “C,” and three “F” grades in this area.

### ***IAA Grading Category Breakdown:***

Communication— 12 “A,” one “B,” and three “F” grades in this area.  
Search Committee—five “A,” eight “B,” and three “F” grades in this area.  
Final Candidates— nine “A,” two “B,” and five “F” in this area.  
Time Frame—14 “A” grades and two “F” grades in this area.  
Affirmative Action—six “A,” two “B,” six “C,” and two “F” grades in this area.

### ***Overall Grading Category Breakdown:***

The most significant findings this year of the five grading categories are **Time Frame** and **Candidates Grade**. In both of these categories, at least half of the schools earned an “A” grade. When grades of “A” and “B” are included, four of the five categories have over half of the schools earning either an “A” or “B” grade. The results show the significance of having a diverse search committee. The only grading

component that does not have at least half of the schools earning an “A” or “B” is the search committee. The 26 searches had a total of 134 individuals participate on the search committee. Of those 134 individuals, 34 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 0.5 (half a person) regardless of division (significant at the .05 level, sig.=.024). For each minority on the search committee, the numbers of both the interactions with the BCA increased (b=1.070 which is sig. at the .01 level; sig.= .005) respectively. Likewise, for each interaction with the BCA, the number of minority candidates increases by .751 (statistically significant at the .10 level, sig.=.097). This year’s data also showed that for each minority on the search committee, the length of time that the hiring process took increased by 9.4 days which was statistically significant (sig. at the .05 level; sig=.012).

**Highlights of Past Three Years (2003-2006)**

The studies of the past three years show the remarkable turnover of Division I football coaching vacancies with 40 percent in Division IA and IAA football combined (40 percent in Division IA and 38 percent in IAA). In the three years of the BCA HRC, a total of 84 schools have been graded which is 35 percent of the schools. There have been a total of 47/119 IA schools graded (40 percent). The University of Idaho has been graded twice in the three years of the report cards. There have been a total of 37/98 IAA schools graded (38 percent). Elon, Fordham, Idaho and The Citadel have all been graded twice.

Currently there are five coaches of color at Division IA schools and six coaches of color at Division IAA schools. They are:

Name	Institution	Division	Race
Sylvester Croom	Mississippi State	IA	Black/African-American
Karl Dorrell	UCLA	IA	Black/African-American
Turner Gill	University of Buffalo	IA	Black/African-American
Ron Prince	Kansas State	IA	Black/African-American
Tyrone Willingham	Washington	IA	Black/African-American
Stacy Adams	Valparaiso	IAA	Black/African-American
Tony Samuel	Southeast Missouri State	IAA	Black/African-American
Jerome Souers	Northern Arizona	IAA	American Indian/Native American
Chris Taylor	St. Peter’s College	IAA	Black/African-American
Lou West	Indiana State	IAA	Black/African-American
Norries Wilson	Columbia	IAA	Black/African-American

*Source: NCAA Office of Diversity and Inclusion, 2006*

When looking at the past three years of the study, the following snap shot is painted. The highest percentage of schools, regardless of division, earned an “A” grade. However, this represents only (33) 38.8 percent of the sample, which is well below half. However, when combined with the amount of schools who earned a “B” final grade (24) (28.2 percent), over half (57) (67 percent) of the schools earned either an “A” or “B” grade. Conversely, (27) 31.8 percent of the schools did not earn at least a “C” grade which is below par in terms of proactive diversity (see BCA HRC #1/2 for a description of what par is), with the majority of these same schools (12) below par earning an “F” grade (14.1 percent).

When different grading components are taken into consideration, the following findings make the three years of the reports clearer. The average number of minority candidates provided with an on-campus interview in all three years, regardless of division, was 1.35 and the average number of total candidates, regardless of racial/ethnic composition, provided with an on-campus interview was 4.48. This means, that the average grade for search committee was an “A” grade. The average number of total search committee members was 6.22 and the average number of minority search committee members was 1.57.

This means that the average grade for the Search Committee Component was a “B” grade. 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 .177 regardless of division (significant at the .01 level, sig.=.010).

For more information, past reviews of the literature and theoretical framework analyses for the Hiring Report Cards, Year 1, 2, and 3 please go to [www.bcasports.org](http://www.bcasports.org) and see appendix.

**Table 1: Final Grades by School and Division Chart and Graph for 2005-2006 Report #3**

<b>Final Grades for All Schools by Division Affiliation</b>		
<b>School Name</b>	<b>Division Affiliation</b>	<b>Final Grade</b>
Boise State University	IA	F
Kansas State University**	IA	B
Middle Tennessee University	IA	A
Rice University	IA	F
San Diego State University	IA	A
Temple University	IA	A
University of Buffalo**	IA	A
University of Colorado	IA	D
University of Idaho	IA	C
Wisconsin University	IA	F
Butler University	IAA	B
Central Connecticut State University	IAA	C
Columbia University**	IAA	A
Elon University	IAA	D
Fordham University	IAA	A
Georgetown University	IAA	A
Georgia Southern University	IAA	F
Hofstra University	IAA	A
Lehigh University	IAA	A
Liberty University	IAA	F
Missouri State University	IAA	F
Murray State University	IAA	A
Southeast Missouri State University**	IAA	A
Stony Brook University	IAA	A
University of Northern Colorado	IAA	B
Virginia Military Institute	IAA	D

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

<b>Final Grades for all Schools by Division</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Division IA</b>	4	1	1	1	3
<b>Division IAA</b>	8	2	1	2	3
<b>Total</b>	12	3	2	3	6

*Note: Northwestern University was not graded. Source: Paul Robeson Research Center for Academic and Athletic Prowess, 2006*

## **Methodology**

### *Data Collection*

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 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, 2006 from each predominantly white institution. Harrison then sent out a follow up letter that lists the evaluation content and criteria in February and March, 2006 (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 6 “F” grades. Five of those six schools refused to participate.

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. The signature of both the president of the university and the athletic director were required on the confirmation letter. Schools were given a two-week time frame to either make changes or confirm the accuracy of the data. Eighteen of the 26 schools responded to confirm their data.

### *Respondents*

There were a total of 26 schools that participated in the study based on the policy of the BCA Task Force that not to participate is to participate. Twenty of the schools mailed in their data. Schools were divided into those from Division IA and IAA. There were ten Division IA and 16 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). This year schools who hired a coach of color received a two point bonus to their final score.<sup>1</sup>

### **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 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 Committee<sup>2</sup> 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; “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

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<sup>1</sup> This bonus affected the final grade of one qualifying school by slightly one letter grade.

<sup>2</sup> Some institutions called their search committee advisory boards.

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 numbers of candidates of color who earn an on campus interviews are 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 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; “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.

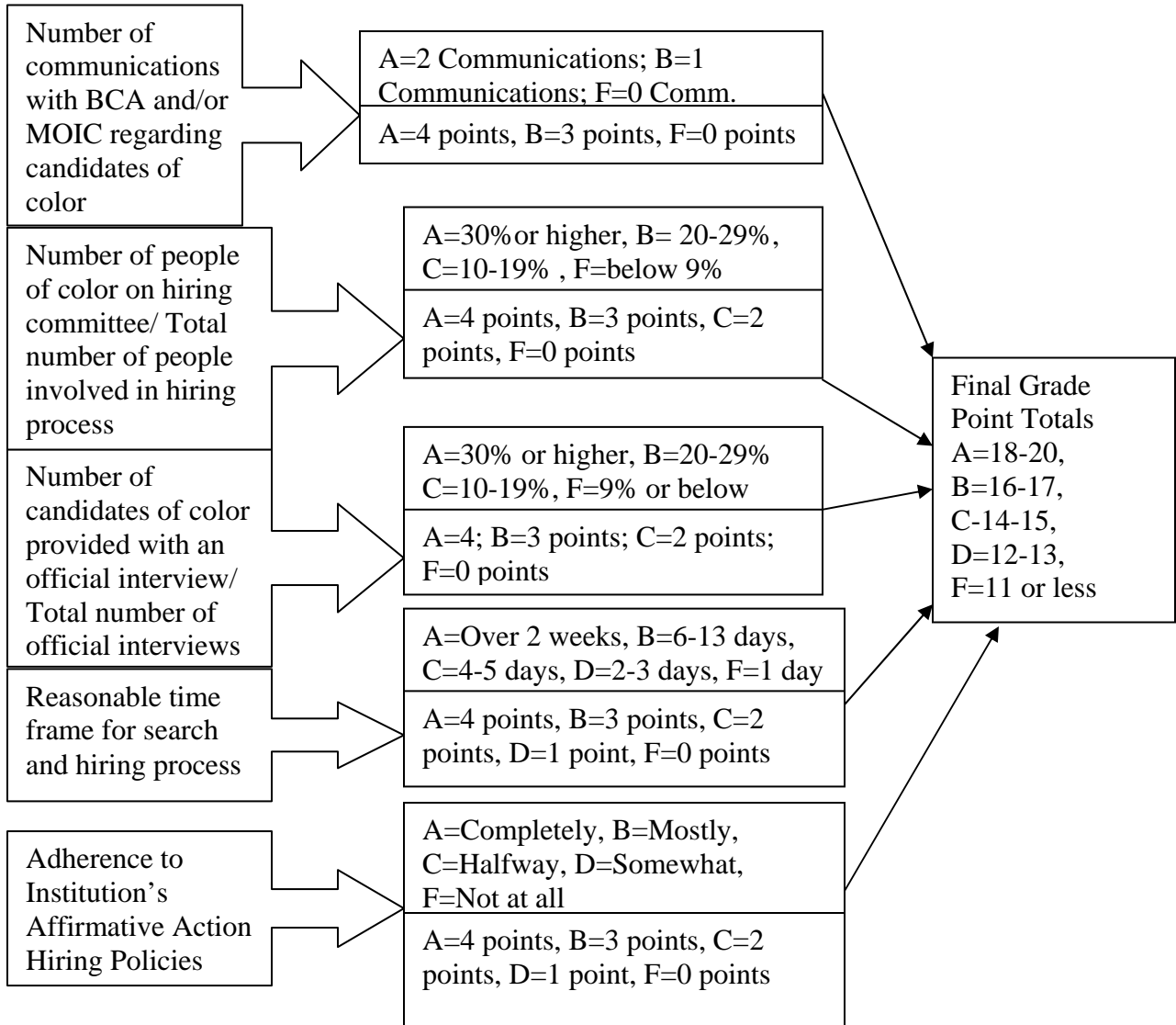
### **Reasonable Time**

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 to13 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

**Figure 1: Research Design Diagram for the Hiring Report Card**



**BONUS: For schools that hired a coach of color, a two point bonus will be added into the final grade point total.**

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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.

**Final Grade**

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.

**Findings and Results**

<b>Table 2: Final Grades for all Schools by Division</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Division IA</b>	4	1	1	1	3
<b>Division IAA</b>	8	2	1	2	3
<b>Total</b>	12	3	2	3	6

*Source: Paul Robeson Research Center for Academic and Athletic Prowess, 2006*

When the divisions are compared (see Table 2), Division IAA does better overall. Forty percent of the Division IA schools earned an “A” and thirty percent “F” grade. On the other hand, the majority of the Division IAA schools earned an “A” or “B” grade (58 percent) where as fewer (42 percent) earned failing grades. However, it should be noted that there are more head coach openings in Division IAA than there are in Division IA.

***Schools with an “A”***

Twelve out of 26 total schools earned an “A” final grade. Four of these schools were Division IA and eight were IAA. Of those who earned an “A” as an overall grade, the majority had grades of an “A” in all of the categories (see Table 3). All schools earned an “A” grade in the communication component. No schools received an “F” or a “D” in any of the grading categories. Time frame and communication had the best grades with only one school in each category earning a “B” grade and all others earning an “A” grade. Only four schools had a grade other than an “A” in the Affirmative Action category, which means that (eight) 60 percent of the schools earned an “A.”

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. Although it is possible for all institutions to achieve a perfect score, which is what an institution should strive to achieve as Cornell University, Western Michigan, and Ohio University have done in previous years, only two institutions earned a perfect score this year: The University of Buffalo and Southeast Missouri State University. Both of these schools will receive a certificate to congratulate them on their commitment to diversity.

**Table 3: Grading Breakdown for “A” Schools**

<b>School/Division</b>	<b>Time Frame</b>	<b>Communication Points</b>	<b>Final Candidate</b>	<b>Search Committee</b>	<b>Affirmative Action</b>
Columbia - Div. I-AA	A	A	A	B	A
Fordham - Div. I-AA	A	A	A	A	C
Georgetown - Div. I-AA	A	A	A	B	A
Hofstra - Div. I-AA	A	A	A	B	A
Lehigh - Div. I-AA	A	A	B	B	A
Middle Tenn. State - Div. I-A	A	A	B	A	A
Murray State University - Div. I-AA	A	A	A	A	C
San Diego State University - Div. I-A	B	A	A	B	A
Southeast Missouri State - Div. I-AA	A	A	A	A	A
Stony Brook - Div.-IAA	A	A	A	A	B
Temple University - Div. I-A	A	A	A	A	C
University of Buffalo - Div. I-A	A	A	A	A	A

*Source: Paul Robeson Research Center for Academic and Athletic Prowess, 2006*

**Schools with a “B”**

Three out of 26 schools also have a “B” as a final grade (see Table 4). A grade of a “B” indicates that the institution 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” grade in the Time Frame and Communication components, the Search Committee and Affirmative Action grades are more diverse. Only one school earned an “F” grade in one area, which was the search committee. However, we would like to note that although Kansas State did earn an “F” grade in the Search Committee, they were only one of the two schools who hired a coach of color.

**Table 4: Grading Category Breakdown for “B” Schools**

School/Division	Time Frame Grade	Communication	Final Candidates	Search Committee	Affirmative Action
Butler - Div. I-AA	A	A	B	A	C
Kansas State University - Div. I-A	A	A	A	F	B
University of Northern Colorado-Div. IAA	A	A	A	B	C

*Source: Paul Robeson Research Center for Academic and Athletic Prowess, 2006*

**Schools with a “C”, “D”, or “F”**

Eleven of 26 total schools earned a “C,” “D,” or “F” as the final grade (see Table 5). Of these, only two 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. Three 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. Communication and Affirmative Action were typically above par. Final Candidates is in need of significant improvement as only five of the 11 schools earned a passing grade category. In all of the other areas the majority of the grades are an “F.” Six schools received an “F” overall grade. Although it was an equal split between Division IA and IAA, the fact that only 10 Division IA schools participated in the

study, of which three earned an “F” grade is significant. Of the schools who earned an “F” grade, five of them did not turn in any information. Thus, although Missouri State knew that they would earn a failing grade, they still submitted their information which is commendable.

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

School/Division	Time Frame	Communication	Final Candidate	Search Committee	Affirmative Action	Final Grade
Central Connecticut St. - Div. I-AA	A	B	F	B	A	C
University of Idaho-Div. I-A	B	B	B	F	A	C
Elon - Div. I-AA	A	A	F	B	C	D
University of Colorado - Div. I-A	B	C	F	B	C	D
Virginia Military Institute - Div. I-AA	A	C	F	B	B	D
Boise State-Div. IA	F	F	F	F	F	F
Georgia Southern - Div. I-AA	F	F	F	F	F	F
Liberty- Div. IAA	F	F	F	F	F	F
Missouri State - Div. I-AA	A	F	A	F	C	F
Rice - Div. I-A	F	F	F	F	F	F
Wisconsin - Div. I-A	F	F	F	F	F	F

Source: Paul Robeson Research Center for Academic and Athletic Prowess, 2006

## Discussion

The “A” grades for this year are the highest in three years of analyzing the head coaching vacancies. Conversely, the “F” grades for the Hiring Report Card #3 are worse than any year of the report. This juxtaposition of success and failure has implications for how this issue continues to be examined in terms of theory and practice. As in previous years of this report, schools that communicate the most with the BCA/MOIC, take their time when making the final decision on a head coach and follow the affirmative action policies in part or whole—usually grade high. For those not following these steps, the opposite usually happens with lower grades.

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 the empirical study “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 their 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).

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 received a "C" or below; and the affirmative action category indicates that more than half 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—to hold institutions accountable for their hiring practices.

The purpose of grades in the Hiring Report Card 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 Black Coaches Association (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* recently discussed the Title VII implications by the BCA in the context of comparing the dearth of non-white coaches to *Brown versus 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 position in Division IA and IAA football.

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 “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.

## **Conclusion**

The BCA HRC #3 continues to systematically expose 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; and finally the present report demonstrates something that six “F” grades projects loud and clear—the BCA HRC each year is not optionally, it is a tool of accountability. How many schools would have “F” grades if there was not a hiring report card? How many “A” grades would there be if schools did not compete to hire the best and respect diverse applicants? These are just a few of the questions we as a nation and system of intercollegiate athletics in higher education must face head on and deal with. 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.

## *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. 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. The last limitation is that some schools refuse to participate in the study and receive automatic “F” grades based on the research design and policy of the BCA Summit Team. It would be interesting to see how these schools performed in each category by *examining* how open their hiring processes actually are.

#### *Policy Recommendations and Future Research*

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 that do care about these issues (Coakley, 1999). The following are ten recommendations for discussion extracted primarily from the scholarly literature on management, equity and diversity that can easily be applied to sport in American society:

- 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 Model (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 should be identified (Joplin & Daus, 1997).
- 9) Participation and acceptance of diversity initiatives (Joplin & Daus, 1997).

10) Overcoming inertia or tendency to not change organizational culture (Joplin & Daus, 1997).

Future research should examine the broader scope of these issues related to equity and diversity in coaching positions in other American schools and higher education institutions. High Schools, community colleges and other collegiate levels such as Div. II, III and NAIA (National Association of Intercollegiate Athletics). It may also serve America well to examine the high schools, colleges and professional levels in Canada, our neighbors to the north. These data using various theoretical models with objective and subjective measurements can only educate us more about the topic of diversity and coaching. At the same time, we must continue to examine the steady increase of minority coaches (as of 2006 there are six out of 32 teams which is 19 percent) in the National Football League (NFL) as a positive exemplar of equity and diversity—although the NFL is not without discrimination issues (Conlin & Emerson, 2006). This is in comparison to ten minority (out of 217 which is five percent) coaches across Division IA and IAA football in the NCAA membership.

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 Division IA and IAA 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).

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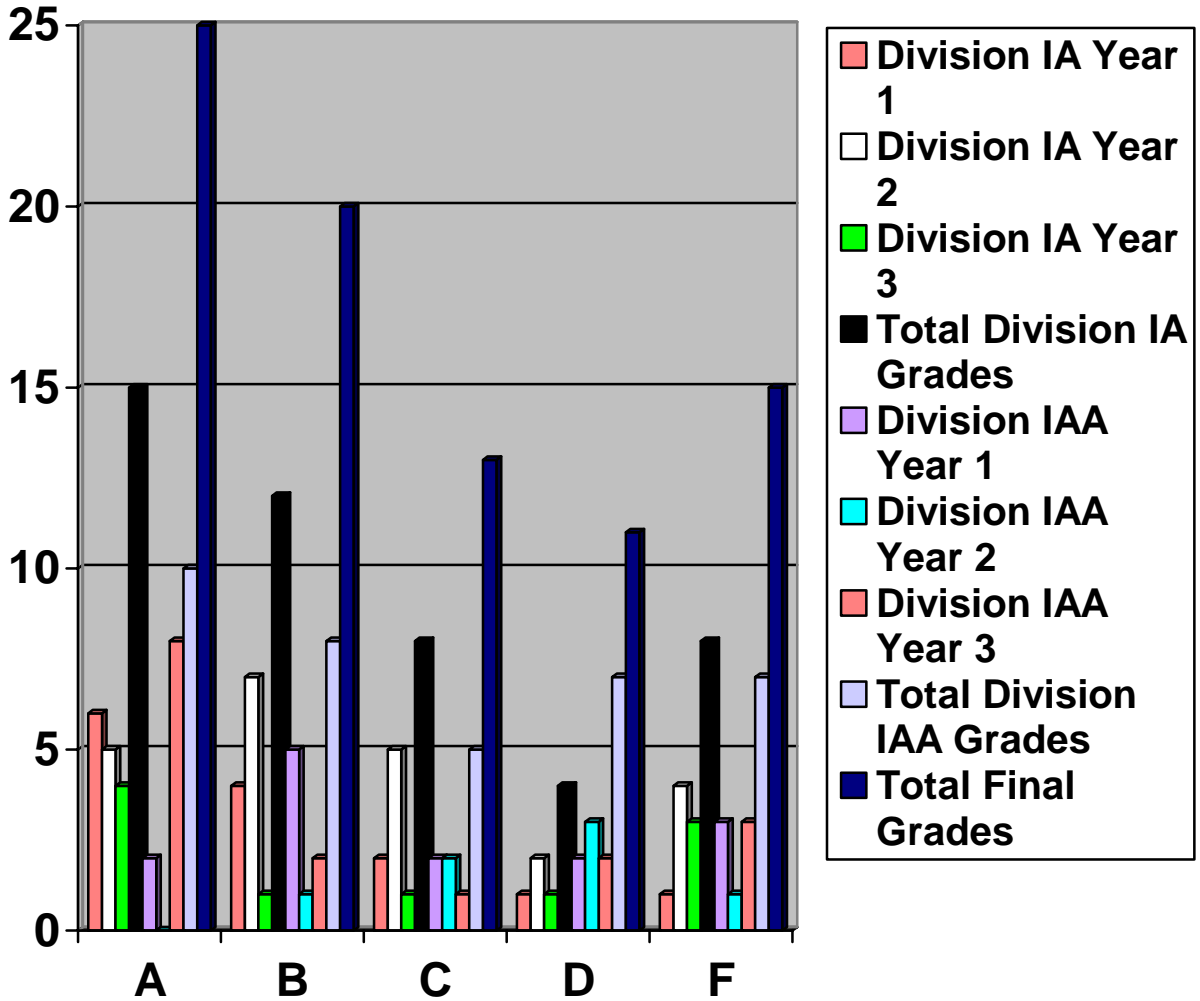
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## Appendix

### Final Grade Comparison of Years 1, 2 and 3

*Source: Robeson Center,  
2006*



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

*Source: Robeson Center, 2006*

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

**Final Grades by School and Division Chart and Graph for 2004-2005 Report #2**

*Source: Robeson Center, 2006*

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

*Source: Paul Robeson Research Center for Academic and Athletic Prowess, 2006*

**Division IA**

	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

**Division IAA**

	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

## Final Grades by School and Division Chart and Graph for 2005-2006 Report #3

*Source: Robeson Center, 2006*

<b>Final Grades for All Schools by Division Affiliation</b>		
<b>School Name</b>	<b>Division Affiliation</b>	<b>Final Grade</b>
Boise State University	IA	F
Kansas State University**	IA	B
Middle Tennessee University	IA	A
Rice University	IA	F
San Diego State University	IA	A
Temple University	IA	A
University of Buffalo**	IA	A
University of Colorado	IA	D
University of Idaho	IA	C
Wisconsin University	IA	F
Butler University	IAA	B
Central Connecticut State University	IAA	C
Columbia University**	IAA	A
Elon University	IAA	D
Fordham University	IAA	A
Georgetown University	IAA	A
Georgia Southern University	IAA	F
Hofstra University	IAA	A
Lehigh University	IAA	A
Liberty University	IAA	F
Missouri State University	IAA	F
Murray State University	IAA	A
Southeast Missouri State University**	IAA	A
Stony Brook University	IAA	A
University of Northern Colorado	IAA	B
Virginia Military Institute	IAA	D
**Indicates the school hired a non-white coach or person of color		

### Division IA

	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

### Division IAA

	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

## **Review of Literature: Social Network Theory and Title VII**

Social network theory is defined as cultural and social relationships operate 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 access (white) 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 in the 1964 Civil Rights Act. Although 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 they 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: 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.

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## **Biography**

Dr. C. Keith Harrison is Associate Professor of Sport Business Management in the DeVos Graduate Program in the College of Business Administration at the University of Central Florida (UCF). 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. Harrison is also Associate Director for the Institute of Diversity and Ethics in Sport and is one of the coordinators for the undergraduate minor in sport business management at UCF in the College of Business Administration. Harrison has published numerous peer-review articles and book chapters on educational policy in intercollegiate athletics, diversity issues in sport and cultural representations of athletes in mass media. Harrison has lectured nationally and internationally about his research. In addition to his duties at UCF, Dr. Harrison is presently Scholar-in-Residence at Rush Philanthropic's Hip Hop Summit Action Network (HSAN), a non-profit organization that supports the Scholar-Baller™ theory and practice. Dr. Harrison has created and co-produced six 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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### **Robeson 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.



### **Description of Images**

The photographs of Paul Robeson are courtesy of Rutgers University and the special archives collection.