SOCIAL NETWORKS AND SEGREGATION IN DIVISION I-A FOOTBALL IN THE POST CIVIL RIGHTS ERA: A CASE STUDY OF THE UNDERREPRESENTATION OF AFRICAN-AMERICAN HEAD COACHES

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CHAPTER I

Introduction

Design of the Study

In his book *The Souls of Black Folk,* noted sociologist W. E. B. Du Bois outlined the core problem of the 20th century in America as race, the color-line. Du Bois (1903/1999), who died on the eve of Dr. Martin Luther King's historic 1963 march on Washington, D.C., argued that the problem of the color-line creates societal rifts between lighter and darker races from Africa, Asia, North America, and the Pacific Islands.

Du Bois asserted that the problem regarding race is forever coupled with the "American Dream" because one's race acts as a barrier to opportunity and social equality (Du Bois, 1903/1999). Further, the phenomenon creates lasting friction between wealthy and poverty-stricken individuals. During the early 1900s, for example, blacks were viewed as outcasts in the United States. Du Bois (1903/1999) pointed out that the nation has not come to terms with the sins it forced upon Black Americans as a result of legalized slavery. In the present day, various forms of discriminatory practices exist that inhibit Black Americans' employment opportunities in medicine, law, politics, and higher education (Dixon, 1998).

The societal factors depicted by Du Bois (1903/1999) emanate throughout society, including college athletics. Given the substantial number of African-American athletes participating in football at predominately white colleges and universities, totals approaching 50 percent, one might conclude that African-American males are making enormous strides in higher education and collegiate sports (Hill & Murry, 1997-1998). Despite the advances of black student-athletes at National Collegiate Athletic Association (NCAA) Division I-A institutions, the institutions with the most prestigious and wealthy programs, African-American coaches in head coaching positions do not appear to be viewed in the same light (Hill & Murry, 1997-1998).

According to Hill and Murry (1997-1998), the majority of presidents, athletic directors, and administrators at nationally ranked Division I-A institutions contend that African-Americans lack the leadership and intellectual ability necessary to direct a NCAA Division I-A football program. They also assert that black coaches are primarily responsible for recruiting and supervising talented African-American athletes in anticipation of developing successful college football programs. On one hand, African-American athletes have made significant contributions on the football field; on the other hand, they have been afforded limited opportunities in the decision-making of athletic programs (Hill & Murry, 1997-1998).

Lapchick (1995) claims that black student-athletes are faced with a myriad of social issues once they become members of a predominantly white community. For instance, if white coaches, athletic directors, and administrators accept the standard stereotypical images of the African-American culture, they are likely to maintain negative perceptions during their daily interaction with black athletes. Lapchick (1995) argues that

the majority of white coaches view the African-American culture as less intelligent, violent, drug infested, and preoccupied with sexual activity. Ultimately, by embracing negative images of African-Americans, many white coaches have already undermined black athletes prior to their arrival on campus (Lapchick, 1995).

Statement of the Problem

More than 96 percent of football coaches in the NCAA's Divisions I, II and III are white and played collegiate football prior to advancing into a college or university coaching career (Suggs, 2001). According to Suggs (2001), the playing pool from which these coaches emerged is much less than 96 percent. In fact during the 1998-1999 season, only 54 percent of college football players at Division I-A institutions were white and 92 percent and 93 percent of athletic directors or head coaches, respectively, during the previous season were white (Williams-Harold, 1999).

Perpetuation theory would explain the disproportionate overrepresentation of white coaches in an arena populated equally by black athletes (Braddock, 1980) in terms of the underdevelopment of networks or ties designed to foster links between minority groups and dominant majority groups (Wells & Crain, 1994). These links between student-athletes and essential knowledge and opportunities needed to access information networks and ties regarding head football coaching positions at Division I-A colleges and universities (Granovetter, 1973) may be missing or underdeveloped, thus explaining these demographics.

Purpose of the Study

The purpose of this study is to examine the phenomenon of coaches' pedigrees. Specifically, this study examined the positions that current and former Division I-A head football coaches occupied as students-athletes as it relates to future head coaching positions at NCAA Division I-A colleges and universities. To explore this phenomenon, four research questions were generated:

1. How many African-American head football coaches presided over Division I-A football programs for the periods of 1963, 1983, and 2003? How has that number changed over time?
2. What were the pedigrees of Division I-A head football coaches for the periods of 1963, 1983, and 2003? How have the pedigrees changed over time?
3. In what ways do the tenets of Perpetuation Theory or Network Analysis appear to explain the documented pedigrees for major college and university head football coaches? What networks or ties are revealed?
4. What other realities are revealed?

Conceptual Framework

McPartland and Braddock (1981) assert that racial segregation is a primary ingredient associated with perpetuation theory. They argue that segregation consistently repeats itself throughout an individual's lifecycle (McPartland & Braddock, 1981). As a result of limited experiences in desegregated surroundings, some groups have grown

accustomed to segregated venues (Wells & Crain, 1994). For example, Braddock (1980) contends that minority school children may encounter overt hostility when leaving their segregated community settings and entering integrated school locales. In particular, Latinos and African-Americans are denied access to informal networks that provide them entry into desegregated arenas, including employment and education (Braddock, 1980). Moreover, Wilson (1987) argues that the greatest barricade to social economic prosperity for inner city residents is the extent to which they are disconnected from opportunities typically reserved for middle-class Americans.

Granovetter (1973), in his Network Analysis Theory, contends that networks consist of ties, which impact individuals' social interactions. Further, he believes that the strength of a tie is characterized by four components: time, emotional intensity, degree of intimacy, and reciprocal services. First, the length of a contact measures time. In other words, ties become stronger as a result of frequent interaction and the development of common interests among individuals. As a result, emotional support is formed within long-term relationships. Conversely, if time is not an essential aspect in a relationship, the tie tends to be weakened (Granovetter, 1973).

Second, closeness is used as a mechanism to determine the intensity of a relationship. Marsden and Campbell (1984) assert that relatives are thought of as having strong ties, while acquaintances or co-workers are considered as having weak ties. For that reason, closeness and emotional interaction are used to characterize the intensity of a relationship (Granovetter, 1973).

Third, the extent to which individuals confide in each other represents the degree of intimacy within relationships. Marsden and Campbell (1984) contend that the range

and depth of subjects discussed among friends is another means to measure the intimacy within relationships. The opposite, however, is true for individuals raised in different environments or who have only a few shared experiences.

Finally, the benefits that group members receive from their interaction within a network characterize reciprocal services. Wellman and Berkowitz (1988) assert that group members who receive many resources are more likely to share them with other members within the network. This concept characterizes a strong tie within a network. On the other hand, network members who receive limited resources are less likely to distribute them to other group members (Wellman & Berkowitz, 1988). Seemingly, group members who receive few benefits are characterized as having weak ties within a particular network.

According to Granovetter (1973), weak ties connect members of small diverse groups. Weak ties reach a larger audience and offer individuals better opportunities for information and mobility (Granovetter, 1973). In general, strong ties consist of close relationships among persons with similar thoughts and values. Unlike weak ties, strong ties are concentrated within particular groups. In most instances, for example, employers prefer to hire by word-of-mouth or from within an organization (Granovetter, 1986). Typically, administrators use the recommendations of current employees to select new hires. Moran (2002) asserts that social networking responsibilities expected of a Division I-A head football coach work against African-American candidates. In other words, the majority of influential white boosters and alumni insist that the head football coach look as they do. Further, Moran (2002) argues that supporters of major collegiate football programs prefer that their head coach belong to the same country club. Thus, the

perpetuation of segregation is intact in workspaces that start out and remain predominantly white (Granovetter, 1986).

Procedures

In this section, a brief background of the researcher's experiences in academic athletic services is presented. Additionally, the data needs and sources, data collection, and data analysis are discussed.

Researcher

My career in higher education began ten years ago. For three of those years, I served as the senior academic advisor for football student-athletes at an NCAA Division I-A institution. During my tenure, I provided individualized tutorial support and served as a mentor to football student-athletes. Specific groups of athletes, however, appeared to network more often than others regarding the development of study groups, visits with professors, and sharing life and career objectives. Because these informal networks may extend into other aspects of their lives after college, I wanted to know what certain athletes did in college that led them to key positions in Division I-A football following their collegiate careers.

Data Needs and Sources

The data needed for this study included biographies for current and former Division I-A head football coaches for the periods of 1963, 1983, and 2003. Data sources required for this study were institutional reports, institutional and NCAA websites, and NCAA reports.

Data Collection

Data collection for this study occurred in two ways: literature review and document review. First, I reviewed the literature on the racial composition of NCAA Division I-A athletic departments. The literature documented the exploration of demographics and history of black and white head football coaches at major colleges and universities. Second, documents in the form of coaches' biographies, 349 in number, were examined reflecting realities of demographics among Division I-A institutions from 1963, 1983 and 2003 were collected from websites, reports, and directly from the institutions.

Data Analysis

The process of hiring head football coaches at Division I-A institutions varies among respected college and universities (Graves, 2003). What is certain, however, is that African-Americans account for only 3.4 percent of the head football coaches at

Division I-A schools (Graves, 2003). In contrast, 20 percent of the head basketball coaches at NCAA Division I-A institutions are African-American. Further, major college basketball is only second to major college football in terms of fan support among most athletic programs (Graves, 2003). Nevertheless, Graves (2003) asserts that Division I-A football is even behind the National Basketball Association (NBA) as far as minority head coaches are concerned. During the 2001-2002 season, 14 African-Americans served as head coaches for 29 of the NBA's franchises (Graves, 2003).

More than 40 years have passed since the United States Congress enacted the Civil Rights legislation in an effort to eliminate unfair hiring practices among African-Americans (Giampetro-Meyer, 2000). The campaign, however, to increase the number of African-American head football coaches at Division I-A colleges and universities remains problematic (Graves, 2003). For example, the Southeastern Conference (SEC), regarded as one of the premier collegiate conferences in the country, hired its first African-American head football coach in 2004, 70 years after the conference was formed. The SEC consists of the University of Alabama, University of Arkansas, Auburn University, University of Florida, University of Georgia, University of Kentucky, Louisiana State University, University of Mississippi, Mississippi State University, University of South Carolina, University of Tennessee, and Vanderbilt University (Sack & Staurowsky, 1998). Sylvester Croom, head football coach at Mississippi State University, is the first African-American to preside over a Division I-A football program in the SEC (Wade, 2004).

By comparison, the Big 12 Conference has had two African-American coaches since its inception in 1994. Since its 1994 inauguration, the Big 12 has had two black

head football coaches: Bob Simmons coached the Oklahoma State University Cowboys from 1995 to 2000, and John Blake presided over the University of Oklahoma Sooners football program from 1996 to 1998 (Tramel, 2002).

The Big 12, formed on February 25, 1994, represents the merger of two conferences, the Big 8 and Southwest Conferences (Opdyke, 1994). Prior to the 1994 alliance, the Southwest Conference consisted of Baylor University, University of Houston, Rice University, Southern Methodist University, University of Texas at Austin, Texas A&M University, Texas Christian University, and Texas Tech University (Ours, 1994). Representing the Big 8 were Iowa State University, University of Colorado at Boulder, University of Kansas, Kansas State University, University of Missouri at Columbia, University of Nebraska at Lincoln, University of Oklahoma, and Oklahoma State University (Ours, 1994). Since the conferences merged, Texas Christian University and the University of Houston have joined Conference USA. On the other hand, Rice University and Southern Methodist University joined the Western Athletic Conference (Opdyke, 1994).

Despite the celebrity and revenue generated by major collegiate football, some critics argue that African-American coaches are subject to unfair hiring practices during their tenure in Division I-A football (Blackistone, 2003). Therefore, the data analysis was designed to provide a review of the careers of Division I-A coaches through Braddock's (1980) concept of Perpetuation theory. In this case, Perpetuation theory (Braddock, 1980) was used as a lens to examine an athletic venue. Trends in coaching experience were studied in an effort to acquire additional knowledge into the circumstances that surround the limited number of African-American head football coaches presiding over NCAA

Division I-A football programs. This includes examining the relationship between collegiate football playing experience, collegiate football positions played, previous coaching positions held, and the particular institutions where each individual has coached.

Significance of the Study

This study is important for at least two reasons. One, it focuses on the underdevelopment of networks "strong ties" and "weak ties" (Granovetter, 1973) which may offer an explanation of the underrepresentation of African-American head football coaches at Division I-A institutions. Second, the study examines Braddock's (1980) perpetuation theory relative to the segregation of social networks regarding collegiate football (Granovetter, 1973).

Theory

Perpetuation theory is used to illustrate the network development that would allow African-Americans the same opportunity to compete for head coaching positions in the same manner as their counterparts (Wells & Crain, 1994). For those reading this dissertation, it should enhance the understanding of perpetuation theory by clarifying a number of concepts regarding the culture of athletes in general and the hiring networks of head football coaches in particular. It is also possible that this study will provide information that could further develop and/or refine or clarify this theory.

Research

In recent years, African-American athletes have accounted for 46 percent of the football student-athletes at Division I-A institutions (Suggs, 2001), which includes 117 colleges and universities. In contrast, less than five percent of the head football coaches at Division I-A institutions are African-American (Hill, Ritter, Murry, & Hufford, 2002). This research should provide an explanation of the characteristics specific to the networking tendencies within the college football community.

Practice

Winning NCAA Division I-A football championships involves more than recruiting physically gifted athletes. According to Graves (2002), the majority of black athletes are committed to excellence on and off the field. Moreover, black athletes are intelligent, creative, decisive, and they encompass a strong work ethic. In spite of these qualities, black athletes are often denied the opportunity to demonstrate their leadership skills as head football coaches at Division I-A institutions following their collegiate careers (Graves, 2002). Therefore, this study assists in focusing attention on the possible underlying causes of underrepresentation of African-American head football coaches at NCAA Division I-A colleges and universities.

Summary

Du Bois (1903/1999) argued that the single most urgent problem of the 20th century was the problem of the color-line. The distinguished sociologist maintained that it was practically impossible for men of color to live in the United States without having the doors of prosperity and justice closed in their faces. The doors illustrated by DuBois (1903/1999), in *The Souls of Black Folk*, are evident in the athletic arena. Statistically, black athletes heavily populate NCAA Division I-A football, including the Big 12 Conference (Suggs, 2001). Moreover, by the middle of the 20th century it became routine to see black athletes participating in football at non-segregated Division I-A colleges and universities (Clement, 1954). This select group, however, is underrepresented as head coaches in Division I-A football (Hill & Murry, 1997-1998).

In most cases, athletic directors, administrators, and presidents at Division I-A institutions perceive African-Americans as lacking the intellectual aptitude and leadership skills essential to preside over a Division I-A football program (Hill & Murry, 1997-1998). In summary, this study has established that African-Americans who aspire to become collegiate head football coaches in the Big 12 and other major conferences have networks that affect their attainment of this goal.

Reporting

This chapter consisted of the study's design. Chapter II presents a review of literature and the theoretical framework upon which the research questions are centered.

Chapter III presents study methods. Chapter IV include the data presentation and the data analysis. Chapter V consists of the summary, conclusions, implications and discussion.

CHAPTER II

Review of the Literature

This review of literature begins with the exploration of Braddock's Perpetuation Theory and Granovetter's Network Analysis, which serve as a foundation for this study. A variety of additional literature was also reviewed that provides support for these theories as explanations for the lack of upward mobility for African-American coaches within Division I-A football programs. The literature on organizational networks was examined to understand their potential impact on minorities in the workplace. This review included networks and mobility patterns within the African-American community, which illustrate how informal networks differ for African-American and Caucasian men. The representation of African-American males in the United States labor market, including the National Football League, was also examined. Diversity in higher education was reviewed, examining the representation of black faculty and staff at major U.S. colleges and universities. The history of Division I-A institutions in relation to the underrepresentation of black head football coaches was also reviewed. More specifically, since the Big 12 Conference accounts for a segment of Division I-A colleges and universities, the history of hiring African-American head football coaches in that conference was reviewed.

Perpetuation Theory and Network Analysis

In spite of affirmative action legislation in higher education, African-American head football coaches are virtually invisible at Division I-A institutions (Sotello & Turner, 2000). The absence of this group within higher education suggests that African-American coaches' contributions to collegiate football are devalued (Sotello & Turner, 2000). Braddock's (1980) Perpetuation Theory and Granovetter's (1973) Network Analysis can explain how a collegiate sport dominated by African-American athletes can afford limited or no opportunities for African-Americans to become head football coaches (Hill & Murry, 1997-1998).

Braddock's Perpetuation Theory

Braddock's (1980) Perpetuation Theory is based on the concept that African-Americans are hindered throughout their lifespan as a result of racial segregation (Wells & Crain, 1994). For that reason, minority school children who have had limited experiences in desegregated venues may encounter overt discrimination upon leaving their segregated schools for ones that are significantly more integrated (Braddock, 1980). Because African-American school children were rarely afforded opportunities to test their aptitude in integrated settings, many of them matured into adults believing that race serves as a barrier to their prosperity (Braddock, 1980). For African-Americans especially, this kind of barrier denies them access to informal networks that may provide entry into desegregated arenas, including employment and education (Braddock, 1980).

Wilson (1987) suggests that the greatest barrier to socioeconomic prosperity for African-Americans residing in the inner city is the extent by which they are disconnected from opportunities typically reserved for society's middle-class citizen. Dixon (1998), like Wilson (1987), asserts that racial segregation and discrimination stifle the employment prospects for African-Americans in a number of professions, including higher education.

McPartland and Braddock (1981) argue that segregation is a basic ingredient associated with Perpetuation Theory. For those African-Americans who have had limited exposure to desegregated surroundings, they become accustomed to segregated settings (Wells & Crain, 1994). Moreover, a number of African-Americans are guilty of self-perpetuation whether or not they intend to do so (McPartland & Braddock, 1981). Hoelter (1982) asserts that African-Americans perpetuate inequalities upon themselves when they are routinely absent from venues that harbor information that could otherwise advance their socioeconomic status. In some cases, African-American adults make a conscience decision to avoid integrated venues as a result of negative experiences in secondary school (Braddock, 1980).

McPartland and Braddock (1981), assert that most high school students' occupational goals are sharply influenced by their peers. Wells and Crain (1994) insist that African-American students who attend predominately white middle-class high schools benefit from the access to information typically associated with a socially advantaged peer group. According to Wells and Crain (1994), students who attend suburban schools are continuously exposed to college fairs, made aware of application deadlines, and assigned guidance counselors to assist them with the college application

process. On the other hand, students who attend predominately black inner-city high schools may not receive similar services (Wells & Crain, 1994). According to Lee (2002), minority students who attend segregated high schools are subject to lower test scores, weaker curriculums, and less-qualified instructors when compared to students who attend integrated high schools. As a result, students who attend racially segregated high schools are less likely to attend college and work in integrated settings (Lee, 2002).

Pettigrew (1965) asserts that segregation becomes problematic to African-Americans' social welfare when they deliberately avoid integrated venues. Braddock (1980) suggests that the racial discord lessens over time; however, African-Americans' refusal to enter particular settings is understandable based on historical patterns of racial segregation within the U.S.

Granovetter's Network Analysis

Networks among associates vary considering the seriousness of their relationship to one another. According to Granovetter (1973), societal networks consist of ties, which impact an individual's shared contacts. As a result, Granovetter (1973) isolates two kinds of ties: "strong" and "weak."

The strength of a tie is represented by four elements: time, emotional intensity, degree of intimacy, and reciprocal services. While each element is self-directed, studies reveal that they are interconnected. On one hand, strong ties typically exist within specific groups. As a result, strong ties become reinforced as contact increases among persons with similar interests. On the other hand, weak ties are prevalent in diverse

groups. Consequently, smaller diverse groups afford individuals maximum opportunity to develop contacts on a wider scale and provide access to otherwise undisclosed information (Granovetter, 1973).

Whereas Granovetter (1973) categorizes ties as being strong or weak, other researchers have studied the effects that social networks may pose on an individual's behavior. Barnes (1969) argues that a critical variable in determining an individual's activities is whether or not friends are closely connected. In other words, the more ties (friends) an individual has, the greater probability that an extended network exists. Similarly, Epstein (1969) suggests that individuals who interact frequently are likely to enhance their relationship. This rationalization is based on the perception that strong ties represent congested networks as opposed to weak ties that mostly represent receptive networks (Epstein, 1969).

Regarding the labor market, however, most economists agree that information regarding job openings result from personal contacts or by word-of-mouth. Granovetter (1973) asserts that this concept is especially evident for individuals seeking managerial positions. By using this analogy, one could make the argument that ties most likely exist between the individual who places an ad for a particular position and the person who is awarded the job (Granovetter, 1973).

In studies, Granovetter (1973) revealed that an unemployed worker who responds to a newspaper ad has a remote chance of securing the position. The newspaper ad does not afford an unemployed worker an advantage since no ties have been established with the person who posted the ad. In contrast, individuals who change jobs establish new networks while maintaining old ties. The maintenance of weak ties is equally important

should an individual decide to change jobs. Unemployed workers, for example, who establish ties throughout their careers, may consider maintaining an open dialogue with associates from previous jobs.

Similarly, Granovetter (1973) contends that individuals should consider the relationship of a tie to its social structure. Typically, weak ties are used more than strong ties as people advance in their chosen occupations (Lin, Ensel, & Vaughn, 1981). In most cases, the person who advances in a specific profession has made a connection with an influential person who can make a recommendation for job advancement (Granovetter, 1983). Further, Granovetter (1983) asserts that weak ties are particularly effective in reaching key leaders within an organization.

Although weak ties link diverse groups, some studies have proven otherwise. For example, Burt (1992) asserts that weak ties benefit male managers more often than female managers where contact with the dominant organizational structure is concerned. United States corporations have been studied at length regarding influential networks (Scott, 1991). The influence of these networks is typically based on three components: personal relations, capital relations, and commercial relations. According to Scott (1991), the majority of corporate executives recognize these components as essential to influence networks worldwide.

Granovetter (1973) argues, however, that weak ties are more effective than strong ties regarding employment. For example, individuals who are seeking employment are better equipped to manage the process if they have developed weak ties in conjunction with gathering occupational information. In other words, weak ties improve the probability of employment through personal contacts and access to employment

opportunities (Granovetter, 1973). According to Granovetter (1973), weak ties significantly enhance the amount of new occupational information relevant to individuals who are seeking employment.

To make a case for strong ties, some researchers assert that poverty-stricken people are more likely to rely upon strong ties versus weak ties (Ericksen & Yancey, 1977). According to Ericksen and Yancey (1977), people in this category are mostly young and African-American. For example, African-American families residing in the inner city trade food, cigarettes, and clothing as a means to survive the unfavorable conditions associated with poverty (Ericksen & Yancey, 1977). Wilson (1996) argues that poverty in the inner city results from joblessness. Further, shifts in the American economy during the 1970's significantly reduced employment opportunities for urban blacks (Wilson, 1996). African-American men, however, were affected most by the industrial transformation within the U.S. Consequently, some African-American men have made a conscience decision to abandon the labor market as a result of high unemployment rates (Wilson, 1996).

Ericksen and Yancey (1977) assert that repeated use of strong ties by disadvantaged groups is a way of coping with the mounting economic pressures they encounter daily. This group's economic opportunities are limited in terms of their ties to people who are rooted in similar circumstances (Ericksen & Yancey, 1977). In other words, their communities are disconnected from mainstream networks (Granovetter, 1983). Social networks where weak ties are absent provide marginal information to its constituents and systematically isolate entire groups. Without weak ties, information does not reach outside a specific group (Granovetter, 1983). For that reason, poverty-stricken

individuals are alienated by race, locale, and socioeconomic status, which deny them membership into conventional networks (Granovetter, 1983). For poverty-stricken individuals, second-rate social services are a daily reminder of their conditions. According to Granovetter (1983), weak ties represent bridges that play a central role in the collective lives of people throughout society. Without weak ties, however, disadvantaged communities remain incoherent regarding mainstream networks (Granovetter, 1983).

Granovetter (1973) asserts that the strength of a tie is typically characterized by an individual's repeated social interactions in familiar settings. Similarly, time, emotional intensity, reciprocal services, and intimacy represent the significance of a tie, with respect to one's social networks (Granovetter, 1973). While strong ties connect persons within similar circles, weak social ties fuse members of diverse groups (Granovetter, 1973). Strong ties are regarded as relationships among persons who share similar experiences and interact frequently (Granovetter, 1973). On the other hand, weak ties connect smaller diverse groups that provide individuals opportunities to develop social networks on a wider scale, and afford access to information that is otherwise unattainable (Granovetter, 1973).

Organizational Networks

Most employees share common networks within the workplace. According to Granovetter (1973), people who have more shared experiences with one another do not place restrictions on internal resources. Some employees, however, have limited contact

with executive board members and key administrators (Erickson, 1996). In general, North American corporations typically establish homogeneous networks that alienate women and minorities from organizational network systems (Scott, 1991). For this reason, African-Americans, Asians, Hispanics, and women's informal networks in corporate settings are distorted in terms of their access to upward mobility and organizational resources (Ibarra, 1995).

Erickson (1996) asserts that the most useful resource in any organization is understanding the ties that exist among the dominant culture. He suggests that individuals should consider the full-scale of network ties within an organization. By generating a variety of network ties within an organization, Erickson (1996) argues that underrepresented groups may establish a significant relationship between the dominant culture and its channels of information.

Research reveals that women and minorities regard limited access to informal organizational networks as problematic (Ibarra, 1993). Moreover, informal organizational networks encompass a variety of social and political resources. Career advancement, for example, is one of the many benefits associated with developing support systems within an organization. In contrast, limited access to informal networks significantly reduces the likelihood of job promotion and restricts women and minorities from completely engaging in an organization's culture. Ultimately, the access to resources within an organization is based upon the nature of relationships among individuals (Ibarra, 1993).

In the majority of U.S. corporations, women and minorities are underrepresented in leadership positions. Despite their efforts, both groups are subject to biases that impact their abilities to function in highly visible managerial positions (Ibarra, 1993). According

to Ibarra (1993), stereotypes and biases formed in dominant groups severely limit the opportunities for women and minorities to advance within certain organizations. Blalock (1967) contends that biases associated with minority groups intensify as their numbers increase within a dominant organization.

Ibarra (1993) argues that the network limitations experienced by women and minorities have more to do with a preference for homogeneous groups as opposed to ones that embrace diversity. Similarly, Brass (1985) argues that same sex or race interactions in most organizations are restricted because diverse groups are limited in number. In other words, women and minorities in most U.S. corporations are smaller in percentage and their network ties to key organizational personnel are restricted as well (Brass, 1985). Consequently, white males are the dominant culture in the majority of U.S. corporations, which makes them more likely to maintain positions of authority (Ibarra, 1993). For that reason, women and minorities are less likely than their counterparts to experience the rewards associated with dominant organizational network ties (Ibarra, 1993).

According to Ibarra (1993), studies reveal that women and minorities experience setbacks in organizational network development. Unlike their counterparts, women and minorities are seldom granted full membership into an organization's homogeneous group. In these instances, women and minorities have to decide between developing new networks for career advancement purposes or maintaining current networks and foregoing benefits associated with dominant organizational networks (Ibarra, 1993).

Scott (1991) argues that personal, capital, and commercial relationships are central to sustaining economic growth in the finance industry. Personal relations establish individual and kinship relationships among persons from various industries (Scott, 1991).

For that reason, a link is established between individuals as it relates to the exchange of information among industry executives. Capital relationships result from shareholding between two corporations. Families, for example, who invest in three or more business endeavors are typically connected to the financial institutions that supplied the resources necessary for the investment. The relationship established between the two groups is based primarily on investing and shareholding (Scott, 1991). Commercial relations involve the trading of goods and services among individuals in an interpersonal setting (Scott, 1991). Further, this kind of association is based on market transactions between two existing companies. Scott (1991) asserts that research with regard to commercial relations focuses primarily on the daily operations of the security and commodity markets.

Studies regarding corporate networks reveal a difference in practice based primarily on locale (Scott, 1991). In North America, for example, Domhoff (1970) investigated the informal networks established among the country's capitalist class. In this instance, elite corporate networks are formed. As a result, the framework of these networks centers on the exchange of financial information and the administrative decisions that underlie a particular corporation (Scott, 1991). Research into North American corporate practices recognizes that substantial ties exist between the various conglomerates. The network, for example, that exists among executive administrators and board members of prominent U.S. corporations illustrate how complex it is to penetrate factions once they are formed within an organization. In general, board members establish stringent parameters within corporate environments; thus, goods and services are traded among individuals with close ties (Scott, 1991).

Some economies, including Europe, Australia, Canada, South Africa, and New Zealand, emulate North America's industry structure (Scott, 1991). In these economies, the paradigm shift has gone from personal ownership to internal systems of control (Scott, 1985). According to Scott (1985), the homogeneous relationships that exist within the majority of corporations prevail because the activities are limited to a controlling interest group. Executive board members and chief administrators, however, remain the primary decision-makers at prominent corporations worldwide (Scott, 1991). For that reason, minorities are excluded from the social networks necessary for advancement in major corporations (Ibarra, 1995). Studies reveal that network structures among ethnic groups differ from that of the dominant culture in most organizations. Thus, minorities' access to key positions within the majority of U.S. corporations is limited (Ibarra, 1995).

Cox (1991) contends that African-Americans, Asians, and Hispanics are underrepresented in administrative positions in American corporations. Further, minorities only represent 12 percent of the individuals employed by Fortune 500 Companies (Cox, 1991). On the other hand, white managers are larger in number and have a greater opportunity to establish informal networks that may result in career advancement (Marsden, 1988). Cox and Nkomo (1990) assert that mainstream networks differ for minorities when compared to the dominant culture within organizations. For example, minorities who seek to advance their careers typically seek ties to persons beyond the scope of their peer group (Ibarra, 1995).

In addition to informal networks, studies illustrate that individuals are segregated in the workplace by other means (Erickson, 1996). Men and women, for example, typically articulate different social interests. The majority of men, for example, have

substantial knowledge of sports. According to Erickson (1996), sports have a significant role in the workplace. Sports topics, however, are discussed mostly among male employees who are in management positions. In general, men create social networks within corporations by dictating the culture and its language (Erickson, 1996). Most women, on the other hand, are not sports enthusiasts. Erickson (1996) asserts that women's interests center on family activities. Unfortunately, the majority of women's interests are regarded as insignificant within a male dominated corporate structure (Erickson, 1996).

African-American Males in the U.S. Labor Market

Braddock's (1980) proposal is useful when analyzing African-Americans' self-perpetuation patterns. According to Braddock and McPartland (1989), African-American males' attitude toward employment is typically cultivated in high school. They assert that black students who attend majority black high schools are less likely to work in settings that place them in close contact with white employees. Further, the researchers contend that black men are more likely to be steered toward part-time jobs, compared to black women who find themselves in white-collar jobs more often than their male counterparts. As a result, African-American men continue to endorse self-perpetuation as they seek employment in desegregated settings (Braddock & McPartland, 1989).

Most studies that focus on America's labor market direct attention to the disproportionately high number of black men who experience difficulties as they search for meaningful employment and access to higher education (Gadsden & Smith, 1994).

This group ultimately withdraws from positive settings for fear that they will experience negative social interactions. Black men, therefore, who experience segregation in areas including housing, employment, and education, can expect similar encounters throughout their lifespan (Braddock & McPartland, 1989). Gadsden and Smith (1994) contend that as children mature into adults, they must develop the cognitive ability to understand how social expectations of them can negatively influence their future.

Gadsden and Smith (1994) argue that the majority of studies concerning black men suggest that this group is irresponsible and ultimately incapable of coping with the responsibilities related to fatherhood or employment. Despite increasing research aimed at a number of issues regarding African-American men, the sources of most studies paint this group as perpetrators of violent crimes (Wilson, 1996). Lapchick (1995) argues that the majority of white Division I-A head football coaches perceive that the African-American culture is prone to criminal behavior. By endorsing negative images of an ethnic group, the perpetrator systematically denies the group access to opportunities for information and mobility (Granovetter, 1973). Braddock's (1980) Perpetuation Theory explains the overrepresentation of white coaches in a sport heavily populated by black athletes. As a result, African-American men are hampered by the underdevelopment of networks (Wells & Crain, 1994) in their pursuit to compete in the same way as their counterparts do for head coaching vacancies at Division I-A institutions.

These explanations offer insight into the circumstances of African-American men within the U.S., which may account for their underrepresentation in many professions, including head football coaches at Division I-A schools. Hill and Murry (1997-1998) assert that the majority of presidents and athletic administrators at Division I-A

institutions presume that African-American males lack the leadership and intellectual ability necessary to preside over a Division I-A football program. In the event that a Division I-A athletic director hires an African-American coach, the coach is primarily responsible for the recruitment and supervision of African-American athletes, rather than being assigned to a position of greater responsibility for the entire football program (Hill & Murry, 1997-1998).

Informal Networks in African-American Communities

In examining the social networks among African-Americans, a number of areas should be considered including traditional roles among men, access to employment, and educational opportunities (Smith & Kington, 1997). For those reasons, Smith and Kington (1997) contend that an individual's race may serve as a social status factor, which provides access to specific social networks. Skin color, for example, may influence such factors as socioeconomic status among certain groups (Ajrouch, Antonucci, & Janevic, 2001). Moreover, when race is utilized as a social phenomenon, minorities are more likely than their counterparts to experience discrimination in a number of venues (Ajrouch et al., 2001).

In many instances, social networks are primary resources that span over an individual's lifetime (Granovetter, 1973). Similarly, networks function as social capital, which may potentially serve as vital sources of information (Ajrouch et al., 2001). Generally, African-Americans have smaller social networks compared to their white counterparts. This reality may be credited to the notion that an increased number of

African-Americans are single, or have a shorter lifespan than Caucasians (Ajrouch et al., 2001). If the proposed concepts are widely held by mainstream society, African-Americans' access to potential support networks diminishes over time (Granovetter, 1973).

Informal networks among African-American women differ from those of African-American men. African-American women, for example, are at the center of most black families within the U. S. (Baker, Morrow, & Mitteness, 1998). Collectively, African-American women provide primary care to their children, spouses, and elderly family members. To fully appreciate the informal networks among African-American men, Baker et al. (1998) argue that social networks within this group must be examined from a historical perspective.

Baker et al. (1998) report that societal expectations stipulate that men serve as the primary custodians to their families. In the case of African-American men, however, social barriers and discrimination in the job market have made it difficult for this group to contribute financially to their families (Baker et al., 1998).

As the U. S. entered into World War II, employment within the industrial field was abundant. During that period, African-American men migrated from the South in record numbers to the naval shipyards in California and other manufacturing plants to find work. This migration, however, temporarily disconnected African-American men from their families. In many cases, African-American families were permanently alienated. As a result, long-term separation of African-American men from their families during World War II initiated the social network patterns that currently exist within African-American communities (Baker et al., 1998). In particular, these patterns of

separation have extended beyond the nucleus of the African-American family, and have shaped the social and economic conditions of African-American men both within and beyond their communities (Baker et al., 1998).

Studies reveal that the majority of African-American children are raised in predominantly female-centered households (Gadsden and Smith, 1994). Most studies, however, seldom associate the absence of African-American fathers in the home to poor educational attainment, job discrimination, or limited access to informal networks that may determine how these men participate in their children's lives (Gadsden & Smith, 1994). According to Gadsden and Smith (1994), African-American males' inability to become the primary wage earner in their family leads some researchers to conclude that this group is incapable of fulfilling their duties as fathers and principal wage earners (Gordon, Gordon, & Nembhard, 1994).

Like other ethnic groups, African-American men desire the role of primary-provider within their families (Gadsden & Smith, 1994). Further, spousal expectations and societal pressures reinforce the role of provider upon men. Bowman (1994) argues that the issues plaguing African-American fathers can be credited to their educational process. Many African-American boys, for example, are not taught problem solving skills, which may prepare them to fulfill positive roles such as fathers and primary wage earners. Bowman (1994) asserts that by failing to develop adequate problem solving skills, African-American boys will face barriers as they transform into manhood in areas of employment, fatherhood, and educational attainment. In the end, studies regarding African-American males are aimed at the failures within this group who reside in urban communities (Gordon et al., 1994). Thus, some researchers over exaggerate the social

conditions of African-American men, while failing to recognize the achievements of this population. Gordon et al. (1994) argue that the majority of researchers are concerned with the problems facing African-Americans men rather finding long-term solutions.

Diversity of Black Faculty and Staff in Higher Education

The recruitment and retention of minority faculty at predominately white colleges and universities continues to be problematic for educational administrators (Thurman, 2002). Sotello and Turner (2000) assert that Latinos, Native Americans, and African-American faculty are underrepresented at major U. S. colleges and universities. In particular, African-Americans and Hispanics are underrepresented in disciplines such as engineering and architecture while Asian- Americans are absent among college and university administrative positions (Sotello & Turner, 2000).

Similarly, the most visible area in higher education addressing the diversity issue has been athletics. Since the 1960s, athletic administrators at Division I-A schools have aggressively sought after substantial numbers of African-American athletes, by awarding them athletic scholarships to participate in collegiate football (Hill & Murry, 1997-1998). According to Greenburg (1996-1997), predominately white athletic departments were influenced to openly recruit black athletes following the Civil Rights Act of 1964. Unfortunately, no such networks have been made available within the academy to recruit black coaches who aspire to key positions in Division I-A football (Greenburg, 1996-1997). The issue regarding black coaches, however, will be discussed later in this chapter.

Studies show that despite decades of Civil Rights legislation, minority faculty members at major colleges and universities continue to experience barriers concerning advancement in their chosen disciplines (Kook, 1998). The Civil Rights Act of 1964 was the most widespread legislation passed in the history of the U. S. (Kook, 1998). Its purpose was to improve health care, employment opportunities, education, and housing for African-Americans. Recent studies, however, reveal that African-Americans continue to be underrepresented in a number of areas 40 years after the legislation was passed, even at the nation's major colleges and universities (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000). Statistically, black faculty account for roughly four percent of the professors and associate professors in higher education. In contrast, white faculty represents approximately 87 percent of the tenured faculty at U.S. colleges and universities (Allen et al., 2000).

Studies disclose that African-American faculty generally begin their careers in higher education at institutions that place a greater interest on teaching as opposed to research (Allen et al., 2000). The majority of African-American faculty, for example, identifies two obstacles that could possibly hinder their advancement within the academy. First, African-American faculty spend a considerable amount of time counseling and mentoring African-American students. This activity reduces the time African-American faculty members have to publish scholarly documents (Allen et al., 2000). Butner, Burley, & Marbley (2000) assert that African-American faculty regard mentoring and counseling as ways to enhance the experiences of African-American students within the academy. These counseling and mentoring activities, however, are regarded as nonacademic and are not rewarded in the same way as empirical research when African-

American faculty are being considered for tenure (Allen et al., 2000). Second, a number of African-American faculty argue that they are overloaded with teaching obligations. As a result, their ability to do research, write and publish scholarly work is limited. For this group, the requirement to publish articles and books becomes increasingly important due to their under representation at predominately white colleges and universities (Allen et al., 2000).

Allen et al. (2000) assert that without significant published material, African-American faculty inadvertently exclude themselves from the academic mainstream. The majority of African-American faculty who do publish, however, generate books and articles that center on social issues particularly within the African-American community. Despite efforts to address issues such as inadequate education for black school children, health care for single mothers, and job discrimination, these kinds of topics are regarded as nonacademic by most prestigious U.S. colleges and universities (Allen et al., 2000). By restricting the nature of research topics, major college and university tenure committees stifle the upward mobility of African-Americans within the academy (Jones, 2001). For that reason, Jones (2001) characterizes institutional discrimination as behavioral techniques used to manage an organization. Thus, the managerial practices have less to do with the recognition of diversity within the academy and more to do with mainstream traditions (Jones, 2001).

Moran (2002) argues that key administrators at major U.S. colleges and universities continue to struggle to achieve diversity where minority faculty are concerned. In the past 20 years, however, other institutions have surpassed the academy in promoting African-Americans, women, and other minorities into key positions.

African-Americans, for example, account for 26 percent of the enlisted soldiers in the U.S. Army. More importantly, 11 percent of the soldiers represent the officer corps and eight percent of this group has been promoted to the rank of general (Moran, 2002).

African-Americans in Higher Education Athletics

Studies reveal that African-Americans are not only underrepresented as head football coaches at Division I-A institutions, but fail to attain other key intercollegiate positions including assistant coaches, athletic directors, and offensive and defensive coordinators (Anderson, 1993). In an era when administrators at the majority of U.S. colleges and universities attempt to enhance cultural diversity in all areas, their efforts are generally targeted at increasing the number of minority faculty and students.

Anderson (1993) argues, however, that head coaching opportunities in Division I-A football are subject to a number of traditions. An assistant coach, for example, is a prerequisite to becoming a coordinator. In general, Division I-A head football coaches are selected from coordinator positions, and the majority of athletic directors are chosen from the available pool of Division I-A head football coaches (Anderson, 1993). However, Anderson's (1993) study reveals that approximately 13 percent of the Division I-A athletic directors had no coaching experience prior to accepting the position, versus 58 percent who had served as a head football coach. Only 29 African-Americans have served as athletic directors among the 836 colleges and universities in all divisions (Anderson, 1993). This figure, however, does not include Historically Black Colleges and Universities (Moran, 2002).

Studies show that a correlation exists between the position an athlete played while in college and the upward mobility within the sport following an intercollegiate football career (Anderson, 1993). According to Braddock (1981), the frequency with which an athlete plays a position on a collegiate football team is typically associated with an athlete's race. Anderson (1993) argues that race is a barrier, at least partially, to keep African-American candidates from entering the traditional pools from which head coaches, athletic directors, and coordinators are selected. According to Anderson (1993), intercollegiate football positions with the best chance for advancement are referred to as "central positions." On the other hand, intercollegiate positions with minimal chance for upward mobility are referred to as "noncentral positions." As a result, athletic directors who played college football were either quarterbacks or offensive linemen. In contrast, athletes who played the position of running back or wide receiver were African-American and absent from the pool of head coaches or athletic directors (Anderson, 1993).

Braddock (1981) argues that central positions on a football team include the quarterback, center, and guard. Further, Braddock (1981) asserts that central positions on professional football teams are typically associated with leadership abilities and are sought after when head football coaches are considered at the professional or collegiate levels (Braddock, 1981). Black athletes, on the other hand, are mostly relegated to noncentral positions on collegiate and professional football teams (Meggyesy, 2000). The majority of black athletes on collegiate and professional football teams are running backs and defensive backs. The positions, however, are viewed as only requiring strength and athletic ability (Meggyesy, 2000). Additionally, educational requirements are equally as important when hiring collegiate and professional head football coaches. Studies, for

example, reveal that the majority of college and university head football coaches have earned a bachelor's degree and another 70 percent have earned a master's degree (Braddock, 1981); therefore, educational prerequisites appear to be relevant in the selection process of assistants, coordinators, and head football coaches at the collegiate level (Braddock, 1981).

Anderson (1993) argues that career advancement for African-Americans in Division I-A football has been slow at best. College and university administrators, however, who claim to endorse racial diversity, have been reluctant to hire African-American head coaches to preside over collegiate football programs (Moran, 2002). The unwillingness of administrators to hire black coaches centers mostly on alumni and boosters' concerns about public relations and fundraising activities associated with most Division I-A head football coaching positions (Moran, 2002). During the 2002-2003 academic calendar, four African-American head coaches were represented among the 117 major college and university football programs in the U.S. (Moran, 2002). In contrast, nearly 50 percent of the student-athletes who played Division I-A football were African-American (Hill & Murry, 1997-1998).

Meggyesy (2000) asserts that black athletes heavily populate revenue-producing sports at the collegiate level. Since 1976, NCAA Division I-A revenue producing sports, in particular football and basketball, increased from $6.6 million to $267 million in revenues during the 1997-1998 academic calendar (Meggyesy, 2000). In recent years, football and basketball at major colleges and universities has become a multi-billion dollar industry. While black athletes are at the center of this industry, their opportunities to participate beyond the playing field have been limited. Black athletes, for example, are

overrepresented in positions on an intercollegiate football team that require strength, athletic ability, and raw talent. In particular, running back and defensive back positions are heavily populated by black athletes on most collegiate football teams (Meggyesy, 2000).

Historically, the quarterback and center positions were considered as thinking positions and reserved for white athletes (Meggyesy, 2000). In recent years, however, black athletes have assumed the starting quarterback position at Division I-A colleges and universities. Further, coaches and owners of professional football teams have acknowledged the abilities of black collegiate quarterbacks. For that reason, in 1999 three African-American collegiate quarterbacks were top selections in the National Football League (NFL) draft.

Despite the accomplishments of black athletes on the playing field, opportunities for upward mobility in their chosen sport after college has been limited (Meggyesy, 2000). Throughout the history of collegiate football, only about 20 African-Americans have presided over Division I-A football programs (Moran, 2002).

Willie Jeffries was the first African-American to oversee a Division I-A football program. Jeffries coached at Wichita State University from 1979 to 1982 (Moran, 2002). Jeffries, however, inherited a football program that had only one winning season in its last 15 years. According to Moran (2002), Jeffries compiled a 21-32-2 record as Wichita State's head football coach. Jeffries' best season as head coach at Wichita State was in 1982 when his team posted an 8-3 record (Moran, 2002).

Other African-American Division I-A coaches include Dennis Green, Cleve Bryant, Wayne Nunnely, Francis Peay, Willie Brown, James Caldwell, Ron Cooper, Ron

Dickerson, Matt Simon, Bob Simmons, Tyrone Willingham, John Blake, Tony Samuel, Dr. Fitzgerald Hill, Bobby Williams, and Jerry Baldwin.

Green coached at Northwestern University from 1981 to 1985 and Stanford University during the 1989 season (Moran, 2002). While at Northwestern, Green's team won three games during the 1982 season. Moran (2002) asserts that the three wins were the most by a Northwestern team since the 1975 campaign. Like Jeffries, Green inherited a football program that was plagued by countless double-digit losing streaks. After one season at Stanford, Green became head coach of the NFL's Minnesota Vikings (Moran, 2002). During his 10-year tenure with the Vikings, Green's team reached the postseason eight times (Mortensen, 2002).

Bryant coached at Ohio University from 1985 to 1989 (Moran, 2002). Prior to accepting the position at his alma mater, Bryant served as the running backs' coach for the NFL's New England Patriots from 1982 to 1984 (Moran, 2002). During his tenure at Ohio University, Bryant compiled a 9-44-2 record (Dodd, 1999). According to Dodd (1999), Bryant was fired after five unsuccessful seasons despite having one of the highest graduation rates of student-athletes among Division I-A schools. During a game against Northern Illinois University, for example, Bryant allowed four defensive starters to leave the game to take an examination (Dodd, 1999). University administrators, however, refused to reschedule the examinations. In the end, Bryant was pressured to win games with a yearly recruiting budget of $25,000 (Dodd, 1999).

Nunnely presided over the football program at the University of Nevada at Las Vegas from 1986 to 1989 (Moran, 2002). Nunnely, who played college football at UNLV, was the only student-athlete to return to UNLV as a head coach (Moran, 2002).

During his first year, Nunnely's team finished the season with a 6-5 record. Nunnely, the fifth head coach to oversee the UNLV football program, was unable to improve upon the 6-5 mark in the years that followed. Instead, the team struggled through three seasons of mediocre football (Moran, 2002).

Like Nunnely, Peay inherited a Northwestern University football program that had only won 13 games in the past 10 seasons (Moran, 2002). Peay coached at Northwestern from 1986 to 1991 (Moran, 2002). In all, Peay won 13 games as Northwestern's head football coach (Moran, 2002).

Brown coached one season at Long Beach State University (Moran, 2002). Following a 2-9 record after the 1991 season, Long Beach State administrators decided to drop the football program altogether (Moran, 2002). According to Henderson (2002), Long Beach State's football program lacked the financial resources to compete with other Division I-A programs within its conference. Brown, however, was recognized for coaching Terrell Davis, a retired running back who played professionally for the NFL's Denver Broncos (Banks, 2002). Davis, the Most Valuable Player selection for Super Bowl XXXII, spent his first collegiate season at Long Beach State. After Long Beach State administrators dropped the football program, Davis transferred to the University of Georgia where he completed his collegiate football career (Clayton, 2002).

For eight seasons, Caldwell presided over Wake Forest University's football program (Moran, 2002). Caldwell coached the Demon Deacons from 1993 to 2000 (Moran, 2002). Like his predecessors, Caldwell inherited a program with multiple losing seasons. When Caldwell took over Wake Forest's football program, the Demon Deacons had only mustered 10 winning seasons since the Atlantic Coast Conference (ACC) was

established in 1953. During his tenure at Wake Forest, Caldwell compiled a 26-63 record. Caldwell's best season at Wake Forest was during the 1999 campaign, when the Demon Deacons finished with a 7-5 record and a 23-3 victory over Arizona State University in the Jeep Aloha Bowl (Walker, 1999).

Cooper, on the other hand, presided over Eastern Michigan University's football program from 1993 to 1994 and the University of Louisville's program from 1995 to 1997 (Moran, 2002). Cooper took over an Eastern Michigan program that had only five victories in its last three seasons; and in two seasons with Eastern Michigan, Cooper compiled a 9-13 record (Moran, 2002). In contrast, Cooper posted a 7-4 record during his first season at Louisville. Subsequently, Cooper was fired after the 1997 season when his team compiled a 1-10 record (Nold, 2001). After three seasons at Louisville, Cooper compiled a 13-20 record (Morgan, 2002).

Dickerson coached at Temple University from 1993 to 1997. Dickerson's 3-8 record, in 1997, was Temple's best finish since the 1990 season (Moran, 2002). In 1991, the Temple football program joined the Big East Conference. Since joining the Big East, however, Temple's best record in the conference has been 3-4 (Morgan, 2002). Dickerson ended his tenure at Temple with an 8-47 record, to include a 4-31 record in Big East Conference games (Moran, 2002).

After three seasons as the head football coach at the University of North Texas, Simon was dismissed after disagreements with athletic administrators over scheduling games and improved funding for the football program (Moran, 2002). Simon presided over the University of North Texas football program from 1994 to 1997 (Moran, 2002). During his first season, Simon compiled a 7-4-1 record and won the Southland

Conference (Moran, 2002). As a head coach, Simon compiled an overall record of 18-26-1 (Moran, 2002).

Simmons directed the Oklahoma State University Cowboys' football program from 1995 to 2000 (Moran, 2002). Following the 1997 season, Simmons received Big 12 Conference Coach-of-the-Year honors after leading the Cowboys to an 8-4 record and their first bowl appearance (Alamo Bowl) since the 1988 season (Moran, 2002). Despite past achievements, Simmons was dismissed after three straight losing seasons (Moran, 2002). As the Cowboys' head coach, Simmons compiled a 30-38 record.

According to Dienhart (2002), African-American coaches rarely get an opportunity to oversee prominent Division I-A football programs. In the case of Blake and Willingham, however, the University of Oklahoma and Notre Dame are among the most prestigious collegiate football programs in the country (Dienhart, 2002).

Willingham served as Stanford University's head football coach from 1995 to 2001, but was hired as the University of Notre Dame's head coach to open the 2002 season (Moran, 2002). In 1999, Willingham become the first African-American head coach to take a Division I-A football team to the Rose Bowl in Pasadena, California. Similarly, Willingham became the first African-American to preside over any sport in the history of Notre Dame athletics (Jeffers, 2002). Prior to hiring Willingham, Notre Dame administrators hired George O'Leary, former Georgia Tech University head football coach (Jeffers, 2002). O'Leary resigned a few days later after Notre Dame administrators discovered portions of his resume were fabricated (Jeffers, 2002). In the meanwhile, Willingham started the season 8-0 and finished the 2002 campaign at Notre Dame with a 10-3 record (Lapointe, 2003).

For three seasons, Blake presided over the University of Oklahoma football program (Moran, 2002). Blake, who presided over the Sooners from 1996 to 1998, compiled an overall record of 12-22 (Moran, 2002). Unfortunately, Blake's record was the most irregular win percentage of any coach in the history of the University of Oklahoma football (Moran, 2002).

Samuel, a former University of Nebraska at Lincoln assistant coach and student-athlete, was hired to oversee New Mexico State University's football program in 1997 (Moran, 2002). Among the 20 vacancies in Division I-A, Samuel was the only African-American head football coach hired that year (Rhoden, 1997). Prior to accepting the position at New Mexico State, Samuel coached at the University of Nebraska for 11 seasons (Rhoden 1997). During Samuel's tenure at Nebraska, however, the teams compiled a 115-19 record and appeared in 11 postseason games (Rhoden, 1997). In comparison, Samuel compiled a 7-5 record following the 2002 season and finished second in the Sun Belt Conference at New Mexico State (Stege, 2002). The 7-5 mark was New Mexico State's best season since 1967. After six seasons at New Mexico State, Samuel compiled a 26-42 record (Stege, 2002).

Hill, who earned a doctorate in higher education from the University of Arkansas, was hired as the head football coach at San Jose State University in 2001 (Lapchick, 2001). Prior to accepting the post at San Jose State, Hill served 11 seasons as a full-time assistant coach at the University of Arkansas (Lapchick, 2001). In addition to his coaching experience, Hill served as a U.S. Army Lieutenant in Operation Desert Storm (Moran, 2002). Lapchick (2001) asserts that Hill has done extensive research on the topic regarding the hiring of African-American Division I-A head football coaches. During the

2000 Conference of the Black Coaches Association, Hill suggested that discrimination and "old boy networks" were the primary barriers hindering African-Americans' attainment of Division I-A head football coaching positions (Lapchick, 2001). During his four seasons (2001-2004) as head coach at San Jose State, Hill compiled an overall win-loss record of 14-33.

Williams, who was hired as Michigan State University's head football coach in 1999, was dismissed in November 2002 after a 49-3 loss to rival University of Michigan (Durbin, 2002). As a result of the loss, Michigan State's football program suffered its worse defeat in 55 years (Durbin, 2002). Entering the 2002 season, Michigan State was ranked 15th among other NCAA Division I-A football programs (Durbin, 2002). By mid season, however, the Spartans were 3-6 overall and 1-4 in the Big Ten Conference. In addition, Williams' 2002 Spartans were plagued by off field problems that possibly added to the team's poor record (Durbin, 2002). For example, Spartan quarterback Jeff Smoker sought professional therapy for substance abuse, and tailback Dawan Moss was accused of assaulting a police officer during a traffic stop (Durbin, 2002). Williams, who defeated the University of Florida in the 1999 Citrus Bowl 37-34, departed Michigan State with a record of 16-17 overall and 6-15 in Big Ten games (Durbin, 2002).

Baldwin presided over the University of Louisiana–Lafayette (ULL) football program from 1999 to 2001. Baldwin, however, was dismissed a year before his contract expired (Moran, 2002). In response to the decision, Baldwin filed a federal discrimination claim against the University. The case was filed in U.S. District Court (Rovell, 2002) in Lafayette on the anniversary of Baldwin's termination. The former head football coach alleges that University administrators hindered his ability to rebuild a mediocre football

program (Rovell, 2002). Rickey Bustle, who replaced Baldwin as head coach of ULL, compiled a 3-8 record in his first season. For Baldwin, the 3-8 record marked his final and most successful year at ULL. Baldwin concluded his tenure at ULL with a 6-27 record (Rovell, 2002).

Lapchick (2002) asserts that when African-Americans are hired as Division I-A head football coaches, the programs they inherit are typically inferior and the likelihood for success is minimal. While black athletes heavily populate Division I-A football, opportunities for black head coaches have been limited (Lapchick, 2002). In most cases, athletic administrators contend that African-American head football coaches cannot motivate white athletes, develop meaningful relationships with white alumni and boosters, or raise the necessary funds to support a nationally recognized Division I-A football program (Lapchick, 2002). According to Lapchick (2002), the average Division I-A coaches' compensation package exceeds $1,000,000 each year.

There were 25 Division I-A football coaching vacancies available following the 2001 season (Lapchick, 2002). White coaches filled 24 of these available positions. Dr. Fitz Hill was the only African-American coach hired to preside over San Jose State's football program (Lapchick, 2002).

Following the 2002 collegiate football season, an African-American coach was hired to fill one of 17 head coaching vacancies among the 117 Division I-A institutions (Mihoces, 2003). Karl Dorrell was hired by the University of California at Los Angeles and is only the 18th black head football coach in Division I-A history (Mihoces, 2003).

There were four African-American head football coaches in place to preside over Division I-A programs during the 2003 season (Mihoces, 2003). The 2003 coalition of

Division I-A African-American head football coaches was comprised by Dorrell at UCLA, Samuel at New Mexico State, Willingham at the University of Notre Dame, and Hill at San Jose State University (Moran, 2002).

African-American Coaches in the Big 12 Conference

In many ways, the merger between the Big 8 and Southwest Conferences was born out of necessity (Cartwright, 1995). Established in 1915, the Southwest Conference was considered as having the most talented athletes in the country. In other words, most high school athletes from Texas decided to play their collegiate football in the state and attended the likes of Texas Christian University, Texas A&M University, and the University of Texas at Austin (Cartwright, 1995). Further, many of the legendary gridiron battles in the Southwest Conference were between the Razorbacks of the University of Arkansas and University of Texas Longhorns (Suggs, 2001). By the mid 1960s, however, Conference officials began to recognize the abilities of African-American athletes (Cartwright, 1995). The Big 8, on the other hand, has roots in the Missouri Valley Intercollegiate Athletic Association, which was established in January 1907 (McCallum, 1979).

By 1928, the Missouri Valley Conference consisted of ten collegiate football programs: University of Kansas, University of Missouri, University of Nebraska, Washington University (St. Louis), Iowa State, Drake University, Kansas State, Grinnell (Iowa), University of Oklahoma, and Oklahoma State (McCallum, 1979). In spite of the Missouri Valley Conference expansion, seven of the state supported institutions withdrew

from the conference to form the Big 6 conference. In 1950, the University of Colorado left the Skyline Conference to become a member of the Big 6 Conference, expanding the conference to seven teams. The Big 8 Conference, however, was not complete until June 1957 when Oklahoma State (former Southwest Conference member) rejoined former members of the Missouri Valley Conference (McCallum, 1979).

Since its inauguration, in February 1994, the Big 12 Conference has emerged as a dominant Division I-A football conference (Maisel & Thomsen, 1998). For example, three seasons after the conference was formed Big 12 teams compiled a 30-8 record against non-conference opponents and qualified for postseason bowl games (Maisel & Thomsen, 1998).

Prior to the merger between the Big 8 and Southwest Conferences, the University of Nebraska at Lincoln reigned as the premiere football program in the Big 8 conference. Similarly, Texas A&M University emerged as a dominant football program in the Southwest Conference prior to the merger with the Big 8 Conference (Maisel & Thomsen, 1998). According to Dienhart (2000), fans and coaches alike were not sure what to expect when officials from the Big 8 and Southwest Conferences agreed to merge and form the Big 12 Conference.

In the past 10 years, however, the Big 12 has captured the collegiate football community's attention. Further, the Big 12 hosts a title game at the end of the regular season to decide the best team in its conference. In comparison, the Southeast Conference (SEC) hosts a similar conference game at the end of the regular season (Dienhart, 2000). Unlike the Big 12 Conference, SEC school officials have only hired one African-American coach since the conference was formed in 1953 (Blackistone, 2003). On the

other hand, Big 12 school administrators have hired two African-Americans since the conference was established in 1994 (Tramel, 2002).

Sylvester Croom, who was passed over for the University of Alabama head coaching vacancy in 2003, was hired as Mississippi State's head football coach to open the 2004 season. Croom is the first African-American head football coach in the history of the SEC. Ironically, Croom was one of the first African-American athletes to play football at the University of Alabama under legendary coach Paul "Bear" Bryant (Russo, 2003). Croom, a former starting Alabama center, was instrumental in the Crimson Tide's national championship season in 1973 (Russo, 2003).

Bob Simmons, who served as an assistant coach at the University of Colorado at Boulder, was hired as Oklahoma State's head football coach in 1995 (Layden, 1995). As a result, Simmons became the first African-American coach in the history of the Big 8 and subsequently the Big 12 Conference (Layden, 1995). Simmons inherited an Oklahoma State football program that had been placed on probation in 1988 for recruiting violations and had won only 18 games during the previous six years. While at the University of Colorado, Simmons was instrumental in leading the Buffaloes to a Division 1-A National Championship in 1990 (Layden, 1995).

In all, Simmons spent 20 years at four different schools to include the University of West Virginia where he coached linebackers for eight years prior to becoming the head football coach at Oklahoma State (Layden, 1995). Simmons, however, was surprised to learn that fellow Colorado assistant coach Rick Neuheisel was named the head football coach at Colorado at the same time Simmons was hired at Oklahoma State (Layden, 1995). Simmons, a candidate for the University Colorado position, finished behind

Neuheisel who was awarded the position after serving only one year with the Colorado football program. The decision, however, to hire Neuheisel over Simmons was met with criticism by the Rainbow Coalition. According to Layden (1995), the organization viewed Neuheisel's hiring as controversial and reprimanded Colorado athletic officials for their decision and hiring practices.

John Blake, on the other hand, presided over the University of Oklahoma football program for three seasons. From 1996-1998, Blake compiled a 12-22 record (O'Brien, Mravic, & Kennedy, 1998). During his final season with the Oklahoma football program, Blake's Sooners won three of their four remaining games to end the 1998 campaign with a 5-6 record. Statistically, Blake's record as a head coach remains among the worst winning percentages (.353) in the history of the Oklahoma football program (O'Brien et al., 1998).

Despite having two years remaining on his contract, the University of Oklahoma Board of Regents voted 4-2 to dismiss Blake in November 1998 (O'Brien et al., 1998). Following Blake's dismissal, the Board of Regents and University of Oklahoma athletic officials began the search for the school's fourth head football coach since the 1994 season (O'Brien et al., 1998).

Prior to becoming the Sooners head coach, Blake served as a graduate assistant with the University of Oklahoma football program from 1985-86. From 1987-92, Blake served as assistant defensive line coach, tight ends and receivers' coach, and linebacker coach (Russo, 2003). In 1993, Blake left the University of Oklahoma football program and accepted a position with the NFL's Dallas Cowboys as defensive line coach. Blake was instrumental in the Cowboys' two Super Bowl titles during the 1993 and 1995

seasons (Russo, 2003). In 2003, the former Sooner nose guard and three-year letterman accepted a position with Mississippi State's football program as defensive line coach (Russo, 2003).

According to Tramel (2003), head coaching positions in Division I-A football are slowly opening for African-American coaches. Despite progress in recent years, some barriers remain constant for this select group since the majority of Division I-A head coaches are selected from coordinator positions. During the 2002 collegiate football season, for example, only 12 African-Americans served as coordinators among the 117 Division I-A colleges and universities (Tramel, 2003).

While Oklahoma State and the University of Oklahoma were among the first Big 12 schools to hire African-American head football coaches (Tramel, 2003), the institutions remain behind in the overall hiring of minority coaches and athletic administrators. Tramel (2003) asserts that like most organizations, networking is significant where hiring collegiate head football coaches is concerned. In most cases, Division I-A athletic directors hire head football coaches who they have become acquainted with over time (Tramel, 2003).

In the end, those African-Americans who have presided over Division I-A football programs usually inherited a mediocre program or one that has been placed on NCAA sanctions. Similarly, African-American coaches are rarely afforded the opportunity to preside over high profile collegiate football programs like Notre Dame and the University of Oklahoma (Tramel, 2003). Despite the small number of African-American head football coaches who preside over Division I-A programs, the Big 12

posted a better record than most conferences when hiring African-American head football coaches (Tramel, 2003).

African-Americans in the National Football League

According to Leo (2003), African-Americans represent between 60 percent and 70 percent of the athletes in the National Football League. Seemingly, former African-American professional athletes are not prime candidates for head coaching and executive positions in the NFL following the conclusion of their careers (Leo, 2003). Braddock (1981) argues that the underrepresentation of African-Americans in managerial positions in collegiate and professional football can be linked to the perpetuation of employment discrimination. While an organization's policies may prohibit discriminatory practices in the workplace, the persistence of job discrimination could be measured by outcomes and not an organization's policies (Braddock, 1981).

The NFL is comprised of 32 teams and 67 percent of its athletes are African-American. Advocates for fair hiring practices of African-American head football coaches include renowned attorneys Johnnie Cochran, Jr. and Cyrus Mehri (Moran, 2002). Cochran and Mehri investigated the hiring practices of black head coaches in the NFL. The attorneys are unwavering in their attempt to create opportunities for blacks and minorities in the NFL even if it means filing lawsuits against the organization (Mihoces, 2003). As a result of dismissals, five head coaching positions were available in the NFL following the 2002 season (Mihoces, 2003). Despite its ethnic composition on the football field, only one minority candidate was hired to fill one of the five NFL head

coaching vacancies (Mihoces, 2003). Marvin Lewis became the third black head coach to preside over a NFL team after he was hired by the Cincinnati Bengals (Mihoces, 2003). The two remaining black NFL coaches are Tony Dungy of the Indianapolis Colts and Herman Edwards of the New York Jets (Bell, 2003). Consequently, three black head coaches presided over NFL teams during the 2003 football season (Bell, 2003).

Whitlock (2002) asserts that black NFL athletes and former college players must take a stance on the hiring practices of college and professional head football coaches. While litigation is one way to address the hiring of minority head coaches, Whitlock (2002) argues that former collegiate athletes can influence the hiring process by getting involved with alumni groups and school administrators. As for black NFL athletes, their political influence increases in the NFL as signing bonuses get larger (Whitlock, 2002). In other words, major college and university athletic officials remain in contact with high-profile professional athletes once they enter the NFL. According to Whitlock (2002), professional athletes can influence college and university administrators, as well as NFL owners, to adequately address the issue of minority head football coaches. While Cochran and Mehri have challenged the issue from a legal vantage, the NFL and Division I-A institutions may take additional notice if professional athletes begin to voice their disapproval of collegiate and professional football hiring practices (Whitlock, 2002).

Summary

The review of literature presented in this chapter centered on Granovetter's Network Analysis and Braddock's Perpetuation Theory. The theories were discussed in

detail and associated with the diversity in higher education, specifically the underrepresentation of African-American Division I-A head football coaches (Lapchick, 2002). Perpetual segregation was examined among African-Americans who aspire to key positions as a coordinator, athletic administrator or head football coach within a NCAA Division I-A athletic department following their collegiate careers (Hill & Murry, 1997-1998).

CHAPTER III

Methodology

This study focused on the limited number of African-American Division I-A head football coaches. The years 1963, 1983 and 2003 were selected in order to gain a pulse of major college and university environments prior to and after the passage of the Civil Rights Act of 1964. The collection and assessment of empirical data in 20-year increments provided a snapshot of the demographic population for all Division I-A head football coaches studied.

Target Population

The population for this study consisted of all full-time NCAA Division I-A head football coaches for the years 1963, 1983, and 2003. A total of 349 coaches' biographies were reviewed for those years specified. In 1963, 120 schools participated in NCAA Division I-A football. During the 1983 season, 112 Division I-A institutions participated in football. Finally, 117 colleges and universities participated in Division I-A football during the 2003 season.

Data Collection

The procedure used to obtain the needed data included the consultation of various resources to identify the head coaches of each Division I-A institution for the respective year examined and to obtain the biographical information for analysis. The resources consulted included the NCAA, athletic departments (websites and sports information officers), the on-line College Football Data Warehouse, the College Football Hall of Fame website, and various websites identified by Google and Yahoo Internet search engines.

The NCAA was contacted directly in order to secure a current 2003 coaches' roster. The College Football Data Warehouse website was consulted for Division I-A coaches and conferences for 1963 and 1983, since many of the current athletic websites did not contain historical data. E-mail, mail and telephone calls were utilized to obtain coaches' biographies from colleges and universities not readily available on athletic department websites. In one instance, a self-addressed stamped envelope was mailed to the University of Louisville's Sports Information Director (SID) requesting data on coaches for 1983 and 1963. In return, a representative from Louisville SID's office responded by mailing the requested materials to the researcher's return address in Stillwater, Oklahoma.

On four occasions, former Division I-A head football coaches were contacted directly by telephone and/or e-mail as a means to collect data for this study. Gene Murphy, former head coach at California State University at Fullerton, and Dwight Wallace, former head coach at Ball State University, were contacted by telephone. Both

former coaches provided additional data relevant to their career progression leading to their assignments as head football coach of their respective universities. Eddie Biles, former head coach at Xavier University, was contacted by e-mail. The former head coach provided a detailed description of his coaching career leading to his selection as head football coach at Xavier. Steve Roberts, appointed head football coach at Arkansas State University in 2001, was also contacted by e-mail. Roberts provided additional data to the researcher with regard to the position he played as a football student-athlete.

Google and Yahoo search engines were used to locate additional articles and biographies as needed. In other instances, College Football Data Warehouse, College Football Hall of Fame, National Football Hall of Fame, and official NFL websites were used to gather data on former Division 1-A head football coaches. In addition, **http://www.hickoksports.com** and **http://www.phys.utk.edu/sorensen/cfr/cfr/Output/1870/CF_1870_Main.html** were utilized to gather biographical data on former NCAA Division I-A head football coaches as well as specific information on football conferences for 1963, 1983, and 2003. Lastly, Oklahoma State University, Virginia Military Institute, and Xavier University Libraries' Special Collections and Archive Departments were contacted by e-mail and telephone as a means to collect data on Division I-A head football coaches for 1963. In all three cases, the archive librarian replied immediately and forwarded the data by facsimile and U.S. mail.

Of the 349 profiles, four coaches were included in multiple data sets; therefore, their tenures as a NCAA Division I-A head football coach (regardless of institution) extended across more than one of the 20-year data snapshot groups within this study.

Further, Table 1 shows the number of Division I-A football conferences for each year studied. A number of the conferences, however, merged to form new conferences and other conferences discontinued participation in NCAA Division I-A football. In the end, the number of African-American head coaches who presided over major collegiate football programs in 1963, 1983 and 2003 were documented in Table 1 as well.

Table 1

Head Coaches in NCAA Division I-A Football Conferences

		1963		1983		2003	
	Division I-A Football Conferences	**Total**	**# African-Americans**	**Total**	**# African-Americans**	**Total**	**# African-Americans**
1	Atlantic Coast Conference	8	0	8	0	9	0
2	Big 10 Conference	10	0	10	1	11	0
3	Mid-America Conference	7	0	10	0	14	0
4	Southeastern Conference	12	0	10	0	12	0
5	Western Athletic Conference	6	0	9	0	10	1
6	Big 8 Conference	8	0	8	0		
7	Eastern Independent Conference	16	0	11	0		
8	Missouri Valley Conference	6	0	8	1		
9	Southwestern Athletic Conference	8	0	9	0		
10	Athletic Association of Western Universities	6	0				
11	Ivy League Conference	8	0				
12	Southern Conference	9	0				
13	Southwestern Independent Conference	16	0				
14	Big West Conference			7	0		
15	Pacific 10 Conference			10	0	10	1
16	Southern Independent Conference			12	0		
17	Big East Conference					8	0
18	Big 12 Conference					12	0
19	Mountain West Conference					8	0
20	Conference USA					11	0
21	Independents					4	1
22	Sun Belt Conference					8	1
		120	**0**	**112**	**2**	**117**	**4**

Data Analysis and Procedures

The following variables were identified for review and analysis for each coach's biography examined:

1. Degree and type (bachelor's, master's, doctorate, law, and medical).
2. Colleges and universities from which the degrees were earned.
3. If and where the individual played collegiate football.
4. If and where the individual played professional football.
5. Total number of years coaching at the high school level prior to the year under investigation.
6. Total number of years coaching at the college level prior to the year under investigation.
7. Colleges and universities where the individual previously coached.
8. Total number of years coaching professional football prior to the year under investigation.
9. Professional leagues and teams where individual coached.
10. Key collegiate coaching positions held prior to the year under investigation.

After the data was collected, it was entered into tables that contained the aforementioned information for all schools and coaches for each of the respective years studied. Following the process of compiling the data in each of the tables, it was then analyzed to identify trends within and across each data set. All data tables are included in Chapter Four.

CHAPTER IV

Findings

Presentation and Analysis of the Data

Presentation and analysis of the data as presented in this chapter is divided into three major areas regarding the credentials of Division I-A head football coaches from 2003, 1983, and 1963: educational attainment, playing and coaching experience, and key coaching assignments previously held. Educational attainment focused primarily on academic degrees. Playing and coaching experience document both institutional and position service. Key coaching assignments focused on high school, collegiate and professional service. Tables 2 through 12 present the data graphically in this chapter.

Analysis in terms of Network Analysis will focus on ties. The four components of time, intensity, intimacy and reciprocal services lead in this analysis. Granovetter (1973) contends that social networks consist of ties, which impact individual interactions. Further, he believes that the strength of a tie is characterized by four components: time, emotional intensity, degree of intimacy, and reciprocal services. The length of a contract measures time. Ties become stronger as a result of frequent interaction and the development of common interests among individuals. Closeness and emotional interaction are used as mechanisms to determine the intensity of relationships

(Granovetter, 1973). The extent that individuals confide in each other represents the degree of intimacy within relationships. The benefits that group members receive from their interaction within a network characterize reciprocal services.

Beyond the element of time, there were additional areas of data that were analyzed in this study that will demonstrate how network ties were strengthened over time and how this affects coaching pedigrees more than educational credentials (i.e. positions played).

Educational Attainment

All of the coaches studied held at least a bachelor's degree. However, there were also coaches who held terminal degrees in education, medicine, and law (see Table 2).

Table 2

Analysis of Educational Credentials

Types of Degrees	1963		1983		2003	
Bachelor's	**120**	**100%**	**112**	**100%**	**117**	**100%**
Graduate	**33**	**28%**	**39**	**35%**	**55**	**47%**
Master's	*33*	*28%*	*39*	*35%*	*55*	*47%*
Doctorate (Ph.D./Ed.D.)	*0*	*0%*	*3*	*3%*	*1*	*1%*
Doctor of Medicine (MD)	*1*	*1%*	*0*	*0%*	*0*	*0%*
Juris Doctor (JD)	*0*	*0%*	*0*	*0%*	*1*	*1%*

All Division I-A head football coaches in Table 2 held at least a bachelor's degree. While the number of coaches who held bachelor's degrees remained consistent for all years studied, the number of graduate degrees increased among the head football coaches from 1983 and 2003. In 1963, 33 or 28 percent of the 120 coaches held a

master's degree and one percent held a terminal degree in medicine and in 1983, 39 or 35 percent of the 112 major college head football coaches held master's degrees while three percent held doctoral degrees. The number of coaches who held graduate degrees in 2003 was much greater than for coaches from 1963 and 1983. In 2003, 55 or 47 percent of the 117 Division I-A head football coaches' held master's degrees. Moreover, one coach earned a doctoral degree and another held a law degree (juris doctor).

With regard to education, head coaches for all years studied held the minimal educational credentials prior to presiding over a Division I-A football program. Since there were no African-American head football coaches in 1963, educational data on African-American head football coaches is only analyzed for 1983 and 2003.

The vast majority of the coaches studied not only completed their education credentials while enrolled as undergraduate and/or graduate students, but also initiated and nurtured network ties that proved to be critical to the pursuit of their careers as head football coaches at Division I-A institutions. In reviewing the coaches' biographies for this study, I found that a majority of the coaches, more than half of the coaches in each year, held a position (volunteer or paid) at their alma mater at some point in their career prior to the years studied. See Table 3 below.

Table 3

Previous Coaching Experience at Alma Mater

	1963	**1983**	**2003**
Yes	70	59	87
	58%	*53%*	*74%*
No	50	53	30
	42%	*47%*	*26%*
Total	*120*	*112*	*117*

Ethnicity and Education

There were no African-American Division I-A head football coaches in 1963. On the other hand, two African-Americans presided over Division I-A football programs in 1983. While both coaches held bachelor's degrees, one of the coaches held a graduate degree. In 2003, African-American coaches accounted for four of the 117 NCAA Division I-A head football coaches. While all African-American coaches held bachelor's degrees, the two graduate degrees among African-Americans (master's and doctorate) were held by the same coach.

According to the data, educational attainment is significant among African-American and all other head football coaches. Fewer African-Americans, however, with the same undergraduate educational credentials have been selected as Division I-A head football coaches compared to their White counterparts. Table 4 summarizes this data.

Table 4

Analysis of Educational Credentials by Ethnicity

Types of Degrees	**1963**			**1983**			**2003**		
	African American	**All Others**	**Total**	**African American**	**All Others**	**Total**	**African American**	**All Others**	**Total**
Bachelor's Degree	**0**	**120**	**120**	**2**	**110**	**112**	**4**	**113**	**117**
Graduate Degrees	**0**	**33**	**33**	**1**	**38**	**39**	**2**	**53**	**55**
Master's	*0*	*32*	*32*	*1*	*38*	*39*	*1*	*54*	*55*
Doctorate (Ph.D./Ed.D.)	*0*	*0*	*0*	*0*	*3*	*3*	*1*	*0*	*1*
Doctor of Medicine (MD)	*0*	*1*	*1*	*0*	*0*	*0*	*0*	*0*	*0*
Juris Doctor *(JD)*	*0*	*0*	*0*	*0*	*0*	*0*	*0*	*1*	*1*

Both graduate degrees in 2003 were held by the same African-Ameericancoach.

Analysis of Educational Attainment

Educational attainment demonstrates the time and reciprocal services components of Granovetter's (1973) theory. Enrollment in a higher learning institution may be considered as the initiation of a long-term relationship, the length of which determines the strength of the network tie that is formed. The reciprocal services benefit is a result of these individuals' interaction within a specified network as students, which afforded them opportunities to later assume coaching positions within their alma mater network.

Collegiate Playing Experience

The date was examined to identify the college or university where each coach attended and subsequently played football. A review of all biographies shows that the majority of all Division I-A head coaches in the years studied played collegiate football: 97 percent in 1963, 95 percent in 1983, and 93 percent in 2003.

Table 5 below shows that the majority of these coaches participated in collegiate football at a major college or university. For the purpose of this study, a major college or university is classified as a NCAA Division I-A school. For all years studied, the number of coaches with collegiate playing experience at a major institution was 75 percent or greater.

Table 5

College Football Playing Experience by Institution

Division I-A Institutions	1963	1983	2003
*Major College/University	100	80	84
%	*86*	*75*	*77*
Other	16	26	25
%	*14*	*25*	*23*

* Major College/University is defined as all Division I-A schools
In 1963, 116 of 120 coaches (97%) played collegiate football
In 1983,106 of 112 coaches (95%) played collegiate football
In 2003, 109 of 117 coaches (93%) played collegiate football

Coaches from 1963, compared to the other two years studied, had considerably more Division I-A football playing experience. Eighty-six percent of the coaches from 1963 played collegiate football at a major college or university compared to 14 percent who played college football elsewhere. Similarly, a substantial number of head coaches from 1983 played collegiate football at a Division I-A school. For that year, 75 percent of the coaches played at a major institution versus 25 percent who played at other schools. In the final year studied, 2003, 77 percent of the head coaches participated in college football at a Division I-A school compared to 23 percent who played at other colleges and universities. The data in Table 5 suggests that playing football at a major institution may be related to the selection of NCAA Division I-A head football coaches.

Collegiate Positions Played

Among the 120 Division I-A head football coaches in 1963, 64 or 55 percent played a central position as a collegiate athlete. Twenty-three or 20 percent were

quarterbacks, 17 or 15 percent played guard, 11 or nine percent were tackles, 11 or nine percent played center, and two percent played on the offensive line. On the other hand, 50 coaches or 43 percent played non-central positions while participating in college football. Because the data was unattainable from the coaches' biographies, two of the coaches' collegiate positions were not listed in Table 6. Both coaches, however, did participate in football at their respective institutions.

Table 6

Analysis of Collegiate Positions Played

Collegiate Positions	1963		1983		2003	
"Central Positions"	**64**	**55%**	**65**	**61%**	**51**	**47%**
Quarterback	*23*	*20%*	*39*	*37%*	*34*	*31%*
Offensive Line						
Guard	*17*	*15%*	*6*	*6%*	*12*	*11%*
Tackle	*11*	*9%*	*7*	*7%*	*1*	*1%*
Center	*11*	*9%*	*6*	*6%*	*2*	*2%*
Offensive Lineman	*2*	*2%*	*7*	*7%*	*2*	*2%*
"Non-Central Positions"	**50**	**43%**	**41**	**39%**	**58**	**53%**
No Position Indicated	**2**	**2%**				
Total	**116**	**100%**	**106**	**100%**	**109**	**100%**

In 1963, 116 of 120 coaches (97%) played collegiate football
In 1983,106 of 112 coaches (95%) played collegiate football
In 2003, 109 of 117 coaches (93%) played collegiate football

In 1983, 65 or 61 percent of the coaches who participated in collegiate football played central positions. In particular, 39 or 37 percent played quarterback; six percent were guards; seven percent played tackle; six percent were centers, and seven percent were offensive linemen. In contrast, 41 or 39 percent of the Division I-A head football coaches for the same year played non-central positions as football student-athletes.

In the final year studied, 51 or 47 percent of the Division I-A head football coaches played a central position. Thirty-four or 31 percent within this group played quarterback, 12 or 11 percent were guards, one percent played tackle, two percent played center, and two percent were offensive linemen. With regard to those coaches who played non-central positions, 58 or 53 percent of the Division I-A head football coaches from 2003 were in this category.

A substantial number of head coaches played central positions in 1963 and 1983; 55 percent and 61 percent respectively. In 2003, however, that number decreased to 47 percent among those coaches who played central positions as collegiate student-athletes. The majority of the coaches studied, for example, played quarterback while participating in college football. As documented in the review of literature (Anderson, 1993) the quarterback position is one that typically leads to head coaching positions within NCAA Division I-A football programs (Hill & Murry, 1997-1998).

In contrast, the guard position was not occupied to the extent of the quarterback position among the years studied. The guard position is related interestingly to the selection process of major collegiate head football coaches based on the findings of this study. Ultimately, central positions appear to have some importance or relationship in the selection process of Division I-A head football coaches. With regard to central positions, 2003 was the only year that revealed a decline in the number of coaches who played central (47%) versus non central (53%) positions.

Collegiate Positions Played by Ethnicity

In 1963, there were no African-American coaches who presided over major collegiate football programs. As noted previously, 64 of the head coaches played central positions in collegiate football, versus 50 who played non-central positions. Table 7 summarizes these data.

Table 7:

Analysis of Collegiate Positions Played by Ethnicity

Collegiate Positions	**1963**			**1983**			**2003**		
	African American	**All Others**	**Total**	**African American**	**All Others**	**Total**	**African American**	**All Others**	**Total**
"Central Positions"	0	64	**64**	0	65	**65**	1	50	**51**
"Non-Central Positions"	0	50	**50**	2	39	**41**	3	55	**58**
No Position Indicated	0	2	**2**	0	0	**0**	0	0	**0**
Total	0	116	**116**	2	104	**106**	4	105	**109**

In 1963, 116 of 120 coaches (97%) played collegiate football
In 1983, 106 of 112 coaches (95%) played collegiate football
In 2003, 109 of 117 coaches (93%) played collegiate football

In 1983, two African-Americans were among the 112 Division I-A head football coaches. Both coaches, however, occupied non-central positions as college football student-athletes. In all, 65 coaches in 1983 played central positions compared to 41 who played non-central positions as student-athletes.

Among the four African-American Division I-A head football coaches in 2003, only one coach occupied a central position as a student-athlete. Overall, 51 coaches in the same year played a central position while participating in college football. With regard to

the remaining three African-American head coaches, they occupied non-central positions as football student-athletes and were among 58 coaches who played similar positions. For the three years studied, no less than 93 percent of the coaches participated in college football. While central positions were heavily occupied in 1963 and 1983 there was a decline in the number of coaches from 2003 who played central positions in college. Despite the drop in number, central positions appear to be relevant in the selection process of Division I-A head football coaches.

Analysis of Collegiate Positions Played

Playing experience at a Division I-A institution characterizes the emotional intensity and degree of intimacy components of Granovetter's (1973) theory, in addition to time. While enrollment and participation at a postsecondary institution initiates the time component of the theory, as described above, collegiate football playing experience intensifies the individual's relationship within the network. In this case, the majority of the coaches studied played collegiate football, increasing the degree of intensity in their network relationships at their respective undergraduate and/or graduate institutions in comparison to the few individuals who did not participate in collegiate football. Further, for those individuals who participated in collegiate football at a Division I-A institution, the intensity and intimacy of the relationship tie are increased because these individuals were introduced into the Division I-A collegiate football network in a more intimate way than were individuals who did not play collegiate football and/or did not play at a Division I-A institution. In addition, the length of time of their interaction in the Division

I-A football network is longer than that of their counterparts, which increases the strength of their tie to this network.

I have made the case for all of the coaches' studied that the time component of Granovetter's Network Analysis Theory (1973) is critical and is initiated upon enrollment and participation in a postsecondary institution. While collegiate football playing experience is a factor that determines emotional intensity and degree of intimacy, the position(s) that an individual player is assigned to on the football team further affects the degree of intimacy of the network tie.

Players who are assigned to "central positions" experience a higher degree of intimacy within the network, because there is an increased value placed upon their analytical capabilities, in addition to their athletic talent. As a result of this higher degree of intimacy in the network as a student-athlete, these individuals also experience a higher degree of intimacy in the network as coaches, which is demonstrated by the fact that as little as 47 percent of the coaches (2003), and as many as 61 percent of the coaches (1983) played a central position.

Because African-American student-athletes are less likely to be assigned to a central position on the football team, the degree of intimacy of their interaction within the network is likely less intense than that of their counterparts. This appears to be an important factor in the network relationship that may also affect coaching positions that the individuals subsequently occupy.

Professional Playing Experience

The coaches' playing experience in the professional ranks was documented and reviewed. The four primary active professional football leagues identified as a result of this study included the National Football League, National Football League-Europe, Canadian Football League, and the Arena Football League. In addition, a number of the coaches played in professional leagues that are no longer active. These leagues were the All American Football Conference, American Football League, Continental Football League, World Football League, United States Football League, Professional Spring Football League, World League of American Football, and the X- Football League (XFL).

Table 8 reveals that five Division I-A head football coaches from 1963 played central positions as professional athletes. Two played quarterback; one was a tackle, and two played center. On the other hand, one coach played a non-central position as a professional athlete. Biographical data collected on 10 coaches did not specify if the coaches played a central or non-central position. The biographies, however, did confirm that all 10 coaches played professional football.

Table 8

Analysis of Professional Positions Played

Professional Positions	1963		1983		2003	
"Central Positions"	**5**	**31%**	**9**	**43%**	**7**	**47%**
Quarterback	*2*	*13%*	*5*	*24%*	*5*	*33%*
Offensive Line						
Guard	*0*	*0%*	*0*	*0%*	*0*	*0%*
Tackle	*1*	*6%*	*1*	*5%*	*0*	*0%*
Center	*2*	*13%*	*3*	*14%*	*1*	*7%*
Offensive Lineman	*0*	*0%*	*0*	*0%*	*1*	*7%*
"Non-Central Positions"	**1**	**6%**	**12**	**57%**	**8**	**53%**
No Position Indicated	**10**	**63%**				
Total	**16**	**100%**	**21**	**100%**	**15**	**100%**

In 1963, 16 of 120 coaches (13%) played professional football
In 1983, 21 of 112 coaches (19%) played professional football
In 2003, 15 of 117 coaches (13%) played professional football

Of the Division I-A head football coaches who presided over major college football programs in 1983, nine played central positions as professional athletes compared to 12 coaches who played non-central positions. Among those coaches who played central positions, five were quarterbacks; one was a tackle, and three played center. Further, the number of coaches who occupied central positions in the professional ranks increased from five in 1963 to nine in 1983. Regarding quarterbacks, the number of coaches who occupied the position increased from two to five in all the years studied.

In 2003, seven coaches played central positions in the professional ranks. Similar to the other years studied, more coaches played quarterback as opposed to other central positions. In this case, five coaches played quarterback, one occupied the center position,

and one was an offensive lineman. In contrast, eight coaches played non-central positions as professional athletes.

The number of coaches who played central positions as professional athletes increased from 31 percent in 1963, to 43 percent in 1983, and reached 47 percent in 2003. While there were more Division I-A schools in 1963, 120; and 2003, 117; those coaches who occupied central positions as professional athletes was similar to the number of coaches who played central positions as collegiate athletes as illustrated in Table 6. With regard to African-American coaches, three had professional playing experience in either the National Football League or Canadian Football League. While no African-American coach presided over a Division I-A football program in 1963, one African-American coach from 1983 had professional playing experience in a non-central position. Similarly, two of the four African-American coaches from 2003 played non-central positions as professional football athletes.

Analysis of Professional Playing Experience

While the analysis of professional football playing experience was important to this study, as it is a part of the coaches' pedigree, I found that professional experience is not as critical a variable in analyzing network ties in Division I-A head coaching positions, as are collegiate playing experience and coaching experience. In fact, the number of coaches with professional playing experience is less than 20 percent in each of the respective years analyzed in this study.

Professional football playing experience may further characterize the components of prolonged time and emotional intensity of Granovetter's (1973) theory, as it relates to the network of football in and of itself. However, since the great majority of pedigrees examined do not include professional playing experience, this variable does not present itself as a critical determinant of selection as a Division I-A head coach.

Coaching Experience

Coaching experiences were examined from three sources: high school, collegiate, and professional. Anderson (1993) maintains that assistant head coaching positions serve as a prerequisite in the selection of collegiate football coordinators. In most cases, Division I-A head football coaches are chosen from offensive and defensive coordinators (Anderson, 1993). As a result, former key coaching positions were examined within professional football and at the collegiate level.

Of the 120 Division I-A head football coaches in 1963, 59 had high school coaching experience. Twenty-five percent coached high school football one to five years, 13 percent coached at the high school level from six to 10 years, eight percent of the coaches had 11 to 15 years of high school coaching experience, two percent coached high school football 16 to 20 years, and two percent coached at the high school level 21 or more years. There were no African-American head football coaches in 1963. Table 9 summarizes these data.

Table 9

High School Coaching Experience

	1963				1983				2003			
Total years	**African American**	**All Others**	**Total**	**%**	**African American**	**All Others**	**Total**	**%**	**African American**	**All Others**	**Total**	**%**
0 years	*0*	*61*	*61*	*51%*	*1*	*51*	*52*	*46%*	*3*	*76*	*79*	*68%*
1-5 years	*0*	*30*	*30*	*25%*	*0*	*28*	*28*	*25%*	*1*	*22*	*23*	*20%*
6-10 years	*0*	*16*	*16*	*13%*	*1*	*11*	*12*	*11%*	*0*	*9*	*9*	*8%*
11-15 years	*0*	*9*	*9*	*8%*	*0*	*10*	*10*	*9%*	*0*	*5*	*5*	*4%*
16-20 years	*0*	*2*	*2*	*2%*	*0*	*2*	*2*	*2%*	*0*	*0*	*0*	*0%*
21+ years	*0*	*2*	*2*	*2%*	*0*	*1*	*1*	*1%*	*0*	*1*	*1*	*1%*
# years unknown					*0*	*7*	*7*	*6%*				
TOTAL	**0**	**120**	**120**	**100%**	**2**	**110**	**112**	**100%**	**4**	**113**	**117**	**100%**

In 1983, 60 collegiate coaches spent time within the high school ranks. Of this number, biographies for seven of the coaches did not specify the number of years of high school coaching experience. Twenty-eight of the coaches had one to five years experience; 12 coaches, including one African-American, had six to 10 years of coaching experience at the high school level, 10 coaches spent 11 to 15 years within a high school football program, and two coaches had 16 to 20 years of high school coaching experience. One coach had more than 20 years of experience at the high school level.

Fewer coaches from 2003 (33 percent) had high school coaching experience compared to those coaches from 1963 and 1983, 49 percent and 54 percent, respectively. Table 9 shows that 48 coaches had high school coaching experience during their careers.

Twenty-three coaches, including one African-American, had one to five years experience at the high school level; nine coaches had six to 10 years experience; five spent 11 to 15 years in high school football; and one coach served more than 21 years within the high school ranks.

The data regarding high school coaching experience reveals that a large number of coaches who became major collegiate football coaches did not coach high school football. For example, in 1963, 51 percent of the coaches had no high school experience compared to 46 percent in 1983, and 68 percent in 2003. It would appear that high school coaching was less of a determining factor in the selection of Division I-A head football coaches in later years. Moreover, high school coaching experience was not prominent among the African-American coaches studied. Of the two African-American coaches who had high school coaching experience, there was no more than 15 years of experience between the two coaches compared to other coaches with equal years of high school coaching experience.

Collegiate Coaching

Table 10 shows that among the coaches from 1963, only one did not coach at a college or university prior to becoming a Division I-A head football coach. In contrast, the remaining 119 coaches from 1963 had previous coaching experience within the collegiate ranks before presiding over the respective major college or university football program being examined. Six coaches had one to five years college coaching experience; 24 served six to ten years at the collegiate level; 46 coaches had 11 to 15 years in a

collegiate football program, 23 spent 16 to 20 years in college football, and 20 coaches accounted for 21 or more years of experience within the collegiate ranks. African-Americans were not represented among the major college and university head football coaches in 1963.

Table 10

Collegiate Coaching Experience

	1963				1983				2003			
Total years	**African American**	**All Others**	**Total**	**%**	**African American**	**All Others**	**Total**	**%**	**African American**	**All Others**	**Total**	**%**
0 years	*0*	*1*	*1*	*1%*	*0*	*1*	*1*	*1%*	*0*	*1*	*1*	*1%*
1-5 years	*0*	*6*	*6*	*5%*	*0*	*8*	*8*	*7%*	*0*	*2*	*2*	*2%*
6-10 years	*0*	*24*	*24*	*20%*	*1*	*13*	*14*	*13%*	*0*	*1*	*1*	*1%*
11-15 years	*0*	*46*	*46*	*38%*	*1*	*34*	*35*	*31%*	*2*	*11*	*13*	*11%*
16-20 years	*0*	*23*	*23*	*19%*	*0*	*32*	*32*	*29%*	*0*	*21*	*21*	*18%*
21+ years	*0*	*20*	*20*	*17%*	*0*	*22*	*22*	*20%*	*2*	*77*	*79*	*68%*
TOTAL	**0**	**120**	**120**	**100%**	**2**	**110**	**112**	**100%**	**4**	**113**	**117**	**100%**

In 1983, only one head coach did not have previous experience at the collegiate level before overseeing a Division 1-A football program. On the other hand, the remaining coaches had at least one year of experience within the collegiate ranks prior to becoming head coach of the respective Division I-A institution in the respective year examined. Eight coaches had one to five years of experience; 14 coaches, to include one African-American, had six to 10 years experience; 35 coaches, to include one African-American, spent 11 to 15 years within the collegiate ranks; 32 coaches had 16 to 20 years experience, and 22 coaches spent 21 or more years within the collegiate ranks.

Among the coaches from 2003, one coach did not have prior experience within the collegiate ranks before assuming the current Division I-A head football coaching post. The remaining coaches, however, did have prior experience at the collegiate level. Two coaches had one to five years of experience; one coach had six to 10 years experience; 13 coaches, to include two African-Americans, spent 11 to 15 years within the college ranks; 21 coaches had 16 to 20 years of experience, and 79 coaches; including two African-Americans; spent 21 or more years coaching collegiate football.

Overall, collegiate coaching experience was more important for some coaches than others prior to filling head coaching vacancies. For example, one Division I-A head football coach in each year studied had no former coaching experience at the college level. With regard to African-American coaches studied, this group spent more time in various coaching positions before assuming head coaching posts at the institutions they represented for the years examined. In other words, lengthier assignments in coaching positions appear to be representative among African-Americans prior to assuming head coaching positions at Division I-A institutions.

Coaching at Division I-A Colleges and Universities

Table 11 reveals that the majority of coaches for all years studied had previously coached at a major college or university. Among the coaches from 1963, 91 percent coached at a NCAA Division I-A school before assuming the current head coaching post being studied. On the other hand, nine percent of the coaches from the same period coached collegiate football elsewhere prior to their selection as a major collegiate head

football coach at the specified institution. More importantly, the percentages of coaches who had experience at major institutions increased by four percent in 1983 and remained constant in 2003. In 1983, for example, 95 percent of the coaches had experience within a major collegiate football program. Five percent of the coaches from the same year, however, previously coached football at institutions not affiliated with Division I-A football. Similarly, coaches from 2003 accounted for 95 percent of all coaches for that year with pervious coaching experience at major colleges and universities. Coaches in the same category represented five percent who coached at schools that were not classified as major colleges or universities.

Table 11

Collegiate Football Coaching Experience by Institution

Division I-A Institutions	**1963**	**1983**	**2003**
***Major Colleges/Universities**	**106**	**101**	**104**
%	*91*	*95*	*95*
Other	*10*	*5*	*5*
%	*9*	*5*	*5*

* Major College/University is defined as all Division I-A schools

Major college/university indicates number of coaches who coached (in any position) at one or more Division I-A schools prior to holding the current head coaching position.

Other indicates the number of coaches whose previous coaching experience did not include any Division I-A schools, prior to holding the current head coaching position.

Ultimately, a relationship exists between those coaches who had experience at NCAA Division I-A institutions and the number of coaches selected as head football coaches. In 1963, there were 120 major schools that participated in major college football. Of that number, 106 coaches had pervious coaching experiences at a Division I-A institution. Among the 112 coaches from 1983, 101 spent time at major colleges and

universities prior to assuming the current head coaching positions being examined. In 2003, 104 of 117 Division I-A head football coaches had previous coaching experience at major football institutions prior to the current head coaching position. In the end, previous coaching experience at Division I-A schools was an important factor in securing future head coaching positions at major colleges and universities.

Coaching Professional Football

Coaching in the professional ranks was not as prevalent in 1963 as compared to 1983 and 2003. For example, 90 percent of the Division I-A head football coaches from 1963 did not coach professional football. In contrast, only nine percent of the coaches from the same year spent one to five years coaching professional football. Further, biographical data collected on one coach revealed that professional coaching experience was evident; but the number of years in the professional ranks was not documented in the coaches' biography. No African-Americans, however, held Division I-A coaching positions in 1963. Therefore, coaching data did not exist for this group. Table 12 summarizes these data.

Table 12

Professional Coaching Experience

	1963				1983				2003			
Total years	**African American**	**All Others**	**Total**	**%**	**African American**	**All Others**	**Total**	**%**	**African American**	**All Others**	**Total**	**%**
0 years	*0*	*108*	*108*	*90%*	*1*	*95*	*96*	*86%*	*2*	*79*	*81*	*69%*
1-5 years	*0*	*11*	*11*	*9%*	*1*	*8*	*9*	*8%*	*2*	*18*	*20*	*17%*
6-10 years	*0*	*0*	*0*	*0%*	*0*	*4*	*4*	*4%*	*0*	*11*	*11*	*9%*
11-15 years	*0*	*0*	*0*	*0%*	*0*	*3*	*3*	*3%*	*0*	*4*	*4*	*3%*
16-20 years	*0*	*0*	*0*	*0%*	*0*	*0*	*0*	*0%*	*0*	*1*	*1*	*1%*
21+ years	*0*	*0*	*0*	*0%*	*0*	*0*	*0*	*0%*	*0*	*0*	*0*	*0%*
# years unknown	*0*	*1*	*1*	*1%*								
TOTAL	**0**	**120**	**120**	**100%**	**2**	**110**	**112**	**100%**	**4**	**113**	**117**	**100%**

In 1983, 86 percent of the major collegiate coaches did not coach professional football. The percentage was less than in 1963, but it suggested that more coaches had professional football coaching experience. With regard to those coaches who coached in the professional ranks in 1983, eight percent, to include one African-American, had one to five years experience; four percent had six to 10 years experience; and three percent spent 11 to 15 years coaching professional football. Of the 112 major collegiate coaches from 1983, only one of two African-American coaches had professional coaching experience.

According to pedigrees examined for 2003, 69 percent of the coaches did not coach professional football prior to assuming the head coaching post at their respective institutions. In contrast, more coaches (30 percent) in 2003 had experience in professional

football as opposed to 1963 and 1983. Seventeen percent, to include two African-Americans, had one to five years in the professional ranks, nine percent had six to 10 years experience, three percent had 11 to 15 years of coaching experience in professional football, and one percent spent 16 to 20 years coaching in the professional ranks

In all, the number of major collegiate football coaches with previous professional coaching experience increased as established by the years examined. For example, 11 coaches from 2003 had six to 10 years of experience coaching professional football compared to four in 1983. Further, three coaches in 1983 spent 11 to 15 years coaching professional football compared to four in 2003 with similar coaching experience. Additionally, one coach in 2003 had 16 to 20 years of coaching experience in the professional ranks which was unmatched in the other years studied. While coaching professional football may not improve a coach's probability of assuming a Division I-A head coaching position, in recent years it is evident that more coaches acquired professional coaching experience during their careers.

Analysis of Coaching Experience

As with professional playing experience, high school coaching experience may further characterize the components of prolonged time, emotional intensity and degree of intimacy of Granovetter's (1973) theory, as it relates to the network of football in and of itself. Many of the coaches studied had some experience coaching in the high school ranks, ranging anywhere from one year to over 20 years. However, a large number of these coaches did not have any high school coaching experience: 51 percent, 46 percent

and 68 percent in 1963, 1983 and 2003, respectively. In addition, for individuals with high school coaching experience, the review of pedigrees does not demonstrate a sequential progression of coaching experience that begins with high school and progresses to collegiate or professional level coaching. Overall, the coaches gained experience at the various levels at varying times in their careers. This indicates that high school coaching provides important experience for the individuals, but is not a prerequisite for selection as a Division I-A head coach and may not necessarily affect the emotional intensity or degree of intimacy of the individual's Division I-A network ties.

Previous collegiate coaching experience is a major factor in supporting all four components of Granovetter's (1973) Network Analysis Theory. Beyond any prior experience at the collegiate level as a student and/or student-athlete, 99 percent of all of the coaches whose pedigrees were examined had previous collegiate coaching experience prior to the current Division I-A head coaching position in the year examined. Only one individual in each of the years studied was in his first year as a college coach.

Time and emotional intensity are demonstrated by the number of years of coaching experience. The greater the number of years of collegiate coaching experience, the stronger the network tie. In addition, emotional intensity and degree of intimacy are affected by the particular coaching positions held by the individual, which will be discussed in detail later in this chapter.

Granovetter (1973) asserts that strong ties are concentrated in particular groups. This is clearly demonstrated by the fact that 99 percent of the coaches have collegiate coaching experience prior to the current position. The review of the coaches' pedigrees also revealed the fact that many of the coaches gained experience at various institutions

by “moving” with other head coaches to be a part of their coaching staff. In some cases, there are coaches who were invited to move more than once to remain a part of the coaching staff network for a specific head coach. In other cases, some of the men were appointed to head coaching positions after the head coach they worked for moved to another coaching position, became athletic director, or retired. This is a clear example of the components of emotional intensity and degree of intimacy and how they develop into strong network ties.

Reciprocal services are demonstrated by the fact that many of these men benefit from their interaction within the collegiate coaching network. Not only do they gain relevant work experience, they also forge and nurture relationships within the closeness and intimacy of the coaching network that support and facilitate their career opportunities as collegiate coaches. Again, this is supported by the fact that very few of the Division I-A coaches examined in this study have little or no collegiate coaching experience.

Much like playing experience at a Division I-A institution characterizes the emotional intensity and degree of intimacy components of Granovetter’s (1973) theory, in addition to time, this is the same for coaching experience at a Division I-A institution. Collegiate football coaching experience intensifies the individual’s relationship within the collegiate football network. Further, for those individuals who previously coached collegiate football at a Division I-A institution, the intensity and intimacy of the relationship tie is increased because these individuals have been involved in the Division I-A collegiate football coaching network in a more intimate way than were individuals who had not previously coached collegiate football at a Division I-A institution. In addition, the length of time of their interaction in the Division I-A football coaching

network is longer than that of their counterparts, which increases the strength of their tie to this network.

As with professional playing experience, I found that professional coaching experience is not as critical a variable in analyzing network ties in Division I-A head coaching positions, as is collegiate coaching experience. Only a limited number of the coaches whose pedigrees were examined had any experience coaching in the professional ranks: 10 percent in 1963, 15 percent in 1983 and 30 percent in 2003.

Like professional playing experience, professional coaching experience may further characterize the components of prolonged time and emotional intensity of Granovetter's (1973) theory, as it relates to the network of football in and of itself. However, since the great majority of pedigrees examined do not include professional coaching experience, this variable does not present itself as a critical determinant of selection as a Division I-A head coach.

Key Coaching Positions

Table 13 shows that the majority of coaches held key positions in high school, college and/or professional football prior to their selection as Division I-A head football coaches at the current institution for the respective year being examined. With regard to the review of literature, time spent within certain coaching positions in major college football programs considerably increased coaches' probability of overseeing a Division I-A football program (Anderson, 1993).

In 1963, for example, two percent of the coaches served as offensive coordinators, four percent were defensive coordinators, three percent were assistant head coaches, and 18 percent served as athletic directors during their coaching tenure. Sixty-eight percent of the coaches in 1963 had previously held a head coaching position. No African-American coaches were represented among the Division I-A head football coaches in 1963.

Table 13

Key Coaching Positions Previously Held

	1963				**1983**				**2003**			
Key positions	**African American**	**All Others**	**Total**	**%**	**African American**	**All Others**	**Total**	**%**	**African American**	**All Others**	**Total**	**%**
Offensive Coordinator	*0*	*2*	*2*	*2%*	*1*	*20*	*21*	*19%*	*1*	*56*	*57*	*49%*
Defensive Coordinator	*0*	*5*	*5*	*4%*	*0*	*28*	*28*	*25%*	*0*	*49*	*49*	*42%*
Assistant Head Coach	*0*	*4*	*4*	*3%*	*0*	*11*	*11*	*10%*	*1*	*27*	*28*	*24%*
Athletic Director	*0*	*21*	*21*	*18%*	*0*	*4*	*4*	*4%*	*0*	*4*	*4*	*3%*
Head Coach	*0*	*81*	*81*	*68%*	*1*	*79*	*80*	*71%*	*1*	*75*	*76*	*65%*

**In 1963, Coaches are counted in each position category they held prior to their current head coaching position; therefore some may be counted more than once.*
**In 1983, Coaches are counted in each position category they held prior to the current position as head coach.*
**In 2003, Coaches are counted in each position category they held prior to the current position as head coach.*

In 1983, the number of coaches who occupied key positions increased in comparison to coaches from 1963. Nineteen percent served as offensive coordinators. This percentage included one African-American coach who presided over a major collegiate football program. Further, 25 percent were defensive coordinators, 10 percent

served as assistant head coaches, and four percent were athletic directors. Seventy-one percent of all head coaches in 1983 had previously held a head coaching position.

In 2003, almost one-half of the coaches had previously served as an offensive coordinator (49 percent), defensive coordinator (42 percent), assistant head coach (24 percent) or athletic director (3 percent). Nearly two-thirds (65 percent) of these coaches had held a head coaching position prior to their current head coaching position.

With regard to the offensive coordinator position, the number of coaches who served in the positions prior to the current head coaching position increased from 19 percent in 1983 to 49 percent, which included one African-American in 2003. The number of 1983 coaches who previously spent time as a defensive coordinator was 25 percent. The number, however, increased to 42 percent in 2003, which indicated that more coaches with experience as a defensive coordinator were serving as head coaches in Division I-A institutions during that period compared to the other years studied. There was an increase in the number of coaches who had previously served as an assistant head coach, from three percent in 1963, to 10 percent in 1983, and 24 percent in 2003. The number of coaches who had previously served as athletic directors decreased from 18 percent in 1963, to four percent in 1983 and three percent in 2003.

Seemingly, more coaches in 1963 (18 percent) served as athletic directors during their coaching tenure. It appears that a paradigm shift occurred with respect to the importance major collegiate athletic departments placed on the athletic director position compared to coordinator positions in the selection of Division I-A head football coaches in recent years as evidenced by a trend to separate the positions.

In all, African-Americans who presided over Division I-A football programs in 1983 and 2003 served in key positions as offensive coordinators, assistant head coaches and head coaches prior to their selection as head football coach at the current Division I-A institution for the respective year examined. This information is documented in the review of literature and reveals that more major college and university head football coaches have served in a key coordinator position prior to overseeing a Division I-A football program (Anderson, 1993).

Analysis of Key Coaching Positions

The components of emotional intensity, degree of intimacy and reciprocal services in Granovetter's Network Analysis Theory (1973) are affected by the particular coaching position that was held. Much like players, the coaches who are assigned to "central positions" experience a higher degree of intimacy within the network, because there is an increased value placed upon their analytical and leadership capabilities.

The experience and networking opportunities gained through these key leadership positions increase the emotional intensity and degree of intimacy of the ties within the network. Although it is possible to have attained a Division I-A head coaching position without having previously held one of the key coaching positions (offensive/defensive coordinator, assistant head coach, athletic director, head coach), the majority of the coaches' included in this study held at least one of these key coaching positions prior to the current head coach position in the respective years examined. At least two-thirds of

the coaches in each year studied had previously held a head football coach position: 68 percent in 1963, 71 percent in 1983, and 65 percent in 2003.

This also demonstrates the reciprocal services component of the theory, which supports Anderson's (1993) research that shows Division I-A head football coaches are selected from key positions; including assistant positions that often lead to coordinator positions.

Summary of the Analysis

The purpose of this chapter was to present and analyze data collected from 349 coaches' biographies for the years 1963, 1983, and 2003. In particular, the coaches' educational attainment, playing and coaching experiences, and key coaching positions previously held were studied for additional insight into the hiring process of NCAA Division I-A head football coaches. The biographies, which were collected from numerous sources, were examined through the theoretical lens of Braddock (1980) Perpetuation Theory of segregation and Granovetter's (1973) Network Analysis derived from "tie strengths."

Analysis of the 349 coaches' pedigrees revealed that collegiate playing experience and collegiate football positions played, along with collegiate coaching experience and collegiate coaching positions held, are key factors that develop and strengthen network ties that lead to individuals' selection as Division I-A head coaches.

Braddock's Perpetuation Theory (1980) is supported by this study's findings that demonstrate the limited selection and inclusion of African-Americans in key collegiate playing and coaching positions, which subsequently lead to head coaching positions.

Although there were a limited number of African-American coaches represented in the cohort of pedigrees examined in this study, their network ties within the Division I-A coaching network were weaker than those of their counterparts, primarily because the four components of the Granovetter's Network Analysis Theory (1973) were less intense and did not provide the same benefits for these individuals as for their counterparts. As such, Division I-A institutions continue to offer limited access to head coaching positions for African-American men (Hill, 2004).

CHAPTER V

Summary, Conclusions, and Implications

Summary

The purpose of this study was to employ Braddock's (1980) Perpetuation Theory and Granovetter's (1973) Network Analysis to illustrate how major college football primarily consists of African-American athletes on the playing field, but offers few opportunities for this group as head football coaches or other key coaching positions within the sport following their collegiate football careers. To accomplish this study, 349 Division I-A coaches' biographies from the periods of 1963, 1983, and 2003 were collected and examined. The first year, 1963, was used as a benchmark to establish the status of the progress African-Americans had made as Division I-A head football coaches following the passage of the 1964 Civil Rights Act.

The following questions guided the study:

1. How many African-American head football coaches presided over Division I-A football programs for the periods of 1963, 1983, and 2003? How has that number changed over time?
2. What were the pedigrees of Division I-A head football coaches for the periods of 1963, 1983, and 2003? How have the pedigrees changed over time?

3. In what ways do the tenets of Perpetuation Theory or Network Analysis appear to explain the documented pedigrees for major college and university head football coaches? What networks or ties are revealed?
4. What other realities are revealed?

The data collection phase of this study focused on specific aspects of college football to ascertain an explanation that might account for the limited number of African-Americans who occupy head coaching positions at Division I-A institutions. In particular, the data collection and analysis focused on the following aspects of Division I-A coaches' biographies from 1963, 1983 and 2003: educational credentials, playing and coaching experience, and key coaching positions previously held. The overall findings of the study will be discussed within the context of these four research questions.

Number of African-American Head Football Coaches

Over the course of the years included in this study, the number of African-American head coaches increased 200 percent, starting with none in 1963, increasing to two in 1983, and increasing again to four in 2003. Even still, the number of African-American head football coaches in Division I-A institutions is minute and remains far below a desirable level, in proportion to the number of African-American players who heavily populate the sport. While there has been a major percentage increase in the representation of this group within the cohort of coaches over time, the actual number remains extraordinarily low, especially in relation to the number of positions available: 120, 112 and 117 for each respective year studied.

Pedigrees of Head Coaches

The pedigrees revealed several credential factors that are supported by the literature with regard to the exclusion of African-Americans from opportunities that subsequently lead to head coaching positions in Division I-A institutions. In the study, I found that all coaches, at minimum held a bachelor's level degree. Some of the coaches held graduate and terminal degrees, but this was less than half of the cohort for any given year. Further, graduate and terminal degrees did not effect the appointment to a head coaching position in a specific conference within the division. These findings were true for all coaches in general, across ethnic groups.

The majority of all coaches studied played collegiate football at a major college or university (Division I-A). More than three-quarters of the coaches in each group studied played collegiate football at a Division I-A institution.

The assignment to a "central" position as a player in a collegiate football program was an important factor identified in the review of these coaching pedigrees. Nearly one-half of the coaches in each cohort played a "central" position in their collegiate football career: 55 percent, 61 percent and 47 percent, in 1963, 1983 and 2003, respectively. In keeping with what the literature reveals, the majority of the African-American head coaches (5 out of 6) included in this study played a "non-central" position during their collegiate football careers. While collegiate position played is not the only determining factor in consideration for a head coaching position, it is reflected as a critical factor in the data and should be considered a major factor of consideration in the selection process.

This is due to the fact that coaches often are assigned to coach positions that they previously played.

While the pedigrees revealed that some of the coaches did play professional football following their collegiate careers, there were so few of the men who played in the professional ranks that this variable did not present itself as a major impact factor on appointment into a head coaching position. High school coaching experience also was not identified as a major impact factor in the selection of individuals into Division I-A head coaching positions. A large number of the coaches did not have any experience coaching in the high school ranks prior to their current position as a head coach: 51 percent in 1963, 46 percent in 1983, and 68 percent in 2003. The finding was the same in the analysis of professional coaching experience. The majority of coaches did not coach in the professional ranks: 90 percent in 1963, 86 percent in 1983, and 69 percent in 2003.

The most important impact factor with regard to coaching experience was collegiate coaching experience: length of time and type of institution. Key coaching positions previously held was also reflected in the study as a major impact factor; however, this analysis included all key coaching positions held at both the collegiate and professional levels. Generally, the study revealed increases in time and experience in each of these areas over the three years being examined in this study.

Only one percent of the pedigrees examined for each year of the study reflected no collegiate coaching experience prior to the year being examined. Most of the coaches in 1963 and 1983 had 11-15 years of collegiate coaching experience prior to the year being examined: 38 percent and 31 percent, respectively. In 2003, however, the majority of coaches (68 percent) had 21 or more years of collegiate coaching experience prior to

the year being examined. Further, at least 90 percent of the coaches in each cohort studied had previous experience coaching in a Division I-A institution (in various positions).

Over the three years of the study, the number of individuals who previously held a head coaching position was consistent: 68 percent in 1963, 71 percent in 1983, and 65 percent in 2003. The study revealed increases in the number of individuals who had previously held other key coaching positions in the 1963, 1983 and 2003 cohorts: previous experience as an offensive coordinator increased from two percent, to 19 percent, to 49 percent, respectively; previous experience as a defensive coordinator increased from four percent, to 25 percent, to 42 percent, respectively, and previous experience as an assistant head coach increased from three percent, to 10 percent, to 24 percent, respectively.

Evidence of Perpetuation Theory and/or Network Analysis

The findings of this study that demonstrate the limited selection and inclusion of African-Americans in key collegiate playing and coaching positions, which subsequently lead to Division I-A head coaching positions, support Braddock's Perpetuation Theory (1980). African-Americans lack a presence or experience in relation to the key factors identified in this study due to self-segregation. However, the limited representation of African-Americans in all of the key factor areas suggests that such segregation is externally and/or institutionally imposed. This is further supported by the weak and limited network ties that African-Americans experience.

The pedigrees of the African-American coaches contained the key elements and qualifications that the study found to be pertinent in the selection as a Division I-A head coach. However, the evidence reveals that the four tenets of Granovetter's Network Analysis (1973), time, emotional intensity, degree of intimacy, and reciprocal services, were less intense for this group of individuals and did not provide the same benefits for African-American coaches as for their counterparts. The interconnectedness of these four tenets also serves to increase the intensity of the network ties. Thus, the collective impact of the four tenets was greater for non-African-American coaches in this study because they experienced greater network ties within each of the separate tenets.

Other Realities Revealed

The primary additional reality that was revealed by this study is that race/ethnicity remains a determining factor in Division I-A college football, as it relates to the selection and appointment of head coaches. While there was an increase in the number of African-American head coaches in each year studied, the number remains small overall less than five percent.

Another reality that was revealed is the fact that racial selection and segregation remains an inherent part of the collegiate football institution at all levels, beginning with the players. While there is some self-segregation among African-American players who choose to play positions that demonstrate speed and athletic prowess, there remains an overrepresentation and selection of non-African-American players to the key positions

that establish critical network ties that will nurture and support subsequent careers in collegiate coaching.

It is imperative for African-Americans that critical network ties be established early and maintained, if the goal is to become a head football coach at a Division I-A institution. The effect of race/ethnicity begins as early as the collegiate playing career, and continues to effect individuals several years down the road as they seek to establish and maintain coaching careers in Division I-A institutions. These individuals must recognize the key factors that impact the network ties which support effective careers in this arena, and seek out ways to incorporate themselves and participate in the networks that will nurture and develop their careers as coaches.

Conclusions

The findings of the study lead to a number of conclusions. The first is that despite the advances made and the increases in diversity awareness initiatives since the Civil Rights Act of 1964, and the appointment of the first African-American head football coach at a Division I-A institution in 1979, the number of African-American head football coaches remains low. I can also conclude that, with regard to educational attainment, the number of degrees held and/or the highest level degree held had a minimal effect on the selection to a key coaching position at a Division I-A institution.

Additionally, I can conclude that a correlation exists between playing football and coaching at a major college or university and a subsequent appointment as head coach at a major college or university. Individuals who played a key collegiate football position

(e.g., quarterback or guard) were more likely to be assigned to coach key football positions and, therefore, more likely to be appointed to a head coach position. Therefore, if African-Americans are not gaining playing experience in the key positions, they will less likely be assigned to coach a key position and are more likely to be excluded from head coaching opportunities at major colleges and universities.

I also now know that collegiate coaching experience is the most critical determining factor for selection or appointment to head coaching positions, especially in Division I-A football. Almost all (99 percent) of the coaches studied had collegiate coaching experience prior to the pedigree year examined. This, however, was not the case for professional and high school coaching experience. Further, the number of years of collegiate coaching experience and type of institution were more important factors than high school and professional coaching experience.

This study revealed evidence that supports Grannoveter's Network Analysis Theory (1973) and Braddock's Perpetuation Theory (1980). Most importantly, it revealed that there is a fraternal circle, a type of "brotherhood," that exists in the Division I-A football arena. Evidence identified in the study shows that network ties must be established early in an individual's collegiate playing and coaching career, in order to improve his chances of being appointed as a head football coach at a major college or university. Those individuals, whose ties are less lengthy and/or rooted less deeply, are less likely to be appointed to a head coaching position, especially with some of the well-known and/or highly-regarded institutions. Based on the review of pedigrees, the African-Americans who were head football coaches in the years studied were less connected within the Division I-A network than were their counterparts.

Implications of the Study

Du Bois (1903/1999) revealed in *The Souls of Black Folk* that race, the color-line, was the most significant discord facing mankind in the 20th Century. The problem described by Du Bois (1903/1999) centers on the recognition that one's race typically serves as an obstacle to equal opportunity especially where African-Americans are concerned.

Advocates of fair hiring practices insist that a pattern exists in the hiring of African-American and White coaches. African-American coaches, for example, typically have the same credentials as their White counterparts. Therefore, it appears that White candidates are more qualified since they are hired more often than African-American coaches (Hughes & Wright, 2003). This is evidenced by the findings of this study, which demonstrate comparable credentials (Wieberg, 2004) among the African-American and White coaches studied, but still a limited number of African-American head coaches overall, and a minimal increase in the number of African-Americans over the span of this study. Wieberg (2004) asserts that African-Americans account for 52 percent of the participants in Division I-A football; but the institutions have a dismal record of hiring this group as head football coaches. Further, only six minority coaches have been hired to oversee major collegiate football programs within the past seven years (Wieberg, 2004). While the number of African-American athletes who participate in revenue-generating sports at major institutions has increased in recent years, this group is typically denied the opportunity to demonstrate their decision-making abilities within colleges and universities athletic departments following their collegiate careers (Dent, 1987).

Dent (1987) claims that African-American athletes heavily populate football and basketball at most Division I-A institutions. In particular, this group accounted for 55 percent and 40 percent respectively of the basketball and football student-athletes on scholarships at major colleges and universities. Combined the two sports generate enough revenue to support the remaining sports and coaches' salaries within NCAA Division I-A athletic departments. Despite African-American athletes' significant presence in football and basketball at major institutions, few have been given the opportunity to excel as head coaches (Dent, 1987). Just as institutionalized discrimination hinders African-American faculty from attaining tenure at major institutions, African-Americans aspiring to key positions within collegiate athletics has been hampered as well. In particular, this group is generally absent from positions at major colleges and universities that involve decision-making (Dent, 1987).

In many instances, African-American workers are stereotyped with respect to the performance of certain kinds of jobs in the workplace by their White counterparts and/or potential employers (Gagala, 1973). Therefore, the majority of White workers maintain a sense of control in the workplace by denying African-Americans the same sense of authority after they have been hired to work within the same organization (Gagala, 1973).

During the 2003 Division I-A football season, for example, four African-American coaches or 3.4 percent presided over their respective programs: Karl Dorrell at the University of California at Los Angeles (UCLA), Tyrone Willingham at Norte Dame, Dr. Fitzgerald Hill at San Jose State University, and Tony Samuel at New Mexico State University (Hughes & Wright, 2003). Since this study began, Willingham and Samuel were both fired. Further, Dr. Hill resigned from his position in order to pursue a teaching

assignment (Suggs, 2004). Willingham, however, was hired as the University of Washington's head football coach a few weeks following his dismissal from Norte Dame (Thamel, 2004).

African-American coaches rarely receive a second opportunity to preside over another Division I-A football program following a dismissal. Willingham, however, is the first African-American coach to be rehired immediately after being terminated (Thamel, 2004). With the hiring of Willingham, three African-American head football coaches will oversee major collegiate football programs during the 2005 season. The remaining coaches are Dorrell at UCLA and Sylvester Croom at Mississippi State University (Thamel, 2004).

While Hughes and Wright (2003) assert that progress has been made with regard to hiring minority coaches, the central issue surrounds the disproportionate number of African-American athletes on the football field compared to the number of African-American coaches on the sidelines. Whether coaches are selected as a result of the positions they occupied as collegiate athletes (Lewis, 1995), or they possess superior credentials (Hughes & Wright, 2003), this study has support findings by Hill and Murry (1997-1998) that indicate the hiring of African-Americans remain problematic within NCAA Division I-A football programs.

Recommendations for Further Study

The following recommendations should be considered for future study on progress, or lack thereof, regarding African-Americans in higher education institutions:

1. The state of affairs with regard to African-American tenured faculty at major U.S. colleges and universities. As demonstrated by the current study, we see that the diversity of the leadership in Division I-A collegiate football is not commensurate with the diversity ratios of the student-athletes. It would be interesting to examine the changes in diversity patterns in the academic arena over time at major institutions, in comparison to the diversity patterns of the student body, and also to the limited progress made in the athletic department, since collegiate athletics is a major drawing factor for students to attend various institutions.
2. African-American athletes' perspectives on diversity at Division I-A schools and how it factors into their decision to attend a particular institution.
3. How NCAA policies do/do not ensure equity in hiring practices and affect the hiring of minority candidates in all sports at major institutions.
4. Track record of African-American head coaches in Division I-A institutions, including a detailed profile of the football program (usually mediocre or poor) and institution where they were hired and the circumstances surrounding the removal of that individual from the head coaching position.
5. A quantitative study with regard to the number of African-American coaches who have held head coaching positions at Division I-AA colleges and universities. Such a study would allow for a review of the diversity patterns regarding segregation and the underrepresentation of African-American and minority coaches within the division. This would further allow for a review and comparison of those findings to the diversity patterns in Division I-A

institutions identified in this study, and could give a broader perspective on whether the underrepresentation of African-Americans in key coaching positions is limited only to Division I-A institutions, or is more widespread.

6. Longitudinal study examining the diversity among athletic directors at Division I-A and Division I-AA institutions. This type of study would help to determine if a similar segregation pattern exists in this key position in the athletic department, as was identified in this study with head coaches.
7. The role professional athletes may have in the hiring of minority coaches with respect to their former colleges and universities. Since alumni and boosters play an influential role in the staffing and selection in many collegiate football programs, it would be of interest to study how the voices of professional athletes may/may not impact the selection of minority coaches.
8. Perspectives and perceptions of African-American athletes who aspire to become Division I-A head football coaches following the end of their collegiate careers. This study would inquire as to what key factors these athletes believe will move them towards a career in Division I-A football.
9. Continued research on the representation of African-American head football coaches at Division I-A schools in comparison to the number of African-American student-athletes at the same institutions.

Discussion

This study proved to be insightful for me. It is interesting to see how individuals' careers as coaches can be influenced and directed as early as their collegiate playing days.

As I began this study, I recognized that there has been limited progress with regard to diversity, based on the limited number of African-American head coaches in the field. Since I am an avid fan of college football and follow the game regularly, I fully expected to see that progress in the selection and hiring of African-American head coaches since the Civil Rights Act of 1964 has been limited. Initially, I expected that race was the key factor that determined coaching assignments. This was based on my looking at the situation from a historical view point. However, what I did not expect to see is that segregation is highly institutionalized within the sport.

As a result of this study, I learned that race is a key factor, but there are additional, more specific factors that influence the selection of head coaches: positions played, coaching experience, and alumni and boosters. Specifically, I did not understand the impact of assigned playing positions in collegiate football was a strong determinant of subsequent coaching assignments. I learned that all of these factors influence individuals' network ties over time, which affects selection to key coaching positions. Based on this evidence, it is now clearer to me as to how and why there is an underrepresentation of African-Americans in head coaching assignments at Division I-A institutions.

I also expected to see that a bachelor's degree would be the minimum qualification for head coaches with regard to educational attainment. I also expected that

subsequent degrees would not impact coaching assignments. These were, in fact, the findings of my study.

When I began my study, I believed that Braddock's Perpetuation Theory (1980) was valid as one explanation of the underrepresentation of African-Americans in key coaching positions in Division I-A institutions. Having now completed the study, I feel even more so that this is a valid explanation. However, I do not believe that this is the only explanation for the lack of diversity, and does not explain away the evidence of institutionalized segregation. But, it does provide some insight into how minorities can self-segregate themselves, when they do not have a full understanding of how playing experience and positions have a subsequent effect on coaching careers.

I also believed that Granovetter's Network Analysis (1973) provided a valid explanation of the exclusion of African-Americans from key network opportunities and circles that would normally play an important role in advancing individuals' careers in coaching in major colleges and universities. I found that this is, in fact, the case starting as far back as their collegiate playing careers, and continuing through their coaching careers.

Finally, regarding the process itself, I expected that it would be difficult to obtain the coaches' biographical information, especially for those coaches from 1963. However, I found the process of obtaining the data to be relatively unproblematic, especially with the Internet technology available today. There were some challenges, but they were remedied by my directly contacting the archives departments at the various institutions where the individuals had coached. Also, the data that I was able to obtain included

various other items that would facilitate the other hypothesis for the study that I proposed above.

Overall, I learned that careers in Division I-A collegiate football are greatly influenced and, to a degree, predetermined by positions to which players are recruited and assigned during their collegiate careers. The past does predict the future at least for Division I-A collegiate football coaches.

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Appendix A

Key – Positions Played

Code	Position	Code	Position
B	Back	LB	Linebacker
BB	Blocking Back	LG	Left Guard
C	Center	LHB	Left Half Back
CB	Corner Back	MG	Middle Guard
CLB	Center Linebacker	O/D	Offense and Defense
DB	Defensive Back	OG	Offensive Guard
DBP	Drop-back Passer	OL	Offensive Lineman
DE	Defensive End	OLB	Outside Line Backer
DHB	Defensive Half Back	OT	Offensive Tackle
DL	Defensive Lineman	P	Punter
DT	Defensive Tackle	PG	Pulling Guard
E	End	PR	Punt Returner
F	Flanker	QB	Quarterback
FB	Fullback	R	Receiver
FS	Free Safety	RB	Running Back
FTC	Freshman Team Captain	S	Safety
G	Guard	SS	Strong Safety
HB	Half Back	T	Tackle
K	Kicker	TB	Tailback
KR	Kick Returner	TC	Team Captain
L	Lineman	TE	Tight End

Appendix B

Key – Coaching Positions Held

Code	Position Held	Code	Position Held
A	Aide	LB	Line Backers
AAD	Assistant Athletic Director	LC	Line Coach
AC	Assistant Coach	NB	Nickelbacks
AD	Athletic Director	OC	Offensive Coordinator
AHC	Assistant Head Coach	OL	Offensive Line
B	Backfield	OT	Offensive Tackles
CAC	Chief Assistant Coach	PC	Player Coach
CS	Chief Scout	PGC	Passing Game Coordinator
DA	Defensive Assistant	QB	Quarterbacks
DB	Defensive Backs	R	Receivers
DC	Defensive Coordinator	RB	Running Backs
DE	Defensive Ends	RC	Recruiting Coordinator
DFO	Director of Football Operations	RGC	Running Game Coordinator
DL	Defensive Line	S	Secondary
EC	Equipment Coordinator	SA	Student Assistant
F	Freshmen	Sct	Scout
FB	Fullbacks	SC	Student Coach
GA	Graduate Assistant	SS	Strong Safeties
HB	Halfbacks	ST	Special Teams
HC	Head Coach	T	Tackles
HDC	Head Defensive Coach	TE	Tight Ends
HR	Head Recruiter	VA	Volunteer Assistant
JVHC	Junior Varsity Head Coach	VC	Volunteer Coach
		WR	Wide Receivers

Appendix C

Key – Pro Football Leagues

Code	League	General Information
CFL	Canadian Football League	founded in 1954 in substance; name was given in late 1950s
NFL	National Football League	founded in 1920; current name adapted in 1922
USFL	U.S. Football League	existed from 1983-1985
WLAF	World League of American Football	formed in 1991; name changed to NFL Europe in 1995
NFL-E	National Football League - Europe	same as WLAF; name adapted in 1995
XFL	X Football League	"X" doesn't stand for anything; founded in 2000; only one season of play - 2001
PSFL	Professional Spring Football League	launched in 1992, but wasn't successful
WFL	World Football League	existed from 1974-1975
CoFL	Continental Football League	existed from 1965-1969
ArFL	Arena Football League	founded in 1987
AFL	American Football League	operated 1960-1969; merged with NFL in 1970
AAFC	All American Football Conference	

* information on each league was obtained by a Google search, which led to www.wordiq.com

Appendix D

Pedigrees of Head Coaches for Division I-A Schools in 1963: Education and Playing Experience

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Big 8	Oklahoma State	Phil Cutchin	Kentucky	Kentucky	HB	Kentucky		
	Oklahoma	Bud Wilkinson	Minnesota	Syracuse	QB,G	Minnesota		
	Nebraska	Bob DeVaney	Alma College (MI)		TC	Alma College (MI)		
	Missouri	Dan Devine	Minnesota	Michigan State	TC,QB	Minnesota		
	Colorado	Eddie Crowder	Oklahoma		QB	Oklahoma		
	Kansas State	Doug Weaver	Michigan State		LB	Michigan State		
	Iowa State	Clay Stapleton	Tennessee		G	Tennessee		
	Kansas	Jack Mitchell	Oklahoma		QB	Oklahoma		
Atlantic Coast Conference (ACC)	Clemson	Frank Howard	Alabama		G	Alabama		
	Maryland	Thomas Nugent	Ithaca					
	North Carolina	James Hickey	William & Mary		TB,WB,BB	William & Mary		
	Virginia	Bill Elias	Maryland	Maryland	QB	Maryland		
	South Caroina	Marvin Bass	William & Mary		T	William & Mary		
	North Carolina State	Earle Edwards	Penn State		DE	Penn State		
	Wake Forest	Bill Hildebrand	Mississippi State		E,TC	Mississippi State		
	Duke	William Murray	Duke		HB	Duke University		
Big 10	Michigan	Chalmers Elliot	Michigan		HB	Purdue; Michigan		
	Ohio State	Woody Hayes	Denison Univ (Ohio)	Ohio State	T	Denison University		
	Purdue	Kenneth "Jack" Mollenkopf	Bowling Green		E	Bowling Green		
	Minnesota	Murray Warmath	Tennessee		E	Tennessee		
	Iowa	Jerry Burns	Michigan		QB,HB	Michigan		
	Michigan State	Hugh Daughtery	Syracuse		G,L,TC	Syracuse		
	Wisconsin	Milton Bruhn	Minnesota		G,TC	Minnesota		
	Northwestern	Ara Parseghian	Miami (Ohio)		HB	Miami (Ohio)	x	NFL
	Indiana	Phil Dickens	Tennessee		TB	Tennessee		
	Illinois	Peter Elliot	Michigan		QB,HB,DHB	Michigan		

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
AAWU (Pac-8)	USC	John McKay	Oregon		RB,DB,HB	Purdue, Oregon		
	Washington State	James Sutherland	USC		BB	Univ of Southern California		
	California	Marvin Levy	Coe College	Harvard	HB	Coe College		
	Washington	James Owens	Oklahoma		TC, R	Oklahoma	x	NFL
	UCLA	William Barnes	Tennessee		WB,BB,E	Tennessee		
	Stanford	John Ralston	California		LB	California		
Mid-America Conference (MAC)	Bowling Green	Doyt Perry	Bowling Green		TC	Bowling Green		
	Toledo	Frank Lauterbur	Mt. Union College	Kent State	G	Mt. Union College; Oberlin Coll		
	Marshall	Charlie Snyder	Marshall University		T,L,TC	Marshall University		
	Western Michigan	Merle Schlosser	Illinois	Illinois	QB,E,D	U.S.Navy; Illinois		
	Ohio	Bill Hess	Ohio		OT	Yale; Ohio		
	Miami (Ohio)	Bo Schembechler	Miami (Ohio)	Ohio State	T	Miami (Ohio)		
	Kent State	Trevor Rees	Ohio State	Columbia	E	Ohio State		
Southeastern Conference (SEC)	Auburn	Ralph "Shug" Jordan	Auburn		C	Auburn		
	Florida	Ray Graves	Tennessee		C,TC	Tennessee	C,TC	NFL
	Alabama	Bear Bryant	Alabama		E	Alabama		
	Georgia	Johnny Griffith	Georgia		B	Georgia; S. Georgia Jr. College		
	Tennessee	Jim McDonald	Ohio		FB, BB	Ohio	x	NFL
	Kentucky	Charlie Bradshaw	Kentucky	Kentucky	C,E	Kentucky		
	LSU	Charles McClendon	Kentucky	Kentucky	TE	Kentucky		
	Georgia Tech	Robert Dodd	Tennessee		QB	Tennessee		
	Mississippi	Johnny Vaught	Texas Christian		G,TC	Texas Christian		
	Mississippi State	Paul Davis	Mississippi		C, TC	Mississippi		
	Tulane	Thomas O'Boyle	Tulane		G,TC	Tulane		
	Vanderbilt	Jack Green	West Point		G,TC	West Point		
Western Athletic Conference	Arizona State	Frank Kush	Michigan State	Michigan State	G	Michigan State		
	New Mexico	Bill Weeks	Iowa State	Iowa State	QB	Iowa State		
	Utah	Raymond Nagel	UCLA	UCLA	QB	UCLA		
	Arizona	Jim LaRue	Duke	Maryland	WB,HB	Newman Coll;Duke;Maryland		
	Wyoming	Lloyd Eaton	Black Hills State (SD)	Michigan				
	Brigham Young	Hal Mitchell	UCLA		T,TC	UCLA	T	NFL

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Southwestern Athletic Conference	SMU	Hayden Fry	Baylor		QB	Baylor		
	Texas	Darrell Royal	Oklahoma		QB	Oklahoma		
	Texas A&M	Hank Foldberg	Florida		E	West Point	x	AFL
	Baylor	John Bridgers	Auburn		G	Auburn		
	Arkansas	Frank Broyles	Georgia Tech		QB	Georgia Tech		
	Texas Tech	J.T. King	Texas		G	Texas		
	Texas Christian	Othol "Abe" Martin	Texas Christian	Texas Christian	E	Texas Christian		
	Rice	Jess Neely	Vanderbilt	Vanderbilt	E,HB,TC	Vanderbilt		
MVC	Cincinnati	Charles Studley	Illinois		LB,TC	Illinois		
	Wichita State	Marcelino "Chelo" Huerta	Florida		G	Florida		
	North Texas	Odus Mitchell	W. Texas Normal ST		E, O/D	West Texas Normal State		
	Tulsa	Glenn Dobbs	Tulsa		QB,TB,S,HB,P	Tulsa	QB,HB,P	NFL; CFL
	Louisville	Frank Camp	Transylvania College		QB	Transylvania College		
	Dayton	William T. (Pete) Ankney	Dayton		x	Miami (Ohio); Dayton		
Southwestern Independent	Air Force	Ben Martin	Navy		HB,E	Navy		
	Utah State	Tony Knap	Idaho	Idaho	E	Idaho		
	Memphis	Billy J. Murphy	Mississippi State		TB,TC	Duke, Mississippi State		
	Colorado State	Mike Lude	Hillsdale College (MI)	Michigan State	G,TC	Hillsdale College (Michigan)		
	UTEP	Warren Harper	Austin College		TC	Copiah-Lincoln JC; Austin Coll		
	Idaho	Dee Andros	Oklahoma		L	Oklahoma		
	Oregon	Len Casanova	Santa Clara		QB,HB	Santa Clara		
	San Jose State	Bob Titchenal	San Jose State		C,TC	San Jose State	C,E	NFL
	New Mexico State	Warren Woodson	Baylor	Springfield College				
	West Texas A&M	Joe Kerbel	Oklahoma		x	Oklahoma		
	Florida State	Bill Peterson	Ohio Northern		E, TC	Ohio Northern		
	Southern Mississippi	Thad "Pie" Vann	Mississippi		T,TC	Mississippi		
	Houston	Bill Yeoman	West Point		C,TC	Texas A&M; West Point		
	Oregon State	Tommy Prothro	Duke		QB	Duke		
	Pacific	John Rohde	Pacific		R	Pacific	x	NFL
	Miami	Andy Gustafson	Pittsburgh		HB	Pittsburgh		

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Eastern Independent	Navy	Wayne Hardin	Pacific		HB	Pacific		
	Pittsburgh	John P. Michelosen	Pittsburgh		QB,BB,LB,TC	Pittsburgh		
	Syracuse	Floyd "Ben" Schwartzwalder	West Virginia		C	West Virginia		
	Army	Paul Dietzel	Miami (Ohio)		C,TC	Miami (Ohio)		
	Notre Dame	Hugh Devore	Notre Dame		E,TC	Notre Dame		
	Penn State	Charles Engle	Western Maryland		E	Western Maryland College		
	Boston College	Jim Miller	Purdue		OG,TC	Purdue		
	Buffalo	Richard "Dick" Offenhamer	Colgate		HB	Colgate University		
	Colgate	Harold Lahar	Oklahoma		G	Oklahoma	x	NFL
	Holy Cross College	Edward "Eddie" Anderson	Notre Dame	MD-Rush Medical Coll	E,TC	Notre Dame	x	NFL
	Rutgers	John Bateman	Columbia	Columbia	G,TC	Columbia		
	Saint Xavier	Eddie Biles	Miami (Ohio)	Miami (Ohio)	QB	Miami (Ohio)		
	Boston University	Steve Sinko	Duquesne Univ (PA)		T	Duquesne (PA)		
	Detroit	John Idzik	Maryland		FB	Maryland		
	Villanova	Alex Bell	Villanova		B	Villanova	B	NFL
	Lehigh	Michael T. Cooley	Georgia		T,E	Georgia		
Southern	Virginia Tech	Jerry Claiborne	Kentucky		HB,BB,DB	Kentucky		
	West Virginia	Gene Corum	West Virginia	West Virginia	L,TC	West Virginia		
	Virginia Military	John McKenna	Villanova		C, O/D	Villanova		
	William & Mary	Milton Drewer	Randolph-Macon	Virginia	T,FB	Randolph-Macon		
	Richmond	Edwin Merrick	Richmond		C	University of Richmond		
	Furman	Robert King	Furman		E	Furman		
	George Washington	Jim Camp	North Carolina		B	North Carolina	x	NFL
	Citadel	Edward Teague	North Carolina	North Carolina	QB	N. Carolina State; N. Carolina		
	Davidson College	William Dole	West Virginia	New York Univ				

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Ivy League	Princeton	Richard Colman	Williams College		FB, G	Williams College		
	Dartmouth	Robert Blackman	USC	USC	TC	USC		
	Harvard	John Yovicsin	Gettysburg	Gettysburg	E	Gettysburg	x	NFL
	Yale	John Pont	Miami (Ohio)	Miami (Ohio)	HB,RB,KR	Miami (Ohio)	x	CFL
	Cornell	Tom Harp	Muskingum Coll (OH)	Kent State	FB,QB	Miami (Ohio); Muskingum		
	Columbia	Aldo "Buff" Donelli	Duquesne Univ (PA)		C,RB,TC,HB,P	Duquesne Univ (PA)		
	Brown	John McLaughry	Brown		QB,TC	Brown	QB	NFL
	Pennsylvania	John Stiegman	Williams		T	Williams		

Appendix E:

Pedigrees of Head Coaches for Division I-A Schools in 1983: Education and Playing Experience

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Big 8	Oklahoma State	Jimmy Johnson	Arkansas		DL	Arkansas		
	Oklahoma	Barry Switzer	Arkansas		TC	Arkansas		
	Nebraska	Tom Osborne	Hastings College	MA & PhD - Nebraska	QB	Hastings	R	NFL
	Missouri	Warren Powers	Nebraska		O/D HB	Nebraska	DB	NFL
	Colorado	Bill McCartney	Missouri		CLB	Missouri		
	Kansas State	Jim Dickey	Houston		DB	Houston		
	Iowa State	Jim Criner	Cal Poly Pomona		L	Cal Poly Pomona		
	Kansas	Mike Gottfried	Morehead State		QB	Morehead State		
ACC	Clemson	Danny Ford	Alabama	Tuscaloosa	T, TE	Alabama		
	Maryland	Bobby Ross	Virginia Military Institute		QB,DB,TC	Virginia Military Institute		
	North Carolina	Dick Crum	Mt. Union College	Western Reserve	HB	Mt. Union College		
	Virginia	George Welsh	Navy		QB	Navy		
	Georgia Tech	Bill Curry	Georgia Tech		C	Georgia Tech	C	NFL
	North Carolina State	Thomas Reed	Miami (Ohio)		HB	Miami (Ohio)		
	Wake Forest	Al Groh	Virginia		DE	Virginia		
	Duke	Steve Sloan	Alabama		QB	Alabama	QB	NFL
Big Ten	Michigan	Bo Schembechler	Miami (Ohio)	Ohio State	OT	Miami (Ohio)		
	Ohio State	Earle Bruce	Ohio State		RB	Ohio State		
	Purdue	Leon Burtnett	Southwestern Coll (KS)		FB,TC	Southwestern College (KS)		
	Minnesota	Joe Salem	Minnesota		QB	Minnesota		
	Iowa	Hayden Fry	Baylor					
	Michigan State	George Perles	Michigan State	Michigan State	T	Michigan State University		
	Wisconsin	Dave McClain	Bowling Green	Bowling Green	QB,S	Bowling Green		
	Northwestern	Dennis Green *	Iowa		F,RB	Iowa	DB	CFL
	Indiana	Sam Wyche	Furman	South Carolina	QB	Furman University	QB	NFL
	Illinois	Mike White	California		OE, TC	California		

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Pac-10	USC	Ted Tollner	Cal Poly	Cal Poly	QB	Cal Poly		
	Washington State	Jim Walden	Wyoming		QB	Wyoming	QB	CFL
	Oregon	Rich Brooks	Oregon State	Oregon State	QB,DB	Oregon State		
	California	Joe Kapp	California		QB	California	QB	CFL; NFL
	Oregon State	Joe Avezzano	Florida State		G	Florida State	C	NFL
	Washington	Don James	Miami		QB	Miami (Florida)		
	UCLA	Terry Donahue	UCLA	UCLA	DT	UCLA		
	Arizona State	Darryl Rogers	Fresno State					
	Stanford	Paul Wiggin	Stanford	Stanford	T	Stanford	T	NFL
	Arizona	Larry Smith	Bowling Green	Bowling Green	E	Bowling Green		
MAC	Central Michigan	Herb Deromedi	Michigan	Michigan				
	Bowling Green	Dennis Stolz	Alma College					
	Northern Illinois	Bill Mallory	Miami (Ohio)	Bowling Green	E	Miami (Ohio)		
	Toledo	Dan Simrell	Toledo	Toledo	QB,DB	Toledo		
	Ball State	Dwight Wallace	Bowling Green		QB	Bowling Green		
	Western Michigan	Jack Harbaugh	Bowling Green	Bowling Green	QB,DB	Bowling Green	HB	NFL
	Ohio	Brian Burke	Kent State		QB	Kent State		
	Miami (Ohio)	Tim Rose	Xavier	Xavier				
	Kent State	Dick Scesniak	Iowa State		OG	Iowa State		
	Eastern Michigan	Jim Harkema	Kalamazoo Coll		QB,TC	Kalamazoo College		
SEC	Auburn	Pat Dye	Georgia		G	Georgia	LB	CFL
	Florida	Charley Pell	Alabama		O/D T	Alabama		
	Alabama	Ray Perkins	Alabama		FB,WR,TC	Alabama	WR	NFL
	Georgia	Vince Dooley	Auburn	Auburn	DB,TC	Auburn University		
	Tennessee	Johnny Majors	Tennessee		TB	Tennessee	HB,R	CFL
	Kentucky	Jerry Claiborne	Kentucky		BB,DB	Kentucky		
	LSU	Jerry Stovall	Missouri Baptist Coll		RB	Louisiana State University	RB	NFL
	Mississippi	Billy Brewer	Mississippi		QB,DB	Mississippi	DHB	NFL; CFL
	Mississippi State	Emory Bellard	SW Texas State		HB	Texas		
	Vanderbilt	George MacIntyre	Miami		QB,DB	Miami (Florida)		

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
WAC	New Mexico	Joe Lee Dunn	Tenn - Chatanooga		QB,TB,WR,DR	Tennessee-Chatanooga		
	Hawaii	Dick Tomey	DePauw University		G	DePauw University		
	Brigham Young	Lavell Edwards	Utah State		C	Utah State		
	Wyoming	Al Kincaid	Virginia Tech	Alabama	QB	Virginia Tech		
	Utah	Charles Stobart	Ohio	Ohio	QB	Ohio University		
	Air Force	Ken Hatfield	Arkansas		PR	Arkansas		
	Colorado State	Leon Fuller	Alabama		HB,S	Alabama		
	San Diego State	Doug Scovil	Pacific		QB	College of the Pacific		
	UTEP	Bill Yung	Texas Christian		LG	Texas Christian University		
SWC	SMU	Bobby Collins	Mississippi State		QB,TC	Mississippi State		
	Texas	Fred Akers	Arkansas		LHB	Arkansas		
	Texas A&M	Jackie Sherrill	Alabama		FB,LB	Alabama		
	Houston	Bill Yeoman	West Point		L	West Point		
	Baylor	Grant Teaff	McMurray	MS&PhD - McMurray	LB,TC	San Angelo JC & McMurray		
	Arkansas	Lou Holtz	Kent State	Iowa	LB	Kent State		
	Texas Tech	Jerry Moore	Baylor		R,TC	Baylor		
	Texas Christian	Jim Wacker	Valparaiso (Ind)	M-Wayne ST; EdD-Nebraska	OL	Valparaiso (Ind)		
	Rice	Ray Alborn	Rice		OL	Rice		
MVC	Tulsa	John Cooper	Iowa State		TC	Iowa State		
	Indiana State	Dennis Raetz	Nebraska		DB	Nebraska		
	Illinois State	Bob Otolski	Indianapolis	Indiana	O/D,K	University of Indianapolis		
	Southern Illinois	Rey Dempsey	Westminster Coll (PA)		QB	Geneva College		
	Wichita State	Willie Jeffries*	South Carolina State	South Carolina State	LB	South Carolina State		
	Drake	Chuck Shelton	Kansas State-Pittsburgh	Kansas State-Pittsburgh	RB	Kansas State-Pittsburgh		

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Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
PCAA	UNLV	Harvey Hyde	Univ of Redlands (CA)	Univ of Redlands (CA)	OT	Pasadena City Coll; Redlands		
	Cal State - Fullerton	Gene Murphy	Univ of North Dakota		QB	Univ Minnesota; Univ N. Dakota		
	Fresno State	Jim Sweeney	University of Portland		TE	University of Portland		
	San Jose State	Jack Elway	Washington State	Washington State	QB	Washington State		
	Pacific	Bob Cope	Carson-Newman Coll	George Peabody College	C, LB	Carson-Newman Coll (Tenn)		
	New Mexico State	Fred Zechman	Capital Univ (Ohio)		DT	Capital Univesity (Ohio)		
	Cal State - Long Beach	Dave Currey	Cal State Los Angeles	Stanford	RB	Glendale JC; Samford Univ		
	Utah State	Chris Pella	Utah State		G,LB,K,FB	Utah State		
Independents (Eastern)	Cincinnati	Watson Brown	Vanderbilt		QB	Vanderbilt		
	Pittsburgh	Serafino Fazio	Pittsburgh		LB,C	Pittsburgh	C	NFL
	Penn State	Joe Paterno	Brown		QB	Brown		
	West Virginia	Don Nehlen	Bowling Green	Kent State	QB	Bowling Green		
	Notre Dame	Gerry Faust	Dayton		QB	Dayton		
	Syracuse	Dick MacPherson	Springfield College		C,TC	Springfield College		
	Boston College	Jack Bicknell	Montclair State		QB	Rutgers		
	Temple	Bruce Arians	Virginia Tech		QB	Virginia Tech		
	Navy	Gary Tranquill	Wittenberg		QB,TC	Wittenberg		
	Rutgers	Frank Burns	Rutgers		QB,LB	Rutgers	B	NFL
	Army	Jim Young	Bowling Green	Bowling Green	FB	Bowling Green		

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Independents (Southern)	Miami	Howard Schnellenberger	Kentucky		E	Kentucky		
	Virginia Tech	Bill Dooley	Mississippi State		OL	Mississippi State		
	East Carolina	Ed Emory	East Carolina	East Carolina	G,T	East Carolina University		
	Tulane	Wally English	Louisville	Kentucky	QB	Louisville	QB	CoFL
	Florida State	Bobby Bowden	Samford	Peabody College	QB	Alabama; Howard		
	Memphis State	Rex Dockery	Tennessee		OL	Tennessee		
	Southern Mississippi	Jim Carmody	Tulane					
	William & Mary	Jimmye Laycock	William & Mary	Clemson	QB,DB	William & Mary		
	Louisiana Lafayette	Sam Robertson	Tennessee		LB	Tennessee		
	South Carolina	Joe Morrison	Cincinnati		HB	Cincinnati	FB	NFL
	Louisville	Bob Weber	Colorado State	Colorado State	C,LB	Colorado State University	LB	CFL

Appendix F:

Pedigrees of Head Coaches for Division I-A Schools in 2003: Education and Playing Experience

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Big 12 (North)	Kansas State	Bill Snyder	William Jewell	Eastern New Mexico	DB	William Jewell		
	Nebraska	Frank Solich	Nebraska	Nebraska	FB	Nebraska		
	Missouri	Gary Pinkel	Kent State		TE,TC	Kent State		
	Kansas	Mark Mangino	Youngstown State					
	Colorado	Gary Barnett	Missouri	Missouri	WR	Missouri		
	Iowa State	Dan McCarney	Iowa		OL,TC	Iowa		
Big 12 (South)	Oklahoma	Bob Stoops	Iowa		DB	Iowa		
	Texas	Mack Brown	Florida State	Southern Mississippi	RB	Vanderbilt; Florida State		
	Oklahoma State	Les Miles	Michigan		LB,OG	Michigan		
	Texas Tech	Mike Leach	Brigham Young	epperdine; US Sports Acad.				
	Texas A&M	Dennis Franchione	Pittsburg (KS) State					
	Baylor	Guy Morriss	Texas Christian		G,TE,TC	Texas Christian University	C,OL	NFL
ACC	North Carolina	John Bunting	North Carolina		LB,TC	North Carolina	LB	NFL; USFL
	Duke	Carl Franks	Duke		RB,TE	Duke		
	Wake Forest	Jim Grobe	Virginia	Virginia	MG,LB	Ferrum JC (VA); Virginia		
	Georgia Tech	Chan Gailey	Florida		QB	University of Florida		
	N. Carolina State	Chuck Amato	North Carolina State	North Carolina State	LB	North Carolina State		
	Virginia	Al Groh	Virginia		DE	University of Virginia		
	Clemson	Tommy Bowden	West Virginia		WR	West Virginia		
	Maryland	Ralph Friedgen	Maryland		G	Maryland		
	Florida State	Bobby Bowden	Howard Coll(Samford)	Peabody College	QB	Alabama; Howard College		
Big East	Miami	Larry Coker	Northeastern ST (OK)	Northeastern ST (OK)	DB	Northeastern State (OK)		
	West Virginia	Rich Rodriguez	West Virginia	Salem College	DB	West Virginia		
	Pittsburgh	Walt Harris	Pacific	Pacific	DB	Pacific		
	Virginia Tech	Frank Beamer	Virginia Tech	Radford University	CB	Virginia Tech		
	Boston College	Tom O'Brien	Navy		DE	Navy		
	Syracuse	Paul Pasqualoni	Penn State	S. Connecticut State	LB	Penn State		
	Rutgers	Greg Schiano	Bucknell		LB,TC	Bucknell University		
	Temple	Bobby Wallace	Mississippi State		DB	Mississippi State		

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Big Ten	Michigan	Lloyd Carr	Northern Michigan	Northern Michigan	QB	Missouri; N. Michigan		
	Ohio State	Jim Tressel	Baldwin-Wallace	Akron	QB	Baldwin-Wallace		
	Purdue	Joe Tiller	Montana State		OT,OG,TC	Montana State	OL	CFL
	Minnesota	Glen Mason	Ohio State	Ball State	LB,MG	Ohio State		
	Iowa	Kirk Ferentz	Connecticut		LB,TC	Connecticut		
	Michigan State	John. L. Smith	Weber State	Montana	QB	Weber State		
	Wisconsin	Barry Alvarez	Nebraska		LB	Nebraska		
	Northwestern	Randy Walker	Miami	Miami	RB, FB	Miami	RB	NFL
	Penn State	Joe Paterno	Brown		QB	Brown		
	Indiana	Gerry DiNardo	Notre Dame	University of Maine	OG	Notre Dame		
	Illinois	Ron Turner	Pacific		WR	Diabolo Valley CC; Pacific		
Independents	Connecticut	Randy Edsall	Syracuse		QB	Syracuse		
	Navy	Paul Johnson	Western Carolina	Appalachian State				
	Troy State	Larry Blakeney	Auburn	Montevallo	QB	Auburn		
	Notre Dame	Tyrone Willingham*	Michigan State		QB,F	Michigan State		
Conference USA	Southern Miss	Jeff Bower	Southern Mississippi	Southern Mississippi	QB	Southern Mississippi		
	Texas Christian	Gary Patterson	Kansas State	Tennessee Tech	SS,OLB	Dodge City CC; Kansas State		
	Louisville	Bobby Petrino	Carroll College		QB	Carroll College		
	Memphis	Tommy West	Tennessee		TE	Tennessee		
	South Florida	Jim Leavitt	Missouri	Missouri	QB,S	Missouri		
	Houston	Art Briles	Texas Tech	Abilene Christian	WR	Houston		
	Alabama - Birmingham	Watson Brown	Vanderbilt		QB	Vanderbilt		
	Tulane	Chris Scelfo	Northeast Louisiana	Northeast Louisiana	TC	Northeast Louisiana		
	Cincinnati	Rick Minter	Henderson State	Henderson State	DE	Henderson State		
	East Carolina	John Thompson	Central Arkansas		DB	Central Arkansas		
	Army	Todd Berry	Tulsa		QB	Tulsa		

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Mountain West	Utah	Urban Meyer	Cincinnati	Ohio State	DB	Cincinnati		
	New Mexico	Rocky Long	New Mexico		DB,QB,TC	New Mexico	DB,PR	CFL; WFL
	Colorado State	Sonny Lubick	Western Montana		OG	Western Montana		
	Air Force	Fisher DeBerry	Wofford		F,DB,LB	Wofford		
	San Diego State	Tom Craft	San Diego State	Azusa Pacific	QB	Monterey Peninsula JC; San Diego ST		
	Brigham Young	Gary Crowton	Brigham Young		QB	Snow Coll; Colorado ST		
	UNLV	John Robinson	Oregon		E	Oregon		
	Wyoming	Joe Glenn	South Dakota	South Dakota	QB,WR,TC	South Dakota		
Pac-10	USC	Pete Carroll	Pacific	Pacific	FS	Marin JC; Pacific		
	Washington State	Bill Doba	Ball State	Western Michigan	HB,DB	Ball State		
	Oregon	Mike Bellotti	California-Davis	Cal State - Hayward	TE,WR	California-Davis		
	California	Jeff Tedford	Fresno State		QB	Fresno State	QB	CFL
	Oregon State	Mike Riley	Alabama		DB	Alabama		
	Washington	Keith Gilbertson	Central Washington	Western Washington	OL	C. Washington; Columbia Basin JC; Hawaii		
	UCLA	Karl Dorrell*	UCLA		R	UCLA	R	NFL
	Arizona State	Dirk Koetter	Idaho State	Idaho State	QB	Idaho State		
	Stanford	Buddy Teevens	Dartmouth		QB	Dartmouth		
	Arizona	John Mackovic	Wake Forest	Miami (Ohio)	QB	Wake Forest		
Sun Belt	North Texas	Darrell Dickey	Kansas State		QB	Kansas State		
	Middle Tennessee	Andy McCollum	Austin Peay	Middle Tennessee	OG,TE,R	Austin Peay		
	Lafayette	Rickey Bustle	Clemson		WR	Clemson		
	Arkansas State	Steve Roberts	Ouachita Baptist	S. Arkansas	TE,S	Ouachita Baptist		
	Utah State	Mick Dennehy	Montana	Washington State	S	Montana		
	Idaho	Tom Cable	Idaho		G,OL	Idaho		
	New Mexico State	Tony Samuel*	Nebraska		DE	Nebraska		
	Louisiana Monroe	Charlie Weatherbie	Oklahoma State		QB,TC	Oklahoma State	OB	NFL; CFL

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
Mid-American (East)	Miami (Ohio)	Terry Hoeppner	Franklin College	Franklin College	DB	Franklin College	S	WFL
	Marshall	Bob Pruett	Marshall	Virginia Tech	HB,E	Marshall	TE,OLB,SS	CoFL
	Akron	Lee Owens	Blufton	Ashland University				
	Kent State	Dean Pees	Bowling Green					
	Central Florida	Mike Kruczek	Boston College		QB	Boston College	QB	NFL
	Ohio	Brian Knorr	Air Force Academy	Dayton	QB,TC	Air Force Academy		
	Buffalo	Jim Hofher	Cornell		QB	Cornell		
Mid-American (West)	Bowling Green	Gregg Brandon	Northern Colorado		DB,WR	Mesa State; Northern Colorado		
	Northern Illinois	Joe Novak	Miami (Ohio)	Miami (Ohio)	DE	Miami (Ohio)		
	Toledo	Tom Amstutz	Toledo	Toledo	OG	Toledo		
	Western Michigan	Gary Darnell	Oklahoma State		MLB	Oklahoma State		
	Ball State	Brady Hoke	Ball State		LB,TC	Ball State		
	Eastern Michigan	Jeff Genyk	Bowling Green	W. Michigan; Northwestern	QB	Bowling Green		
	Central Michigan	Mike DeBord	Manchester	Ball State	C,T	Manchester		
SEC (East)	Georgia	Mark Richt	University of Miami		QB	University of Miami	QB	NFL
	Tennessee	Phillip Fulmer	Tennessee		OG,TC	Tennessee		
	Florida	Ron Zook	Miami (Ohio)		DB,TC	Miami (Ohio)		
	South Carolina	Lou Holtz	Kent State	Iowa	LB	Kent State		
	Kentucky	Rich Brooks	Oregon State	Oregon State	DB,QB	Oregon State		
	Vanderbilt	Bobby Johnson	Clemson	Furman	WR,CB	Clemson		

Conference	School	Coach's name	Degrees		Collegiate Player		Pro Player	
			Undergraduate	Graduate	Position	School(s)	Position	League
SEC (West)	LSU	Nick Saban	Kent State	Kent State	DB	Kent State		
	Mississippi	David Cutcliffe	Alabama			Alabama		
	Auburn	Tommy Tuberville	S. Arkansas		FS	S. Arkansas		
	Arkansas	Houston Nutt	Oklahoma State		DBP,QB	Alabama; Oklahoma State		
	Alabama	Mike Shula	Alabama		QB	Alabama	QB	NFL
	Mississippi State	Jackie Sherrill	Alabama		FB,LB	Alabama		
WAC	Boise State	Dan Hawkins	Univ California - Davis	St. Mary's Univ (CA)				
	Fresno State	Pat Hill	California-Riverside		C	California-Riverside		
	Tulsa	Steve Kragthorpe	West Texas A&M	Oregon State	QB	Eastern New Mexico;W. Texas A&M		
	Hawaii	June Jones	New York Regents Coll		QB	Oregon; Hawaii; Portland State	QB	CFL; NFL
	Rice	Ken Hatfield	Arkansas		PR	Arkansas		
	Nevada	Chris Tormey	Idaho		LB,TC	Idaho		
	Louisiana Tech	Jack Bicknell	Boston College	Boston College	C,OL	Boston College		
	San Jose State	Dr. Fitz Hill*	Ouachita Baptist	NorthwesternST(LA);Arkansas	WR	NE Louisiana Univ; Ouachita Baptist	WR	NFL
	UTEP	Gary Nord	Louisville		TE	Louisville		
	Southern Methodist	Phil Bennett	Texas A&M		DE	Texas A&M		

Appendix G:

Pedigrees of Head Coaches for Division I-A Schools in 1963: Coaching Experience

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Big 8	Oklahoma State	Phil Cutchin	0		12	Ohio Weslyn; Kentucky; Texas A&M; Alabama	0		AC, AHC
	Oklahoma	Bud Wilkinson	0		24	Syracuse; Minnesota; US Navy Pre-Flight School; Oklahoma	0		AC, AD
	Nebraska	Bob DeVaney	14	MI	6	Michigan State; Wyoming	0		HC, AC
	Missouri	Dan Devine	3	MI	13	Michigan State; Arizona State	0		HC, AC, B, F
	Colorado	Eddie Crowder	0		9	U.S. Army; Army/West Point; Oklahoma	0		AC, B
	Kansas State	Doug Weaver	0		7	Michigan State; Missouri	0		LC, A
	Iowa State	Clay Stapleton	0		15	Wofford; Wyoming; Oregon State	0		AC
	Kansas	Jack Mitchell	1	OK	13	Tulsa Univ; Texas Tech; Wichita Univ; Arkansas	0		HC, AC
Atlantic Coast Conference (ACC)	Clemson	Frank Howard	0		32	Clemson only	0		AC, AD
	Maryland	Thomas Nugent	7	MA	15	Virginia Military Institute; Florida State	0		HC, AD
	North Carolina	James Hickey	4	VA	12	Hampden-Sydney College	0		HC, AC, AD
	Virginia	Bill Elias	6	IN	10	Purdue; George Washington; Richmond; Indiana	0		HC, DC, AC, B
	South Caroina	Marvin Bass	0		18	William & Mary; N. Carolina; S. Carolina; Georgia Tech, Richmond	x	CFL, WFL, NFL	HC, DC, AC
	North Carolina State	Earle Edwards	3	PA	27	Penn State; Michigan State	0		HC, AC
	Wake Forest	Bill Hildebrand	0		16	Mississippi State; Purdue; Tennessee; Whitworth College; Minnesota	0		HC, AC, F, LC
	Duke	William Murray	10	NC	15	University of Delaware	0		HC

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Big 10	Michigan	Chalmers Elliot	0		15	Oregon State; Iowa State	0		AC, B
	Ohio State	Woody Hayes	6	OH	17	Denison University; Miami (Ohio)	0		HC, AC
	Purdue	Kenneth "Jack" Mollenkopf	11	OH	16	Purdue only	0		HC, AC
	Minnesota	Murray Warmath	0		26	Tennessee; Mississippi State; West Point	0		HC, AC, LC
	Iowa	Jerry Burns	1	MI	11	Hawaii; Whittier College	0		HC, AC, B, F
	Michigan State	Hugh Daughtery	1	NY	17	Syracuse	0		HC, AC, LC
	Wisconsin	Milton Bruhn	0		27	Amherst College; Minnesota; Colgate; Franklin Marshall College; Lafayette College	0		AC, LC
	Northwestern	Ara Parseghian	0		13	Miami (Ohio)	0		HC, AC
	Indiana	Phil Dickens	1	TN	25	Univ/Tenn Jr. Coll;Wofford;N.Carolina ST Coll;US Navy Pre-flight;Mississippi ST Coll;Wyoming	0		HC, AC, B, AD
	Illinois	Peter Elliot	0		14	Oregon State College; Oklahoma; Nebraska; California	0		HC, AC
AAWU (Pac-8)	USC	John McKay	0		14	Oregon; USC	0		AC
	Washington State	James Sutherland	15	CA	10	California; Washington	0		HC, AC, B
	California	Marvin Levy	2	MO	9	Coe College; New Mexico	0		HC, AC
	Washington	James Owens	0		13	Johns Hopkins, Kentucky, Texas A&M	0		AC
	UCLA	William Barnes	0		20	Tennessee; Arkansas	0		AC, A, CS, Sct
	Stanford	John Ralston	4	CA	7	California; Utah State	0		HC, AC
Mid-America Conference (MAC)	Bowling Green	Doyt Perry	17	OH	12	Ohio State	0		HC, B
	Toledo	Frank Lauterbur	4	OH	8	Kent State; Army; Pittsburgh	2	NFL	HC, DC, DL, T
	Marshall	Charlie Snyder	10	KY	5	Univ of Kentucky	0		HC, LC
	Western Michigan	Merle Schlosser	3	IL; MI	10	Illinois; Bowling Green; Missouri	0		HC, AC
	Ohio	Bill Hess	4	OH	12	Ohio State; Ohio	0		HC, AC, T, F
	Miami (Ohio)	Bo Schembechler	0		9	Presbyterian; Bowling Green; Northwestern; Ohio State	0		AC, LC
	Kent State	Trevor Rees	6	OH	19	Ohio State	0		HC, AC, F

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Southeastern Conference (SEC)	Auburn	Ralph "Shug" Jordan	0		12	Auburn only	1	AAFBC	AC
	Florida	Ray Graves	0		18	Tennessee; Georgia Tech	1	NFL	AC, AHC, LC, Sct
	Alabama	Bear Bryant	0		24	Alabama; Vanderbilt; Maryland; Kentucky; Texas A&M	0		HC, AC
	Georgia	Johnny Griffith	0		14	S. Georgia Junior College; Georgia; Furman	0		HC, AC, DB. B, HR
	Tennessee	Jim McDonald	12	OH	8		0		HC, AC
	Kentucky	Charlie Bradshaw	4	AL	10	Kentucky; Alabama	0		HC, AC, OL, SA, B, LC, A
	LSU	Charles McClendon	0		13	Kentucky; Vanderbilt	0		AC
	Georgia Tech	Robert Dodd	0		23	Georgia Tech only	0		AC, AD
	Mississippi	Johnny Vaught	0		23	North Carolina; Univ of Mississippi	0		AC, LC
	Mississippi State	Paul Davis	8	MS	12	Jones Junior College (Miss); Memphis State; Georgia	1	CFL	HC, AC, B
	Tulane	Thomas O'Boyle	0		18	Tulane; Southwest Missouri Coll; Kansas State; Duke; U of Miami	0		HC, AC, AD, CAC, LC
	Vanderbilt	Jack Green	0		13	West Point; Tulane; Florida	0		OC, DC, AC, LC
Western Athletic Conference	Arizona State	Frank Kush	0		8	Arizona State University	0		AC
	New Mexico	Bill Weeks	2	IA	8	Iowa State	0		HC, GA, B, F, CS
	Utah	Raymond Nagel	0		12	UCLA; Oklahoma	1	NFL	AC, B, F, PC
	Arizona	Jim LaRue	1	OK	13	Maryland; Kansas State; US Naval Training Ctr; Houston; SMU	0		HC, AC, AD, F
	Wyoming	Lloyd Eaton	0		16	Alma College (Michigan); Northern Michigan; Michigan; Black Hills State Coll	0		HC, AC, AD
	Brigham Young	Hal Mitchell	3	CA	4	Brigham Young	0		HC, F, LC

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Southwestern Athletic Conference	SMU	Hayden Fry	4	TX	3	Baylor; Arkansas	0		AC
	Texas	Darrell Royal	0		13	North Carolina State; Univ of Tulsa; Mississippi State; Univ of Washington	0		HC, AC
	Texas A&M	Hank Foldberg	0		13	Purdue; Texas A&M; University of Florida; Wichita University	0		HC, OL, AD
	Baylor	John Bridgers	0		12	Auburn; Sewanee University; Johns Hopkins	2	NFL	HC, AC, DL, AD, LC
	Arkansas	Frank Broyles	0		11	Baylor; Florida; Georgia Tech; Missouri	0		HC, AC, B
	Texas Tech	J.T. King	8	TX; OK	17	Tulane; Texas A&M; Texas	0		DC, AC, LC
	Texas Christian	Othol "Abe" Martin	11	TX	20	Texas Christian University	0		HC, AC, AD, CAC, F, LC
	Rice	Jess Neely	1	TN	39	Rhodes College (TN); Alabama; Clemson	0		HC, AC, F
MVC	Cincinnati	Charles Studley	3	IL	8	Illinois	0		HC, AC
	Wichita State	Marcelino "Chelo" Huerta	0		11	Tampa	0		HC, AD
	North Texas	Odus Mitchell	21	TX	17	North Texas only	0		HC
	Tulsa	Glenn Dobbs	0		8	University of Tulsa	4	CFL	AD, PC
	Louisville	Frank Camp	16	KY	18	Louisville	0		
	Dayton	William T. (Pete) Ankney	8	OH	0		0		HC, AC

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Southwestern Independent	Air Force	Ben Martin	0		13	Navy; Virginia	0		HC, AC
	Utah State	Tony Knap	21	ID; CA	3	Utah State University	0		HC, AD, LC
	Memphis	Billy J. Murphy	0		21	Memphis State; Mississippi State; Minnesota	0		AC, B
	Colorado State	Mike Lude	0		16	Hillsdale College; Univ of Maine; Univ of Delaware; Colorado State	0		AC, LC
	UTEP	Warren Harper	7	TX	1		0		HC, AC, AHC, B
	Idaho	Dee Andros	0		13	Oklahoma; Kansas; Texas Tech; Nebraska; California; Illinois	0		AC
	Oregon	Len Casanova	8	CA	23	Santa Clara; Pittsburgh	0		HC, AC
	San Jose State	Bob Titchenal	0		15	West Virginia; New Mexico; Denver Univ; USC	0		HC, AC
	New Mexico State	Warren Woodson	3	TX; AK	32	Texarkana Jr. College; Conway Teachers College; Hardin-Simmons; Arizona	0		HC
	West Texas A&M	Joe Kerbel	11	OK; TX	5	Texas Tech	0		HC, OC, AC
	Florida State	Bill Peterson	10	OH	7	LSU	0		HC, AC, OL
	Southern Mississippi	Thad "Pie" Vann	8	MS	23		0		
	Houston	Bill Yeoman	0		9	Michigan State	0		AC
	Oregon State	Tommy Prothro	0		18	Kentucky; Vanderbilt; UCLA	0		AC, LC
	Pacific	John Rohde	0		10	Pacific	0		AC
	Miami	Andy Gustafson	0		37	Virginia Tech; Pittsburgh; Army; Dartmouth	0		HC, AC

Conference	School	Coach's name	Coaching Experience						Previous Coaching
			HS	State(s)	College	School(s)	Pro	League	
Eastern Independent	Navy	Wayne Hardin	2	CA	13	College of the Pacific; Navy; Porterville Junior College	0		HC, AC, B
	Pittsburgh	John P. Michelosen	0		14	Pittsburgh; Corpus Christi	5	NFL	HC, AC, B
	Syracuse	Floyd "Ben" Schwartzwalder	6	WV; OH	17	Muhlenberg College	0		HC
	Army	Paul Dietzel	0		16	West Point; Cincinnati; Kentucky; LSU	0		HC, F, LC
	Notre Dame	Hugh Devore	0		25	Notre Dame;Fordham;Providence;Holy Cross;St.Bonaventure;New York Univ;Dayton	3	NFL	HC, AC, AHC, AAD, F
	Penn State	Charles Engle	11	PA	21	Brown	0		HC, AC
	Boston College	Jim Miller	5	IN	12	Niagara University; Univ of Buffalo; Purdue; Univ of Detroit	0		HC, AC, DL, F
	Buffalo	Richard "Dick" Offenhamer	11	NY	13	Colgate University	0		HC, AD, F
	Colgate	Harold Lahar	0		13	Arkansas; Colgate; University of Houston	0		HC, AC, AD
	Holy Cross College	Edward "Eddie" Anderson	0		37	Columbia College (Iowa); DePaul Univ; Anderson; Univ of Iowa	0		HC
	Rutgers	John Bateman	0		14	Columbia	0		AC
	Saint Xavier	Eddie Biles	2	OH	9	Miami (Ohio)	0		HC, GA, F
	Boston University	Steve Sinko	0		19	Duquesne (Pennsylvania); Indiana; Boston Univ	0		HC, AC, AD, LC
	Detroit	John Idzik	0		13	Maryland; Tennessee	2	CFL	AC
	Villanova	Alex Bell	5	CA; PA	11	Villanova; Harvard	0		HC, AC, LC
	Lehigh	Michael T. Cooley	2	GA	13	Lehigh only	0		AC, LC

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Southern	Virginia Tech	Jerry Claiborne	0		11	Kentucky; Texas A&M; Missouri; Alabama	0		AC
	West Virginia	Gene Corum	2	WV	13	West Virginia only	0		HC, AC, F
	Virginia Military	John McKenna	2	PA	15	Villanova; Loyola-Los Angeles	0		HC, AC, LC
	William & Mary	Milton Drewer	7	VA	7	University of Richmond	0		AC, AD
	Richmond	Edwin Merrick	2	VA	14	University of Richmond	0		HC, AC, F
	Furman	Robert King	0		26	Furman; Chapel Hill Pre-flight School/Navy; Illinois	0		HC, AC
	George Washington	Jim Camp	0		10	North Carolina; Mississippi State; Minnesota	0		AC, RC, B
	Citadel	Edward Teague	0		15	Guilford College (NC); Univ of Maryland; North Carolina	0		HC, AC, AD
	Davidson College	William Dole	14	WV; NC	14	East Carolina College	0		HC, AD
Ivy League	Princeton	Richard Colman	0		26	Williams College	0		AC
	Dartmouth	Robert Blackman	1	CA	17	Univ Southern California; San Diego Naval Academy; Denver University	0		HC, SA
	Harvard	John Yovicsin	8	PA; NJ	15	Gettysburg	0		HC, AC
	Yale	John Pont	0		10	Miami (Ohio)	0		HC, F
	Cornell	Tom Harp	5	OH	7	West Point/Army	0		HC, B, CS
	Columbia	Aldo "Buff" Donelli	0		20	Duquesne Univ.; Boston Univ	2	NFL	HC
	Brown	John McLaughry	0		17	Univ of Connecticut; Union College; Amherst	0		HC, AC
	Pennsylvania	John Stiegman	0		17	Princeton; Rutgers	0		HC, AC

Appendix H:

Pedigrees of Head Coaches for Division I-A Schools in 1983: Coaching Experience

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Big 8	Oklahoma State	Jimmy Johnson	0		18	Louisiana Tech; Wichita State; Iowa State; Picayune; Arkansas; Pittsburgh	0		DC, AC, DF, AHC
	Oklahoma	Barry Switzer	0		23	Arkansas	0		OC, AC, OL
	Nebraska	Tom Osborne	0		17		0		AC, VC
	Missouri	Warren Powers	0		17	Nebraska; Washington State	0		HC, AC, DB
	Colorado	Bill McCartney	13	MO; MI	9	Michigan	0		HC, AC
	Kansas State	Jim Dickey	0		23	Houston; Oklahoma State; Oklahoma; Kansas; North Carolina	0		DC, AC, AHC, DA, S
	Iowa State	Jim Criner	5	CA	16	Utah; Cal State Hayward; California; Brigham Young; UCLA; Boise State	0		HC, AC
	Kansas	Mike Gottfried	6	OH	11	Morehead State; Youngstown State; Cincinnati; Arizona; Murray State	0		HC, AC
ACC	Clemson	Danny Ford	0		13	Alabama; Virginia Tech	0		AC
	Maryland	Bobby Ross	4	VA	14	Virginia Military Institute; William&Mary; Rice; Maryland; The Citadel	4	NFL	HC, AC
	North Carolina	Dick Crum	12	OH	14	Miami (Ohio)	0		HC, DC, AC, DB
	Virginia	George Welsh	0		22	Navy; Penn State	0		HC, AC
	Georgia Tech	Bill Curry	0		3		3	NFL	AC, OL
	North Carolina State	Thomas Reed	0		14	Miami (Ohio); Akron; Arizona; Michigan	0		HC, AC, GA
	Wake Forest	Al Groh	1	VA	15	Virginia; North Carolina; Air Force; Texas Tech; Army Plebe Team	0		DC, AC, DL
	Duke	Steve Sloan	0		15	Alabama; Florida State; Georgia Tech; Vanderbilt; Texas Tech; Mississippi	0		HC, AC, AAD

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Big Ten	Michigan	Bo Schembechler	0		24	Ohio State; Presbyterian College; Bowling Green; Northwestern; Ohio State	0		HC, AC, GA
	Ohio State	Earle Bruce	12	OH	19	Ohio State; Univ of Tampa; Iowa State	0		HC, AC, OL, GA, DB
	Purdue	Leon Burtnett	4	KS	14	Colorado ST; Montana ST; Washington ST; Wyoming; San Jose ST; Michigan ST	0		HC, DC, GA, LB, S
	Minnesota	Joe Salem	0		21	South Dakota; Northern Arizona	0		HC, AC
	Iowa	Hayden Fry	Y	TX	21	Baylor; Arkansas; Southern Methodist University; North Texas State	0		HC, AC
	Michigan State	George Perles	4	IL; MI	18	Michigan State; Univ of Dayton	11		HC, DC, AC, DL, AHC, SC, DB
	Wisconsin	Dave McClain	1	OH	22	Bowling Green; Cornell; Miami (Ohio); Kansas; Ohio State; Ball State (Indiana)	0		HC, AC, GA
	Northwestern	Dennis Green *	0		10		1		OC, ST, GA, RB, R
	Indiana	Sam Wyche	0		1		4	NFL	HC, AC
	Illinois	Mike White	0		23	California; Stanford	2	NFL	HC, OC, OL, GA, WR
Pac-10	USC	Ted Tollner	9	CA	0		0		HC
	Washington State	Jim Walden	5	MS	15	Nebraska; Miami (Florida)	0		HC, DC, AD
	Oregon	Rich Brooks	1	CA	12	Oregon State; UCLA	4	NFL	DC, AC, DL, ST, LB, DB, DE
	California	Joe Kapp	0		1		0		HC
	Oregon State	Joe Avezzano	Y	OH	14	Florida State; Iowa State; Pittsburgh; Tennessee	0		OC, OL
	Washington	Don James	Y	FL	10	Kansas; Florida State; Michigan; Colorado; Kent State	0		HC, DC, GA
	UCLA	Terry Donahue	0		18	Kansas	0		OL, DL
	Arizona State	Darryl Rogers	0		17	Michigan State; San Jose State; Fresno State; Cal State	0		HC
	Stanford	Paul Wiggin	0		10	Stanford (Spring Training)	12	NFL	HC, DC, DL
	Arizona	Larry Smith	0		10	Arizona; Tulane	0		HC, DC, AHC, LB

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
MAC	Central Michigan	Herb Deromedi	7	MI	15		0		HC, DC, AC
	Bowling Green	Dennis Stolz	10	MI	17	Alma College; Michigan State University	0		HC, AC
	Northern Illinois	Bill Mallory	0		13	Miami (Ohio); University of Colorado	0		HC
	Toledo	Dan Simrell	6	OH	12		0		HC, DC, AC, S
	Ball State	Dwight Wallace	0		18	Bowling Green; Iowa Wesleyan College; Central Michigan State; Colorado	0		AC, GA
	Western Michigan	Jack Harbaugh	5	OH	16	Morehead State; Bowling Green; Iowa; Michigan; Stanford	0		HC, AC
	Ohio	Brian Burke	11	OH	12	William & Mary; North Carolina State; Virginia	0		AC
	Miami (Ohio)	Tim Rose	15	CO; OH	5		0		DC, AC
	Kent State	Dick Scesniak	0		17	Missouri; Iowa State; Utah; Kent State; Washington; Wisconsin	1	NFL	OC, AC, OL, GA
	Eastern Michigan	Jim Harkema	5	MI	14	Kalamazoo Coll; Triton Jr Coll; N. Illinois Univ; Grand Valley St; W Michigan	0		HC, AC, GA, A
SEC	Auburn	Pat Dye	0		16	Alabama; East Carolina; Wyoming	0		HC, AC
	Florida	Charley Pell	0		18	Jacksonville State; Clemson	0		HC, DC, DL, GA
	Alabama	Ray Perkins	0		1	Mississippi State	9	NFL	HC, OC, R
	Georgia	Vince Dooley	0		20	Auburn	0		AC, F
	Tennessee	Johnny Majors	0		16	Iowa State; Pittsburgh	0		HC, AC, VC
	Kentucky	Jerry Claiborne	0		32	Augusta Military Acad; Kentucky; Texas A&M; Missouri; Alabama; VA Tech; Maryland	0		HC, AC, HDC, CAC
	LSU	Jerry Stovall	0		10	Univ Southern California	0		AC
	Mississippi	Billy Brewer	9	MS	11	Southeastern Louisiana; Louisiana Tech	0		HC, AC
	Mississippi State	Emory Bellard	21	TX	15	Texas; Texas A&M	0		HC, AC, OL, LB
	Vanderbilt	George MacIntyre	3	FL	19	Miami; Tampa; Clemson; Vanderbilt; UT-Martin; Mississippi	0		HC, DC, AC, DA, S, HDC, CAC, HR

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
WAC	New Mexico	Joe Lee Dunn	4	GA; TN	12	Tennessee-Chatanooga; New Mexico	0		HC, DC, AC, S
	Hawaii	Dick Tomey	0		22	Miami (Ohio); Northern Illinois; Davidson; Kansas; UCLA	0		AC, GA
	Brigham Young	Lavell Edwards	8	UT	21		0		AC
	Wyoming	Al Kincaid	4	FL; VA	9	Alabama; East Carolina	0		HC, AC, GA, VC, QB
	Utah	Charles Stobart	5	OH	18	Marshall University; Cincinnati; Miami (Ohio); Michigan; Toledo	0		HC, OC, AC
	Air Force	Ken Hatfield	1		17	Army; Tennessee; Florida	0		OC, AC
	Colorado State	Leon Fuller	2	TX	19	Alabama; Oklahoma State; Kentucky; New Mexico; West TX State; Wyoming; TX	0		HC, DC, AC, GA
	San Diego State	Doug Scovil	0		18	Navy; Brigham Young; College of San Mateo; Univ of Pacific	7	NFL	HC, AC, AHC
	UTEP	Bill Yung	14	TX; OK	12	Texas Christian Univ; Baylor; West Texas State	0		HC, OC, F
SWC	SMU	Bobby Collins	0		28	Colorado ST; Mississippi ST; George Washington; Virginia Tech; N. Carolina; Southern Miss	0		HC, DC, AHC, B
	Texas	Fred Akers	Y	TX	8	Wyoming	0		HC
	Texas A&M	Jackie Sherrill	0		17	Alabama; Arkansas; Iowa State; Pittsburgh; Washington State	0		HC, DC, AC, AHC, GA
	Houston	Bill Yeoman	0		29	Michigan	0		AC
	Baylor	Grant Teaff	1	TX	26	McMurray; Texas Tech; Angelo State	0		HC, AC, R
	Arkansas	Lou Holtz	0		22	Minnesota; Arkansas; N. Carolina State; William&Mary; Ohio State; S. Carolina; Connecticut	0		HC, AC
	Texas Tech	Jerry Moore	4	TX	18	Southern Methodist; Nebraska; Arkansas; North Texas	0		HC, AC, R
	Texas Christian	Jim Wacker	Y	OR	11+	Concordia Coll (NE); Augustana Coll (SD); TX Lutheran; N. Dakota ST; SW Texas	0		HC, AC
	Rice	Ray Alborn	0		11		0		AC

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
MVC	Tulsa	John Cooper	0		21	Iowa State; Oregon State; UCLA; Kansas; Kentucky	0		DC, AC, F
	Indiana State	Dennis Raetz	9	MO; KS	6	Missouri	0		HC, DC, AC, LB. DE, JVHC
	Illinois State	Bob Otolski	12	IN	10	Indiana University	0		HC, AC, AD
	Southern Illinois	Rey Dempsey	13	OH	11	Bowling Green; Youngstown State	1	NFL	HC, OL, ST
	Wichita State	Willie Jeffries*	7	SC	15	North Carolina A&T; Pittsburgh; South Carolina State	0		HC, AC, DA
	Drake	Chuck Shelton	8	KS; MO	14	Cincinnati; Wichita State; Northeast Missouri State; Pratt Junior College	0		HC, OC, DC, AC, AHC, AAD
	West Texas State	Don Davis	16	TX	5		0		HC, OC, AC, AD
PCAA	UNLV	Harvey Hyde	1	CA	19	Pasadena City College; University of Hawaii	0		HC, DC, AC, RC, F
	Cal State - Fullerton	Gene Murphy	2	MN	17	North Dakota	0		HC, OC, AC
	Fresno State	Jim Sweeney	9	MT	20	Montana State; Washington State; Fresno State	2	NFL	HC, AC
	San Jose State	Jack Elway	Y	WA	22	Grays Harbor College; Cal State Northridge; Montana; Washington State	0		HC, AC
	Pacific	Bob Cope	0		12	Pacific; Vanderbilt; Southern Methodist; Arkansas; Purdue; Mississippi	0		DC, AC, AHC
	New Mexico State	Fred Zechman	12	OH	4	Ohio State University	0		HC, AC, DL, QB, R
	Cal State - Long Beach	Dave Currey	4	CA	13	Stanford	0		HC, OC, AC, RC, B, AD
	Utah State	Chris Pella	3	Japan	15	Utah State	0		HC, AC, GA

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Independents (Eastern)	Cincinnati	Watson Brown	0		10	Vanderbilt; East Carolina; Jacksonville State; Texas Tech; Peay State	0		HC, OC, GA, QB, R
	Pittsburgh	Serafino Fazio	4	PA	15	Boston University; Harvard; Pittsburgh; Cincinnati	0		DC, AC, OL, LB
	Penn State	Joe Paterno	0		17		0		AC
	West Virginia	Don Nehlen	Y	OH	33	Bowling Green; Cincinnati; Michigan	0		HC, AC
	Notre Dame	Gerry Faust	18	OH	2		0		HC
	Syracuse	Dick MacPherson	0		16	Univ of Illinois; Univ of Massachusetts; Univ of Cincinnati	7	NFL	HC, AC, LB, DB, B, F
	Boston College	Jack Bicknell	8	NJ	15	Boston College; Maine	0		HC, AC
	Temple	Bruce Arians	0		8	Virginia Tech; Mississippi State; Alabama	0		AC, GA, RB, R
	Navy	Gary Tranquill	0		19	Wittenberg; Ball State; Bowling Green; Navy; Ohio State; West Virginia	0		OC, DC, AC, QB, R, S
	Rutgers	Frank Burns	4	NJ	27	Johns Hopkins	0		HC, OC, B
	Army	Jim Young	0		9	Arizona; Purdue	0		HC, AC

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Independents (Southern)	Miami	Howard Schnellenberger	0		11	Kentucky; Alabama	14	NFL	HC, AC
	Virginia Tech	Bill Dooley	0		27	Mississippi State; George Washington; Georgia; North Carolina	0		HC, OC, AC, F, LC
	East Carolina	Ed Emory	14	NC	13	Wake Forest; Clemson; Duke; Georgia Tech	0		HC, AC, OL, DL, RC, RB, LB, B, JVHC, LC
	Tulane	Wally English	3	KY	10	Kentucky; Arkansas; Virginia Tech; Nebraska; Brigham Young; Pittsburgh	6	NFL	HC, OC, OL, QB, B
	Florida State	Bobby Bowden	0		17	Samford; West Virginia	0		AC
	Memphis State	Rex Dockery	4	TN	13	Tennessee; Georgia Tech; Vanderbilt; Texas Tech	0		HC, OC, AC, OL, WR
	Southern Mississippi	Jim Carmody	0		21	Tulane; Kentucky; Mississippi State; North Carolina; Mississippi	1	NFL	DC, DL, AHC, LB, F
	William & Mary	Jimmye Laycock	1	VA	12	Clemson; The Citadel; Memphis State	0		OC, GA, QB, B
	Louisiana Lafayette	Sam Robertson	0		16	Kansas State; Oregon; Southern Louisiana; Texas Tech	0		DC, AC, LB
	South Carolina	Joe Morrison	0		10	Tenessee-Chatanooga; New Mexico State	0		HC
	Louisville	Bob Weber	0		24	Trinidad Jr Coll; Colorado State; Arizona; Kansas State; Louisville	1	CFL	HC, OC, AC, OL, DL
	Richmond	Dal Shealy	4	SC	18	Carson-Newman; Mars Hill Coll; Baylor; Tennessee; Auburn; Iowa State	0		HC, OC, AC, AHC, B

Appendix I

Pedigrees of Head coaches for division I-A Schools in 2003: Coaching Experience

Conference	School	Coach's name	Coaching Experience						Previous Coaching Positions Held
			HS	State(s)	College	School(s)	Pro	League	
Big 12 (North)	Kansas State University	Bill Snyder	10	MO; CA	32	Iowa; North Texas; Austin; Southern California; Eastern New Mexico	0		HC, OC, AC, GA
	University of Nebraska	Frank Solich	15	NE	24	Nebraska	0		HC, AHC, RB, F
	University of Missouri	Gary Pinkel	0		30	Kent State; Washington; Bowling Green; Toledo	0		HC, OC, AC, GA, SA, R
	University of Kansas	Mark Mangino	5	PA	18	Youngstown State; Geneva College; Kansas State; Oklahoma	0		OC, AHC, RC, GA, RB, RGC
	University of Colorado	Gary Barnett	11	CO	22	Missouri; Ft. Lewis College; Colorado; Northwestern	0		HC, OC, AC, GA, RB, FB
	Iowa State University	Dan McCarney	0		26	Iowa; Wisconsin	0		HC, DC, OL, DL
Big 12 (South)	University of Oklahoma	Bob Stoops	0		21	Iowa; Kent State; Kansas State; Florida	0		HC, DC, AC, GA, VC, DB
	University of Texas/Austin	Mack Brown	0		31	FL ST; S. Miss.; Memphis ST; Iowa ST; LSU; Appalachian ST; OK; Tulane; N. Carolina	0		HC, OC, SC, QB, WR
	Oklahoma State University	Les Miles	0		21	Michigan; Colorado; Oklahoma State	3	NFL	HC, OC, AC
	Texas Tech University	Mike Leach	0		16	Cal Poly-SLO; College of the Desert; Iowa Weslyan; Valdosta ST; Kentucky; Oklahoma	1	NFL-E	HC, OC, AC, OL, QB, WR, LB, EC
	Texas A&M University	Dennis Franchione	5	KS; MO	26	Southwestern Coll (KS); Pittsburgh ST (KS); Southwest TX ST; New Mexico; TX Christian; Alabama	0		HC, OC, AC
	Baylor University	Guy Morriss	1	TX	10	Valdosta ST; Kentucky; Mississippi ST	5	NFL; PSFL; CFL	HC, OC, OL, AHC

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			HS	State(s)	College	School(s)	Pro	League	
ACC	North Carolina	John Bunting	0		11	Brown; Glassboro State (now Rowan University)	9	USFL; NFL	HC, DC, AC, DL, LB, DA
	Duke University	Carl Franks	0		16	Duke; Florida	0		AC, RC, RB, LB
	Wake Forest University	Jim Grobe	2	VA	27	Marshall; Emory&Henry; Virginia; Air Force Academy; Ohio	0		HC, AC, GA, LB
	Georgia Tech Universit	Chan Gailey	0		14	Florida; Troy State; Air Force; Samford	16	NFL; WLAF	HC, OC, DC, ST, GA, TE, QB, WR, DB, R, DA
	NC State	Chuck Amato	2	PA	33	North Carolina State; University of Arizona; Florida State	0		DC, AC, DL, AHC, LB
	University of Virginia	Al Groh	1	VA	22	Army; Virginia; North Carolina; Air Force; Texas Tech; Wake Forest; S. Carolina	13	NFL	HC, OC, DC, ST, TE, LB
	Clemson University	Tommy Bowden	0		26	West Virginia; Florida ST; E. Carolina; Auburn; Duke; Kentucky; Alabama; Tulane	0		HC, OC, GA, TE, QB, WR, RB, DB
	University of Maryland	Ralph Friedgen	0		33	Maryland; The Citadel; William & Mary; Murray State; Georgia Tech	5	NFL	HC, OC, AC, OL, DL, AHC, GA, TE, QB, RGC, HB
	Florida State University	Bobby Bowden	0		38	Samford; West Virginia	0		HC
Big East	University of Miami	Larry Coker	0		25	Tulsa; Oklahoma State; Oklahoma; Ohio State; University of Miami	0		OC, B
	West Virginia Universit	Rich Rodriguez	0		19	West Virginia; Salem College; Glenville State College	0		HC, AC, SA, VC, AD
	University of Pittsburg	Walt Harris	1	CA	30	Ohio State; Pacific; Tennessee; Illinois; Air Force; Michigan State; California	3	NFL	HC, OC, AHC, QB, LB,S
	Virginia Tech University	Frank Beamer	0		32	Maryland; The Citadel; Murray State	0		HC, DC, AC, GA
	Boston College	Tom O'Brien	0		30	Navy; Virginia	0		OC, AC, OL, RC, TE, QB, T, F
	Syracuse University	Paul Pasqualoni	5	CT	28	Southern Connecticut; Western Connecticut	0		HC, DC, AC, LB, AD
	Rutgers University	Greg Schiano	1	NJ	13	Rutgers; Penn State; Miami	2	NFL	DC, AC, GA, B
	Temple University	Bobby Wallace	0		28	Mississippi State; East Carolina; Wyoming; Auburn; Illinois; North	0		HC, DC, GA, DB, S

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			HS	State(s)	College	School(s)	Pro	League	
Big Ten	University of Michigan	Lloyd Carr	8	MI	28	Eastern Michigan; Illinois; Michigan	0		HC, DC, AHC, S
	Ohio State University	Jim Tressel	0		29	Akron; Miami (Ohio); Syracuse; Ohio State; Youngstown State	0		HC, GA, QB, RB, R
	Purdue University	Joe Tiller	0		30	Montana State; Washington State; Purdue; Wyoming	9	CFL	HC, OC, DC, AC, OL, DL, AHC
	University of Minnesota	Glen Mason	0		32	Ball State; Allegheny Coll; Iowa State; Illinois; Ohio State; Kent State; Kansas	0		HC, OC, AC, OL, GA, LB
	University of Iowa	Kirk Ferentz	2	CT	19	Connecticut; Pittsburgh; Iowa; Maine	6	NFL	HC, DC, OL, AHC, GA
	Michigan State University	John. L. Smith	0		32	Weber State; Montana; Nevada; Idaho; Wyoming; Washington State; Idaho; Utah State; Louisville	0		HC, DC, AC, AHC, GA
	University of Wisconsin	Barry Alvarez	8	IA	23	Iowa; Notre Dame	0		DC, AC, AHC, LB
	Northwestern University	Randy Walker	0		27	North Carolina; Miami (Ohio) University; Northwestern	0		HC, OC, GA, QB, RB
	Penn State	Joe Paterno	0		51	Penn State	0		AC
	University of Indiana	Gerry DiNardo	0		27	Maine; Eastern Michigan; Colorado; Vanderbilt; LSU	2	XFL	HC, AC
	University of Illinois	Ron Turner	0		23	Pacific; Univ of Arizona; Northwestern; Pittsburgh; USC; Texas A&M; Stanford; San Jose State	4	NFL	HC, OC, GA, QB, RB, R
Indepen-dents	University of Connecticut	Randy Edsall	0		20	Syracuse; Boston College; Georgia Tech	3	NFL	DC, GA, TE, RB, DB, S
	Navy	Paul Johnson	2	NC	23	Lees McRae Junior College; Georgia Southern; Hawaii; Navy	0		HC, OC, AC
	Troy State University	Larry Blakeney	7	AL	26	Auburn	0		HC, AC
	Notre Dame	Tyrone Willingham*	0		24	Michigan State; Central Michigan; N. Carolina State; Rice; Stanford	3	NFL	HC, ST, GA, RB, R, S

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			HS	State(s)	College	School(s)	Pro	League	
Conference USA	Southern Miss	Jeff Bower	0		29	Southern Mississippi; Southern Methodist; Wake Forest; Oklahoma State	0		OC, AHC, GA, QB, R
	Texas Christian	Gary Patterson	0		21	Kansas ST;TN Tech;CA-Davis;Cal Lutheran;Pittsburgh ST (KS);Sonoma ST (CA);Utah ST;Navy;N. Mexico	1	USFL	DC, GA, LB, S
	Louisville	Bobby Petrino	0		18	Carroll College; Weber State; Idaho; Arizona State; Nevada; Utah State; Auburn	3	NFL	OC, GA, TE, QB, WR, R
	Memphis	Tommy West	0		24	Mississippi; Appalachian State; Clemson; Tennessee; S. Carolina; UT-Chattanooga	0		HC, OC, DC, AC, RB, LB, R
	South Florida	Jim Leavitt	0		25	Missouri; Dubuque; Morningside College; Iowa; Kansas State	0		DC, ST, GA, LB
	Houston	Art Briles	21	TX	3	Texas Tech	0		HC, AC, RB, AD
	Alabama - Birmingham	Watson Brown	0		30	TX Tech;E. Carolina;Jacksonville ST;Austin Peay ST;Vanderbilt;Cincinnati;Rice;Mississippi ST;Oklahoma	0		HC, OC, GA, QB, R, AD
	Tulane University	Chris Scelfo	0		17	Northeast Louisiana; Oklahoma; Marshall; Georgia Tech	0		OC, OL, AHC, GA, TE, WR, HDC, CAC
	Cincinnati	Rick Minter	0		23	Arkansas; New Mexico State; North Carolina State; Louisiana Tech; Ball State; Notre Dame	0		DC, AC, AHC, GA
	East Carolina	John Thompson	4	AK	21	Arkansas;Northwestern State (LA);Alabama;Louisiana Tech;Southern Miss;Memphis;LSU;Florida	0		DC, AC, LB, S
	Army	Todd Berry	0		20	Tulsa;Tennessee;Oklahoma ST;Tennessee-Martin;Mississippi ST;SE Missouri ST;E. Carolina Univ;Illinois ST	0		HC, OC, AC, GA, SC, TE, WR, R

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			HS	State(s)	College	School(s)	Pro	League	
Sun Belt	North Texas	Darrell Dickey	0		18	Texas A&M; Univ of Memphis; Mississippi State; LSU; UT El Paso; SMU	0		HC, OC, AC, GA, TE, QB, RB
	Middle Tennessee Univ.	Andy McCollum	0		22	Middle Tennessee; UT El Paso; Baylor	0		HC, DC, AC, AHC, ST, GA, TE, WR, LB, S, JVHC
	Lafayette	Rickey Bustle	0		25	Clemson; Gardner-Webb; East Carolina; Louisiana-Monroe; Virginia Tech; S. Carolina	1	USFL	OC, DC, AC, GA, QB, RB, DB, R
	Arkansas State	Steve Roberts	0		13	Southern Arkansas; Northwestern State Univ (LA)	0		HC, DC, RC, S
	Utah State	Mick Dennehy	13	WA; MT; WY	17	Montana State; Western Montana; Montana	0		HC, OC, AC, OL
	Idaho	Tom Cable	0		16	Idaho; San Diego State; Cal State Fullerton; UNLV; California; Colorado	0		OC, OL, DL, GA, LB
	New Mexico State	Tony Samuel*	0		25	Nebraska; Western Michigan; Stanford	0		AC, DL, GA, SA, LB
	Louisiana Monroe	Charlie Weatherbie	0		22	Oklahoma State; Wyoming; Air Force Academy; Arkansas; Utah State; Naval Academy	0		HC, AC, GA
Mid-American (East)	Miami (Ohio)	Terry Hoeppner	9	IN; AL; SC	23	Franklin College; Miami (Ohio)	0		HC, DC, AC, AHC, LB, DB
	Marshall	Bob Pruett	0		24	Marshall; Wake Forest; Mississippi; Tulane; Florida	0		DC, DB
	Akron	Lee Owens	15	OH	11	Ohio State	0		HC, DC, TE, AD, OT
	Kent State	Dean Pees	0		24	Findley; Miami (Ohio); Navy; Toledo; Notre Dame; Michigan State	0		DC, S
	Central Florida	Mike Kruczek	0		20	Florida State	1	USFL	OC, QB
	Ohio	Brian Knorr	0		11	Air Force Academy; Ohio	0		DC, AC, OL, LB, JVHC
	Buffalo	Jim Hofher	0		23	Wake Forest; Miami (Ohio); Syracuse; Cornell; North Carolina	0		HC, ST, GA, QB, WR, RB, PGC

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			HS	State(s)	College	School(s)	Pro	League	
Mid-American (West)	Bowling Green	Gregg Brandon	3	CO	22	Weber State; Wyoming; Utah State; Northwestern; Colorado	0		HC, AHC, ST, RC, TE, LB, R, PGC
	Northern Illinois	Joe Novak	6	OH	29	Miami (Ohio); Illinois; Northern Illinois; Indiana	0		HC, AC, GA, DE
	Toledo	Tom Amstutz	0		26	Toledo; Navy	0		DC, GA, SA
	Western Michigan	Gary Darnell	0		33	Oklahoma ST;SMU;N. Carolina; Kansas ST; Tennessee Tech; Wake Forest; Florida; Notre Dame; Texas	0		HC, DC, AC, AHC, ST, GA, LB
	Ball State	Brady Hoke	1	IN	20	Grand Valley State; Western Michigan; Toledo; Oregon State; Michigan	0		DC, OL, DL, LB, DE
	Eastern Michigan	Jeff Genyk	0		12	Grand Rapids CC; Northwestern	0		AC, ST, RC, GA, QB, WR, RB, LB, DFO
	Central Michigan	Mike DeBord	0		21	Franklin College; Fort Hays; Eastern Illinois; Ball State; Colorado State; Northwestern; Michigan	0		OC, OL, AHC, TE, T
SEC (East)	Georgia	Mark Richt	0		18	Florida State; East Carolina	0		OC, GA, QB, VA
	Tennessee	Phillip Fulmer	0		31	Tennessee; Wichita State; Vanderbilt	0		OC, DC, OL, GA, LB, A
	Florida	Ron Zook	2	OH	19	Murray State; Cincinnati; Kansas; Tennessee; Virginia Tech; Ohio State; Florida	6	NFL	DC, AHC, ST, DB, NB, SS
	South Carolina	Lou Holtz	0		42	Iowa;William&Mary;Connecticut;S.Carolina;Ohio ST;N.Carolina ST;Arkansas;Minnesota;Notre Dame	1	NFL	HC, AC
	Kentucky	Rich Brooks	1	CA	27	Oregon State; UCLA; Oregon	10	NFL	HC, DC, AC, DL, AHC, ST, LB, DB, DE, F
	Vanderbilt	Bobby Johnson	0		26	Furman; Clemson	0		HC, DC, DB

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			HS	State(s)	College	School(s)	Pro	League	
SEC (West)	LSU	Nick Saban	0		22	Kent State; Syracuse; West Virginia; Ohio State; Navy; Michigan State; Toledo	6	NFL	HC, DC, GA, LB, DB, S
	Mississippi	David Cutcliffe	6	AL	22	Tennessee	0		HC, OC, AC, AHC, TE, QB, RB, PGC, T
	Auburn	Tommy Tuberville	4	AK	21	Arkansas State; University of Miami; Texas A&M; University of Mississippi	0		HC, DC, AC, GA, LB, DE
	Arkansas	Houston Nutt	0		22	Oklahoma State; Arkansas; Murray State; Boise State	0		HC, GA, WR, R
	Alabama	Mike Shula	0		0		15	NFL	OC, AC, TE, QB
	Mississippi State	Jackie Sherrill	0		35	Alabama; Arkansas; Iowa State; Pittsburgh; Washington State; Texas A&M	0		HC, DC, AC, AHC, GA
WAC	Boise State	Dan Hawkins	2	CA	19	UC Davis; College of Siskiyous (CA); Sonoma State Univ; Willamette Univ (Oregon)	0		HC, OC, DC, TE, LB, F
	Fresno State	Pat Hill	0		23	LA Valley JC; Utah State; UNLV; Fresno State; Arizona	6	NFL; CFL	OC, AC, OL, RC, TE, RB
	Tulsa	Steve Kragthorpe	0		11	Northern Arizona; North Texas; Boston College; Texas A&M	2	NFL	OC, GA, QB, WR
	University of Hawaii	June Jones	0		5	Hawaii	14	NFL, CFL, USFL	HC, OC, AHC, QB, WR
	Rice University	Ken Hatfield	1	AK	37	US Military Academy; Tennessee; Florida; Air Force Academy; Arkansas; Clemson	0		HC, OC, AC, S, B, F
	Nevada	Chris Tormey	2	WA	23	Washington; Idaho	0		HC, DC, AC, DL, GA, TE, LB, DB, S
	Louisiana Tech University	Jack Bicknell	0		18	Boston College; University of New Hampshire; Louisiana Tech	0		OL, DL, GA
	San Jose State University	Dr. Fitz Hill*	1	AK	15	Northwestern (LA) State; Arkansas; Utah State University	0		AC, AHC, RC, GA, QB, WR, R, VA
	Univ. Texas - El Paso	Gary Nord	0		22	Louisville; Oklahoma; Pittsburgh	0		OC, TE, QB, WR, RB
	Southern Methodist Univ.	Phil Bennett	0		24	Texas A&M; Texas Christian; Purdue; LSU; Oklahoma; Kansas State	0		DC, AHC, RC, TE, LB, S, DE, T

VITA

Marshall Van Fulghum

Candidate for the Degree of

Doctor of Education

Thesis: SOCIAL NETWORKS AND SEGREGATION IN DIVISION I-A FOOTBALL IN THE POST-CIVIL RIGHTS ERA: A CASE STUDY OF THE UNDERREPRESENTATION OF AFRICAN-AMERICAN HEAD COACHES

Major Field: Higher Education Administration

Biographical:

Personal Data:

Born in Chicago, Illinois, to Robert and Emma Mae Fulghum

Education:

Benjamin E. Mays Independent High School, Chicago, Illinois, June 1983; Bachelor of Arts degree in Broadcast/Journalism, Langston University, Langston, Oklahoma, May 1987; Master of Education degree in Secondary Education, University of Central Oklahoma, Edmond, Oklahoma, December 1996; completed the requirements for the Doctor of Education degree in Higher Education Administration, Oklahoma State University, Stillwater, Oklahoma, December 2005.

Experience:

Visiting Instructor, Edmon Low Library, Oklahoma State University; Research Graduate Assistant, Edmon Low Library, Oklahoma State University; Senior Academic Advisor, Department of Athletics, Oklahoma State University; Academic Counselor/Public Relations Coordinator Langston University; Vehicle Control Representative, Hertz Data Center; Technical Writer, Hertz Data Center.

Professional Memberships:

American Educational Research Association (AERA); Military Officers Association of America; National Guard Association of the United States; National Guard Association of Oklahoma, and Omega Psi Phi Fraternity, Inc., Upsilon Iota Chapter.

Name: Marshall Van Fulghum Date of Degree: December2005

Institution: Oklahoma State University Location: Stillwater, Oklahoma

Title of Study: SOCIAL NETWORKS AND SEGREGATION IN DIVISION I-A FOOTBALL IN THE POST-CIVIL RIGHTS ERA: A CASE STUDY OF THE UNDERREPRESENTATION OF AFRICAN-AMERICAN HEAD COACHES

Pages in Study: 156 Candidate for the Degree of Doctor of Education

Major Field: Higher Education Administration

Scope and Method of Study: The purpose of this study is to examine whether there have been any changes in the number of African-American head coaches in Division I-A institutions since the enactment of the Civil Rights Act of 1964 and to identify the factors that influence selection as head coaches in Division I-A football programs. Perpetuation Theory would explain the disproportionate overrepresentation of white coaches in an arena populated equally by black athletes (Braddock, 1980) in terms of the underdevelopment of networks or ties designed to foster links between minority groups and dominant majority groups (Wells & Crain, 1994). These links between student-athletes and essential knowledge and opportunities needed to access information networks and ties regarding head football coaching positions at Division I-A colleges and universities (Granovetter, 1973) may be missing or underdeveloped, thus explaining these demographics.

In order to answer questions about the factors that influence selection, biographies were obtained for each of the Division I-A coaches in each of the respective years being studied (349 total). The collection and assessment of empirical data in 20-year increments provided a snapshot of the demographic population for all Division I-A head football coaches studied. Overall trends were examined with respect to the number of African-American head football coaches in the years studied and all coaches' football playing and coaching experience, including length of time and key positions.

Findings and Conclusions: Racial segregation still exists in Division I-A collegiate football, with regard to selection for head coaching positions. The primary factors affecting selection as a head coach are collegiate football playing experience and positions played. Further, selection as a head coach was also influenced by previous collegiate coaching positions held, which were influenced by the college football position the individual played. Selection as a head coach is not as heavily influenced by educational attainment or professional football playing experience.

Adviser's Approval: Dr. Adrienne E. Hyle