

“The Lack of African American Coaches and Administrators on the Collegiate Level”

Wednesday, February 28th, 2007

**Presented by Floyd A. Keith
Executive Director, Black Coaches Association**

Our lives begin to end the day we are silent about things that matter.
--Martin Luther King

Acknowledgements:

On behalf of the Black Coaches Association (BCA), I would like to thank Representative Rush for initiating his Congressional Hearing with regard to the inequities in the hiring of African American Coaches and Administrators on the NCAA level.

I am proud to represent the more than 4,000 members of our association who entrust me with this opportunity to speak on the issue of **“The Lack of African American Coaches and Administrators on the Collegiate Level”**

The Black Coaches Association is a 501 C3 tax exempt non-profit organization created for the primary purpose of fostering the growth and development of ethnic minorities at all levels of sports both nationally and internationally.

The Black Coaches Association mission is threefold:

- To address significant issues pertaining to the participation and employment of minorities in sports at all levels;
- To assist minorities aspiring to have a career in athletics through educational and professional development programs 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.

This statement specifically relates to the dire and disparate representation of African Americans in the position of Head Football Coach, Athletic Director and Head Woman’s Basketball Coaching Positions within the NCAA.

Since 1987, and especially beginning with the fall of 2002, the BCA has been hands-on in the effort to implement positive and proactive initiatives to address this concern.

THE OBJECTIVE FACTS

Excluding the current 2006 hiring cycle, since 1982, there have been 414 head football 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.

I would like to underscore some of the relevant facts regarding participation and employment opportunities. These statistics were obtained from the most recent NCAA statistics for 2004-2005; the 2005 Racial and Gender Report Card developed by Dr. Lapchick; the 2002 Census and USA Today, and some updates into the 2006 academic year.

AFRICAN-AMERICAN NCAA PARTICIPATION (HBCU EXCLUDED)

- 20.6% of all Division I student-athletes are African-American
- 28% of all college student-athletes are African-American
 - 24.8% of all males
 - 15.4% of all females
- 58% of the players in Division I Men's basketball
- 42% of the players in Division I Women's Basketball
- 44% of the players in Division I/IAA Football
- 6% of the players in Division I Baseball
- 69% of the players in the NFL are African-American
- 26% of the United States Army is African-American

AFRICAN-AMERICAN HEAD COACHES (EXCLUDING HBCU)

- Men's Sports and All Divisions: I (7.3%)
- Women's Sports and All Divisions: I (6%) II (4.3%) III (4.2%)
- All NCAA Men's Football: 19/516 3.6%
 - Div. IA Football: 7/119 5.8%
 - Div IAA Football: 6/103 5.8%
- All NCAA Men's Basketball...12.3%
 - Div. I Men's Basketball...25.2%* (62/265 Head Coaches) *All-Time high
- Division I Women's Basketball...9.6% (25/265 Head Coaches)
 - African-American women: 7.7% (20/265 Head Coaches)
- All NCAA Baseball: 0.7%
 - Division I Baseball: 4.1%
- NFL: 6/32 18.75%

AFRICAN-AMERICAN NCAA ADMINISTRATION (EXCLUDING HBCU)

- NCAA AD: 25/873 2.8%
 - Division I: 5.5 % (12 Afro-Amer/3 Latino)
- Associate AD: 8.2% (Div I)
- FAR: 7.6% (Div I)
- NCAA Division I Commissioner: 0/31 0%
 - Division IA Commissioner: 0/11 0%
- Division IA University President: 3.4%
- Generals in the United States Army...8.3%

THE BOTTOM LINE IS STILL

- General in the U.S. Army: 8.3% with 26% Participation
 - NCAA Head Football Coach: 3.6%
 - NCAA Black Female DIV. I Head Basketball Coach: 7.7%
 - NCAA Head Baseball Coach: 0.7%
 - NCAA Athletics Director: 2.8%

- NCAA Associate Athletics Director: 8.2%
- NCAA Faculty Athletic Rep (FAR): 7.6%
- NCAA DIV. I Commissioner: 0%
- NCAA DIV. IA College President: 3.4%

Today, a candidate of color has a far greater chance to become a general in the US Army @ 8.3% with (26%) participation, than becoming President at any NCAA Division IA institution; or named head football or woman’s basketball coach for any division NCAA I/IAA/II program; or to be named the athletic director or associate athletic director at any NCAA institution (excluding HBCU); or selected to be the Faculty Athletic Representative for a Division IA school; or to be named the commissioner of any NCAA athletic conference.

BCA GAME PLAN FOR ACHIEVING HIRING EQUITY

The BCA game plan for addressing this complex issue continues to be centered on a goal oriented approach framed by the categories of “**Knowledge**”, “**Accountability**”, “**Political Influence**” and “**Financial Influence**”. We believe these headings provide both insight and an explanation of the over-all hiring problem.

The **Knowledge** component has been addressed by two methods: continuing efforts to expose and report the objective and statistical facts of the issue by providing background on the overall subject; which is complimented by making intercollegiate decision makers aware of capable candidates for head coaching and athletic director openings via candidate lists.

Our concentration is on accurate statistical analysis. It is of the utmost importance that all stakeholders in the hiring process are accurately informed; this includes the media and the general public as well.

We understand the necessity to both acknowledge the African American candidate pool and continue to increase the numbers.

For the past five (5) years, the BCA has made the diligent effort to provide “capable candidate lists” for Division I head coaching openings in football to collegiate athletic directors and presidents for each and every opening; we have asked that this information be received with an open mind and with the assurance that an honest consideration of applicants of color and gender will be given. It will be difficult, if not impossible for change to occur, if decision makers do not expand their knowledge and awareness of potential candidates beyond their often utilized narrowed “comfort zone” network.

On the BCA website, www.bcasports.org, we provide similar “capable candidates” list for men’s and women’s basketball, administration as well as football.

Educating the general public regarding the unfounded “myths” of people of color and the unspoken concerns of the negative affect upon financial giving and corporate sponsorships is also a function of knowledge.

The BCA believes **Accountability** is a fundamental and necessary ingredient in any formulae dedicated to changing any social injustice. The history of our United States and the resolution of civil rights issues have proven this to be true. The role of the BCA’s “**Hiring Report Card**”, which will be discussed shortly, has served as our instrument of accountability to date.

Just as Title IX has opened doors for NCAA Women's athletics, we believe the use of *Title VII* may be necessary to drive this issue to the forefront. History has proven that in order for any significant progress to be made in the eradicating a social injustice, legal action has been the catalyst for change.

The impact of **political and financial influence** is a harsh reality in all high profile searches. "Who knows who" is much more important than "Who you know"? Politics is a significant player in the arena of intercollegiate athletics. Spears of influence are experienced both positively and negatively; and with varying degrees of magnitude.

The power of financial influence is a truth. If one truly wants to find answers to most issues; regardless of the motivation for the discovery; the truth will be revealed if you follow the trail of the significant money resources.

INCREASING THE CANDIDATE POOL

Since the fall of 2002, the BCA has attempted to increase the pool of candidates and the awareness of capable candidates via **capable candidates lists** for the positions of head football and basketball coach as well as athletic director. This resource initiated as a collaborative effort between the BCA, the NCAA's Minority Opportunities and Interests Committee, and the recommendations of high profile coaches and administrators in collegiate athletics. Most recently, it has become the sole effort of the BCA.

The "lists" are distributed in two ways. As a subscriber to the BCA's online job line at www.bcasports.org, the candidate lists may be viewed by representatives of the institution seeking applicants. Secondly, for the Division I head coaching openings in Division I football and women's basketball; and for Division I athletic director searches, both a general and specific candidate list is provided directly to the institutional athletic director and president via the Hiring Report Card package sent once an opening is verified.

We have encouraged stakeholders in the hiring process to utilize the already existing talented personnel resources available within the **Historically Black Colleges and Universities** network, which are laden with proven successful administrators and head coaches.

Great strides have been made in the creation of professional development programs on the collegiate level. The realization of the newly created three pronged "**Coaches Academy Program**" for football coaches are sponsored and administered by the NCAA with the support of the BCA, American Football Coaches Association and the NFL along with former and present NCAA football coaches, intercollegiate administrators and university presidents and chancellors as faculty and presenters.

The BCA's very successful "**ACE Program for Women's Basketball Coaches**" is a great example of the collaborative efforts of the NCAA and BCA to address the issue in Women's basketball. The BCA collaborated with the National Collegiate Athletic Association (NCAA) and Committee on Women's Athletics and the Minority Opportunities and Interests Committee to further the mission and vision of advancement for minority women in athletics. This popular BCA program is designed to assist an already talented group of assistant coaches to become the next generation of head women basketball coaches. To date, of the 36 previous participants, seven (7) have attained the title of Head Basketball Coach. The A.C.E. Program is committed to developing the total coach in the areas of communications, budget planning, Xs and Os and

program development. The program creates an environment where thoughts and ideas can be exchanged on issues that face minority women basketball coaches. A.C.E. Program workshops encompass a wealth of information within four intensive days of programming following the BCA National Convention and Expo in Indianapolis.

Beginning this summer, assisted by funding from the NCAA's office of Diversity and Inclusion, the "ACE Program for Men's Basketball Coaches" will commence simultaneously with the ACE for Women's program.

CONFRONTING MYTHS

Unspoken stereotypes that whites hold about African-Americans such as being less intelligent, more violent and more inclined to use drugs are misconceptions that negatively influence legitimate opportunities. According to a recent speech by Dr. Richard Lapchick given at the NCAS 2007 National Convention, "Racial studies show that attitudes remain common but are rarely articulated. Thus, when reading about African-American athletes, some of whom commit acts that are illegal, stereotypical imagery can be reinforced."

There exists today, another unfounded "myth" that hiring a person of color may have a negative affect upon financial giving and corporate sponsorships. In reality, it is proven that "winning and losing" are the major factors in financial support.

Today, business savvy individuals, such as yourselves, know and understand the collective buying power of African-Americans, Asian Americans, Latinos and Native Americans is now \$1.4 trillion and is rising at a much faster rate than the over-all US buying power. Demographically, multicultural families are the fastest growing market segment in the United States.

A true visionary of intercollegiate athletics should recognize the high participation levels of collegiate student-athletes of color in such high revenue producing sports such as football and basketball and see the authenticity of this monetary value as a financial resource. Diversity conscious institutions or organizations willing to demonstrate a commitment to the practice of diversity and inclusion in athletic related hiring are will reap the financial benefits of this investment in the future.

All of this leads to the "**Hiring Report Card**" (HRC). We feel this instrument encourages and ensures a conscious effort to increase the diversity of the candidate pool via the use of the capable candidates' lists as suggested in the report card criteria.

IMPROVING THE SEARCH PROCESS: BCA HIRING REPORT CARDS

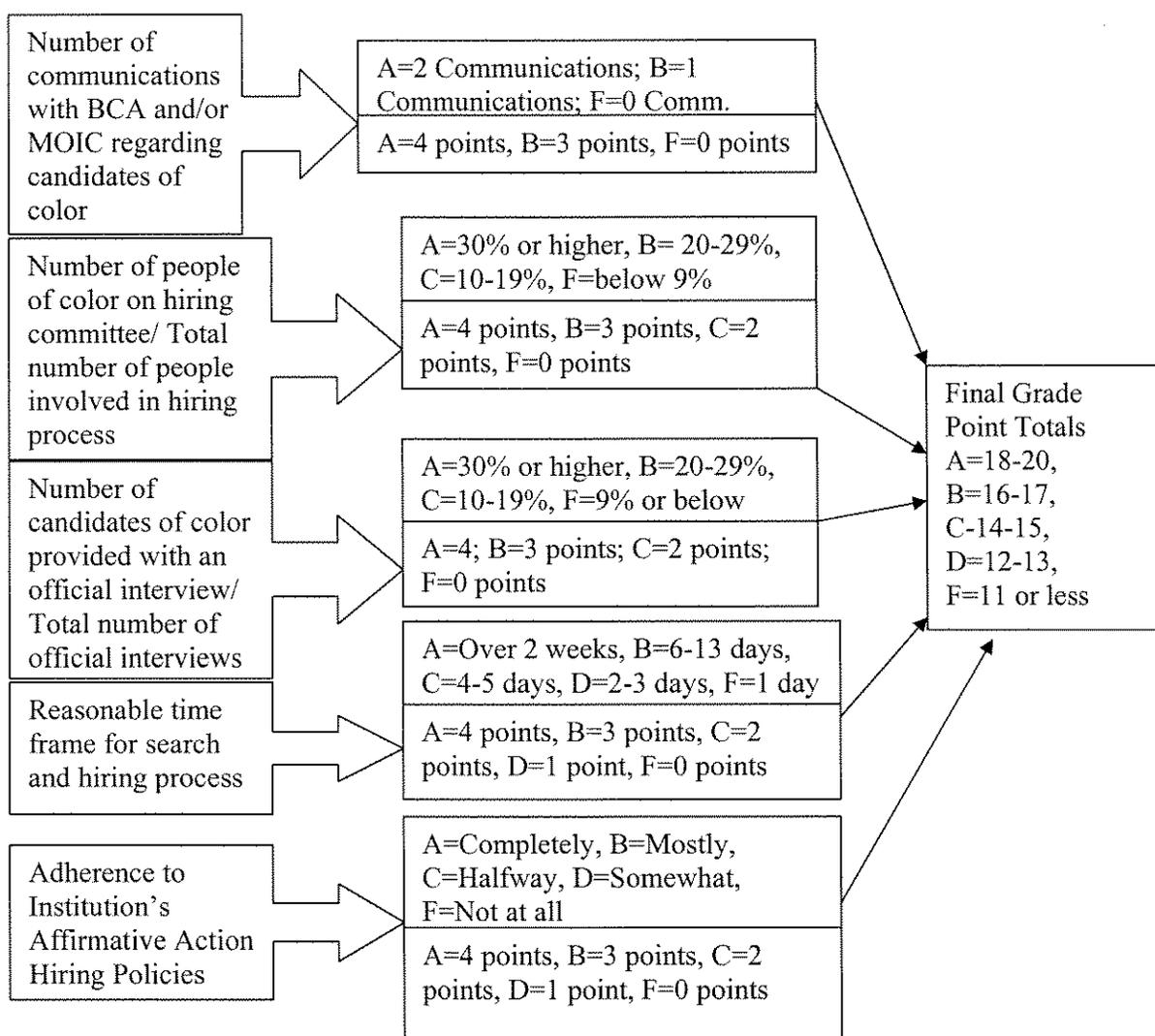
The BCA's research and experiences with the history of intercollegiate hiring practices strongly suggests the "status quo" is seriously flawed. We believe that close adherence to the criteria of the "**Hiring Report Card**" would positively strengthen diversity and inclusion in the search and hiring process for NCAA institutions. The "**Hiring Report Card**" is the model currently suggested for use by the BCA on the Division IA/IAA level in football. Beginning with the 2002-2007 hiring cycle in NCAA Division IA Athletic Director openings and NCAA Division I Head Women's Basketball, this tool will be applied to those related searches within the next calendar year.

The purpose of the Hiring Report Card and the public release of the grades is to have and provide an objective measurement that quantifies the five major categories that we suggest as the components of an inclusive and diverse best hiring practice. Through a systematic evaluation of institutions and their athletic departments, we hope to increase the public awareness of the limited opportunities to coaches of color based on objectivity, not subjectivity.

The first ever **BCA “Hiring Report Card”**, was first released on October 20, 2004. This was followed by our second and third reports in November 2005 and September 2006. The value of the HRC is manifested in the number of requests we receive and the “hits” on our website to obtain the information; coupled with the reactions (both positive and negative) by evaluated institutions. It is quite evident the **BCA “Hiring Report Card** weighs upon the conscience of NCAA institutions as it relates to the hiring process within the aforementioned sports. We recommend the following criteria for those related searches:

- *A minimum of one direct communication with the Executive Director of the Black Coaches Association (BCA) or the Chair of the Minority Opportunities and Interests Committee (MOIC) Two direct (not email) communications demonstrates a committed effort.*
- *A minimum of one person of color involved with the hiring search process. Consider the number of people of color involved in the hiring process out the total number of people involved. 30% would be an “A” effort.*
- *Number of candidates of color provided with official interviews/total number of official interviews (weighted x2). 30% would be considered a “A”*
- *Following a reasonable time frame of two to four weeks in search and hire process. Over 2 weeks would be considered an “A”.*
- *Affirmative action hiring policies. To what degree did you follow the policies of your institution?*

Figure 1: Research Design Diagram for the Hiring Report Card



BONUS: For schools that hired a coach of color, a 2 point bonus will be added into the final grade point total. The purpose of this bonus point system is to be fair to non ethnically or racially diverse search committees.

Reviewing the grades of the 2005 Hiring Report Card #2 will disclose a worse grade than those of the initial 2004 Report. There were 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. The number of "B" grades rose dramatically in Year 2 for Division IA which represented a positive movement in the right direction. However, the number of "B" grades for Division IAA decreased.

The number of "C" grades increased 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 were revealing, the comparison between IA and IAA was skewed by the fact that IAA only had seven head coaching openings while Division IA had 23 head coaching openings, more than three times the number of openings in IAA.

In the 2006 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:

There are a total of 26 schools in the 2005-06 study. Sixteen were IAA and ten were IA. There were 12 "A," three "B," two "C," three "D," and six "F" grades for the IA and IAA schools. All six of the "F" grades were automatic as they did not turn any data in for the study. Overall grades for IA were as follows: four "A," one "B," one "D," and three "F" grades. The overall IAA final grades were 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.

The 2007 Hiring Report Card #4 is presently being compiled and is scheduled for release in the early fall of 2007.

TITLE VII IMPLICATIONS

Title IX opened doors for NCAA Women's athletics; we believe the use of *Title VII* may be necessary to drive this issue to the forefront. History has proven that in order for any significant progress to be made in the eradicating a social injustice, legal action has been the catalyst for change.

Individual institutions hire coaches and athletic directors. The implications of a successful claim under the provisions of Title VII would be monumental in its scope and impact. The filing of a strong qualifying Title VII case at a visible institution would most certainly impact the collegiate search process. The realization of legal implications with regard to Title VII on the campus of selected NCAA institutions suspected of violations maybe the serum needed for an injection of equality in intercollegiate athletic hiring's.

For the past three years, the BCA has searched for such a medicine. We have asked ourselves, "What Are the Federal Laws Prohibiting Job Discrimination? Research shows the following:

- *Title VII of the Civil Rights Act of 1964* (Title VII), which prohibits employment discrimination based on race, color, religion, sex, or national origin;
- the *Equal Pay Act of 1963 (EPA)*, which protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination;
- the *Age Discrimination in Employment Act of 1967 (ADEA)*, which protects individuals who are 40 years of age or older;
- *Title I and Title V of the Americans with Disabilities Act of 1990 (ADA)*, which prohibit employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments;
- *Sections 501 and 505 of the Rehabilitation Act of 1973*, which prohibit discrimination against qualified individuals with disabilities who work in the federal government; and
- the *Civil Rights Act of 1991*, which, among other things, provides monetary damages in cases of intentional employment discrimination.

The U.S. Equal Employment Opportunity Commission (EEOC) enforces all of these laws. EEOC also provides oversight and coordination of all federal equal employment opportunity regulations, practices, and policies.

Under *Title VII*, it is illegal to discriminate in any aspect of employment, including:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- use of company facilities;
- training and apprenticeship programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or
- other terms and conditions of employment.

Discriminatory practices under these laws also include:

- harassment on the basis of race, color, religion, sex, national origin, disability, or age;
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;

- employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities; and
- denying employment opportunities to a person because of marriage to, or association with, an individual of a particular race, religion, national origin, or an individual with a disability. Title VII also prohibits discrimination because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group.

Title VII prohibits not only intentional discrimination, but also practices that have the effect of discriminating against individuals because of their race, color, national origin, religion, or sex.

Title VII's broad prohibitions against sex discrimination specifically cover:

- Sexual Harassment - This includes practices ranging from direct requests for sexual favors to workplace conditions that create a hostile environment for persons of either gender, including same sex harassment. (The "hostile environment" standard also applies to harassment on the bases of race, color, national origin, religion, age, and disability.)
- Pregnancy Based Discrimination - Pregnancy, childbirth, and related medical conditions must be treated in the same way as other temporary illnesses or conditions.

Title VII covers all private employers, state and local governments, and education institutions that employ 15 or more individuals. It also covers private and public employment agencies, labor organizations, and joint labor management committees controlling apprenticeship and training.

Any individual who believes that his or her employment rights have been violated may file a charge of discrimination with EEOC. In addition, an individual, organization, or agency may file a charge on behalf of another person in order to protect the aggrieved person's identity.

The enforcement vehicle of *Title VII* is EEOC. This independent federal agency was originally created by Congress in 1964 to enforce *Title VII of the Civil Rights Act of 1964*. The Commission is composed of five Commissioners and a General Counsel appointed by the President and confirmed by the Senate. Commissioners are appointed for five-year staggered terms; the General Counsel's term is four years. The President designates a Chair and a Vice-Chair. The Chair is the chief executive officer of the Commission. The Commission has authority to establish equal employment policy and to approve litigation. The General Counsel is responsible for conducting litigation. EEOC carries out its enforcement, education and technical assistance activities through 50 field offices serving every part of the nation.

As one of the most important breakthroughs in equal employment opportunities, the BCA views this law as a significant accountability and political solution. 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 communicative 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.

Closing:

I sincerely hope recruits of color and their parents will weigh the Hiring Report Card results 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”

If one realistically and objectively views the landscape of this complex 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 ratios of African Americans in NCAA athletics. 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.