

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

**“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  
(2008-09)**

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Date of Release: April 22, 2009 11:00 a.m.

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**BCA Mission Statement:**

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

**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.

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**Front-Cover Pictures:** *From Top-Left Clockwise* - Semeka Randall, Dawn Staley, Niya Butts, Tasha McDowell, Wendell Hudson, Nikki Caldwell, Tonya Cordoza, Shanice Stephens, Sylvia Crawley

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## **Foreword**

### **Paul Hewitt, President, Black Coaches and Administrators**

I would like to thank Dr. Lapchick and his staff from The Institute for Diversity and Ethics in Sports at the University of Central Florida for their work in producing this report. This report indicated some positive steps in terms of achieving greater equity in hiring for head coach positions in NCAA Division I women's basketball. It is very encouraging to see the increase in the percentage of hires for coaches of color. This sends a strong message to student-athletes when they can look to the sideline and see role models like Dawn Staley, Sylvia Crowley, Nikki Caldwell and Niya Butts, to name a few, now having the opportunity to guide their own programs. The effort of the schools should also be applauded for creating a more diverse selection process. The heightened awareness on a more diverse process has led to a more diverse selection committee, and a more diverse pool of candidates.

A heightened awareness of equity in hiring was one of the goals of this report when it was first produced last year and it seems to be moving towards its goal. Again, thank you to Dr. Lapchick and his staff for their efforts. I sincerely hope that next year the report card again reflects continued progress. Equity in hiring is important to all involved in intercollegiate athletics, most of all to the student-athletes.

*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**

In college athletics, there is immense pressure on universities and their athletic departments to find highly qualified coaches who can achieve success in the playing arena and through their example, positively shape the lives of young scholar athletes. The hiring process should be a fair and open process, contingent upon finding the person that best fits the needs and wants of the university. The BCA released its inaugural Hiring Report Card for Women's Basketball in 2008 to address the visible lack of people of color in head coaching positions. Similar report cards have been published in the sport of college football over the past five years and the report card for athletic directors will be published later this year. All the report cards evaluate the hiring process for the job vacancies among the 120 colleges and universities that play football in the Football Bowl Subdivision (formerly Division I-A).

The publication of this year's Women's Basketball Hiring Report Card presents the opportunity to both evaluate this year's hiring processes and, for the first time, evaluate any progress made in the findings from the first to second year of the study. Among the several encouraging signs from this year's report card, our evaluation indicates that universities appear more committed to conducting an inclusive interview and hiring process. More than half of the 16 available head coaching positions were filled by African-Americans and all but two universities received an 'A' grade in the final analysis.

Furthermore, the Women’s Basketball Coaches Association recently released a study of all 345 Division I head coaches (it reflects institutions going through the process of moving from DII to DI in addition to the 330 current Division I members). The findings were encouraging:

1. Two-thirds of NCAA Division I women’s basketball head coaches are female.
2. Nearly one in every five NCAA Division I women’s basketball head coach is African-American.
3. There are two Latino head coaches in NCAA Division I women’s basketball.
4. Approximately one-third of African-American head coaches are male.

In identifying positive and negative trends between reports, it is hoped that this research will be valuable in assisting universities in their future hiring processes and subsequently, calling attention to the need for diverse leadership in collegiate athletics

## **Grade Summary**

### **Overall Final Grades**

There are a total of 16 schools in the study. There are 14 “A’s,” one “B,” and one “F” grade for the FBS schools. The University of Idaho had an opening for the women’s basketball head coaching position that was filled by Jon Newlee on April 15, 2008. Due to an oversight, no line of communication was established between the BCA and Idaho regarding the hiring process. As a result, no grade will be issued for the University of Idaho in this year’s report card.

### **Grading Category Breakdown:**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>Communication</b>	14	0	0	2
<b>Search Committee</b>	10	4	0	2
<b>Candidates</b>	11	2	1	2
<b>Time Frame</b>	13	2	0	1

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

All but one institution earned at least one “A” in one of the four categories. Additionally, seven schools achieved “straight A’s” across all criteria. Of the 16 head coaching vacancies

available, 38 percent, or 21 out of a total of 55 candidates interviewed, were people of color. Additionally, 35 percent of the people serving on the university's search committees to identify prospective candidates were people of color. Nine African-Americans, including eight women, were hired for the 16 available positions.

Compared to last year's report card, the percentage of people of color brought in for an official interview decreased from 45 percent to 38 percent. However, the make-up of the search committees increased from 30 percent to 35 percent people of color and more importantly, 56 percent of the eventual hires for this year were African-Americans, which far exceeds the 37 percent of jobs that went to people of color last year.

**Table 1: Final Grades by School for Coaches Hired during the 2007-2008 hiring cycle**

<b>Final Grades for All Schools</b>		
<b>School Name</b>	<b>Final Grade</b>	<b>Coach Hired</b>
Ball State University	A	Kelly Packard
Boston College**	A	Sylvia Crawley
Colorado State University	F	Kristen Holt
North Texas University**	A	Shanice Stephens
Northwestern University	A	Joe McKeown
Ohio University**	A	Semeka Randall
Temple University**	A	Tonya Cardoza
University of Alabama**	B	Wendell Hudson
University of Arizona**	A	Niya Butts
University of California Los Angeles**	A	Nikki Caldwell
University of Memphis	A	Melissa McFerrin
University of Nevada Las Vegas	A	Kathy Olivier
University of South Carolina**	A	Dawn Staley
University of Toledo	A	Tricia Cullop
US Naval Academy	A	Stefanie Pemper
Western Michigan University**	A	Tasha McDowell
** Indicates the school hired a person of color as coach		

<b>Count of Final Grades for all Schools</b>					
	A	B	C	D	F
<b>Total</b>	14	1	0	0	1

Source: *The Institute of Diversity and Ethics in Sport, 2009*

## **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 in the Division I Football Bowl Subdivision. 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, 2008 (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 TIDES.

A research team at The Institute for Diversity and Ethics in Sport collected the data from March 2008 through September 2008 from each institution (excluding the Historically Black Colleges and Universities). 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 month time frame to either make changes or confirm the accuracy of the data; 15 of the 16 schools responded to confirm their data.

### *Respondents*

There were a total of 16 schools that participated in the study based on the policy of the BCA Task Force that not to participate is to participate. All 16 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.** Each category has a numerical score that was converted into a letter grade for the final report (see Figure 1). Schools that hired a coach of color received a two point bonus to their final score, which raised the final grade of two schools. Also, a school that received an “F” grade in any category 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 an “F.” Once the letter grade was determined, a numerical score was assigned: “A”=5, “B”=4, and “F”=2.5. These numerical scores are used to compute the final grade.

### **Hiring/Search Committee**

The Hiring/Search Committee 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: “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.

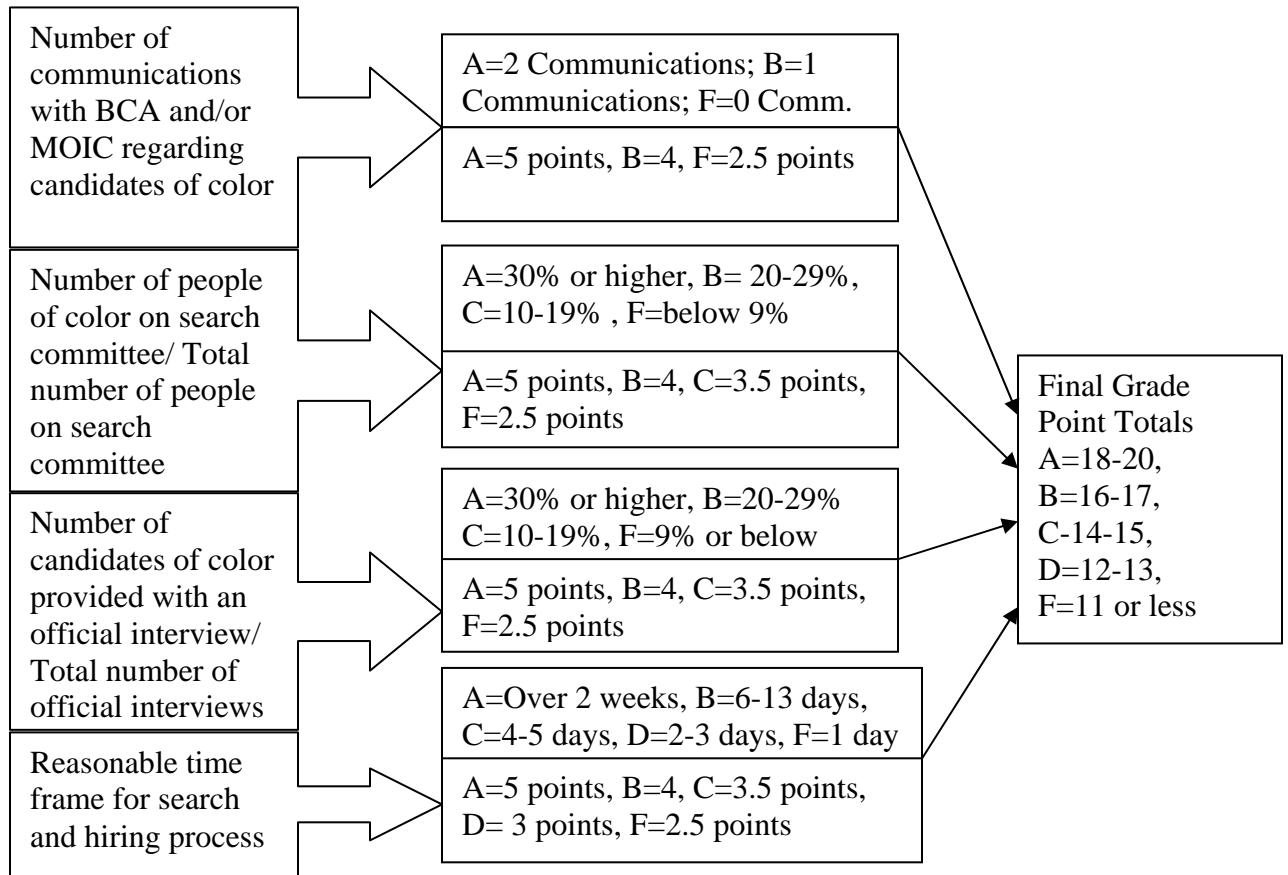
### **Candidates Interviewed**

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, “D”= 3.0, and “F”=2.5.

**Table 2: Research Design Diagram for the Hiring Report Card**



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

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## **Final Grade**

The grades in each of the four categories are added up. The higher the numerical score (a maximum base score of 20 points was possible if a school received “straight A’s,” but scores could reach as high as 22 with the bonus for hiring a coach of color), 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**

### ***Schools with an “A”***

Fourteen out of the 16 schools (88 percent) earned an “A” final grade. Of those who earned an “A” as an overall grade, seven had grades of an “A” in all four categories (see Table 3). They included Ball State University, North Texas University, Temple University, University of Arizona, University of California-Los Angeles, U.S. Naval Academy and Western Michigan University. The other five schools receiving an overall grade of “A” had A’s in at least two of the categories.

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

- All schools earned an “A” grade in the communication category
- All but one school earned an “A” grade in the time frame category
- One school received an “F” in the search committee category, but was still able to achieve an “A” grade based on their hiring of an African-American coach from a diverse candidate pool.

- There were no grades lower than a “C” in evaluating the racial demographics of the candidates provided with an official interview. The one school that received a “C” was still able to earn an overall “A” based on their excellence in other categories.

An overall “A” indicates that the institution is actively seeking the best people for the position, including people of color who meet the school’s 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
Ball State University	A	A	A	A	A
Boston College	A	B	A	A	A
North Texas University	A	A	A	A	A
Northwestern University	A	B	A	A	A
Ohio University	A	F	A	B	A
Temple University	A	A	A	A	A
University of Arizona	A	A	A	A	A
University of California Los Angeles	A	A	A	A	A
University of Memphis	A	B	A	A	A
University of Nevada Las Vegas	A	A	B	A	A
University of South Carolina	A	A	B	A	A
University of Toledo	A	B	C	A	A
US Naval Academy	A	A	A	A	A
Western Michigan University	A	A	A	A	A

*Source: The Institute of Diversity and Ethics in Sport, 2009*

***Schools with a “B”***

One of the 16 schools (six percent) received a “B” as a final grade (see Table 4). A grade of a “B” indicates that in terms of proactively seeking equity and diversity, the institution could improve in some aspects of the hiring process. The University of Alabama received two grades of “F” in their hiring process. This institution had no direct communication with the BCA when making the decision to hire Wendell Hudson from within the athletic department to the head

coaching position. Additionally, the University did not provide information regarding the candidates interviewed. Coach Hudson is an African-American male, which earned the University two bonus points in the final grade calculation.

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

School	Communication	Search Committee	Candidates	Time Frame	Final Grade
University of Alabama	F	A	F	B	B

*Source: The Institute of Diversity and Ethics in Sport, 2009*

***Schools with an “F”***

One of the 16 schools (six percent) received an “F” as a final grade (see Table 5). The “F” grade was applied to Colorado State University, given that the university promoted an assistant from within, and thus did not have an external search for candidates. Colorado State’s Athletic Director sought and received approval from the University’s Office of Equal Opportunity and Diversity to complete the internal promotion of Kristen Holt, a white female, from assistant coach to head coach. In later communication with the BCA, Colorado State indicated that the move to promote from within was made to ease the transition in coaches for the current players in the program. Colorado State University did send back a confirmation letter indicating that its hiring process was not applicable to the benchmarks set forth in the BCA’s methodology, thus resulting in a failing grade. There will be comments on this case in the “limitations” of the study section.

**Table 5: Grading Category Breakdown for “F” Schools**

School	Communication	Search Committee	Candidates	Time Frame	Final Grade
Colorado State University	F	F	F	F	F

*Source: The Institute of Diversity and Ethics in Sport, 2009*

### ***Limitations***

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

- Only Division I-FBS 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.
- Schools who refuse to participate in the study will 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 transparent their hiring processes actually are.
- Schools who promote a candidate from within its athletic department are likely to receive low grades based upon the methodology of the report, which largely measures the inclusiveness and openness of the hiring process for external candidates. A school can still earn high grades if they communicate with the BCA and show a commitment to an open and inclusive process, but they naturally score lower grades on the diversity of candidates if no external candidates are brought in for an on-campus interview.
- Finally, there is no accounting for the history of hiring at the school. For example, University of Nevada Las Vegas had an African-American female coach before this year's hire of a white female for its vacancy.

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, 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 could impact 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 this year’s study show that universities are making a conscious effort to be more inclusive in their hiring processes. 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 even more successful than last year’s study in terms of the number of people of color hired. Coupled with last year’s hire of seven African-Americans, that means there have been 16 new

coaches of color hired in the last two years. There are 24 coaches of color (20 percent), including 20 African-American women, three African-American men, and one Latino, coaching among the women's basketball coaches at FBS institutions. At the time of publication, Teresa Weatherspoon, an African-American female, was promoted from interim head coach to full-time head coach for the upcoming 2009-2010 season at Louisiana Tech. The university released previous head coach Chris Long on February 9, 2009 and had named Weatherspoon as the interim replacement for the remainder of the 2008-2009 season. The addition of Weatherspoon would bring the total number of coaches of color to 25. Louisiana Tech's search process will be documented in next year's report card.

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 publication of the first BCA Hiring Report Card had on this year's hiring cycle. There were better overall grades across the board, which may indicate that schools are dedicated to adhering to the BCA's call for greater diversity.

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. For example, four out of five schools that hired a white coach this year received A's because they followed the process. Based upon the high grades assigned in this year's report card, one can hope that a positive trend of hiring the best person in the fairest and most inclusive process continues in subsequent years.

## Coaches of Color in Women's Basketball (FBS Schools)

<u>Institution</u>	<u>Coach Name</u>
Alabama Birmingham	Audra Smith
Alabama	Wendell Hudson*
Arizona	Niya Butts
Boston College	Sylvia Crawley
California-Los Angeles (UCLA)	Nikki Caldwell
Central Florida	Joi Williams
Eastern Michigan	AnnMarie Gilbert
Illinois	Jolette Law
Indiana	Felisha Legette-Jack
Louisiana Lafayette	Errol Rogers*
Louisiana Tech	Teresa Weatherspoon**
North Texas	Shanice Stephens
Northern Illinois	Carol Owens
Ohio	Semeka Randall
Oregon State	LaVonda Wagner
Penn State	Coquese Washington
Rutgers	C. Vivian Stringer
San Jose State	Pam DeCosta
South Carolina	Dawn Staley
South Florida	Jose Fernandez (Latino)*
Syracuse	Quentin Hillsman*
Temple	Tonya Cardoza
Tulsa	Charlene Thomas-Swinson
Washington	Tia Jackson
Western Michigan	Tasha McDowell

*\*Denotes Male Coach*

*\*\* Teresa Weatherspoon was promoted from interim head coach to full-time head coach of Louisiana Tech University on April 2, 2009. Louisiana Tech's hiring process will be evaluated in next year's report card.*

## **Afterword**

### **Floyd Keith, Executive Director, Black Coaches and Administrators**

I have stated on numerous occasions in both public forums and via the media, it is my strong belief that the Black Coaches and Administrators (BCA) has both a moral and social responsibility to ensure the production of a Hiring Report Card for the benefit of collegiate sport and all sports in general. The release of this second BCA Hiring Report Card for Women's Basketball reflects all that is positive regarding our desired outcomes of this objective process. It is the desire of the Black Coaches and Administrators (BCA) to encourage NCAA hiring practices to be more transparent in the high 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 that this and past BCA hiring report cards have influenced the collegiate search process.

This report reveals progress during the 2007-2008 hiring cycle. The objective facts are impressive: more than half of the 16 available head coaching positions were filled by African-American candidates; all but two of the graded institutions received an "A" final grade; the diversity of the search committees increased with respect to diversity; and the 56 percent hiring ratio of African-Americans is nearly a 20 percent increase than in 2006-2007 hiring cycle.

We have repeatedly asked this same question; and continue to do so. Why does a disparity exist in the number of head basketball coaches between Division I men's basketball (22.9 percent) and Division I women's basketball (13.6 percent). The percent of coaches, when divided by the percent of players in Division I men's basketball (60.4 percent) translates into 38 percent, The percent of coaches, when divided by the percent of players in Division I women's

basketball (47.45 percent) translates into 28 percent; this reflects a 10 percent disparity. We still have work to do to put the numbers on the same level.

The 2006-2007 hiring cycle in women's college basketball produced a then record number of seven African-Americans hired; this year's hiring cycle exceeded that number with nine coaches of color earning appointments. To be clear, the progress of the past two years is very positive and underscores the commitment being made on the collegiate Division I level to create an inclusive and diverse landscape reflective of the participation level of players of color. Now, coaches of color can realistically dream of being a head basketball coach in women's basketball 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 Nicole Bowey, Alejandra Diaz-Calderon and Charles Harless 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 providing the necessary financial support to the BCA to enable the BCA to fund The Institute for Diversity and Ethics in Sport (TIDES) for this project, which is part of the DeVos Sport Business Management Graduate Program in the University of Central Florida's College of Business Administration.

## **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 TIDES, the content of the design has been a collaborative effort of the participants in the BCA sponsored Summits for Equity in Hiring and TIDES. 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.