

This report was supported and funded by
The Black Coaches and Administrators (BCA)



BLACK COACHES & ADMINISTRATORS

“Scoring the Hire:”

A Hiring Report Card for NCAA Division I Women’s Basketball Head Coaching Positions



BCA Hiring Report Card for Women’s College Basketball (2007-08)

By
Dr. Richard Lapchick
Director, The Institute for Diversity and Ethics in Sport
University of Central Florida

The Black Coaches and Administrators 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'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.

The Institute for Diversity and Ethics in Sport (TIDES)

The Institute for Diversity and Ethics in Sport serves as a comprehensive resource for issues related to gender and race in amateur, collegiate and professional sports. The Institute researches and publishes a variety of studies, including annual studies of student-athlete graduation rates and racial attitudes in sports, as well as the internationally recognized Racial and Gender Report Card, an assessment of hiring practices in coaching and sport management in professional and college sport. Additionally, The Institute conducts diversity management training in conjunction with the National Consortium for Academics and Sports. The Institute also monitors some of the critical ethical issues in college and professional sport, including the potential for exploitation of student-athletes, gambling, performance-enhancing drugs and violence in sport.

The Institute for Diversity and Ethics in Sport is part of the DeVos Sport Business Management Graduate Program in the University of Central Florida's College of Business Administration. This landmark program focuses on business skills necessary for graduates to conduct successful careers in the rapidly changing and dynamic sports industry while also emphasizing diversity, community service and sport and social issues.

TIDES Research Team:

Principal Investigator and Lead Author:

Dr. Richard Lapchick

Project Manager:

Floyd Keith

Research Design and Data Analysis:

Dr Richard Lapchick, Omari Maynard

Research Assistants

Graduate Assistants: Omari Maynard, Boma Ekiyor, and Horacio Ruiz, Nicole Bowey

Research Assistants: Omari Maynard, Nicole Bowey

TABLE OF CONTENTS	Page
BCA and THE INSTITUTE FOR DIVERSITY AND ETHICS IN SPORT.....	2
FOREWORD by Paul Hewitt.....	4
INTRODUCTION.....	5
GRADE SUMMARY.....	6
METHODOLOGY.....	8
Data Collection.....	8
Respondents.....	8
Measurements.....	8
FINDINGS and RESULTS.....	12
Limitations.....	15
CONCLUSION.....	16
AFTERWORD by Floyd Keith, Executive Director, Black Coaches and Administrators.....	19
 TABLES	
Final Grades by School	7
Research Design Diagram.....	11
Grade Composition for “A” Schools.....	13
Grade Composition for “B” Schools.....	14
Grade Composition for “C,” Schools.....	14
Grade Composition for “F” School.....	15
DISCLAIMER.....	20

Foreword

by Paul Hewitt, President, Black Coaches and Administrators

I would like to take this opportunity to thank Dr. Richard Lapchick and his staff for the work they have done in compiling the data reported in The Hiring Report Card (HRC) for NCAA Division I Women's Basketball.

As you will conclude upon reviewing the HRC, this information should serve as a call to action. The representation on the court by African American and Latino students is significant and growing. However, the number of head coaches of color is scant at best. Over the last ten years, we have had a steady decline in the number of women of color that have served as head coaches in Women's Basketball. While this year we have had an increase, the overall trend has certainly been disturbing. While the number of NCAA Division I Football coaches of color remains embarrassingly low, the losses we had gained in NCAA Division I Basketball prior to this year are particularly disappointing. The historical landscape of sports provides sad examples of when a sport increases in fan popularity and financial success, the involvement of Blacks and Latinos in coaching positions declines. We in college athletics must demand that Blacks and Latinos are involved on both sides of the search for future coaches in Women's Basketball. They must be represented on selection committees and in the pool of candidates that are interviewed. Over the last ten years, salaries for Women's Basketball coaches have steadily increased. Let's avoid the historical trends that are evident from our past.

This HRC can and should be credited for the increases we witnessed in opportunities for women of color over the past year. However, this is merely the first step in regaining the losses we've suffered and reaching new high watermarks for women of color leading Division I programs.

As the President of the BCA, I want to again thank Dr. Lapchick and his staff for this report. Everyone involved in college sports should study this report and be mindful that we have just only started to move back in the right direction when it comes to equity in hiring for Women's Basketball.

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 women's basketball coaches of color on the intercollegiate level. We will need to experience an increase in the social consciousness of the ethnic minority student-athletes in their decisions to choose a college or university based in part on the diversity and inclusion of the institution's athletic department; and/or the realization of legal implications of Title VII and Title IX in the intercollegiate hiring process.

Floyd Keith, Executive Director, Black Coaches and Administrators, speaking prior to the launch of the BCA Hiring Report Card for Women's College Basketball

Introduction

Title IX has been the driving force that has contributed to the exposure and success of women's sport on the collegiate level. The success of women's sport has been an outstanding catalyst for the equality of women in modern day society as a whole. Females are finally getting the credit they deserve for their athletic prowess. Since Title IX in 1972, the number of women's collegiate teams has increased exponentially but the number of women leading the teams as the coach has decreased dramatically. In 1972 nearly 90 percent of women's collegiate teams were coached by women. According to the most recent College Sport Racial and Gender Report Card, only 41 percent of Division I women's college teams are led by female head coaches. Specifically in basketball, 87 percent of the coaches were white and only nine percent were African-American women. That stands in stark contrast to the nearly 44 percent of the student-athletes playing Division I women's basketball who were African-American.

The success of women's sport has put added pressure on athletic directors and presidents to find coaches who are focused on doing everything ethically possible in building a strong team. The BCA Hiring Report Card in head football coaches was initiated to address the dearth of African-American head football coaches. It was felt that there was also a dramatic lack of opportunity for people of color in both women's basketball and in Division IA athletic directors. The situation merited separate Hiring Report Cards. Both new report cards examine new hires among the 120 colleges and universities that play Division IA football. The Hiring Report Card for athletics directors will be released in 2009.

It is hoped that this research can provide useful information in addressing the process for social change. It is meant to be a tool to hold schools accountable regarding an inclusive hiring process for key, high visibility jobs. Finally, the research in this and successive reports can also be used to evaluate and measure change.

Grade Summary

Overall Final Grades

There are a total of 19 schools in the study. There are eleven “A,” four “B,” three “C,” and one “F” grades for the IA schools. The “F” grade was automatic as the school did not turn any data in for the study.

IA Grading Category Breakdown:

Communication— 13 “A,” two “B,” and four “F” grades in this area.

Search Committee— 10 “A,” six “B,” two “C,” one “F” grades in this area.

Final Candidates— 12 “A,” one “C,” and six “F” grades in this area.

Time Frame— 16 “A,” two “B,” and one “F” grades in this area.

Overall Grading Category Breakdown:

The most significant findings this year of the four grading categories are Communication, Time Frame and Candidates. In these categories, all of the schools that participated in the study earned an “A” grade in at least one of the respective categories. The results show the significance of having a diverse search committee. The 19 searches had a total of 127 individuals participate on the search committees. Of those 127 individuals, 38 were racial minorities. This equals 30 percent, which is a very significant number and very likely directly affected the number of candidates of color who were represented in the search. Seven African-Americans, including six women, were hired for the 19 positions.

Table 1: Final Grades by School for Coaches Hired during the 2006-2007 hiring cycle

Final Grades for All Schools	
School Name	Final Grade
Central Michigan University	A
**Eastern Michigan University	A
Michigan State University	A
**Penn State University	A
**San Jose State University	A
**University of Central Florida	A
University of Cincinnati	A
**University of Illinois	A
**University of Louisiana at Lafayette	A
**University of Washington	A
University of Kentucky	A
University of Arkansas	B
University of Louisville	B
University of Texas	B
University of Michigan	B
Louisiana State University	C
Duke University	C
University of Florida	C
Washington State University	F
<i>**Indicates the school hired a person of color as coach</i>	

Count of Final Grades for all schools					
	A	B	C	D	F
Total	11	4	3	0	1

Methodology

Data Collection

Floyd Keith, the Executive Director of the BCA, sent a standard package each time there was a documented opening for a head women's basketball coach among the colleges and universities that play Division IA football. He contacted the athletic director and president at each of the individual institutions with an official letter to inform them that they would be evaluated on four criteria (see Figure 1). Keith then sent out a follow up letter that listed the evaluation content and criteria in July and August, 2007 (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 Institute.

A research team at The Institute for Diversity and Ethics in Sport collected the data from March 2007 through September 2007 from each institution (excluding the Historically Black Colleges and Universities). This year there was one "F" grade received by the schools that 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. Schools were given a two-week time frame to either make changes or confirm the accuracy of the data; 12 of the 19 schools responded to confirm their data.

Respondents

There were a total of 19 schools that participated in the study based on the policy of the BCA Task Force that not to participate is to participate. Of those, 18 of the schools mailed in their data. Table 1 lists the institutions included in this study. All schools were graded and evaluated.

Measurements

Each school was graded in four categories: **Communication, Hiring/Search Committee, Candidates Interviewed, and Reasonable Time.** We originally intended to also

evaluate the schools adherence to the Affirmative Action guidelines of their institution. **However, we felt that the way the question was posed was not clear enough to obtain the materials we sought and, therefore, we dropped that category from this evaluation.** The schools were asked specific questions for each of the five categories but were graded on the four that were kept. Each category has a numerical score that was converted into a letter grade for the final report (see Figure 1). This year schools that hired a coach of color received two point bonus to their final score which raised the final grade of one school. Also, a school that received an “F” grade after submitting its report was credited with 2.5 points rather than zero out of five to make the report more in line with the measurements of the Racial and Gender Report Card.

Communication

Each school is measured by the number of direct telephone communications with the Executive Director of the Black Coaches and Administrators (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 was determined, a numerical score was assigned: “A”=5, “B”=4, C=3.5, and “F”=2.5. These numerical scores are used to compute the final grade.

Hiring/Search Committee

The Hiring/Search Committee² 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 search committee. Some institutions called their search committee an “advisory board”. The number of people of color is divided by the total number of members to get a percentage which is then converted into a letter grade according to the

following grading scale: ¹“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, a numerical score was assigned: “A”=5, “B”= 4, “C”=3.5, and “F”=2.5. These numerical scores are used to compute the final grade.

Candidates Interviewed

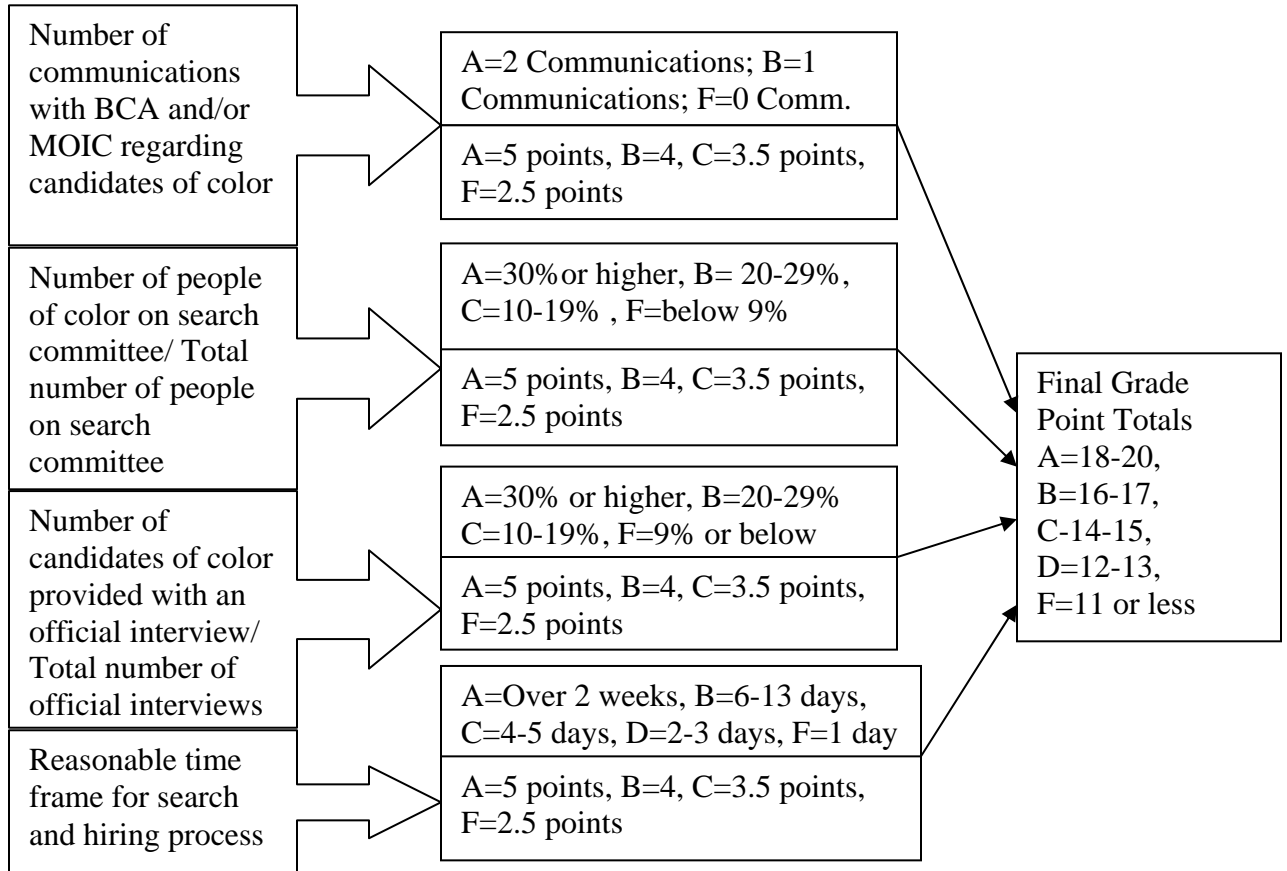
The Candidates Interviewed category is measured in a similar manner to that of the Hiring/Search Committee.. The number of candidates of color who earn an on-campus interview is recorded. This total is divided by the total number of candidates, yielding the percentage of candidates who are people of color 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 according to the following 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, a numerical score was assigned: “A”=5, “B”=4, “C”= 3.5, and “F”=2.5.

Reasonable Time

The duration of the search and hiring process is recorded and graded. 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. Once the

letter grade was determined, a numerical score was assigned: “A”= 5, “B”=4, “C”=3.5, and “F”=2.5.

Table 2: Research Design Diagram for the Hiring Report Card



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

© BCA conducted by The Institute for Diversity and Ethics in Sport, University of Central Florida.

Final Grade

The grades in each of the four categories are added up. The higher the numerical score (a score of 20 points was possible), the better the letter grade. The final numerical score is calculated and 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

When all schools are compared it is shown that 91percent of the universities that had the most culturally diverse pool of potential candidates received an overall letter grade of “A.” On the other hand, every school that earned a grade of “F” for their pool of candidates earned an overall letter grade of only “B” or lower. All of the 13 schools that had an “A” in the communication category received an overall letter grade of A or B. Four out of the five schools who had no communication with the BCA received an overall letter grade of “C” or lower. The ten schools who had the most diverse group of people for the search committee all received an overall grade of “A” or “B.”

Schools with an “A”

Eleven out of the 19 schools (58 percent) earned an “A” final grade. Of those who earned an “A” as an overall grade, six had grades of an “A” in all four categories (see Table 3). They included Michigan State University, San Jose State University, University of Cincinnati, University of Louisiana at Lafayette, University of Washington, and Penn State. The other five schools receiving an “A” had A’s in three of the four categories.

These were some of the patterns for the “A” schools.

- All schools earned an “A” grade in the communication and candidate component.
- No schools received an “F” or a “D” in any of the grading categories.
- Time frame had the best grades with only one school in this category earning a “B” grade and all others earning an “A” grade.
- Eight of out the 11 schools earned an “A” grade in the search committee component with two schools earning a “B” grade and one school earning a “C” grade.

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. All of these schools will receive a certificate to congratulate them on their commitment to diversity.

Table 3: Grading Breakdown for “A” Schools

School	Communication	Search Committee	Candidates	Time Frame	Final Grade
Central Michigan University	A	B	A	A	A
Eastern Michigan University	A	A	A	B	A
Michigan State University*	A	A	A	A	A
University of Cincinnati*	A	A	A	A	A
University of Illinois	A	C	A	A	A
San Jose State University*	A	A	A	A	A
University of Louisiana at Lafayette*	A	A	A	A	A
University of Washington*	A	A	A	A	A
University of Central Florida	A	B	A	A	A
Penn State*	A	A	A	A	A
University of Kentucky	A	A	A	B	A

Source: The Institute of Diversity and Ethics in Sport, 2008

Schools with a “B”

Four out of 19 schools (21 percent) received 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. Both University of Louisville and University of Arkansas earned an “A” in three out of the four categories.

Table 4: Grading Category Breakdown for “B” Schools

School	Communication	Search Committee	Candidates	Time Frame	Final Grade
University of Louisville	F	A	A	A	B
University of Texas	A	B	F	A	B
University of Arkansas	A	A	F	A	B
University of Michigan	B	C	C	A	B

Source: The Institute of Diversity and Ethics in Sport, 2008

Schools with a “C”

Three of 19 total schools (16 percent) earned a “C” as the final grade (see Table 5). In terms of proactively seeking equity and diversity, a grade of “C” indicates that the institution is operating at below par. All the “C” schools received an “F” in at least one category.

Table 5: Grading Category Breakdown for “C” Schools

School	Communication	Search Committee	Candidates	Time Frame	Final Grade
Louisiana State University	B	B	F	A	C
University of Florida	F	B	F	A	C
Duke University	F	B	F	A	C

Source: The Institute of Diversity and Ethics in Sport, 2008

Schools with an “F”

Of the 19 schools, only one of them did not turn in any information at all, which resulted in a final grade of “F”.

Table 7: Grading Category Breakdown for “F” Schools

School	Communication	Search Committee	Candidates	Time Frame	Final Grade
Washington State	N/A	N/A	N/A	N/A	F

Source: The Institute of Diversity and Ethics in Sport, 2008

Limitations

As with any study, there are limitations to the BCA Hiring Report Card for Women’s College Basketball.

- Only Division IA schools were included in this study.
- The notion of token interviews must be taken into account as a limitation. Unfortunately, we are unable to assess which institutions, if any, had token interviews with candidates of color.
- Alumni influence is virtually impossible to quantify and objectively analyze.
- Some schools refuse to participate in the study and receive an automatic “F” grade based on the research design and policy of the BCA Summit Team. Thus there is no way of *examining* how open their hiring processes actually are.
- Finally, there is no accounting for the history of hiring at the school. For example, the universities of Florida, Kentucky and Louisiana State University all had African-American women as head basketball coaches in their recent past.

Future research should examine the broader scope of these issues related to equity and diversity in coaching positions in institutions of higher education. High Schools, community colleges and other collegiate levels such as all the other Division I schools, Divisions II, III and NAIA (National Association of Intercollegiate Athletics) should also be studied to hold them accountable. Such additional data can only educate us more about the topic of diversity and coaching.

Finally, we must continue to analyze how far we have come in college sports regarding diversity. As can be seen in this Hiring Report Card and more so in the previous BCA Football Hiring Report cards, many schools need to improve those categories that they either performed at the “C,” “D” or “F” grade level. Any low mark by an institution within each of the four categories has impacted the final outcome in a negative way. This is why the BCA Hiring Report Card of Division IA women’s basketball teams must continue to *keep scoring* the hiring process.

Conclusion

The number of “A” grades earned for the first year of this study is encouraging. These grades indicate that schools are trying to make a conscious effort in implementing an open and inclusive search process when hiring a new coach. As shown by our findings, schools that communicate with the BCA/MOIC, have a diverse search committee, interview diverse candidates and take their time when making the final decision on a head coach will earn a high grade. For those not following these steps, the result is usually a lower grade.

The purpose of grades in the Hiring Report Card is to have an objective measurement that quantifies the four major categories that are used in hiring practices. Through a systematic evaluation of the athletic departments’ hiring process, various leaders of diversity based organizations such as the Black Coaches and Administrators (BCA) hope to increase the public awareness of the historical limited opportunities that coaches of color have had—while encouraging positive change in the future.

By any standard of measurement, this hiring cycle in women’s college basketball was extremely successful, both in the results of people of color hired, as well as those included as candidates. Perhaps the lessons learned from the Black Coaches and Administrators Hiring Report Card for Football Coaches had an impact on the responses in women’s college basketball.

For years, leaders in women's college basketball, like Vivian Stringer, had been urging pressure to bring about change in the field where so few African-Americans coached. But in the 2006-2007 hiring cycle it was dramatically different because a record number of seven African-Americans were hired. More African-Americans were hired as new coaches for this season than there are African-American coaches in Division IA College football. There were 18 coaches of color (15 percent), including 15 African-American women, two African-American man, and one Latino, coaching among the 120 women's basketball coaches schools that compete in Division IA.

In college football, the Black Coaches and Administrators talk about the implementation of a "Rooney Rule" for college sport requiring that the interview pool of candidates for each position includes people of color. The BCA is also considering the introduction of Title VII lawsuits under the Civil Rights Act. Prior to the 2007-08 season, the hiring cycle for women's college basketball was similar to that of college football. However, it may be that a watchful eye such as presented by the BCA Hiring Report Card for Women's Basketball is all that is necessary in this sport.

The Report Card shows those that follow the recommended hiring process and those that do not follow it. There are examples here of schools that follow the process and happen to hire a white person and those that followed it and ended up hiring a coach of color.

The Report Card is meant as a tool of accountability. One has to wonder how much effect the announcement of this new BCA Hiring Report Card had on the process in the past year. Would fewer schools have had diverse selection committees, diverse pools of candidates and made the hiring decisions they did?

Our goal at the BCA is that the best candidates be brought into the search process and that the institutions hire in an objective manner the best person available to them after an

extensive search. That best person does not have to be an African-American or person of color to earn a high grade as has been seen in the BCA Hiring Report Card for Football Coaches as well as in this Report Card. Schools that hired a white coach have received A's because they followed the process. There is a hope that the successes this year will be followed in future years.

Afterword

by Floyd Keith, Executive, Director Black Coaches and Administrators

I passionately believe the BCA has both a moral and social responsibility to produce the Hiring Report Card for the benefit of collegiate sport and all sports in general. With the release of the first BCA Hiring Report Card for Women's Basketball, we have progressed to another vital and much needed level. The success of the HRC process has made NCAA hiring practices more transparent in the revenue producing sports of football and basketball as well as athletic administration. The documented increase of direct communication with the BCA, the office of Diversity and Inclusion of the NCAA and like entities who are similarly dedicated to diversity and inclusion in the intercollegiate hiring process is validation enough that the report card process has influenced the collegiate search process.

By 2009, we will release a similar study with regard to athletics director searches which will cover a two year cycle in the search and hiring process of those positions. After five (5) years, what is the report card saying? The culmination of the report findings reinforces the argument that achieving equity in hiring is a systemic problem and speaks loudly of social injustice.

If 58percent of the players in Division I men's basketball are African-American and 25percent (76/326 which represented an all-time high) of the head basketball coaches are of color, then why did the 44percent of African-American players in Division I women's basketball only translate into 9.6percent (29/304) of the head basketball coaches of color prior to the publication of this Hiring Report Card? If 25percent in head coaching number is related to the 58percent in student-participation, this would reflect a 43percent representation in coaches. It is commonly accepted in most circles that men's collegiate basketball hiring is not a significant hiring issue at present. If the situation in women's basketball were similar with 44percent of the student-participation level, the number of head women's head basketball coaches of color would be closer to 19percent and not the 9.6 percent prior to this Report. These statistics are the hard objective facts of the situation and explain the reality of a social injustice.

The 2006-2007 hiring cycle in women's college basketball produced a record number of seven African-Americans hired. In fact, there were more African-Americans hired as new coaches for this season than there are African-American coaches in Division IA College football! There are a total of 19 schools in the study. There are eleven "A," four "B," three "C," and one "F" grades for the IA schools. The "F" grade was automatic as the school did not turn any data in for the study. The fact that seven of nineteen Division IA schools hired a coach of color is groundbreaking in one year but we have a long way to go to make up for lost ground.

I was fortunate to be in attendance for Super Bowl XVI in Miami which featured the now famous breakthrough of Tony Dungy and Lovie Smith. The event transcended football; it was the embodiment of what individuals of color can accomplish, regardless of the profession, if given the opportunity to do so. How many "Vivian Stringers" and "Carolyn Pecks" have we already missed because of the lack of an opportunity? It is impossible to estimate the millions of young eyes who watched that Super Bowl or witnessed the strength and class of Vivian Stringer during the 2007 Women's NCAA's Final Four and the subsequent "Imus" scenario. These future coaches are now able to dream of being a head coach of color because they can visualize the reality and have tangible evidence!

On behalf of the Black Coaches and Administrators, I wish to commend Dr. Richard Lapchick and his research team of Omari Maynard, Boma Ekiyor, Horacio Ruiz and Nicole Bowey for their hard work and dedication to this effort. I also wish to express sincere thanks to NCAA President Myles Brand and NCAA Vice President of Diversity and Inclusion, Charlotte Westerhaus, for the providing the necessary financial support to the BCA to enable the BCA to fund "The Institute for Diversity and Ethics in Sport" which is part of the DeVos Sport Business Management Graduate Program in the University of Central Florida's College of Business Administration to undertake this report.

DISCLAIMER

The Institute for Diversity and Ethics in Sports, the University of Central Florida and any other institution that assisted with this study are not liable for any implications or ramifications based on the results of the study. While the research design was conducted for the Black Coaches and Administrators (BCA) Hiring Report Cards (HRC) by The Institute, the content of the design has been a collaborative effort of the participants in the BCA sponsored Summits for Equity in Hiring and The Institute. This former group is comprised of representatives of the Black Coaches and Administrators, the NCAA, selected athletic administrators, conference commissioners and other recognized sport professionals. The BCA's purpose in conducting this study in partnership with TIDES is to objectively analyze the data that was provided (or not provided) by each of the institutions. All nonscientific issues related to the study should be addressed with the BCA.