PERSPECTIVES OF BLACK MALE COACHES TOWARDS THEIR UNDERREPRESENTATION IN DIVISION I ATHLETICS:
A QUALITATIVE ANALYSIS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
The Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

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2009

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ABSTRACT

The purpose of this study was to analyze the perspectives of Black male coaches regarding their underrepresentation in National Collegiate Athletic Association (NCAA) Division I athletics. A second purpose was to identify proactive strategies from the coaches to increase the number of Black male coaches at the Division I level. The participants were seven Black male assistant coaches from a Division I flagship university in the Midwest region of the United States. The research method was descriptive-qualitative. The primary data sources were face-to-face semi-structured interviews and e-mail follow-ups. The data were analyzed using a generative coding strategy and three emergent themes were uncovered. These themes were: (a) disadvantaged, (b) how things are, and (c) networking. The implications from the study revealed suggestions for university athletic directors and presidents to deal with the current situation regarding the underrepresentation of Black males in Division I athletics. The first implication is that athletic directors and university presidents need to be proactive and hire more Black coaches to change the underrepresentation of Black male coaches. The second implication would be for the implementation of the National Football League’s Rooney rule for all NCAA athletic departments. It would be a move in the right direction towards leveling the playing field for job opportunities in Division I coaching. Lastly, the final implication of this research question is that all Black coaches
in Division I athletics need to learn and understand the purpose of the Black Coaches Association and other strategies available to them.
Dedicated to my family;

Daniel G. Kelly, Natalie Kelly,

Damien Kelly, and Natasha Kelly.
ACKNOWLEDGMENTS

I would like to thank my advisor Dr. Donna L. Pastore for believing in my vision and allowing me the opportunity to work on meaningful research. Your support over the past 5 years has been a driving force in my success today in academia. I truly appreciate the process of attaining a doctoral degree due to your ability to relate to me as both a student and a colleague. As our relationship has grown over the years, so has my level of appreciation for the impact you have had on my life. Thank you for helping me discover many of my finer points, and helping me develop in a healthy academic environment.

I would like to thank Dr. Brian Turner for your ideas and suggestions in refining my topic. I would also like to thank you for your role in my personal development as a graduate student. Your positive attitude and availability for advice were an asset to my maturation as a doctoral student. I truly appreciated learning from you and your impact on my career as a practitioner is beyond measure.

I would like to thank Dr. Samuel R. Hodge for bringing out the potential of this research study. Your meticulous attention to detail and thoughtful feedback allowed me to develop my thoughts as a scholar, and also allowed me the freedom to grow within the study. I appreciate the effort throughout the process and it was a pleasure to work with you.
I would like to thank Dr. Chad Seifried for the support and candor during the early stages of the dissertation process. Thank you for teaching me the structure and process development aspects of the dissertation experience. Also, thank you for being a sounding board for advice during the study.
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CHAPTER 1
INTRODUCTION

Intercollegiate athletics has served as the premier landscape for amateur competition in the history of sport in America (NCAA, 2007d). Over the years, athletes have not only represented themselves and their families, but also institutions of higher learning. The phenomenon analyzed in this study was the underrepresentation of Black males in intercollegiate athletic coaching positions at the Division I level. In this study, the researcher utilized a qualitative research method to analyze the perspectives of Black males toward opportunities available for head coaching positions at the Division I level.

Rationale for the Study

Collegiate athletics in the United States (US) are divided into three classifications (i.e., Division I, II, and III) by the National Collegiate Athletic Association (NCAA, 2007a). The colleges and universities in Division I must field no less than seven athletic programs for men and women or six teams for men and eight for women. Division I institutions that field a football program are labeled as Football Bowl Subdivision (formerly Division I-A) or NCAA Football Championship Subdivision (formerly Division I-AA). The institutions falling under Football Bowl Subdivision (formerly Division IA) must average at least 15,000 spectators for each game hosted. For the remainder of the institutions at
the Division I level, they fall into the category of NCAA Football Championship Subdivision (formerly Division IAA), [which] has no attendance requirement. All institutions within the Division I classification comply with the rules and regulations of the NCAA.

Division II institutions must field no less than five athletic programs for men and women or four teams for men and six for women (NCAA, 2007a). The main distinction between Division I and II is not all student-athletes are on full scholarships, the majority have to use conventional means for paying tuition (grants, loans, and jobs). Lastly, Division III institutions must field no less than five athletic programs for men and women. The only difference between Division III and the other two classifications is Division III athletic programs do not provide financial assistance for their student-athletes.

Lapchick’s Race and Gender Report Card

Black student-athletes have been well-represented in selected sports at the Division I level, yet are almost non-existent as coaches (Hodge, Burden, Robinson, & Bennett, 2008). For the 2006-2007 academic year, 60.4% of the student athletes in Division I basketball were Black (Lapchick, 2009). In the sport of football, Blacks represented 45.9% of the student-athletes. In baseball, Blacks represented 6.0% of the student-athletes. As a whole, Black males comprised 24.7% of the total percentage of student-athletes at the Division I level during 2006-2007.

In comparison, the total percentage of Black male head coaches at the Division I level in 2007-2008 was 5.1% (Lapchick, 2009). The most recent Race and Gender Report Card indicated a decline in the percentage of Blacks in comparison to the 2005-06 season
when they accounted for 6.1% of the total head coaches at the Division I level. During the 2007-08 academic year, Blacks accounted for 16.5% of the assistant coaches at the Division I level. The percentages are also on the decline when compared to recent years, such as in 2003-04, when Blacks accounted for 16.9% of the total percentage of assistant coaches at the Division I level. The low percentages are not only evident in Division I athletics, as the total percentage of Black assistant coaches in all of men’s intercollegiate athletics (Division I, II, & III) represented 28.1% of the male coaches for the 2007-08 year.

Across the board, the percentage of Black male head coaches and assistant coaches is on the decline. However, the sports of basketball and football have shown the highest participation of Black males as head coaches in comparison to other sports. For the sport of basketball during the 2007-08 academic year, Blacks accounted for 39.3% of the assistant coaches (Lapchick, 2009). In comparison to the percentage from 2007-08, there were only 36.4% Black assistant coaches during the 2003-04 academic year. For the sport of Division IA football, Blacks accounted for 23.8% of the assistant coaches. However this percentage had declined in comparison to 2003-04, when 24.4% of the assistant football coaches at the Division IA level were Blacks.

The statistics show that of the 414 head coaching openings at the Division IA level (football) since 1982, only 4.8% have been filled by a Black coach (Harrison & Yee, 2006). However, for Black coaches in the sport of basketball, they represent one quarter of the total percentage of coaches in Division I (Lapchick, 2009). For the sport of football, during 2007-2008, Black males occupied 5.1% of Division IA football head coaching positions.
In the history of Division IA football, there have been 27 Black head coaches (Lapchick, 2009). If one drills down deeper into the statistics, the percentages show that since 1996, Black coaches represent 6.3% of the total percentage in Division IA (Harrison & Yee, 2006). The numbers indicate a Black coach has been employed as the leader of a Division IA football program only on 25 occasions.

The statistics are similar for Black males in athletic administrative positions, based on the most recent figures (2007-08). As of November 2008, 6.2% of Division I athletic directors were Black males (Lapchick, 2009). This was an increase in comparison to the 2003-04 academic year when 3.4% of the total population of athletic directors were Black; however, the total percentages are still very low. Black males accounted for 6.2% of the college senior athletic administrators, which according to Lapchick consisted of associate and assistant athletic directors during the 2006-07 academic year. The percentage also increased over the previous years when in 2003-04, Black males accounted for 6.0% of all senior athletic administrators.

Black females are well-represented in basketball and track and field as student athletes at the Division I level of intercollegiate athletes, but like Black males are also underrepresented in coaching and athletic administrative positions. During the 2006-07 academic year, 47.4% of the female student-athletes in Division I basketball were Black (Lapchick, 2009). Also during that same season Black females comprised 23.7% of the total women track and field athletes and 4.9% of all other female student-athletes. As a whole, Black females comprised 15.7% of the total student athletes at the Division I level. However, the percentages for Black women coaches are less.
Black females were employed as 7% of the head coaches in women’s athletics at the Division I level in 2006-07 (Lapchick, 2009). However, this was an increase from the 2005-06 academic year, when 6.6% of the head coaches at the Division I level were Black women. The number of Black women assistant coaches at the Division I level for the 2007-08 academic year was 24.8%. The percentage is on a slight increase because during the 2005-06 academic year, 24.3% of the women assistant coaches were Black. The percentages for Black females in Division I athletic administrative positions are a similar phenomenon to the coaches.

Recent figures indicated that 1% of athletic directors were Black females (Lapchick, 2009). The percentages have increased for Black females since 2005-06, when there were 0.5% Black women serving as athletic directors. Currently, there are 1.0% Black female senior athletic administrators at the Division I level. This is down from the 2.1% Black female senior athletic directors (assistant and associate) during the 2005-06 academic year. Finally, Black women compiled 10.2% of the senior woman’s administrator positions during the 2005-06 academic year, and this number has held steady for the 2007-08 academic term.

*NCAA Ethnicity and Gender Demographics*

The statistics compiled by Richard Lapchick in the *2008 Race and Gender Report* Card (2009) outline the percentages on two-year intervals. These percentages illustrate a picture which shows that Blacks are underrepresented as coaches in Division I athletics. Lapchick’s report (2009) excludes historically black colleges and universities (HBCU) in the percentages of Black coaches and administrators in Division I athletics. The NCAA research compiled in the *NCAA Ethnicity and Gender Demographics* report also excluded
HBCU and portrays a similar interpretation of the percentages concerning Black coaches in Division I athletics. While Lapchick’s research focuses on two-year intervals in its reporting of percentages, the NCAA report focuses on a ten-year interval for their comparison of percentages.

Within the statistics compiled by the *NCAA Ethnicity and Gender Demographics* report, the total percentage of Black male head coaches at the Division I level in 2005-06 was 6.7% (NCAA, 2007j). The NCAA research statistics recorded the percentage of Black head coaches in the 1995-96 season accounted for 9.1% of the total head coaches at the Division I level. These figures are similar to Lapchick’s (2009) study and showcase a decrease in Black head coaches over a ten year span. During the 2005-06 academic year, Blacks accounted for 19.2% of the assistant coaches at the Division I level (NCAA, 2007j). In comparison to the research by Lapchick, the percentages are on the rise when compared to past years, such as in 1995-96, Blacks accounted for 17.2% of the total percentage of assistant coaches at the Division I level.

However, within the Lapchick (2009) study all of the following figures are on the decline in comparison, but the NCAA study shows these percentages are all in favor of an increase in the percentage of Black male and female coaches in Division I athletics. During the 2005-06 season, Black head coaches accounted for 25.2% of the coaches in Division I basketball (NCAA, 2007j). In comparison to the 1995-96 season, the percentage of Black head coaches has increased to 22.2%. During the 2005-06 academic year, Blacks accounted for 19.2% of the assistant coaches. The percentage was up a bit in comparison with the 1995-96 academic year when 17.2% of the assistant coaches were Black. For the sport of Division IA football, Blacks accounted for 26.6% of the assistant
coaches. Once again the percentage had increased in comparison to 1995-96, when
21.7% of the assistant football coaches at the Division IA level were Blacks.

In 2005-06, 5% of Division I athletic directors were Black males (NCAA, 2007j). This
was a decrease in comparison to the 1995-96 academic year when 9.1% of the total
population of athletic directors were Black. Black males accounted for 6.1% of the
associate athletic administrators and 5.1% of the assistant athletic directors during 2005-
06 academic year. The percentage also decreased over the previous years when in 1995-
96, Black males accounted for 6.8% of associate athletic administrators, and 8.1% of all
assistant athletic directors.

Black females were employed as 3.6% of the head coaches in women’s athletics at the
Division I level in 2006 (NCAA, 2007j). However, this was a decrease from 1995-96
academic year, when 6.2% of the head coaches at the Division I level were Black women.
The percentage of Black women assistant coaches at the Division I level for the 2005-06
academic year was 7.6%. The percentage has been on the rise because during the 1995-96
academic year 6% of the women’s assistant coaches were Black (Lapchick, 2009). The
percentages for Black females in Division I athletic administrative positions are a similar
phenomenon to the coaches.

Recent figures indicate 1.4% of athletic directors were Black females (NCAA, 2007j).
The percentages have increased for Black females since 1995-96, when only 1% of the
athletic directors were Black women. At the Division I level, 2.1% of the associate
athletic directors and 3.6% of the assistant athletic directors were Black women during
the 2005-06 academic year. Finally, Black women compiled 2.3% of the associate
athletic directors and 1.4% of the assistant athletic directors during the 1995-96 academic year.

Both the NCAA data and the Lapchick data reported on the same demographic, but each segmented the data differently. The studies chronicled the data in yearly (interval) comparisons. The data reported by Lapchick (2009) and the NCAA (2007a) show there is a dearth of Black coaches (male and female) in Division I athletics, and chronicled the information by showcasing percentages on a two year interval and ten year interval comparison, respectively. The next section details the descriptions of past studies relevant to this topic.

Past Studies on Topic

The underrepresentation of Black males in coaching and athletic administrative positions for Division I intercollegiate athletic programs has been actively researched (Cunningham, Bruening, & Straub, 2006; Cunningham & Sagas, 2004a; 2004b; Sagas & Cunningham, 2005). Within this section, the research studies were chronicled to document the various attempts to answer the question of why Black males were underrepresented in head coaching positions. Four studies were reviewed and represent a small sampling of the past studies on the topic. The remainder of the studies on the topic were presented in Chapter two.

Cunningham and Sagas (2004a) analyzed the effects of racial differences on the commitment of assistant coaches toward their respective organizations. Racial differences in the study were defined as the unique reactions Blacks and Whites had towards their experiences in the coaching field. Cunningham and Sagas surveyed 235 assistant coaches from the Division I level and found that Black and White coaches differed in their
commitment to the organization, as racial differences did not affect the groups in the same way. They also found that Black coaches believed they were pioneers for more opportunities when they were the only minority on the coaching staff. Cunningham and Sagas interpreted this as Black coaches worked well when they were the minority or the majority on the coaching staff. In conclusion, the relationship dynamics of Blacks and Whites on a coaching staff may have an important impact on reasons for the dearth of minority coaches in Division I athletics.

In related research, Cunningham and Sagas (2004b) conducted another study which examined discrimination as precursors of employee intent in their respective occupation of Division I football. A total of 382 coaches responded to a survey questionnaire, which indicated a statistically significant difference in the intent to leave based on the coaches’ racial differences. The scholars found that in comparison to Whites, Blacks felt there were not any job opportunities and chances for advancement in the field. The scholars concluded, a difference based on race could potentially have a major affect on occupational turnover.

Sagas and Cunningham (2004) conducted another study on racism in Division I athletic programs. The researchers mailed survey questionnaires to 640 Division I assistant men’s basketball coaches and 37% were returned. The results revealed problems assistant coaches had when open communication or high level LMX (leader-member exchanges) was not achieved in a relationship with the head coach. The scholars found that racism existed, but was not the only factor in the dearth of minority hiring in Division I athletic programs. According to the scholars, institutional racism represented oppression of Black coaches in the field of coaching. There were no statistically
significant differences in LMX based on Black assistants working under White head coaches, or for White assistants working under White head coaches. The researchers concluded that institutional racism was not statistically significant in this study in the underrepresentation of Blacks in head coaching positions.

Later, Cunningham et al. (2006) sought to find reasons for the dearth of Black head coaches in Division I athletics. The scholars focused on the impact race played on the interest in matriculating to the head coaching position, goal orientation for becoming a head coach, perceived pitfalls or opportunities, turnover in the industry, and potential for leaving the field for any reason. A mixed-methods approach was utilized and the study was broken up into two phases, labeled Study 1 and Study 2. The results from Study 1 were qualitatively based and the researchers found that both Blacks and Whites viewed race and opportunity as playing an important role in career matriculation. The results from Study 2 were quantitatively based and Cunningham et al. found that in football Black coaches more so than White coaches felt a lack of opportunity in the profession as a reason for leaving the profession, while in basketball it was the opposite as White coaches had the greater feeling of the lack of opportunities, which led to them leaving coaching. The scholars also noted that they could not conclude race as an overriding factor for Blacks leaving the coaching profession.

The past studies on the underrepresentation of Black coaches in Division I athletics focused on either racial dissimilarity affecting opportunities for coaching (Cunningham & Sagas, 2004a: 2004b), and/or finding the existence of discrimination and its impact on perceptions of opportunities (Cunningham et al., 2006; Sagas & Cunningham, 2004). In other words, these studies attempted to find the existence of racism and discrimination in
the underrepresentation of Blacks in coaching opportunities at the Division I level. The past studies on the underrepresentation of Black coaches have gone a long way to increase interest in the phenomenon. However, these studies have been unable to conclusively confirm or disconfirm racism as having a statistically significant impact on the dearth of coaching opportunities for Blacks in Division I athletics. Aside from the literature on the topic, many organizations have produced strategies to address the underrepresentation of Black coaches in Division I.

*Strategies Available for Black Coaches*

Currently, there are strategies to assist Black men and women interested in coaching opportunities. The Black Coaches Association (BCA) was created in 1987 as an organization “committed to creating a positive enlightened environment where issues can be examined closely, debated sincerely and resolved honestly” (2007). The organization has been at “the forefront of the effort to enhance the employment opportunities and professional development of the ethnic minority professional” (BCA, 2007). The BCA was created with the purpose of serving as a nationwide networking entity for Blacks to increase the opportunities for coaching at all levels of athletics. The BCA has also served as a professional training and preparation resource for Blacks interested in the coaching profession. The BCA operates as a private non-profit organization for the benefit of enhancing opportunities for qualified Black coaches in athletics.

The NCAA has also taken a keen interest in increasing opportunities for ethnic minorities. The NCAA Executive Committee Subcommittee on Gender and Diversity Issues was created to be the front group responsible for finding remedies to issues involving student athletes in association with gender and diversity (NCAA, 2007e). The
purpose of the committee was to focus on issues concerning student athletes based on age, socio-economic status, gender, race, and ethnicity.

The NCAA Minority Opportunities and Interests Committee (MOIC) was founded in 1991 to create opportunities for diversity involving women and ethnic minorities (NCAA, 2007b). The MOIC is committed to increasing minority opportunities in the field of athletics and has the responsibility to solicit opportunities from private and public entities for minority student athletes. The MOIC is responsible for securing opportunities for minority student athletes in the academic or professional forums.

The NCAA has also been proactive in addressing the need for opportunities available to women. The NCAA Committee on Women's Athletics (CWA) was created to provide opportunities for female student athletes in the NCAA and provide adequate training for careers in athletics (NCAA, 2007c). The CWA sought to enhance and increase opportunities for female student-athletes and also women administrators and coaches. The CWA is responsible for the checks and balances of all programs and initiatives for women within the NCAA. The CWA is charged with creating opportunities for women as well as governing the resources available to women in public and private sectors.

The NCAA also has taken a keen interest in fostering the training and development of female and minority talent by creating the NCAA Leadership Institutes for Ethnic Minority Males and Females, the NCAA Men’s Coaches Academies, the NCAA Women’s Coaches Academies, and the NCAA Fellows Leadership Development Program. The NCAA Leadership Institutes for Ethnic Minority Males and Females provide training opportunities for interested minorities to integrate into the field of athletic administration (NCAA, 2007f). The program gives opportunities to
underrepresented groups to increase the number of potential athletic personnel for increases in diversity.

The NCAA Men’s Coaches Academies emphasis is on preparing males for opportunities in intercollegiate athletic coaching (NCAA, 2007g). The program focuses on increasing the training and preparedness of diverse groups as they prepare for coaching opportunities in athletics. The NCAA Women’s Coaches Academies, which is similar to the men’s program, also prepares females for college coaching positions (NCAA, 2007h).

The NCAA Fellows Leadership Development Program was created in 1997; and it sought to develop qualified ethnic minorities and women with opportunities to learn from current senior management level administrators about intercollegiate athletics administration (NCAA, 2007i). The purpose of the program is to prepare future administrators for senior level management positions such as athletic director. Lastly, the National Association of Collegiate Women Athletics Administrators (NACWAA) was focused on securing opportunities for women in and out of athletics (2007). The organization, which was created in 1979, works in accordance with groups such as the NCAA and BCA to increase the presence of women in athletic coaching as well as administration. Information on each of these programs, organizations, and committees was explained in detail in Chapter two.

Significance of the Study

The aforementioned research studies and strategies addressed the topic of underrepresentation of Black males in head coaching and assistant coaching positions at the Division I level. Each inquiry essentially opened a different avenue for possible
discovery, and attempted to find an all encompassing answer. The debate over the reasons for Black men and women being underrepresented in the coaching profession and not matriculating to head coaching positions seems to contain deep rooted nuances suitable to exploration using qualitative methods. This current study was viewed as an opportunity to contribute to the research on the topic and introduce a qualitative methodology for investigating the underrepresentation of Black males in Division I coaching positions.

This is a topic that needs further inquiry and the voices of Black male coaches need to be heard on the topic. Qualitative research served as the methodological framework for the study, which allowed Black coaches an opportunity to voice their perspectives about the phenomenon regarding their underrepresentation in Division I assistant coaching. Further, qualitative research served the purpose of the study by giving Black male coaches an opportunity to bring attention to the issues facing them.

Past studies have utilized quantitative methods to explain the underrepresentation of Black males in coaching positions and focused on specific variables such as discrimination and dearth of opportunity (Cunningham et al., 2006; Sagas & Cunningham, 2004) and lack of opportunities based on race (Cunningham & Sagas, 2004a; 2004b). Qualitative research, on the other hand allows the data to lead the researcher on the path towards addressing the reasoning behind the underrepresentation of Black males in Division I coaching. By using qualitative research, Black coaches have the opportunity to explain the phenomenon through their experiences.

Scholarly research has three distinct objectives: (a) to validate the findings, (b) to explain the phenomenon, and (c) to describe the findings (Glass & Hopkins, 1984). For
this particular research study a descriptive-qualitative design was used to describe the underrepresentation of Black males in Division I coaching. A descriptive design can be completed using quantitative or qualitative methodologies (Borg & Gall, 1989).

Oftentimes, a descriptive research study may be completed using a mixed methodology format (Borg & Gall, 1989).

The objective of the data analysis measures is to focus on discovering “what is” occurring in a phenomenon (Borg & Gall, 1989). The format of a descriptive study design is based entirely on the purpose of the study and the research questions. The findings from the descriptive-qualitative study design can lead to describing what is occurring in the particular phenomenon (Glass & Hopkins, 1984). The researcher of the current study believes the use of a descriptive-qualitative design could yield the best explanation of the phenomenon regarding the underrepresentation of Black males in Division I coaching.

A descriptive-qualitative design was chosen by the researcher for this particular study because more clarity was needed on the reasons for the dearth of Black males in Division I coaching. Past studies on this topic have sought to use quantitative research as a format to claim the existence of racism as a rationale for the underrepresentation of Black males in Division I coaching, but have been unable to satisfactorily confirm the assumption (Cunningham et al., 2006; Cunningham & Sagas, 2004a: 2004b; Sagas & Cunningham, 2004). A fuller explanation of the usage of a descriptive-qualitative design for this study is presented in Chapter 3.
Purpose of the Study

The purpose of this study was to analyze the perspectives of Black male coaches regarding their underrepresentation in Division I athletics. A second purpose was to identify proactive strategies from the coaches to increase the number of Black male coaches at the Division I level.

Research Questions

The research questions were:

1. Do Black male assistant coaches feel underrepresented in Division I athletics?
2. What perspectives do Black males have regarding their underrepresentation as coaches at the Division I level?
3. What strategies are identified and considered that will help increase the number of Black males in Division I coaching positions?

Limitations

Monetary constraints and scheduling conflicts led to no prolonged engagement in the study, which is a major limitation of the study. The researcher’s lack of financial funding limited the amount of exposure he could have with the participants in the study. Travel schedules and interview appointments needed to be settled months in advance to secure the interviews of the coaches for their participation in the study. Scheduling conflicts for the coaches during their respective competitive (sport) seasons as well as their travel (recruiting) during the off-season also became a limitation of the study.

Delimitations of Study

Delimitations of the study involved the uniqueness of this sample (Denzin & Lincoln, 2000). The participants in the study come from a very select and specific group of Black
males who have attained the status of assistant coach within a Division I intercollegiate athletic sport program at a predominantly White flagship university. The efforts of the research study were focused on the underrepresentation of Black male coaches because this segment as a group is in need of further research to improve their current situation in athletics.

Definition of Terms

These were the terms of the study that enabled the reader to better comprehend the intricacy of the study.

Black Coaches Association. The Black Coaches Association (BCA) was created with the purpose of serving as a nationwide networking entity for Blacks to increase the opportunities for coaching at all levels of intercollegiate athletics (BCA, 2007).

Division I. The member institutions in Division I “have to sponsor at least seven sports for men and seven for women (or six for men and eight for women) with two team sports for each gender” (NCAA, 2007a).

Minority Opportunities and Interest Committee. The Minority Opportunities and Interest Committee (MOIC) is a committee within the NCAA responsible for securing opportunities for minority student athletes in the academic or professional forums (NCAA, 2007b).

Committee for Women’s Athletics. The Committee for Women’s Athletics (CWA) is responsible for the checks and balances of all programs and initiatives for women (NCAA, 2007c).
National Collegiate Athletic Association. The National Collegiate Athletic Association (NCAA) is a private organization recognized as the governing body for athletics. The NCAA serves its member institutions with the purpose of governing the fair play and competition standards of athletics (NCAA, 2007a).

Overview of the remaining chapters

Within the remaining chapters of this dissertation, Chapter 2 presents a review of the literature relevant to the phenomenon under study and includes four sections: (a) examination of the current phenomenon in Division I athletics, (b) diversity literature applicable to sport, (c) diversity studies outside of sport, (d) past studies on topic, and (e) current strategies available to improve the phenomenon. Chapter 3 outlines the methodology and data collection procedures. This chapter outlined: (a) participants and sampling, (b) research design, (c) descriptive qualitative research, (d) synthesizing literature, (e) development of interview questions, (f) interview guide, (g) data collection, (h) interview transcription, (I) reflective journaling, (j) data analysis, (k) coding, (l) synthesized findings against research questions, (m) trustworthiness, (n) member checking, (o) peer debriefing, (p) panel of experts, (q) pilot study, (r) results of pilot study, and (s) transferability. Each section of this chapter was essential to describing the methodological makeup of this research inquiry. Chapter 4 presents the findings based on a comprehensive analysis of the data. Lastly, Chapter 5 includes three sections: (a) discussion, (b) implications, and (c) future recommendations.
CHAPTER 2
LITERATURE REVIEW

Introduction

The literature review expanded upon the issues related to the underrepresentation of Black males in Division I coaching positions. The sections within this chapter include the (a) current situation, (b) diversity studies applicable to sport, (c) diversity studies outside of sport, (d) past literature, and (e) current strategies. Each of these sections is vital to the foundation of the study and helps solidify the rationale for the study.

Current Situation

Lapchick’s Race and Gender Report Card

In the three major Division I sports (Football, Men’s Basketball, and Baseball), Black male student-athletes are well-represented (Lapchick, 2009). According to the researcher, Black student-athletes make up one quarter of the total student-athletes in Division I. For the sport of football, Black male student-athletes represented 45.9% of the total percentage. In basketball, Black male student athletes represented 60.4% of the total percentage. Recently, the sport of baseball contained a Black male contingency consisting of 6.0%.

However, Black male coaches did not represent a significant percentage of the head coaches at the Division I level. According to the most recent figures, Black males
constituted 7.2% of the coaches in men’s athletics at the Division I level (Lapchick, 2009). For the major revenue-producing sport of football, Black males comprised 5.1% of the head coaches. In basketball, Black males held 22.9% of the head coaching positions. In baseball, Black males had relatively no presence as they represented 0.4% of the head coaches.

Black males further represented 16.5% of the assistant coaches in Division I (Lapchick, 2009). For the sport of football, Black males represented 23.8% of the assistant coaches in Division IA athletic programs, Black males represented 39.3% of assistant coaches in men’s basketball, and lastly, Black males accounted for 1.0% of the assistant coaches in baseball. The sport of basketball was the only sport in intercollegiate athletics with a significant percentage of Black males as coaches in 2005-06. In Division I basketball Black male student athletes represented 60.4% of the players, while 22.9% of the head coaches were Black males, and 39.3% of the assistant coaches were also Black males. Moreover, basketball represented the highest percentage of Black male coaches, while baseball was at the opposite end of the spectrum, that was, a low percentage.

In the history of Division IA football there has been a total representation of only 27 Black coaches (Lapchick, 2009). Wichita State coach Willie Green was the first Black head coach of a Division IA football program in 1979. Presently, there are six Black head coaches of Division IA football programs. They are: (a) Turner Gill, University of Buffalo, (b) Randy Shannon, University of Miami, (c) Mario Cristobal, Florida International University, (d) Ken Niumatalolo, Naval Academy (e), Kevin Sumlin, University of Houston and (f) DeWayne Walker, New Mexico State (Lapchick, 2009).
Table 2.1 includes the total list of Black males who achieved the head coach position of a Division IA football program (Lapchick, 2009, p. 36).

<table>
<thead>
<tr>
<th>Head Coach</th>
<th>Team</th>
<th>Years</th>
<th>Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willie Jeffries</td>
<td>Wichita State</td>
<td>5</td>
<td>21-32-0</td>
</tr>
<tr>
<td>Dennis Green</td>
<td>Northwestern</td>
<td>5</td>
<td>10-45-0</td>
</tr>
<tr>
<td></td>
<td>Stanford</td>
<td>3</td>
<td>16-18-0</td>
</tr>
<tr>
<td>Cleve Bryant</td>
<td>Ohio University</td>
<td>5</td>
<td>9-44-2</td>
</tr>
<tr>
<td>Wayne Nunnely</td>
<td>Las Vegas</td>
<td>4</td>
<td>19-25-0</td>
</tr>
<tr>
<td>Francis Peay</td>
<td>Northwestern</td>
<td>6</td>
<td>13-51-1</td>
</tr>
<tr>
<td>Willie Brown</td>
<td>Long Beach State</td>
<td>1</td>
<td>2-8-2</td>
</tr>
<tr>
<td>James Caldwell</td>
<td>Wake Forest</td>
<td>8</td>
<td>14-41-5</td>
</tr>
<tr>
<td></td>
<td>Eastern Michigan</td>
<td>2</td>
<td>9-13-0</td>
</tr>
<tr>
<td></td>
<td>Louisville</td>
<td>3</td>
<td>13-20-0</td>
</tr>
<tr>
<td>Matt Simon</td>
<td>University of North Texas</td>
<td>4</td>
<td>18-26-1</td>
</tr>
<tr>
<td>Bob Simmons</td>
<td>Oklahoma State</td>
<td>6</td>
<td>29-37-1</td>
</tr>
<tr>
<td>John Blake</td>
<td>Oklahoma</td>
<td>3</td>
<td>11-21-0</td>
</tr>
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<td>Tony Samuel</td>
<td>New Mexico State</td>
<td>4</td>
<td>19-37-0</td>
</tr>
<tr>
<td>Jerry Baldwin</td>
<td>Louisiana Lafayette</td>
<td>3</td>
<td>6-27-0</td>
</tr>
<tr>
<td>Bobby Williams</td>
<td>Michigan State</td>
<td>2</td>
<td>12-11-0</td>
</tr>
<tr>
<td>Ron Dickerson</td>
<td>Temple</td>
<td>5</td>
<td>8-47</td>
</tr>
<tr>
<td>Fitzgerald Hill</td>
<td>San Jose State</td>
<td>4</td>
<td>14-32-0</td>
</tr>
<tr>
<td>Tyrone Willingham</td>
<td>Stanford</td>
<td>7</td>
<td>44-36-1</td>
</tr>
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<td></td>
<td>Notre Dame</td>
<td>3</td>
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<td>Karl Dorrell</td>
<td>Washington</td>
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<td>11-32</td>
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<td>Sylvester Croom</td>
<td>UCLA</td>
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<td>35-27</td>
</tr>
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<td>Ron Prince</td>
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<td>21-38</td>
</tr>
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<td>Turner Gill</td>
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<td>16-18</td>
</tr>
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<td>Randy Shannon</td>
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</tr>
<tr>
<td>Mario Cristobal</td>
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<td>Naval Academy</td>
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<td>8-5</td>
</tr>
<tr>
<td>DeWayne Walker</td>
<td>University of Houston</td>
<td>1</td>
<td>7-5</td>
</tr>
<tr>
<td></td>
<td>New Mexico State</td>
<td>1</td>
<td>0-0</td>
</tr>
</tbody>
</table>

Table 2.1: Black Division IA Head Football Coaches (Lapchick, 2009, p. 36)

The underrepresentation of Black males in Division IA did not only affect the coaches. Black male athletic administrators are another demographic that is underrepresented in Division I athletics. Black males constituted 6.2% of the total percentage of athletic directors in Division I institutions in 2007-08 (Lapchick, 2009).
Recently, major conferences made diversity strides when Damon Evans became the first Black athletic director at the University of Georgia, this also was a first for an institution in the Southeastern Conference. Also, Daryl Gross became the first athletic director at Syracuse University. What’s more, Gross became the first Black athletic director of an institution in the Big East Conference. According to the most recent figures, Black males totaled 6.2% of the senior athletic administrators (associate and assistant) at the Division I level. Table 2.2 lists the Black male athletic directors as of November 2008 (Lapchick, 2009, p. 19).

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warde Manuel</td>
<td>University of Buffalo</td>
</tr>
<tr>
<td>Keith Tribble</td>
<td>University of Central Florida</td>
</tr>
<tr>
<td>Derrick Gragg</td>
<td>Eastern Michigan University</td>
</tr>
<tr>
<td>Damon Evans</td>
<td>University of Georgia</td>
</tr>
<tr>
<td>McKinley Boston Jr.</td>
<td>New Mexico State University</td>
</tr>
<tr>
<td>Eugene Smith</td>
<td>The Ohio State University</td>
</tr>
<tr>
<td>Michael Garrett</td>
<td>University of Southern California</td>
</tr>
<tr>
<td>Daryl Gross</td>
<td>Syracuse University</td>
</tr>
<tr>
<td>Kevin Anderson</td>
<td>West Point</td>
</tr>
<tr>
<td>David Williams II</td>
<td>Vanderbilt University</td>
</tr>
<tr>
<td>Craig Littlepage</td>
<td>University of Virginia</td>
</tr>
</tbody>
</table>

Table 2.2 Black Athletic Directors (Lapchick, 2009, p. 19).

The underrepresentation of Black coaches in Division I coaching positions does not only affect male coaches and athletic administrators, but also impacts Black female coaches and athletic administrators. Black female student athletes represented 15.7% of the total female student athlete population in Division I athletics in 2006-07 (Lapchick, 2009). In basketball, Black females constituted 47.4% of the total females participants in the sport. The percentage of Black females in track and field represented 23.7% of the
total female student athlete population. In other sports, Black females comprised 4.9% of the total percentage of women student athletes.

In 2007-08, Black females constituted 7.0% of the total percentage of women’s head coaches in Division I athletics (Lapchick, 2009). For the sport of women’s basketball, Black females made up 10.7% of the female head coaches. In women’s track and field, Black females totaled 6.2% of the head coaches. In all other women’s sports, Black females totaled 0.9% of the head coaches during the 2007-08 academic year.

Black females further constituted 6.8% of the total percentage of assistant coaches at the Division I level in 2007-08 (Lapchick, 2009). For the sport of basketball, Black females comprised 24.8% of the total percentage of women’s assistant coaches. For the sport of track and field, Black females comprised 6.8% of women’s assistant coaches during the 2007-08 academic year. In all other women’s sports, Black females comprised 0.8% of the total percentage of women’s assistant coaches.

Black females constituted 15.7% of the total women’s student athlete population in 2007-08, yet only 3.3% of the coaches were Black female (Lapchick, 2009). Black females are being pushed out of coaching positions by mainly White males who have decided to coach in women’s athletics. Black females are underrepresented as Division I coaches, but this phenomenon also transcends to athletic administration as well.

Black females currently comprised 1% of the total percentage of athletic directors at the Division I level in 2007-08 (Lapchick, 2009). Black females currently hold 1% of the senior athletic administrator positions in Division I institutions; this percentage is down from 2.5% in 2005-06. These percentages showed a dearth in the Black female presence in Division I athletic administration.
As was previously stated in Chapter 1, the NCAA data paints a similar picture when it comes to the percentages of Black coaches in intercollegiate athletics. According to the most recent percentages (excluding HBCU), Black males constituted 6.7% of the head coaches in men’s athletics at the Division I level (NCAA, 2007j). For the major revenue sport of football, Black males comprised 6.1% of the head coaches. In the sport of basketball, Black males held 25.2% of the head coaching positions. In the sport of baseball, Black males had relatively no presence as they represented 0.5% of the head coaches.

Black males further represented 19.2% of the assistant coaches in Division I (NCAA, 2007j). For the sport of football, Black males represented 26.6% of the assistant coaches in Division IA athletic programs, Black males represented 38.8% of assistant coaches in men’s basketball, and lastly, Black males accounted for 3.2% of the assistant coaches in baseball. Black males constituted 5.0% of the total percentage of athletic directors in Division I institutions in 2005-06.

In 2005-06, Black females constituted 3.0% of the total percentage of women’s coaches in Division I athletics (NCAA, 2007j). For the sport of women’s basketball, Black females made up 9.3% of the female head coaches. In track and field, Black females totaled 7.8% of the head coaches of women’s teams (Lapchick, 2006). In all other women’s sports, Black females totaled 2.3% of the head coaches during the 2005-06 season (NCAA, 2007j).

Black females further constituted 8.3% of the total percentage of assistant coaches at the Division I level in 2005-06 (NCAA, 2007j). For the sport of basketball, Black
females comprised 25.6% of the total percentage of women’s assistant coaches. For track and field, Black females comprised 8.7% of women’s assistant coaches during for 2005-06.

In all other women’s sports, Black females comprised 3.5% of the total percentage of women’s assistant coaches for 2005-06 (NCAA, 2007j). Black females comprised 0.5% of the total percentage of athletic directors at the Division I level in 2005-06. Black females hold 2.1% of the associate athletic administrator position and 3.6% of the assistant athletic director position in Division I institutions. The next section focuses on diversity literature applicable to sport.

Diversity Studies Applicable to Sport

This section presents conceptual frameworks by DeSensi (1995), Doherty and Chelladurai (1995), Fink and Pastore (1999), and Chelladurai (2005). The research conducted by the aforementioned scholars has been utilized by other scholars who studied the underrepresentation of Black men and/or women in coaching (Cunningham, 2007b; Cunningham & Sagas, 2004c; Sagas & Cunningham, 2004). A review of the conceptual frameworks posited by these scholars helps set the stage for research on the underrepresentation of Black men in coaching.

DeSensi’s (1995) theoretic model focused on the premise that understanding diversity is the acceptance and tolerance of the interpersonal differences of people who come from different heritages, characteristics, and values. The researcher used the term cultural diversity to detail the breadth and depth of diversity within the model. DeSensi’s model focused on five distinct segments, which were power, culture, mission, major change
strategies, and informal relations. The researchers' work was rooted in the dynamics of workplace diversity and has been tested for practical use (Cunningham, 2007a).

Doherty and Chelladurai (1995) enhanced DeSensi’s theoretic model by expanding the depth of cultural diversity to include expanding upon the interpersonal values, but also acknowledging the commonalities between the different groups, and finding a balance between the groups. The researcher’s model focused on diversity within the field of sport management because they were able to effectively develop a diversity model which had practical application. Their model possesses a formidable theoretical base and specifically focused on context, calls for the matching of diversity, in the organization’s culture. The researchers originated a format which put organizations into one of two categories; (1) culture of similarity, which focused on homogenous thought processes, and (2) culture of diversity, which focused on original thought and unique interpretations of outcomes. The strength of the work by the researchers was in their ability to successfully link their model to the organizational context and effectively showcase the efficiency of their model in interpreting the diversity or lack thereof in the phenomenon (Cunningham, 2007a).

The commentary by Fink and Pastore (1999) was rooted in business scholarship and is centered on the realization that diversity must be accepted by the policy makers in the organization for it to have any chance of being successful in the workplace. Within the diversity framework of the scholars, four different categories were created: (a) noncompliance, (b) compliance, (c) reactive, and (d) proactive. The noncompliance group focused on strict homogenous thought processes and the means of communication were preset and not capable of change by voluntary actions. The compliance group viewed
diversity as a burden rather than necessity, and the power was centralized in order to allow the supervisors to delegate where and when diversity is allowed.

Further, Fink and Pastore explained that the reactive group was opposite of the noncompliance group and view diversity strategies on a trial basis and want immediate results to justify the need for diversity or else the diversity effort was shut down until a scenario arises where it may be utilized. The proactive group understood the need for diversity and embraced every aspect of diversity by allowing open communication and shared authority over decision making. In recent years, their model has been tested in the corporate setting and has proven to be the most accurate at linking diversity to the practical setting (Cunningham, 2007a).

Lastly, Chelladurai’s (2005) conceptual model focused on interpreting macro-level diversity strategies in sport settings. In this regard, the scholar focused his efforts on four categories: (a) appearance or visible features, which focused on superficial qualities; (b) behavioral preferences, which focused on the particular habits or individual preferences; (c) values and attitudes, which focused on differences in personalities; and (d) cognitive orientations, which focused on the intricate nature of each individual. In brief, the book by the researcher sought to combine the efforts of the diversity literature focusing on the sport context in order to formulate a complete model. The next section focuses on diversity studies outside of sport.

Diversity Studies Outside of Sport

The diversity research from outside of sport includes fields such as organizational behavior, organizational leadership, continuing education, educational psychology, and social. Stockdale and Crosby (2004) indicated diversity had the potential to impact the
workplace in negative ways if it is not properly implemented and positive ways if given the opportunity to be respected. The researchers challenged managers and scholars of workforce entities to accept the potential opportunities diversity has on impacting individuals in the workplace, and allow it to affect the organizations behavior, group processes and outcomes, and organizational effectiveness. Their posit self-categorization, social identification, and similarity-attraction theories as primary the frameworks needed to understand the effects diversity had on workgroups or singular employees. In general, the scholars wanted practitioners to be aware of diversity initiatives and take a proactive and careful approach to integration in the workplace.

Shakelford (2003) focused on documenting changes in workplace diversity. More specifically, the researcher focused on the early diversity efforts focusing on integrating more Blacks into White corporate America, but spoke to how the actual transition evolved and included all minorities. The researcher’s data documents the increase in the Hispanic population and potential for them to replace Black’s as the largest minority group in the near future. The researcher also improved upon the definition of diversity to include race as well as gender. The new wrinkle in the definition of diversity is seen as another loophole by the researcher for corporate America to find ways to “wiggle” out of adjusting to an integrated workplace, and continuing with the homogenous tradition of majority Whites in the corporate America workplace. In conclusion, the researcher focused on defining diversity and documenting the potential impact diversity can have on the corporate setting if it is embraced as a positive rather than a negative.

Christian, Porter, and Moffit (2006) focused on the study of diversity and conflict in group dynamics. They analyzed diversity and its impact on diversity in groups ranging
from small entities to multinational conglomerates. According to the scholars, the results of diversity management research should be to improve workgroup efficiency and the bottom line. The researchers found the best way to explore the relationship between performance and diversity management was by testing for potential alternative variables or third party phenomena’s which potentially could impact the dynamic in the group.

Christian et al. (2006) continued with the premise that a major limitation of current research on diversity in the workplace centered on the premise of finding a definition for diversity. Once diversity had obtained a concrete definition and parameters, the exploration process commenced with surface-level and deep-level inquiries into the facets of diversity which influence the decision-making of the group. In conclusion the researchers believed, social identity theory has a major impact on diversity and has a major premise in the expectation associated with workgroup management.

Probst (2003) studied the efficacy of implementing a workplace diversity course into the business curriculum of higher learning institutions. This study was conducted in the form of an undergraduate course titled cultural diversity in organizations. The study lasted 17 weeks containing 57 students divided into two groups (experimental and control). The experimental group was taking the course as an elective, while the control group consisted of students taking the course for credit towards their major and degree.

According to Probst (2003), the results of the study showed that attitudes between the two groups towards diversity were not different at the start of the term, however over the course of the 17-week semester the attitudes of the students changed. The students in the experimental group study became (a) increasingly democratic and unrestricted when discussing traditional gender ideologies; (b) increasingly diplomatic and sympathetic in
regards to racial minorities; and (c) increasingly more understanding of dissimilar cultures and backgrounds. Conversely, the attitudes of the students in the control group did not alter at all over the course of the study.

Zieghan (2002) focused on the field of intercultural education and its development of diversity initiatives in the workplace for continuing professional educators. According to the scholar, terms such as diversity, culture, and inclusion have varying definitions to different groups and it is important to find a common theme when applying them to gender, age, and ethnicity. The scholar concluded her research by stating continuing professional educators have a three pronged process for merging diversity management into the workplace (a) understanding the relationship between culture and varying types of interpersonal communication, (b) avoid stereotypes and train yourself to judge people by the contact of their character, rather than their appearance, and (c) try earnestly to open yourself to communication and different cultures.

Barak (2000) sought to define diversity management through an ecosystems approach for practical use in the field of social work. The researcher focused on how to effectively manage diversity on the macro, micro, and mezzo levels of the social work industry. The ecosystems perspective utilized by the researcher focused on value-based and practice-based initiatives for incorporating diversity into the workplace. The value based model from an ecosystems perspective is described as a person's behavior that motivates the exclusive actions of the environment in one instance and vice-versa, the behavior which pushes the environment to become inclusive. The practice based model focused on incorporating the diversity methods into the inclusive environment.
Barak (2000) sought to create a formula for using an ecosystems approach to combine social work methods into diversity management in an attempt to enhance the workplace. The researcher noted that his efforts were well received; however it is of note to state that in a field such as social work the values and principles traditionally aligned may not lend its self to an intervention such as diversity. While the scholar’s research may have potential to be successful, he admits the workplace may not be the environment for diversity initiatives to be successful. The next section focuses on past research literature on the underrepresentation of Black coaches at the Division I level of athletics.

Past Literature

Since 2000, the literature on the underrepresentation of Black males in coaching at the Division I level has been primarily examined using quantitative techniques (Cunningham & Sagas, 2005, 2004a, 2004b, 2004c; Sagas & Cunningham, 2005, 2004). This section expanded on the research studies and essays to chronicle the various attempts by scholars to answer to the question of why Black males are underrepresented in head coaching positions in Division I athletics. The purpose of the essay by Brooks and Althouse (2000) was to review the literature to update the phenomenon involving the dearth of Black coaches and athletic administrators in Division I athletics. The essay focused on many aspects of Blacks in all levels of athletics. The applicable sections of the essay to this particular study are: (a) lack of resources, (b) career path sponsorship, and (c) strategies for change.

The lack of resources by Black coaches has lead to missed opportunities in coaching and athletic administration (Brooks & Althouse, 2000). The scholars believed the Black coach was at a distinct disadvantage in comparison to his White counterpart who possess
an established nationwide network. The scholars believed Black males need to support
and finance their resources (such as the BCA) in order to maximize their nationwide
potential for coaching opportunities. Black coaches needed to combine forces and support
each other in order to compete on a level playing field with White coaches.

The idea of career path sponsorship was a premise the scholars felt was intricate for
Black males to increase numbers in Division I coaching (Brooks & Althouse, 2000).
Career path sponsorship occurred when established coaches took on aspiring coaches as
apprentices and aided them by training and preparing them for coaching positions. If
Black male coaches could obtain more opportunities from White head coaches to work
on their staff, the Black coaches can break down barriers and increase their networking
potential. Another section of the essay entitled “Persistent Discrimination or Progress”
contained facts and figures, which painted the phenomenon regarding the hiring of Black
male coaches in a negative light. For example, Division I basketball contained 276
programs and 12% were led by Black males. While Blacks males were the majority of the
male student athletes in Division I men’s basketball, at the time, Black males were also
underrepresented as head coaches.

Lastly, Brooks and Althouse (2000) have a section of the essay focusing on
“Strategies for Change”. The purpose of the section of the essay is for Black coaches to
combine financial and networking resources and support organizations such as the BCA
and the NCAA’s many committees and programs on diversity. Resources for Black males
were decentralized throughout the nation. By combining the resources and working
together, the Black male could be more productive in securing coaching opportunities.
The remaining studies in the section focused on literature in scholarly journals pertaining
to the underrepresentation of Black male coaches in intercollegiate athletics. The topics in the literature range from racism, lack of opportunity, to diversity and its impact on the underrepresentation of Black coaches in Division I athletics.

Cunningham, Sagas, and Ashley (2001) examined the potential reasons Black and White coaches leave the field of college coaching. Utilizing an institutional theory perspective the scholars focused on measuring the amount of affective commitment Black and White coaches possessed as a determinant of their desire to remain in the field of coaching. The Coaching Isomorphism Questionnaire was utilized by the scholars to ascertain the turnover intentions and affective occupational commitment of the Black and White Division I basketball assistant coaches. In the study, 152 assistant coaches responded to the survey, and 24% of the final sample was Black.

Cunningham et al. (2001) reported that race impacted the commitment of Blacks due to oppressive restraints on advancement. The realization by the scholars was important because, while Black assistant coaches had a strong desire to become head coaches, they were less attached to spending more years waiting for the opportunity when their White counterparts were succeeding at a faster rate. The survey created by the scholars focused on the premises of “(1) turnover intentions, (2) perceptions of the coaching profession as a primary career path, and/or (3) discriminatory administrative hiring practices”, (p. 142). Cunningham et al. (2001) asserted that African America coaches felt racism played a role in their inability to reach head coaching positions and would rather leave the sport of coaching altogether, than toil in relative obscurity waiting for a head coaching opportunity that may never come to fruition.
Harrison and Lawrence (2003) studied 26 student-athletes to analyze their perceptions of athletic career transition. There were 15 men and 11 females in the sample, and each participant in the study was Black. The unique nature of the study was the utilization of a qualitative research along with the visual elicitation method. Harrison and Lawrence stated that real work experience for student athletes would allow them to visualize their career transition and prepare them for life after their playing career ends. They asserted that Black student-athletes were more likely to view a career in athletic coaching and administration, if they were put into situations where they built bonds with current coaches and administrators.

Cunningham and Sagas (2004a) analyzed the impact racism had on the commitment of assistant coaches to the organization. The scholars utilized treatment/discrimination research to create their instrument. In this quantitative analysis, the researchers collected data from 235 assistant coaches in the Division 1 athletics. In the study, 28.8% of the participants were Black. The scholars found that racial dissimilarity did not affect all groups in the same manner. The results for White coaches came out with no racial differences as far as commitment. However, the scholars found that Black coaches were less committed to the team when they were in an equally diverse situation. When Black coaches were in a situation with more Blacks, they were highly committed because of the comfort and bond. If Black coaches were in a situation as the minority, they were highly committed because they felt special or appreciated within the group.

In another study by Cunningham and Sagas (2004b), the scholars sought to analyze discrimination as a precursor to the intention of football coaches to remain in the field. Within the framework of this research, they utilized organizational psychology and
sociology research to create their instrument. In total, 382 coaches responded and returned the questionnaire and 31.5% of the sample was Black. The scholars concluded a small difference in the racial intent between Black and White coaches. In comparison to White coaches, Black coaches felt less satisfied with their career advancement and saw less opportunities based on the color of their skin.

Cunningham and Sagas (2004c) also analyzed factors which may impact organizational commitment and turnover for coaches to their respective teams. The scholars utilized occupational commitment and turnover literature to create their instrument. The factors analyzed were age, ethnicity, and organizational tenure diversity. The scholars collected data from 235 Division 1A football coaches. The scholars discovered that the impact of diversity in the football setting was a product of in-group and out-group dynamics. The in- and out-group dynamics had been a deterrent for racial minority groups as they integrate into intercollegiate football. In-groups meant the White majority on football staffs, and out-group stood for the Black men trying to integrate into the coaching staff. The scholars found in this study the way for racial minority groups to move from the out-group dynamic to the in-group classification is by improving interpersonal skills in an attempt to avoid common misrepresentation through stereotyping and prejudice. In other words, the Black coach must learn the White coaches’ customs and personalities in order to assimilate and build comfort and camaraderie.

In addition, Sagas and Cunningham (2004) focused on the impact treatment discrimination had on current coaching opportunities in athletics. Literature on institutional racism, treatment discrimination, and in-group/out-group membership was
used to create the instrument. The survey was completed by 235 coaches, 31% were Black coaches. The scholars confirmed the problems assistant coaches had when communication or high level Leader-Member Exchanges (LMX) is not achieved in a relationship with the head coach.

The authors did not conclude a difference based on race and its impact on the LMX of Black and White coaches (Sagas & Cunningham, 2004). The results did not yield any results for differences in LMX based on Black assistants working under White head coaches, than it did for White assistants working under White head coaches. In conclusion, discrimination was not found to impact the underrepresentation of Blacks in head coaching positions in this study.

Later, Cunningham and Sagas (2005) focused on the access discrimination of Black coaches in college athletics. In this study, the researchers utilized literature from homologous reproduction, self-categorization, and access discrimination to create the instrument. In this study, 235 coaches responded to the questionnaire, and 22% were Black. From the results of this research study, it had been concluded that “Black assistant coaches occupy less than one-third of the total coaching positions of White head coaches staff, and on the other hand, Black assistant coaches occupy less than half of the total coaching positions on Black head coaching staffs. The authors reported that Black coaches, were usually placed on a White head coaches staff for the purposes of recruiting and giving recruits a common face to facilitate their comfort with the team.

In 2005, Sagas and Cunningham also analyzed the career success of Black and White assistant football coaches. They focused on their ability to sustain head coaching positions and the satisfaction of their careers. In the study, career satisfaction is the ability
of a coach to maintain employment and the opportunity for promotions and raises. The scholars utilized a questionnaire which was completed by 328 participants in the study, 32% of which were Black. The results of the research study concluded Black coaches in comparison to their White counterparts felt skin color had impacted the dearth of Black coaches in Division I athletics.

It is clear that Black coaches do not seem to matriculate to the head coaching ranks with the same frequency as their White counterparts. Black coaches were not being promoted to head coaching opportunities even though they were qualified and had paid their dues (Sagas & Cunningham, 2005). The lack of opportunities and the increasing lack of career satisfaction by way of promotions to head coaching positions had made Black coaches believe success was unattainable in the profession of college coaching. Other major findings of the research stipulate White coaches seem to have more social networks for their career advancement in comparison to their Black counterparts. In conclusion, although Black coaches were more likely to have previously played professional football and have had the requisite experience, the White coaches had the networking connections to allow for them to succeed in the coaching profession.

Cunningham, Bruening, and Straub examined the underrepresentation of Black males in athletics (2006). The scholars utilized literature from discrimination, occupational turnover, head coaching intentions, and contextual differences to create the instrument. The research study was conducted using a mixed-methods approach and sought to focus on the impact race plays on the interest in head coaching, opportunities for head coaching positions, and turnover intentions in the field of coaching. Specifically, the study was
segmented into two parts labeled study one and study two. Study one contained 28% Black coaches, and study two contained 24% Black coaches.

The researchers focused study one on a qualitative inquiry and viewed race and opportunity as important factors to both Black and White coaches (Cunningham et al., 2006). Next, the researchers focused study two on a quantitative inquiry and concluded in football, that Black coaches felt the lack of opportunity forced them to leave the profession in comparison to their White counterparts. However, the opposite took place in basketball where White coaches felt the move for diversity was limiting their opportunities and making it impossible for them to stay in the profession. The scholars concluded, while they could not find any racial differences in the turnover intention of the coaches, football was considerably less diverse than basketball and Black coaches felt left out when it came to career advancement. While in basketball, which is considerably diverse in comparison to football, the results where the White coaches felt they were losing opportunities.

Lastly, in an effort to expand the length and depth of diversity research, Cunningham (2007b) focused a study on member identity and its impact on Black and White coaches. The quantitative study focused on the assistant coaches of the sport of Division I track, and included 175 participants in the study, of which 14% were Black coaches. Diversity was seen by the scholars as a vital instrument for maximizing the efficiency and effectiveness of teams in achieving common goals. Like minded or homogenous groups missed out on the dynamic and innovative aspects uniqueness brings into an equation. The next section of the chapter focuses on expanding the current resources available to improve the underrepresentation of Black males in coaching.
Current Strategies

Currently, there are resources available for Black coaches interested in the coaching profession. The purpose of the Black Coaches Association (BCA) was to unify the efforts of all Black coaches in order to help improve the underrepresentation of Black coaches in all levels of sport (2007). The BCA was created in 1987. The BCA contained training resources, seminars, national and international conferences for professional networking, and development of Black coaches. The BCA is a private non-profit organization operating for the benefit of enhancing the presence of Black coaches in athletics.

The NCAA also has taken a keen interest in increasing opportunities for ethnic minorities. The NCAA Men’s Coaches Academies was created to prepare male coaches, especially minorities for opportunities in collegiate coaching and provide networking opportunities and placement for prospective jobs (NCAA, 2007g). This program is a valuable instrument for training male coaches for career opportunities in intercollegiate coaching positions.

The NCAA Women’s Coaches Academies were created to prepare females, especially minorities for coaching opportunities at the collegiate level (NCAA, 2007h). The NCAA Women’s Coaches Academies prepared female coaches for networking opportunities and placement of jobs in intercollegiate coaching positions. This program, like its men’s counterpart was sport specific and aids in preparing females for coaching opportunities.

The NCAA Minority Opportunities and Interests Committee (MOIC) started in 1991 and focused on implementing programs centered on enhancing the experience of women and ethnic minorities (NCAA, 2007b). The purpose of the MOIC was to improve opportunities for minority student athletes and professionals in the field of athletics. The
MOIC has the responsibility to work with private and public organizations to engage student athletes and professionals with opportunities for athletic transition.

The NCAA has been proactive in addressing the need for opportunities available to women. The NCAA Committee on Women's Athletics (CWA) was created to trouble shoot problem areas for women in athletics (NCAA, 2007c). This committee provided women student athletes and professionals with seminars and programs geared toward careers in athletics. The CWA is responsible for the maintenance of all women’s programs and initiatives for improving the situation regarding women in athletics as student athletes, coaches, and administrators.

The NCAA has also taken a keen interest in fostering the training and development of female and minority talent by creating the NCAA Leadership Institutes for Ethnic Minority Males and Females, which was created to provide programs to increase the number of minority senior level administrators in athletics (NCAA, 2007f). The institute takes place over the course of four consecutive weekends and focuses on preparing minority applicants with intricate training prevalent to athletic administration and networking opportunities for job placement. The NCAA Fellows Leadership Development Program was created to increase the number of women and ethnic minorities in senior level athletic administration and is an intimate and close-knit fellowship program where the participant is assigned to a senior level administrator for 18 months. The purpose of the program was to train women and ethnic minorities for opportunities in athletic administration (NCAA, 2007i). The program also serves as a great networking opportunity for future women and ethnic minority administrators.
The purpose of the NCAA Executive Committee Subcommittee on Gender and Diversity Issues was to analyze the current situation regarding women and racial minorities in an effort to report proactive improvements and recommendations to the NCAA Executive Committee (NCAA, 2007e). The focus of the committee is to provide opportunities and solutions for student athletes in regards to issues prevalent to their success in and out of sport.

Lastly, the National Association of Collegiate Women Athletics Administrators (NACWAA) created in 1979, focused on improving the opportunities for women student athletes, coaches, and administrators in athletics (2007). The organization worked with private and public entities to increase the opportunities available for all women. The NACWAA is a resource for women and serves as an instrument for preparing and training women for careers in athletics. Lastly, the literature review touched upon studies relevant to women’s resources pertinent to the underrepresentation of Black female coaches in athletics.

Abney (2000) focused on the glass ceiling effect on Black female coaches and administrators and depicted the situation regarding opportunities for women in athletics. In other words, Abney’s essay focused on strategies to improve the position of Black females in overcoming the glass ceiling effect. Specifically, Abney described the glass ceiling effect as the concentration of Black women in lower to midlevel management and coaching opportunities. She advocated for Black women to follow six strategies; (a) create groups for women interested in coaching, (b) form mentoring programs in athletics, (c) seek accreditation from major coaching workshops, (d) seek head coaching
opportunities, (e) keep positive while seeking coaching opportunities, and (f) help other women behind them who were seeking entrance into the field.

Abney (2000) advocated for organizations such as the NCAA, National Association of Intercollegiate Athletics (NAIA), and the National Junior College Athletic Association (NJCAA) to take heed of the situation regarding the plight of Black females in athletics. Further she encouraged the usage of programs such as the BCA and groups/committees within the NCAA, which advocate for strategies, to improve the situation regarding Black females in athletics. Importantly, the researcher advised females interested in coaching or athletic administration positions to take a proactive effort in breaking into the field by utilizing the aforementioned networks and strategies for their professional and personal advancement.

The next studies were added to the literature review because of their efforts to analyze strategies to increase females in coaching positions. Pastore and Meacci (1990), and Pastore (1994) sought to bring issues to the forefront for women’s rights, and suggested changes to be made to the system to improve the position of women in athletics. Pastore and Meacci (1990) focused on coaching recommendations for recruiting and retaining female college coaches. They collected data from 194 female coaches. The scholars sought to find which strategies the coaches believed worked the best, and what strategies the coaches thought could work in the future. The scholars found that three strategies stood out above the rest and were the most effective in increasing the number of females in coaching opportunities: (a) strategies focused on granting coaching opportunities for practical experience, (b) internships in administrative avenues of athletics to increase the
knowledge base of female coaches towards athletic issues, and (c) equal representation of males and females in the athletic department.

Pastore (1994) focused on understanding the strategies used to retain female high school head coaches. She sought to find strategies for increasing the percentage of female high school coaches in order to focus on helping them develop coaching skills and techniques. In the study, 354 high school athletic personnel and coaches of women's teams participated. The participants responded to a questionnaire containing 37 potential strategies for the retention of female high school head coaches. In short, the communication strategy was viewed as the most helpful in retaining female high school head coaches. Lastly, developmental opportunities were seen as the least effective strategy as far as retaining high school head coaches. Noteworthy, neither the research by Pastore and Meacci (1991) or Pastore (1994) was conducted on Black female coaches and administrators, but did represent pertinent strategies and conclusions applicable to the topic. These two research studies along with the work by Abney (2000) set forth critical strategies which potentially could impact Black female coaches and administrators as they search for equality in intercollegiate athletics.
CHAPTER 3
METHODOLOGY

Introduction

The purpose of this study was to analyze the perspectives of Black male coaches regarding their underrepresentation in Division I athletics. A second purpose was to identify proactive strategies from the coaches to increase the number of Black male coaches at the Division I level. This chapter outlined: (a) participants and sampling, (b) research design, (c) descriptive qualitative research, (d) synthesizing literature, (e) development of interview questions, (f) interview guide, (g) data collection, (h) interview transcription, (I) reflective journaling, (j) data analysis, (k) coding, (l) synthesized findings against research questions, (m) trustworthiness, (n) member checking, (o) peer debriefing, (p) panel of experts, (q) pilot study, (r) results of pilot study, and (s) transferability. Each section of this chapter was essential to describing the methodological makeup of this research inquiry.

Participants and Sampling

Criterion sampling was used for this study (Patton, 1990). The criteria used for the sampling was coaches that were (a) male, (b) Black, and (c) employed by a Division I athletic program as an assistant coach. The participants were seven Black assistant coaches purposefully selected from a nationally recognized Division I men’s athletic
program at Champion University. Using the athletic department’s official internet site, contact information was gathered about Black male coaches at this particular community. A university located in a large metropolitan area was chosen. Currently, the athletic department employs 8 Black coaches in the head or assistant coach capacity (one head coach and seven assistant coaches). This athletic department was chosen because of the number of Black assistant coaches currently employed. Assistant coaches were chosen because they have a different perspective than head coaches due to the fact they have yet to achieve the status of head coach, and have unique reasons for staying committed to the field of coaching (Cunningham & Sagas, 2005, 2004a, 2004b, 2004c; Sagas & Cunningham, 2005, 2004). Within the confines of the research, the information gathered from the Black male coaches potentially helped to properly reach the root of the issues concerning their underrepresentation in Division I athletics. The researcher was well aware of the need to have fairly equal representation of assistant coaches from revenue and non-revenue sports in order to properly conduct a study representing a fair assessment of Black males in Division I.

The participants provided consent ahead of time to be contacted for future research studies. The researcher contacted the participants about participation in the IRB-approved study in accord with the signed consent form located in Appendix D. Potential participants were contacted with an IRB-approved cover letter describing the study. This letter explains the purpose and procedures of the study and informs individuals how to contact the researcher.
Research Design

Qualitative research focused on giving the participant the opportunity to add depth and breadth to the proposed study (Denzin & Lincoln, 2000). This type of research allowed the participant to expand on the subject and explain the unique and dynamic interpretations of their experiences in a detailed and extensive manner. Qualitative research is an excellent medium for participants to have their voices represented and for participants to lead the researcher on a journey.

Similar to the many wonderful nuances in the motion picture epic “Alice in Wonderland”, qualitative research may uncover many intriguing “rabbit holes”, which potentially lead the researcher on a rollercoaster of enlightenment. Qualitative research served as the design used for this study. The detailed parameters of the qualitative research design format for the study are presented in the next section.

Descriptive Qualitative Research

The majority of past studies on this topic have been completed using quantitative research methods. Alternatively, descriptive-qualitative research was agreed upon by the researcher and his dissertation committee as the best methodology for the current study. Limited, however, conducting a study utilizing an atheoretical framework meant that the researcher examined the phenomenon under study without any preconceived theoretical basis (Denzin & Lincoln, 2000). The research design used for this qualitative study was descriptive in nature.

A descriptive design was chosen for the current study because it permits a basic examination of the relationships between groups and individuals in a particular environment (Denzin & Lincoln, 2000). The research design was the plan for data
sampling and collection used by the researcher. The themes analyzed from the coaches' interviews aided in describing the intricacies of the phenomenon. In the qualitative study, the data was used to describe the phenomenon that existed between Black males and Division I coaching.

This involved acquiring information on particular events and analyzing the data using a generative coding strategy in order to find an explanation of the occurrence (Glass & Hopkins, 1984). The researcher of this current study sought to give Black males an opportunity to speak candidly about the realities of coaching in Division I athletics as the findings may go a long way towards explaining the phenomenon regarding the underrepresentation of Black males in Division I athletics.

In addition, a descriptive design allowed the data to guide the researcher toward an explanation of the phenomenon involving Black males and Division I coaching. The data collection techniques were divided into eight sections: synthesizing literature, development of interview questions, interview guide, data collection, interview transcription, reflective journaling, coding, and synthesizing findings against the research questions (Denzin & Lincoln, 2000). Each section of the data collection techniques is expanded in the next section.

*Synthesizing Literature*

Qualitative research began with the synthesizing of literature, which set the foundation for the interview questions for the research inquiry. The synthesizing of literature is a process of defining the relationships and features of a particular item, whether it is tangible or intangible (Denzin & Lincoln, 2000). The current study began by synthesizing documents from three areas of the literature: (a) the Lapchick’s (2007) *Race and Gender*
Report Card, (b) past studies on the topic, and (c) strategies available to improve the current situation. The documents were analyzed by the researcher for their nuances in relation to Black male coaches in Division I athletics. Within the findings of the current study, the foundation of the study was established by critiquing the documents through the lens of the researcher and establishing potential themes and prompt questions to aid the participant during the interview. By analyzing the documents in the literature, the researcher was able to obtain potential questions for the interview guide as well as familiarize and educate himself with possible outcomes of the interviews. The thematic categories which emerged from the synthesizing of literature were selected by the researcher and utilized to formulate the interview questions for the interview guide. The breakdown of the interview questions was the next section in the qualitative research data collection techniques for this inquiry.

Development of Interview Questions

During the interviews, questions that caught the participant’s attention were important for further explanation. Over the course of this study, the questions were tested by a panel of experts (more information on this is later in the paper). The interview guide was designed to inspire the participants to give thoughtful responses. After critique of the interview guide by panel of experts, a pilot study was conducted after approval of the study by the doctoral dissertation committee and university’s institutional review board.

Once the questions for the interview guide were created, the interview (data collection) sessions took place. Initially, the researcher sought to understand what was occurring from the perspective of the coaches. The researcher sought to categorize the responses within the interview guide in order to gauge how the participants participated
in the phenomenon. The researcher conducted each interview through conversation with the purpose of allowing the perspectives of the coaches to develop the intricacies of the phenomenon.

As the researcher, it was important not to guide or force the coach down a path which may influence their responses or alter the truth behind their perspectives. The researcher sought to balance the conversation and kept the data flowing by asking follow-up questions based on the answers from the coaches. This allowed for the coaches to fully develop their perspectives without feeling restricted by the interview guide. In order to accomplish this task, the researcher sought to utilize semi-structured interviews in order to give the coach a greater ability to credibly verbalize their experiences. This format was chosen by the researcher because the traditional format of structured interviews may not have allowed the researcher to gain the proper insight of the participant, where the semi-structured interviews set the flow within the interview session, which increased comfort and allowed for an easier conversation.

Within the parameters of the study, semi-structured interviews were conducted with prompts that allowed the participant the freedom to take the lead and expand the issues present in the various phenomenons. In an effort to avoid getting off task, the researcher kept track of the progress of the interview sessions and tried earnestly to motivate the participant to keep focused. Semi-structured interviews worked best for this study because of the diverse group of participants the researcher encountered. Each individual told his own story and by giving the participant more autonomy, the researcher allowed the dialogue to contain more original data. The researcher believed the semi-structured
interviews preserved the voice of the participant and allows for the true essence of their words to clarify the issues being addressed.

The semi-structured interview style was essential to this study because it allowed the participants opportunities to expand on their personal feelings towards the underrepresentation of Black coaches in Division I athletics without being inhibited by the researcher. Also this style allowed for the researcher to set the stage for each Black coach to recount his experiences from his coaching career. The narratives of the Black coach were essential to the study. From there the interviews could follow the guidelines of the interview guide and search for the reasons Black male coaches felt they were underrepresented in Division I athletics. The next section diagramed the specific methods of collecting the data for this research inquiry.

Interview Guide

The recruitment of participants is located in Appendix A. The interview guide is located in Appendix B and was separated into two sections: (a) Race and Gender Report Card (Lapchick, 2006) and past studies on the topic, and (b) Strategies Available for Black Coaches. The purpose of the interview guide was to set the flow of the dialogue from the participant to the researcher. This process allowed the narrative from the participant to flow without much interruption from the researcher. The first section focuses on the 2007 Race and Gender Report Card (Lapchick, 2006) and past studies on this topic, in an effort to set the foundation of the dialogue between the researcher and the participants. Questions #1, #2, and #3 are based on the Lapchick’s (2006) Race and Gender Report Card. These three questions allowed each participant to give a personal narrative about his career as a coach and the experiences of coaching in Division I
athletics. Questions #4, #5, #6, and #7 in the first section focused on the past studies regarding the underrepresentation of Black coaches at the Division I level. These questions allowed each coach the opportunity to address his personal experiences in regards to racial biases, lack of available opportunities, trends, and the differences in success between Black and White coaches. These questions were chosen because they represent the major areas of focus from past studies (Cunningham et al., 2006; Cunningham & Sagas, 2004a, 2004b; Sagas & Cunningham, 2005) completed on the underrepresentation of Black male coaches in Division I athletics.

The second section of the interview guide focused on the specific strategies each coach may have utilized in his career. This section contained seven questions and was meant to probe the coaches to think outside the box pertaining to strategies and resources they have used or are aware of. The NCAA and BCA strategies are outlined in the first six questions of this section in order to discuss their availability and effectiveness in the coach’s opinion. Lastly, Question #7 in this section of the interview guide concluded with each coach critiquing the current system and offering his advice and recommendations for improving the strategies and resources available for Black coaches.

Data Collection

Prior to the actual taping of the interview, the researcher collected background demographic information from the participants. The form documenting the information is located in Appendix C. From this point the one-on-one semi-structured interviews were completed, audio-taped, and transcribed in-depth with each participant. During the course of the study each participant took part in an information session and two interview sessions. During the autumn quarter (September- December) of 2007, demographics were
collected from each participant during an informal information session. The researcher contacted each coach by email and briefly recruited them for participation in the study for the winter (January- March) or spring (April- June) quarter of 2008. The demographic information was useful in the analysis of the data. The information session entailed dialogue about the purpose of the study and the exchange of the interview guide and instructions on the first interview session. The first interview was conducted in the coaches’ office or a reserved conference room within the athletic department for Champion University. The first interview lasted approximately forty-five minutes to an hour depending on the coach and their willingness to answer each question in-depth. The first interview session was the actual taped interview. The follow-up was conducted via email (McCoyd & Kerson, 2006). For the follow-up, the participant was sent additional questions based off their responses from the first interview and asked to respond. The participant was given a two-week time period to respond to the questions from the email follow-up.

The funnel approach was chosen as the format for the interview session. The funnel approach was a format for greeting the participant and gaining comfort and resolve within the interview session (Denzin & Lincoln, 2000). The funnel approach was chosen because it allows the researcher flexibility in the interview. The approach allowed for the researcher to find the root of the topic without interrupting the flow of the dialogue. The funnel approach served this study well because it allowed the participant and researcher to commence dialogue unique to the study and flow of the conversation. Each interview had a different and dynamic dialogue, which went a long way to obtaining the data from the participant.
To avoid narrowing the viewpoint of the participant, general questions were used to allow the participant a broad foundation during the dialogue. From this perspective the general questions allowed the researcher the autonomy to choose which topics or areas may have needed increased information (Denzin & Lincoln, 2000). In order to properly format the interview guide, the questions the researcher felt were of major importance were focused on; more than the other questions which were used to build comfort between the participant and the researcher. This process took place prior to each interview in an attempt to properly prepare for the session as well as review and update the researcher’s personal reflective journal.

For this study, a digital recorder was used. The digital recorder served as a valuable tool for interview conversations and played a pivotal role in documenting the real time dialogue of the interview (Denzin & Lincoln, 2000). The microphones and digital recorder were ordered and reserved prior to the interview sessions. The researcher made sure his taking of notes did not interrupt the flow of the dialogue. In an effort to comply with the trustworthiness provisions in the research study, careful documentation of notes were chronicled along with the interview transcriptions. The data collected and transcribed from interviews exist as raw data. The next section documented the procedures for the interview transcription aspect of this research inquiry.

Interview Transcription

For this study, the researcher utilized transcript-based analysis to examine the data. This specific research format allowed the researcher to transcribe the digital recordings prior to the review of the field notes (Denzin & Lincoln, 2000). Initially, the researcher transcribed the interview recordings into a Microsoft word document and then saved the
transcripts in a rich-text format, which was compatible with the Nudist software program. Secondly, the researcher added the comments from the field notes to complete the interview transcription. Lastly, the researcher examined the total document using the generative (open) coding strategy and segregated emerging themes from the data. Continuing with the qualitative research process the next section showcased the importance of the reflective journal to this research study.

**Reflective Journaling**

At the conclusion of each interview, it was time to start the reflective journals (Creswell, 1998). After data collection, reflective journaling was the next step where the researcher wrote down notes and feelings consistent with the interview. In this stage, the researcher organized his thoughts from the interview in preparation for the data analysis process. The reflective journal comes into play as a supplemental resource because it was an additional point of reference for the researcher. Once the researcher had time to digest all of the information from the interview, it was time to proceed to the next section.

**Data Analysis**

The data analysis process is a two pronged process: (A). coding, and (B). synthesizing of the findings against the research questions (Denzin & Lincoln, 2000). This process is essential for allowing the perspectives of the coaches to lead the researcher to an understanding of their interpretations of the current situation involving Black males and Division I coaching. Each section of the data analysis process is described in detail within the following subsections.
**Coding**

Once the interviews were transcribed, the coding aspect of the study commenced as the researcher sought to use generative coding to identify themes from the data. Generative coding also known as conceptual, thematic, or open coding is the format of organizing the data into groups or segments for classification (Denzin & Lincoln, 2000). Utilizing the generative coding strategy, each transcription was analyzed first for groups of common trends. Once the groups were created, the researcher worked with the advisor to the study, peer debriefer, and methods expert to clarify the thematic categories from the findings.

The researcher believed this format was the most effective for this research study. As the researcher began the coding process certain theoretical categories became obvious and stood out. Within this plan all of the aspects of each interview transcription were uploaded to the software program and properly formatted and analyzed electronically to produce a precise and highly transferable copy of the coded transcription. This was where the data emerged identifying certain codes as primary to the research (Denzin & Lincoln, 2000). The use of computer software (for example ‘N6’ formerly known as NU*DIST) was great for organizing interview transcripts. Once the thematic categories were created, the researcher used the reflective journaling notes to refine the categories before proceeding to the final step (synthesized findings against the research questions) of the data analysis process.

*Synthesized findings against the research questions*

Once the coding activity was completed, the researcher analyzed the findings against the research questions from the study (Denzin & Lincoln, 2000; Lincoln & Guba, 1985).
As the data collection and coding proceeded, the codes were categorized within the N6 program to create thematic categories. At this juncture the researcher continued with the generative process by synthesizing the findings against the research question and past research on the topic in an effort to establish the themes for the study. Finally, once the researcher synthesized the findings against the research questions and past research on the topic, individual meetings took place with the advisor to the study, peer debriefer, and the methods expert to finalize themes for the findings. After the themes were confirmed by the researcher, advisor, peer debriefer, and methods expert, it was time to describe the phenomenon between Black males and Division I coaching.

Trustworthiness

Trustworthiness for this study entails ensuring the credibility and accuracy of the data from the perspective of the participants (Denzin & Lincoln, 2000). Clear criteria set by the researcher in the early stages of the study set the foundation for credibility in the research. Triangulation, member checking, and a peer debriefer served as the methods of ensuring trustworthiness in this study.

Triangulation is the procedure of finding the credibility in a study (Denzin, 1978). There are four categories of triangulation in qualitative research: (a) convergence of multiple data sources, (b) methodological triangulation, which combines data from different collections of sources, (c) investigator triangulation, which is a combined effort between the researcher and participant where checks and balances (member checking) are in place to insure credibility, and (d) theory triangulation, which is the process of using different theoretical viewpoints to answer the question surrounding the phenomenon (Patton, 1990, 1996; Denzin, 1978). Other aspects of triangulation have been used in
accordance with one of the four types and those included allowing a peer debriefer to review and gauge the credibility of the research study (Denzin, 1978). For this current study, investigator triangulation was established through regular interactions with a peer debriefer and the researcher.

*Member Checking*

Member checking served as the method of checks and balances between the participants and the researcher. Thus, each participant was sent their transcripts, and asked to add or delete anything they wish. When transcripts were returned with changes or participants indicated the transcripts appear correct, Lincoln and Guba (1985) suggest reading and re-reading to get a “feel” for the data and to identify themes. A list of themes was sent to the participants who were asked to note their agreement or disagreement and to add comments. When participants returned the list and indicated the themes were correct and they had nothing to add, the original transcripts were read again.

Member checking is a qualitative process of checks and balances for the data and insures the credibility of investigator triangulation. More specifically, member checking commences in this study when each participant was given the opportunity to examine the results to ensure what they said and meant was correctly portrayed. This gave participants a final opportunity to add or delete specific examples or comments. After the research was completed, participants were invited to comment about being involved in the study. The use of member checking insured the correct voice of the participant was properly represented (Denzin & Lincoln, 2000; Lincoln & Guba, 1985). With the information collected from the reflective journal, the final corrections of the transcriptions (member
checking), and the N6 (NUDIST) coding analysis, the results were corroborated comprehensively in order to properly elicit the research findings.

Peer Debriefing

Lincoln and Guba (1985, p. 308) viewed the importance of peer debriefing as "a process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind." The peer debriefer for this study was a professor of sport management with qualitative research expertise from a local university. The peer debriefer was chosen because of his expertise in qualitative research and track record of scholarship. The peer debriefer and the researcher conversed frequently throughout the duration of the research study; focusing on the intricacies of the methodology, data, and the analysis from the results of the study. For this study investigator triangulation was established by regular interactions with a peer debriefer and the researcher. The peer debriefer examined the thematic categories uncovered by the researcher and he offered advice on broadening the understanding of the findings. The peer debriefer’s suggestions focused on the premise of Black networking and deciding whether or not it was essential to the phenomenon of the underrepresentation of Black males in Division I coaching

Panel of Experts

The cover letter received by the panel of experts is located in Appendix E. After reviewing the questions, each expert was given two weeks to provide feedback on the interview guide in Appendix F. The members of the panel of experts are located in Appendix G. The panel of experts were comprised of four university professors with
knowledge and expertise in the areas of collegiate athletics and qualitative research. Each expert has either produced scholarly work in qualitative research or a topic similar to the underrepresentation of Black males in Division I athletics. The panel of experts assisted the researcher in refining the questions, sequence, and the content. Through this process the panel of experts sought to ensure the questions being asked were applicable to the study’s research questions. All of the collated feedback from the panel of experts is located in Appendix H.

The new questions for the interview guide are located in Appendix I. For the final interview guide questions the panel of experts offered informative feedback on the structure and word choice of some of the questions. In the introductory section of the interview guide a revision occurred in the deletion of the phrase “happen to” from the initial question of the form. The researcher concluded the recommendation was satisfactory. The new question was phrased as: "How did you become interested in coaching at the Division I level?"

Within the first section of the interview guide the panel of experts provided feedback on improving the original Questions #2 and #3. In Question #2, the panel wanted the researcher to improve the word choice of the question by including a following sentence asking the participant to relay supporting evidence. The researcher concluded the recommendation was satisfactory. The new Question #2 was, “What barriers exist for Black men in ascending to head coaching positions in Division I athletics?” "What evidence supports your statement?"

For the improvements to Question #3 of the interview guide, the panel focused on improving Question #3. Suggestions were made to rearrange the word choice of Question
The researcher concluded the recommendation was satisfactory. The new sentence for Question #3 was “What trends have you noticed regarding the number of Black coaches in Division I athletics? If yes, what have you become aware of?”

Lastly for the improvements to the first section of the interview guide, the panel suggested changing the order of the questions in order to improve the flow of the interview guide. The new flow of questions for the first section of the interview guide begin with Questions #1 and #2 asking the coach about their view of the presence of Black males in Division I Athletics. A new Question was added to the first section to expand upon the trends the coach may have noticed in the current statistics of Black coaches in Division I athletics. The new Question #2 was “What trends have you noticed regarding the number of Black coaches in Division I athletics? If yes, what have you become aware of?”. Questions #3, #4, and #5 follow by giving the coach an opportunity to expand upon the barriers or obstacles they believe exist in the profession. Lastly, Questions #6, #7, and #8 ask specifically if the coach believes race, opportunity, or resources have anything to do with the current situation.

Within the final section of the interview guide, the panel of experts agreed with the current format of the questions. There were no improvements to this section of the interview guide. As previously mentioned, the final interview guide is located in Appendix I.

Pilot Study

The pilot study involved interviewing one Black male assistant coach from outside the targeted group. The Black male assistant coach was a football coach convenient to the current location of the researcher. The coach works at a small liberal arts college in a
rural area and for the university football program which is a member of Division I athletics.

This process served several important purposes. First, it allowed the researcher to test the interview questions and gauge the flow of the revised interview guide in Appendix G. Also it helped in rephrasing questions for clarity. After reviewing the data from the panel of experts, the researcher updated the questions for the research study. Next, the pilot study provided the researcher the opportunity to practice and refine his skills as an interviewer.

Results of the pilot study

The pilot study was a valuable experience for the researcher as it provided an opportunity for the researcher to interact with the participant and try out the questions from the interview guide in a practical sense. From the perspective of the researcher the questions within the interview guide were succinct and in good order to allow the flow of the interview dialogue to commence without interruption or confusion. This section of the report discussed the pilot study results from the three sections of the interview guide: (a) Opening Introduction Question, (b) 2006 Race and Gender Report Card (Lapchick, 2007)/ Past Studies of Topic, and (c) Strategies Available for Black Male Coaches.

The “Opening Introduction Question” section of the interview guide was a proper ice breaker to the interview session. The prompt questions allowed the researcher the opportunity to react to the phenomenon and act accordingly to the unique attitude of the participant. The participant was very knowledgeable on the subject and was eager to discuss his personal feelings on the topic. The prior preparation between the researcher,
committee, and panel of experts went a long way to insuring the dialogue and flow of the interview with the participant would flow accordingly.

The 2006 Race and Gender Report Card (Lapchick, 2007)/ Past Studies of Topic section flowed relatively easy as the participant answered the questions with insight and personal reflection. From the perspective of the researcher the questions were flowing within the dialogue and the participant spoke with details and passion about the questions in this section. Towards the end of this section the participant combined the questions about “limited opportunities to work in Division I” and “second chances to work in the field.” Without hesitation the researcher altered the next question to expand upon the topic by asking “Are Black coaches taking the bad opportunities when all other options are gone?” The new question worked within the flow of the interview guide and served as a great opportunity for the researcher and the participant to expand upon the topic and delve deeper into his personal ideas.

The strategies available for Black Male Coaches section flowed as the dialogue between the researcher and participant moved toward finding proactive opportunities to improve the current situation. The participant seemed to tire within this section and it seemed as though the longevity of his answers lessened in this section. While comparing the length of the answers between the final two sections of the transcript, it is evident the participant’s answers shortened as the interviewed continued. This section of the dialogue commenced with the participant summarizing his responses and looking forward to the results of the study. After the pilot study was concluded, the researcher wrote notes from the interview in the reflective journal in order to keep track of the interview experience.
Once the pilot study and reflective journaling were completed, the interview was transcribed and sent back to the participant in accordance with the member checking parameters of the study. After the transcript was approved by the participant the final questions were emailed in order to touch upon the nuances created from the dialogue. From the interview transcription the researcher chose to focus the email questions on the “age” barrier alluded to by the participant. The ideal of “age” as a barrier in the situation regarding the commitment of Black male coaches to the profession is a facet rarely discussed in the past quantitative studies (Cunningham et al., 2006; Sagas & Cunningham, 2004). The researcher believed that by focusing on “age” for the secondary pilot study interview, the pilot study would be better served as the participant would expand on the issue for the topic.

From the email follow-up the participant expanded upon his feelings about the issues of “age” being a factor that impacts the situation regarding Black males and coaching in Division I athletics. The participant’s expanded dialogue detailed “age” as a byproduct on Black males having more success in their athletic careers as athletes and this extended career as professionals delays their development as coaches. The age issue referred to by the pilot study participant asserts that Black male coaches on average play as professionals more frequently than their White counterparts, and this experience is seen as a disadvantage. According to the pilot study participant, White coaches are coaching at an earlier age and view the profession as their primary occupation, while the Black coaches view their professional career as the primary occupation, and coaching as a secondary scenario once their playing days have concluded (assuming they played
professionally). The advisor of the study reviewed the transcripts and provided feedback on where to probe in future interviews.

Once the entire pilot study experience was completed between the researcher and the participant, the peer debriefer was given the data. The peer debriefer approved the pilot study process and offered recommendations for future interviews. The peer debriefer suggested for allowing the participant more opportunities to further explain the viewpoints on certain topics. Allowing the participant the opportunity to explain and expand on the experiences would go a long way towards increasing the details and experiences within the dataset. Every future interview is going to be unique, so adding “please explain further” at the researcher’s discretion should expand the details of the narrative. The researcher agreed with the assessment of the peer debriefer and in future situations the phrase “please explain further” was included in the interview protocol at his own subjective discretion.

Lastly, the pilot study was an informative practice session for the study. The researcher believed that by working through the process on a trial basis was important in order to insure his personal confidence and comfort with the participants. This experience has served as a great opportunity for the preparation as the process moves forward to the actual live studies with the actual participants. Overall, the entire process received a positive endorsement from the pilot study participant.

Transferability

Transferability describes the process of interpreting the findings of a previous study to the current study (Lincoln & Guba, 1985). More specifically, transferability denotes "whether particular findings from a qualitative study can be transferred to another similar
context or situation and still preserve the particularized meanings, interpretations, and inferences from the completed study" (Leininger, 1994, p. 106). The degree of transferability or fittingness of the findings beyond the current study to other sport contexts, athletic programs, or coaches rests with identifiable congruence of collegiate athletic departments and Black coaches at colleges and universities nationally (Leininger, 1994; Schofield, 1990).
CHAPTER 4
FINDINGS

In order to explore the phenomenon of the underrepresentation of Black coaches in Division I athletics, seven assistant coaches from a large flagship university participated in this study. This chapter presents the findings of the interviews with the seven coaches, using their respective narratives to understand reasons for their underrepresentation in Division I athletics. The coaches’ responses were recorded during audiotaped interviews. The interviews were transcribed and coded by the lead researcher. The lead researcher used “N6” formerly Nudist programming to help facilitate the organization of the data. The coded information was analyzed further by the advisor to the study, the peer debriefer, and the methods expert in order to establish thematic categories for the findings and to ensure confirmability of the data. Lastly, once the categories were set, the findings were synthesized against the past literature and studies on this topic to create the themes for the study. At this juncture of the study, the advisor to the study, peer debriefer, and methods expert were in agreement with the final themes that were analyzed from the findings in the study.

From the data analysis process, the following themes emerged: (a) disadvantaged, (b) how things are, and (c) Black networking. The lead researcher analyzed and coded all of
the transcripts by hand. Once that process was completed, the lead researcher organized the results in the N6 software program. The transcripts were also sent to the advisor of the study for a second opinion. Once the themes were identified by the lead researcher and advisor, they worked together to confirm their independent interpretations and they collaborated in finalizing the themes for the study. At this juncture, the themes were agreed upon by the lead researcher, peer debriefer, and advisor for the study. Upon completion of the process, the themes were submitted to the methods expert from the committee to ensure the process was completed properly and adhered to research protocol. Afterwards, the data were organized in relation to the research questions.

From the emergent themes, there were instances where negative cases became apparent. The negative cases represent participants who offered an alternative perspective on the phenomenon (Seale, 2000). These negative cases refine and develop the theme for clarity and additional understanding (Seale, 2000). Table 4.1 details the demographic information of the participants. Pseudonyms were used for all names of the participants, colleges, and universities in the study. Table 4.1 included whether a participant coached a revenue (football or basketball) or non-revenue producing sport (men’s track, women’s track, or fencing), age, and number of years coaching.
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Years</th>
<th>Sport (Revenue/Non-revenue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach Williams</td>
<td>29</td>
<td>9</td>
<td>Fencing (Non-revenue producing sport)</td>
</tr>
<tr>
<td>Coach Smith</td>
<td>52</td>
<td>30</td>
<td>Track/Field (Non-revenue producing sport)</td>
</tr>
<tr>
<td>Coach Green</td>
<td>38</td>
<td>16</td>
<td>Track/Field (Non-revenue producing sport)</td>
</tr>
<tr>
<td>Coach Brown</td>
<td>36</td>
<td>14</td>
<td>Football (Revenue producing sport)</td>
</tr>
<tr>
<td>Coach Jones</td>
<td>38</td>
<td>16</td>
<td>Basketball (Revenue producing sport)</td>
</tr>
<tr>
<td>Coach Harris</td>
<td>39</td>
<td>17</td>
<td>Football (Revenue producing sport)</td>
</tr>
<tr>
<td>Coach Thomas</td>
<td>36</td>
<td>14</td>
<td>Football (Revenue producing sport)</td>
</tr>
</tbody>
</table>

Table 4.1: Participant Demographic Information

*Note.* Years = Number of years coaching sports.

*Description of Coaches*

The coaches came from unique and different backgrounds. Pseudonyms have been used to protect the identity of the coaches, colleges, and universities in the study. The large flagship university under study was referred to as Champion University. Coach Williams was a member of the International Olympic fencing program and an alternate for the 2000 games in Sydney, Australia. Coach Williams started out as a fencing instructor at the high school level in Missouri for two years prior to beginning his career for the past seven years at Champion University. All of Coach Williams’ experience is with the saber weapon in fencing. Coach Williams recently left the collegiate coaching ranks and currently works as a fencing instructor within a large urban school district in the southeastern part of the U.S.
Coach Smith was a former student assistant coach with the St. Jordan University track and field team where many of his male athletes competed in the 1968 Mexico City Olympic Games. Coach Smith has worked as the men’s national track and field coach for many nations such as Tanzania, Kenya, and Ghana. Coach Smith is a 30-year veteran of “distance” track and field programs. Coach Smith was formerly the men’s head coach of the University of Bryant, the Olajuwon Institute of Tech, and the University of Southern Garnett. Currently, Coach Smith is employed as the assistant coach for women’s track and field, specializing in distance events for Champion University.

Coach Green started his career as a graduate assistant coach with the men’s track and field program at Allen State University. Coach Green’s specialty is sprints and hurdles. Coach Green spent the past 10 years with Pierce University working with their men’s track and field program. Currently, Coach Green is the associate head coach for the men’s track and field program at Champion University.

Coach Brown was a former Division III football all-American linebacker for Duncan University. Coach Brown started his career at Duncan as the defensive line coach. Coach Brown spent six years with Parker University as the defensive coordinator. Currently, Coach Brown is the assistant coach specializing in cornerbacks at Champion University.

Coach Jones started his coaching career as an assistant basketball coach for Division III Jackson University. Afterwards, Coach Brown spent five years at the University of Popovich, and three years at Tomjanovich University working as an assistant coach. Currently, Coach Jones is the assistant men’s basketball coach at Champion University.

Coach Harris began his career as the offensive coordinator for Division III Pippen College. Coach Harris has worked for the University of Grant (3-years), Western
Rodman University (2-years), the Laurence O’Brien University (2-years), West Unseld University (2-years), and Chamberlain University (3-years). Coach Harris has extensive experience coaching football on the offensive side of the ball, as he has worked with running backs, receivers, and tight ends. Coach Harris is currently the assistant head coach and wide receivers coach at Champion University.

Lastly, Coach Thomas began his coaching career as a graduate assistant for football with Ewing University. Since then Coach Thomas has coached with Starks-Oakley College as their quality control coach, as well as Riley University and the University of Shaquille as their secondary coach. Currently, Coach Thomas is the safeties coach for Champion University.

EMERGING THEMES

Introduction

The findings that emerged from the data analysis process are presented in detail with direct quotes from the coaches to capture the phenomenon of the underrepresentation of Black males in Division I coaching. The themes uncovered were: (a) disadvantaged, (b) how things are, and (c) networking. Disadvantaged, refers to the lack of opportunities and chances Black coaches are experiencing in comparison to their White counterparts. How things are, refers to the current system in college athletics and the position Black coaches are in compared to their White counterparts. Lastly, networking refers to the strategies and resources available to Black coaches in college athletics.
Disadvantaged

Disadvantaged is the overarching theme described by the narratives of the coaches as problem areas, which lead to institutional racism against Black male coaches. The disadvantaged theme within this study is a derivative of institutional racism. The existence of institutional racism appears strongly with the disadvantages Black coaches experience in Division I athletics because the current system advantages White coaches. During the course of the interviews, many of the participants either directly or indirectly referenced unfairness in their treatment as coaches in Division I athletics. This mistreatment has had a negative impact on their success in Division I athletics. The following narratives detail the theme.

Coach Williams mentioned the current state of Division I coaching as “currently the White coaches and administrators occupy all positions of importance in Division I athletics” (Initial Interview, February 14, 2008). Coach Williams explicitly identified the existence of institutional barriers in favor of White coaches in Division I athletics. Coach Williams also spoke candidly about how “it seems like a totem pole of importance, where everyone is more concerned with traditional sports such as football and basketball rather than a sport like fencing” (Initial Interview, February 14, 2008). Coach Williams’ reference to a sports hierarchy opened the door to additional questions concerning his personal feelings about being a coach who is Black in Division I athletics. Coach Williams continued when prompted by stating, “sometimes it feels like you may never get the opportunity [to coach], no matter how good you are, if you don’t know the right people” (Initial Interview, February 14, 2008). This final point made by Coach Williams
identified Black coaches at a distinct disadvantage because they are not as well connected as their White counterparts.

During the email follow-up interview, Coach Williams was probed further about his feelings towards “paying dues”. Coach William’s response was:

Currently, the White coaches and administrators occupy all of the positions of importance in Division I athletics. If we as a people are to break down the barriers and gain equality we have to prove that we are ready for the opportunity and once the opportunity is available, we must take it and be prepared to fight to keep it (Email follow-up, February 20, 2008).

The statement made by Coach Williams pertaining to breaking down barriers in order to gain equality, suggest an imbalance in the current status of Division I coaching. Within the current system, the fact everyone cannot compete on fair and equitable footing highlights the existence of institutional racism in the coaching ranks of Division I athletics.

Coach Smith’s perspectives were similar to Coach Williams’ by stating, “I do believe an old boys club exist in Division I athletics” (Initial Interview, February 14, 2008). Coach Smith continued by stating, “White coaches do have more opportunities to succeed than Blacks, because they have all the connections” (Initial Interview, February 14, 2008). This statement by Coach Smith supports the earlier statements by Coach Williams and suggests the existence of White dominance in networking. When Coach Smith was prompted for a rationale or reasoning for his beliefs, he recalled experiences earlier in his career where he believed if he “was white [he] would not have been passed over for so many positions” (Initial Interview, February 14, 2008).

During the interview, Coach Smith was prompted for additional reasons or possibilities pertaining to why he may have been overlooked or passed over. During the
interview each time a possible reason [such as race, limited opportunity, etc.] was introduced, Coach Smith stuck adamantly to the "good old boys" club being the strongest rationale for the reason he was passed over” (Initial Interview, February 14, 2008).

During the e-mail follow-up, Coach Smith mentioned that his inability to make contacts or network in the positions dominated by White head coaches and administrators, was a direct result of the “good old boys club” (Email follow-up, February 20, 2008). Within the response from the email follow-up, Coach Smith solidified his earlier statements that “as for networks, White coaches have these established networks and that is how they get so many opportunities in comparison to Black coaches who do not have those resources” (Email follow-up, February 14, 2008).

According to Coach Thomas, “it depends on who is in charge. More than likely Whites are in charge instead of [Blacks], so we must be over-qualified to get a position” (Initial Interview, April 12, 2008). Coach Thomas’ next statements identified “the old boys club, the new boys club, whatever. It is a White’s only club and they keep all the jobs and opportunities to themselves” (Initial Interview, April 12, 2008). Coach Thomas’ comments concluded by referencing Division I coaching as a White male dominated fraternity not yet cleansed of institutional racism.

Coaches Williams, Smith, and Thomas mostly agree that Black coaches have been dealing with a major disadvantage to their success as coaches in Division I athletics. The "disadvantaged" theme explains how these Black coaches perceive that they have been shut out of potential head coaching jobs and limited in their ability to succeed due to institutional racism. In the following narratives coaches Green and Brown’s responses un-pack a sub theme of the “navigating the system” theme.
Theme One, Sub-theme One: “Navigating the system while disadvantaged”

Navigating the system while disadvantaged was labeled a sub-theme because it falls under the grand scheme of theme one. Navigating the system while disadvantaged represents a course of action for a coach to endure and pay dues, as they are disadvantaged in the Division I coaching phenomenon. During the initial interview, Coach Green explained his interpretation of the current situation in Division I athletics by emphasizing that “Blacks need to network with the Whites in their field because these opportunities come across and if you are not known for your expertise, it is impossible to get ahead” (Initial Interview, February 15, 2008). Coach Green acknowledges the existence of institutional racism, and believed that success in the coaching profession therefore was a point of learning how to navigate the current system and surviving the obstacles. Coach Green stated that:

I would not say White coaches made me who I am today, but I would say that utilizing their relationships, as a tool to get ahead was more of my purpose. In the end, coaches want to win and succeed. If I have proven to be the best at what I do, a White coach who wants to win will want to be aligned with someone who thinks the same way. So it is an equal opportunity situation. Both sides benefit from the relationship, because I have the ability to produce results (Email follow-up, February 20, 2008).

Coach Green concluded his remarks by insisting he “is not advocating for a White network over a Black network, [however, he] is advocating for Black coaches to use their resources and be smart about their path to success” (Email follow-up, February 20, 2008).

Coach Brown admitted “the networks do exist and some cases are blatantly obvious” (Initial Interview, March 8, 2008). Coach Brown’s thoughts were similar to the earlier narratives from coaches pertaining to the existence of institutional racism.
However throughout the interview session, Coach Brown explained his perspective on success in Division I athletics by stating in “my experience the successful programs are those with a diverse mix of personalities and cultures. The programs that are lacking diversity are falling behind and I am sure they will eventually have to fall into compliance if they want to be successful” (Initial Interview, March 8, 2008).

Coach Brown referred to the good old boys club existing as a deterrent to Black coaches is an out of date phenomena that no longer impacts current coaching phenomenons. Coach Brown did not believe he was a victim of the White good old boys club, but in actuality he benefited because the White good old boys club needed competent Black coaches in order to succeed (Initial Interview, March 8, 2008). When probed further on the topic during the email follow-up interview, Coach Brown explained that the White good old boys club was a benefit to him because they needed him to continue to be successful (Email follow-up, March 12, 2008). Coach Brown continued by stating “his relationship with winning and being successful has allowed for him to network and be viewed as worthy of inclusion” (Email follow-up, March 12, 2008).

Coaches Thomas and Brown believe that Black coaches can be efficient and effectively compete in the Division I coaching field even though institutional racism exists. Lastly, Coaches Jones and Harris’ perspectives fell into the negative cases for this theme. The following narrative detailed the findings within their dialogue, which pertained to the disadvantaged theme.

*Theme One: Negative cases: Not indicating Disadvantaged.*

In contrast to the perspectives of five of the seven coaches, the responses from Coaches Jones and Harris did not situate institutional racism as a reason for the dearth of
Black coaches in Division I athletics. It should be noted that both of these coaches belong to revenue producing sports. It should also be considered that neither of these coaches mentioned institutional racism as an occurrence in Division I coaching. Also both of these coaches are members of coaching staffs where they are the minority as far as race was concerned in their respective programs. Each coach did not voice any inclination toward the existence of the White old boys club in their careers as coaches. Coach Jones stated “being associated with success and winning will lead to job opportunities and that is my focus” (Initial interview, March 8, 2008). Coach Harris’ statement was similar when he said, “every coach is judged based on their merit and hard work. I control my destiny and career because I work hard and am accountable for my success” (Initial interview, April 8, 2008). Both of these participants actually advocated that even though the numbers are low (pertaining to Black coaches) everything was fair and equitable in the coaching ranks for Division I athletics. During the follow up interviews, both these participants did not acknowledge that the existence of the White good old boys club.

Theme One: Summary.

Coaches Williams, Smith, and Thomas have similarities in their perspectives. The perspectives of the three coaches indicate that institutional racism played a role in their perspectives as Black coaches in Division I athletics. Coaches Thomas and Brown agree with the existence of the White good old boys club, and discussed their perspectives on how to benefit from the phenomenon. In contrast, Coaches Jones and Harris did not voice any inclination toward their being a certain path to success or demise in Division I athletics. These two coaches did not believe the institutional racism phenomenon was a reason for the dearth of black coaches in Division I athletics. Coaches Jones and Harris
believed that success was predicated on hard work and knowing how to navigate the system. However, it should be noted that both of these coaches were working in successful programs at a prominent institution, and this may have had an impact on their views.

Theme Two: How things are.

Two of the coaches in this study had alluded to certain procedures and processes that were evident in intercollegiate athletics. The second theme from the narratives of the coaches uncovered how things are within the coaching ranks. This theme explained the beliefs and expectations of Black coaches in Division I athletics. The findings within this theme represent the thoughts and responses of the Black coaches in this study pertaining to their perception of the status quo and how things are in the coaching profession.

Coach Williams described the current landscape of Division I athletics as “patience and paying dues” (Initial Interview, February 14, 2008). According to Coach Williams, “I do aspire to be a head coach. I know I have to pay my dues. I however do [believe] that Black coaches must pay more dues longer than White coaches” (Coach Williams, Initial Interview, February 14, 2008). This reference by Coach Williams to paying dues for a longer time period than his White counterparts is another instance where White hegemony exists in Division I coaching. Coach Williams continues by stating, “sometimes it feels like you may never get the opportunity no matter how good you are” (Initial Interview, February 14, 2008). When prompted further for an explanation of his beliefs, Coach Williams responded by stating “patience and paying dues, that is how I live my life because I understand that is how things work in coaching” (Initial Interview, February 14, 2008).
During the email follow-up interview, Coach Williams was probed further about his view of being patient and paying dues. Coach Williams responded by stating “for the record I do not believe it is fair for Blacks to have to be more patient and pay harder dues than Whites, but that is the way it is” (Email follow-up, February 20, 2008). The statement by Coach Williams, “but that is the way it is” reflects the status quo of few questioning the preferences given to White coaches over Black coaches. Coach Williams continued “currently, the White coaches and administrators occupy the majority of the positions of importance in Division I athletics. If [Blacks] as a people are to break down the barriers and gain equality, we have to prove that we are ready for the opportunity once the [chance] is available” (Email follow-up, February 20, 2008).

Coach Smith echoed similar sentiments to Coach Williams. Coach Smith explained:

I had to work my way up to finally make it to the Division I level. I actually gave up on coaching at the Division I level when I went to coach to the motherland. I was the National Team Head Coach for the distance runners. I enjoyed tremendous success in Africa and if not for family I would have stayed over there. Coming back to America I worked hard but never made it to a major program as the head man. Instead I had to settle for my current situation which is as close as I have gotten to work a major program (Initial Interview, February 14, 2008).

The phenomenon described by Coach Smith symbolizes a true example of White hegemony where a Black coach is not getting head coaching opportunities in America and felt compelled to move overseas in order to achieve coaching success.

Coach Smith continues by stating:

I believe my experience has been an issue of numbers. By the time I finally reached the head coaching pinnacle I was older and had a nice salary. I was forced out of my position as head coach at Bryant (University) because the new athletic director came in and wanted to go in a different direction with a younger coach who could be hired at a lower salary (Initial Interview, February 14, 2008).
Lastly, Coach Smith was prompted to further explain his phenomenon during the email follow-up interview. Coach Smith explained “in my experience I do believe an old boys club exist in Division I athletics. White coaches do have more opportunities than Blacks and that is the way things are done in athletics” (Email follow-up, February 20, 2008). Coaches Williams and Smith explained “how things are” in Division I athletics pertaining to coaches. In the next sub-theme coaches Brown, Jones, Thomas and Green explain how accepting “how things are done” and working within the system can lead to success.

**Theme Two: Sub-Theme: Accepting and benefiting from “how things are”**

Coach Brown describes the current landscape of Division I athletics as a “rat race” (Initial Interview, April 12, 2008). Coach Brown continued by stating “as coaches we are all trying to advance to one day run our own programs or be as successful as we can” (Initial Interview, April 12, 2008). Coach Brown explains “I wouldn’t say there are barriers. I would say good and bad opportunities. As a Black coach, you don’t want to take a bad opportunity and fail where you will be associated with losing. It is important to be associated with winning. By winning and being associated with winning, you are more likely to be viewed as a possible head coaching candidate” (Initial Interview, April 12, 2008).

Coach Jones uses a similar comparison to Coach Brown in describing the current landscape of Division I athletics. Coach Jones’s analogy on musical chairs rather than a rat race. Coach Jones stated, “by musical chairs I am referring to the jobs that open up each year and the coaches who move from lower profile jobs to high ones. Just getting a beat for the jobs and putting yourself in position to one day get those jobs is the current
system which emulates musical chairs” (Initial Interview, April 12, 2008). Coach Jones continues in his analogy by focusing on the:

assistant coaches competing with former coaches for limited positions. Some schools say they want a candidate with head coaching experience. Well as an assistant how will I ever get that experience if every job wants you to have prior head coaching expertise. I have focused on winning and having every program I have ever been associated with being a winner. Hopefully, one day soon my winning credentials will be enough to get me in the door (Initial Interview, April 12, 2008).

Coach Thomas’ responses focused on job opportunities and the fairness within these chances. Coach Thomas stated:

to be honest, it is more of a deterrent in being a head coach. As a Black coach you only really get one chance to be a head coach. I have no qualms about doing it, but the pressure is unfair. A Black coach must be perfect or will get fired quickly and once your chance is up, you are not going to get a second chance (Initial Interview, March 9, 2008).

Coach Thomas continued by stating “I have noticed that not a lot of us look out for each other. Black coaches should feel obligated to look out for each other. I do not have any concrete evidence, but I do believe we should conscientiously look at mentoring other young Black coaches to aid in their careers” (Initial Interview, March 9, 2008).

During the email follow-up interview, the researcher probed Coach Thomas further about factual instances where he believed how things are was apparent. Coach Thomas responded by citing “There are a certain amount of jobs, however some qualified Black coaches get stuck in positions such as coordinators. They need a chance. Once they get their chance, they can show you what they got” (Email follow-up, March 12, 2008).

Coach Thomas continued by stating “It seems like race always has to get to a point where it should not be a big deal, but coincidentally it always is a factor someway or somehow.
It is a big deal because it is the first thing people notice when they meet you; your skin color” (Email Follow-up, March 12, 2008).

Coach Green offered an expansion to a broader outlook for the how things are in Division I athletics. Coach Green believes “Blacks need to network with the Whites in their field because these opportunities come across and if you are not known for your expertise it is impossible to get ahead” (Initial Interview, February 15, 2008). When prompted for a reason behind his beliefs, Coach Green stated “my relationship with the current coach was of mutual respect but it aided in my ability to move up to a position where it benefitted my family as well as value in the field. While I still aspire to be head coach, it helps to have friends and associates who are connected” (Initial Interview, February 15, 2008).

During the email follow-up, Coach Green was prompted to expand his beliefs on how things are. Coach Green continued in his viewpoint of how things are theme by stating “in any profession, you have to learn the politics and nuances of the trade if you want to survive. It helps to be able to adapt to the system and find your niche” (Email follow-up, February 20, 2008). Lastly, Coach Harris’ narrative fell into the negative case category. The next subsection explained the nuances of Coach Harris’ dialogue and how things are.

Coaches Williams, Smith, Brown, Jones, Thomas, and Green all stated clear and concise examples of the how things are in Division I coaching. Coaches Brown, Jones, Thomas, and Green’s dialogue led to the emergence of a sub-theme. The next aspect of this theme is the findings of Coach Harris’ narrative, which led to the negative case.
Theme Two: Negative Case: Expansion of the premise how things are.

Coach Harris did not believe there were certain way things should be done within Division I athletics. Coach Harris stated “[Blacks] are getting fair opportunities to succeed in Division I athletics, just like their White counterparts” (Initial Interview, March 8, 2008). When prompted for further information on why he believed his statement, Coach Harris declined to elaborate. When prompted a second time during the email follow-up for insights on how things are, Coach Harris responded “my success in this field is due to my hard work, faith, and being able to network and make the right connections, race has nothing to do with it” (Email follow-up, March, 12, 2008).

Theme Two: Summary

In summary, Coaches Williams, Smith, Brown, Jones, and Thomas all described intimate details of the how things are in Division I athletics for Black coaches. Each coach described different interpretations of what they believe is a disadvantage for Black coaches competing in White dominated profession. Coaches Brown, Jones, Thomas, and Green described Black coaches who found a way to successful navigate the system. Lastly, Coach Harris believes every coach is judged by their individual merit and succeeds based on their ability alone.

Theme Three: Networking

Networking has been a major aspect of the finding in this current study. The coaches in this study have differing opinions on the effectiveness of networking and the proper means of developing and sustaining networking relationships. Networking in sports is very personal and plays a role in the success of those who chose to participate. This theme focused on networking strategies and resources available to Black coaches in
Division I athletics. The Black Coaches Association (BCA) is at the forefront of networking for Black professionals within collegiate athletics (BCA, 2008).

Coach Williams “believes the BCA (is) about encouragement and networking”, he however wishes the BCA “was more about paying your dues and [understanding] the importance of patience” (Initial Interview, February 14, 2008). Coach Williams would like the BCA to be a teaching mechanism for how to succeed in Division I coaching. When prompted for more details on his viewpoint during the email follow-up, Coach Williams stated “I am more interested in training strategies than networking, social events are not really what I care about” (Email Follow-up, February 20, 2008). Coach Thomas had similar sentiments as Coach Williams on the current purpose of the BCA. Coach Thomas believed the BCA served as an arena to “meet the right people by allowing Black coaches (the avenue) to increase their networks and contacts with A.D.’s” (Initial Interview, April 12, 2008). He continued and said “the BCA does not have enough influence to secure jobs for its constituents” (Email follow-up, April 14, 2008).

Coach Jones believed that the BCA has the potential to be the instrument for Black networking in college athletics. Coach Jones would like for the BCA to “gather information about the hiring practices and priorities of each institution and their respective job searches, this information would be invaluable for Black coaches competing in the national market” (Initial Interview, March 8, 2008). Coach Jones also added “it would be nice if the BCA could build in-roads and relationships with the institutions in order to aid in the placement of minority coaches, because currently we are lacking” (Email follow-up, March 12, 2008).
Coach Harris had similar sentiments as Coach Jones and believed “the BCA is a bank of resources for Black coaches by storing resumes and contact information for potential jobs” (Initial Interview, April 12, 2008). However, Coach Harris continued “the BCA has not done enough to bridge the gap between what the White networks are doing and what they are doing” (Email Follow-up, April 14, 2008). Coaches Williams, Thomas, Jones, and Harris have a clear understanding of the purpose of the BCA. While each coach has a concrete understanding, they do wish the organization would operate differently as a means of being more efficient and effective.

Coach Smith believed the BCA is not a true instrument for Black networking because the system is flawed. According to Coach Smith, “the BCA needs to reach out more to non-revenue coaches, (because) until I read the website, I had no idea they were for all coaches and not just football” (Initial Interview, February 14, 2008). Coach Smith asserted that, “the BCA needs to do a better job of advertising to the non-revenue sports” (Initial Interview, February 14, 2008). Coach Smith would like the BCA market itself better and take on the role of a true black network for all sports, not just revenue sports.

Coach Smith was prompted to expand upon his insights for Black networking during the email follow-up interview, he stated he “wanted the BCA to become a true instrument for not only black coaches in America but also bridge the gap between coaches in America and their counterparts in the many nations of Africa” (Email Follow-up, February 20, 2008). Coach Smith wants the BCA to be a true Black network and embody the ideals of all coaches, whether they be revenue/non-revenue or domestic/international. Coach Smith believes the only way to combat White hegemony and institutional racism is through the solidarity of all Black coaches.
Coach Green and Coach Smith had concerns about the perceived deficiencies of the BCA and Black networking. Coach Green believed the BCA needs to “be the foundation of nationwide networking for Black Coaches in America, to be the (Black equivalent) to the “good old boys club” (Initial Interview, February 15, 2008). Coach Green also added during the email follow-up interview that:

Blacks do not have a strong network for jobs nationwide. The BCA has tried unsuccessfully to be that network. Networking is the key to success in this field” (Email Follow-up, February 20, 2008).

Coach Green’s point of emphasis was on the notion that by establishing a Black counterpart to the White “good old boys” network, Black coaches could combat White hegemony and institutional racism. Lastly, Coach Brown represented another improvement for the BCA.

While Coach Brown had “no intimate knowledge of the BCA, but knows of their efforts” (Initial Interview, March 8, 2008). Coach Brown offered suggestions for improvements to the effectiveness of Black networking and the BCA by stating, “they could work toward creating a Rooney rule for the NCAA, it helped pro football and could do the same for the non-diverse programs in the NCAA” (Initial Interview, Winter 2008). When probed during the email follow-up interview about the “Rooney rule” for the NCAA, Coach Brown stated “if the Rooney rule is good for the goose [NFL], then it should be good for the gander [NCAA]” (Email Follow-up, March 12, 2008).

Theme Three: Summary.

Coaches Williams, Jones, Harris, and Thomas all viewed the BCA as a resource for Black networking in the field of Division I coaching. Specifically, coaches Jones and Harris believed the BCA is meant to be a Black network of resources for potential job
searches. Coach Smith spoke about adding an international function to the BCA, while Coach Green spoke about improvements to the nationwide networking functions of the BCA. Lastly, Coach Brown spoke about the limitations of the current Black networking system and wanted to switch the entire focus of the system in an effort to improve the system. Each of the coaches had slightly different understandings of the black networking purpose of the BCA.
CHAPTER 5

DISCUSSION, IMPLICATIONS, AND FUTURE RESEARCH

The purpose of this study was to analyze the perspectives of Black male coaches regarding their underrepresentation in Division I athletics. A second purpose of the study was to identify proactive strategies from the coaches to increase the number of Black male coaches at the Division I level. The interviews provided each participant with an opportunity to speak openly and candidly about their experiences as Black coaches and their underrepresentation in Division I athletics. In the current study, the researcher utilized the coaches’ voices to speak to this important issue (i.e., underrepresentation of black coaches at the Division I level). Within this chapter, the researcher discusses the findings. In the discussion, the researcher compares and contrasts the themes from the current study to and against past literature on the topic to answer the research questions. Next, the researcher focuses on implications for Black coaches in Division I athletics. A limitations section is included which allows the researcher to speak to the shortcomings of the study. Lastly, the researcher articulates recommendations for future research in this area.
Research Question One

Do Black male assistant coaches feel underrepresented in Division I athletics?

Summary of Findings

Research Question 1 was asked directly to each participant during their respective interviews. Based on their individual responses to this question, the researcher prompted the participants with follow up questions on the ideals of race, lack of opportunities in coaching, barriers to success, and so on in order to clarify the responses. From the data analysis process, the theme labeled, how things are emerged prominently. The how things are theme represented the narratives of the coaches as they explained ways of dealing with the current landscape of Division I athletics.

Coaches Williams, Smith, Brown, Jones, and Thomas all described experiences reflective of how things are in Division I athletics for Black coaches. Some of the coaches described interpretations of what they believe is a problem for Black coaches competing in this White dominated profession because of the extensive influence of White hegemony and institutional racism. According to Coaches Williams and Smith, Black males are underrepresented in Division I athletics because of how things are.

The White hegemony present in Division I athletics lead to preferences for jobs, which positioned Black coaches at a disadvantage. White hegemony can be described as the dominance of one group over another (Cohen, 1998). Institutional racism allows White preferences to go relatively unabated or even accepted as reasonable within Division I athletics. The existence of institutional racism disadvantages Black coaches in Division I athletics while in-turn advantaging White coaches.
Coach Brown, Jones, Thomas, and Green described coaches who found a way to navigate the system and believe their approach could lead to success in the White dominated profession. The coaches believed that if more Black coaches fostered their relationships with their White counterparts, they would be able to successfully secure the positions that were once off limits. Coach Green acknowledged the numbers of Black coaches are low in Division I athletics, however they are improving in his view.

Lastly, Coach Harris does not believe there is a system of checks and balances within Division I athletics. Coach Harris believes every coach is judged by his individual merit and succeeds based on his ability alone. Coach Harris stood firmly by his belief that “although the numbers [of Black coaches] are low, progress is being made” (Initial Interview, April 12, 2008).

Discussion of findings

Six of the coaches in the study believed they were treated differently in comparison to their White counterparts due to hegemonic forces leading to their disadvantage. The thematic findings of how things are lends support to previous findings on this topic (Cunningham & Sagas, 2005; Cunningham et al., 2006; Sagas & Cunningham, 2004). Cunningham and Sagas (2005) focused on the discrimination of Black coaches in college athletics. They found that Black coaches, were usually placed on White staffs for the purposes of recruiting and giving Black recruits a common face to facilitate their comfort with the team. They concluded that the primary reason Black coaches were added to White staffs was for recruitment of Black players as opposed to assuming head coaching or decision-making leadership positions. Cunningham and Sagas referred to the “use and abuse” of the Black male as a tool for success and advancement of the White coach. The
use of the Black coach as an instrument in recruiting Black players is very demeaning to
the value of the Black coach. The fact this is a practice that is accepted in Division I
coaching is a testament to the how things are in Division I college coaching and a
negative aspect of intercollegiate athletics.

Cunningham et al. (2006) focused on the impact race played on Black and White
coaches’ interest in advancing to a head coaching position, goal orientation for becoming
a head coach, perceived pitfalls or opportunities, turnover in the industry, and potential
for leaving the field for any reason. The scholars found that Black football coaches
believed the lack of opportunity forced them to leave the profession in comparison to
their White counterparts. The current study had similar findings to those reported by the
researchers; in that, the findings confirmed that these coaches believed they were at a
distinct disadvantage for job opportunities as they competed in the White male dominated
coaching profession. The findings from the current study are comparative to findings
from the scholars. The how things are theme represent the perspectives of the Black
coaches as they were competing for jobs on an unleveled playing field. The Black
coaches in the current study believe their underrepresentation in Division I athletics is
due to systematic inequalities which favor their White counterparts.

Findings consistent with the current study were reported by Sagas and Cunningham
(2004). Sagas and Cunningham worked to determine the impact discrimination had on
coaching opportunities in athletics. They reported on problems (e.g., lack of matriculation
to head coaching positions, low retention on staff) assistant coaches had when
communication or high level LMX (leader-member exchanges) is not achieved in a
relationship with the head coach. Black coaches were seen at a distinct disadvantage in
comparison to their White counterparts when it came to opportunities for matriculation to head coaching positions as well as retention of staffs. Lack of success and opportunities for Black coaches were also uncovered in the current study, as a result of White hegemony. The *how things are* theme represents the perspectives of the Black males to their underrepresentation in Division I coaching. Mostly, the Black males in the current study believe they are being hindered in their pursuit of head coaching jobs because they are judged, at least in part, by the color of their skin and not their ability as coaches.

**Implications of the Findings**

Specific to Research Questions 1, “*Do Black male assistant coaches feel underrepresented in Division I athletics?*,” the implications are born from the *how things are* phenomenon. This theme captures the perspective that Black males believe they are underrepresented in Division I coaching. The implication is that athletic directors and university presidents need to be proactive and hire more Black coaches to change the underrepresentation of Black male coaches. It is conceivable that athletic directors and presidents of Division I institutions can make conscious efforts to even the playing field for Black males by hiring them as head coaches. Athletic directors and university presidents need to be held accountable for supporting opportunity practices that give preference or advantages to White coaches over Black coaches. In an effort to level the playing field, athletic directors and university presidents should set new precedence’s by giving head coaching opportunities to the worthy Black males who are assistant coaches.

Another implication from the findings, how things are, is for all Black males in Division I athletics to understand the current situation in Division I coaching. This study has given a voice to the coaches, but even more, it is documented evidence of
perspectives on why Black males are underrepresented in Division I athletics. The findings tell the perspective of a group of Black males and acknowledge that the current status of Black males in Division coaching is not fair and equitable. The impact of their voices on their fellow Black coaches may prove to inspire change in Division I coaching, or in the least educate them on what is expected if they continue to pursue a career in athletics. The current Black males in Division I athletics need to make an effort in assisting future Black males who aspire to find success as coaches in college athletics. This process can occur whether it occurs through formal mentoring programs or informal meetings and social opportunities. The practical implication of this theme is to give future Black males the necessary information for them to decide if Division I athletics is where they want to work. The information from the coaches in this study can assist future Black males with their choice to pursue a career path in college athletics.

Research Question Two

What perspectives do Black males have regarding their underrepresentation as coaches at the Division I level?

Summary of Findings

In order to best answer this question, the lead researcher decided to use the findings from the disadvantaged theme. The disadvantaged theme reveals four of the seven coaches’ perspectives about the existence of networks and alliances in Division I athletics. There are similarities in the thinking of coaches Williams, Smith, Green, and Thomas. These four coaches believe that they were at a disadvantage and it played an important role in their lack of additional success as Black coaches in Division I athletics. Each of these coaches gave examples of their personal inability to achieve greater success
in coaching as having a direct link to them being unable to secure coaching positions because they are not connected to certain influential groups of people. The certain influential groups of people were identified as the White “good old boys” network. The White “good old boys” network embodies White hegemony, which is often perceived as institutional racism.

Coach Brown responses highlighted the “disadvantaged” theme, for example, as he spoke of the existence of the White “good old boys” club, and spoke of his ability to benefit from the phenomenon. Coach Brown acknowledges the existence of White hegemony and institutional racism and believes his success in the athletic arena is because he is associated with winning, which transcended him into a desired commodity by the White “good old boys” network. This “winning label” Coach Brown believes is the only way to enter the exclusive network and be accepted in the White coaching world.

Lastly, coaches Jones and Harris are the participants who represented the negative cases. Neither of these two had a disadvantage perspective. Both Coaches Jones and Harris were from revenue producing sports and did not mention White hegemony or institutional racism. These two coaches did not believe disadvantage was a reason for the dearth of Black coaches in Division I athletics.

Discussion of Findings

In order to answer Research Question 2, the researcher utilized the theme of disadvantaged which is often manifested as institutional racism. The disadvantaged theme was a major perspective of the participants in the current study, and is found as a focal point in previous essays and literature (Brooks & Althouse, 2000; Cunningham et
Brooks and Althouse (2000) identified the White “good old boys” club as an exclusive advantage to White coaches in college athletics. They believed the Black coach is at a distinct disadvantage in comparison to his White counterpart, who possessed an established nationwide network. Another point made by these scholars was, the lack of resources by Black coaches has lead to missed opportunities in coaching and athletic administrative positions.

In the current study, disadvantaged explains, at least in part, reason for the disparity in the percentages concerning Black and White coaches in Division I athletics. The findings suggest that the White “good old boys” network was a strong deterrent to the Black coach. For example, the participants viewed the White “good old boys” network as a hindrance to their success, and a limitation of their potential as coaches in Division I athletics. This is similar to the information presented in the Brooks and Althouse (2000) research.

Cunningham, Sagas, and Ashley (2001) examined the potential reasons Black and White coaches leave college coaching and found that race impacted the commitment of Black coaches due to oppressive restraints on their advancement. This finding is important because while Black assistant coaches had a strong desire to become head coaches they were less attached to spending more years waiting for the opportunity when their White counterparts were succeeding at a faster rate. Findings from the current study support the researchers’ findings; in that, oppressive forces lead to the disadvantage of Black coaches. The Black males in the current study believed the Division I system
enabled White coaches to find and experience more success. In the current culture of Division I coaching, it appears that Black males must work harder and pay their dues longer than their White counterparts.

Cunningham and Sagas (2004b) sought to analyze discrimination as a precursor to the intention of football coaches to remain in the field. They found that in comparison to Whites coaches, Black coaches felt less satisfaction with their career advancement and viewed less opportunities based on the color of their skin. As in the current study, Cunningham and Sagas’ findings speak to a lack of satisfaction and value felt by the Black coaches. Reduced potential for career advancement because of their skin color is a very strong statement that could help explain the underrepresentation of the Black male coaches in Division I athletics.

Cunningham and Sagas (2004c) analyzed factors which may impact organizational commitment and turnover for coaches to their respective teams. They reported that the impact of the White “good old boys” network was a product of in-group (White) and out-group (Black) dynamics. The in-group and out-group dynamic was a disadvantage for the Black coaches because they were not connected as extensively as their White counterparts. An in- and out-group dynamic was also mentioned in the current study by the participants as a strong factor in the underrepresentation of Black coaches in Division I athletics. Cunningham and Sagas mentioned the White “good old boys” network as an exclusive club that should be utilized as an instrument by Black coaches in order to succeed in the profession. There are many similarities between the disadvantaged from the current study and the literature from the scholars. The fact that many of the Black males were excluded from these White “good old boys” networks limited their access to
certain jobs. The disadvantaged theme exposed the existence of the White “good old boys” and brought to light the impact of institutional racism on their underrepresentation in Division I coaching.

Lastly, Sagas and Cunningham (2005) analyzed the career success of Black and White assistant football coaches. That is, they analyzed the ability of Black and White coaches to sustain head coaching positions and the satisfaction of their careers. Findings in this current study also support findings by Sagas and Cunningham in regard to the White “good old boys” network as a major aspect of White coaches’ success in Division I athletics. According to Sagas and Cunningham, White coaches seem to have more social networks for their career advancement in comparison to their Black counterparts. This point was made explicitly in the current study as the Black coaches identified the White “good old boys” network as contributing to their underrepresentation in Division I athletics. Black coaches need an equalizing factor if they intend to compete against their White counterparts for jobs and career advancement.

Implications of Findings

Specific to Research Question 2, “What perspectives do Black males have regarding their underrepresentation as coaches at the Division I level?,” the implication of this research question falls under the category of what are the next steps for athletic directors and university presidents to formally implement programs and strategies to break down the barriers and focus on fairness and equity in college athletics. The NFL has implemented the Rooney Rule, which is a policy where teams are penalized for not interviewing at least one minority candidate for every open head coaching position. The Rooney rule is not a quota system for jobs, but actually an opportunity based system in
which minority coaches get a chance to compete for a job. The implementation of a Rooney rule for all NCAA athletic departments would be a move in the right direction towards leveling the playing field for job opportunities in Division I coaching.

**Research Question Three**

What strategies are identified and considered that will amend the current situation, and help increase the number of Black males in Division I coaching positions?

**Summary of Findings**

In order to best answer this research question, the lead researcher utilized the networking theme. Networking has been identified by many of the coaches as a primary asset for success in Division I athletics. This researcher identified the current Black networks in an attempt to gauge their efficiency and effectiveness in meeting the needs of the coaches in the study.

Coaches Williams, Jones, Harris, and Thomas all viewed the BCA as a resource for Black networking in Division I coaching. Specifically, coaches Jones and Harris believed the BCA is meant to be a bank of resources for potential job searches. These coaches agree with the efforts of the BCA and stand behind its presence as an equalizing factor in leveling the playing field for Black coaches to compete with their White counterparts.

The perspectives from Coaches Smith and Green were categorized as a subtheme for the Black network because their experiences focused on improvements to the Black networking functions of the BCA. Coach Smith wants the BCA to focus on all sports, that is both revenue and non-revenue producing sports. Also Coach Smith wants the BCA to embody the international perspective and foster a relationship with coaches in African nations, for example. Coach Green wants the BCA to build better infrastructures within
the sport industry and find a way to become a relevant and respected force in the coaching job market.

Lastly, Coach Brown spoke about the limitations of the current Black networking system and wanted to switch the entire focus of the system. Coach Brown wants the BCA to politically challenge the NCAA on the grounds of discrimination and fair labor practices. The effort by Coach Brown would be to implement a system similar to the NFL’s Rooney rule, where Black coaches would get an opportunity to interview for all open coaching positions.

Discussion of Findings

The networking theme details the coaches’ interest and understanding of the strategies available to them as coaches in Division I athletics. The findings in this theme were compared to the past literature from scholars on the topic. Many scholars have identified the BCA as a major instrument for Black networking (Brooks & Althouse, 2000; Christian et al., 2006; Stockdale & Crosby, 2004).

Brooks and Althouse (2000) grasped the ideals of the BCA as they directed Black males to support and finance their resources (such as the BCA) in order to maximize their nationwide potential for coaching opportunities. The participants want a network similar to the White “good old boys” network. The researchers alluded to the Black equivalent to the White “good old boys” club being the BCA. Another major point by the scholars was that Black coaches needed to combine forces and support each other in order to compete on a level playing field with Whites.

The Black males in the current study want the BCA to be their equalizer to the White “good old boys” network. The purpose of networking was to figure out the best strategy
to evening out the playing field for jobs in Division I coaching. According to these seven coaches, the BCA is one aspect of networking which could be an instrument for change in the system. The coaches view the BCA in the same manner as some scholars (Brooks & Althouse, 2000; Christian et al., 2006; Stockdale & Crosby, 2004). That is they are in dire need of the networking opportunities the BCA could provide for Black coaches.

Another point of emphasis should be that the BCA has membership agreements with nine athletic conferences within the NCAA (BCA, 2009). Champion University is not currently affiliated with any of the conferences associated with the BCA. The non-affiliation of Champion University with the BCA may be a reason why the coaches in this study lacked information about the strategies available to them.

**Implication of Findings**

Research Question 3 asks, “What strategies are identified and considered that will ameliorate the current situation, and help increase the number of Black males in Division I coaching positions?” The implications of the findings to this research question is that many of the Black coaches in Division I athletics need to learn and understand the true nature of the BCA and other strategies available to them. Black coaches owe it to themselves to seek out the BCA and research the current resources and strategies available to them as professionals in college athletics. The BCA offers many strategies to all minorities, but it is up to the coaches to proactively use the resources to benefit their respective careers.

All seven of the coaches had either incorrect or incomplete understandings of the BCA, and through the interview process learned of the opportunities and strategies available to them. The implication of this finding is that most likely there are more Black
coaches around the nation who are misinformed about the strategies available to them. Knowledge of these strategies and the impact of properly using Black networking as a tool for success could aid in leveling the playing field. The BCA is an instrument of Black networking and all Black coaches should be aware of its purpose and existence, so they can make a choice if they want to utilize the organization for their respective careers.

Conclusions

The Black males in this study face many trials and tribulations in their occupation as coaches in Division I athletics at a predominantly White flagship university. The existence of White hegemony unmasked as institutional racism has left the Black males in a disadvantaged position as coaches in Division I athletics. The themes uncover the perceptions of Black coaches as they spoke to their experiences and the effects of an unlevelled playing field as a major contributor to the underrepresentation of Black male coaches in Division I athletics. It should be noted that four of the seven coaches in this study were from revenue producing sports (3-football, 1-basketball). This disparity may have impacted the outcomes the perspectives of the coaches and should be taken into consideration.

Limitations

Upon completion of the study, there were a couple of limitations the researcher dealt with during the data compilation process. These limitations may have impacted the study in a negative manner. First, on more than one occasion, a couple of the coaches in the study cancelled interviews without prior notice or late notice. This caused the researcher to scramble to extend time in the interview location, and also make additional trips to Champion University. Second, a couple of coaches were short in their responses to the
interview questions. This result was evidenced by the interview transcripts where the responses were short and lacking detail and examples. It seemed as though the coaches wanted to get through the interview as soon as possible. This occurrence may have negatively impacted the study because even when the coach was prompted for more clarity, the researcher believed he was met with resistance. Although these limitations existed, the researcher believed he was able to properly administer the execution of the interviews, considering the circumstances.

*Future Research*

The current study focused on the underrepresentation of Black males in Division I coaching. Future research opportunities may spawn from the implications of the research questions. In regards to research questions one, a future study suggestion would be to analyze the perspective of athletic directors and university presidents towards their hiring practices of Black males coaches. This suggestion would increase the understanding of the impact of institutional racism and White hegemony on the administration of Division I athletics. The impact of the findings from this study could open the door for change in the current system. Also, the findings from this particular study would aid both male and female minorities in college athletics.

From research question two, a future study suggestion would be to analyze the potential effectiveness of the NFL “Rooney rule” on the NCAA. The “Rooney rule” would be an opportunity based system focused on evening the opportunities for minority coaches to compete for jobs in NCAA athletics. This suggestion may provide an opportunity for the NCAA to take a strong look at revamping the hiring practices in college athletics and could be a starting point for social change. The opportunity to
interview for jobs would provide more opportunities for minorities to coach in Division I athletics.

Lastly, a suggestion based on research question three would entail analyzing the effectiveness and efficiency of the BCA in preparing Black coaches for success in college athletics. This study would entail making sure the strategies used by the BCA are producing the proper results in educating Black males as well as females for the rigors of coaching in Division I athletics. This study may have the potential to improve the practices of the BCA and give minorities a better chance of success in coaching.
References


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APPENDIX A
COVER LETTER
FOR PARTICIPANTS
February 15th, 2008

Dear Coach:

According to recent statistics (Lapchick, 2006), Black male coaches are underrepresented in Division I athletics. We are interested in giving Black male coaches an opportunity to voice their perspectives in regards to their underrepresentation in Division I athletics. Our intent is to work together to identify current strategies or create new strategies to improve the current dearth of Blacks in Division I coaching. As a doctoral student at the Ohio State University, I am inviting you to participate in a research study examining this topic. Your input is critical in assisting with this important study.

This research is being conducted by Dr. Donna L. Pastore and Daniel G. Kelly, II. Participation in this study is strictly voluntary. You may withdraw from the study at any point without penalty and may refuse to answer any questions that make you feel uncomfortable. By consenting to participate, you are agreeing to be interviewed. Although participants receive no personal benefit or reward for their participation, your responses will contribute to the expanding sport management knowledge base and the corresponding research will seek to evoke change for the next collective bargaining agreement. It is anticipated the interview will take approximately 60 minutes to complete.

Please be assured that your responses will be kept confidential. The results of the study will not be linked to any individual or organization, and any discussion will be based only on group data. If you have any questions concerning your research rights at any time, contact Dr. Donna L. Pastore at the number listed below or at pastore.3@osu.edu and Daniel G. Kelly, II at the number listed below or by email at kelly.453@osu.edu. Thank you.

Sincerely,

Donna L. Pastore, PhD.                                      Daniel G. Kelly, II
A100 PAES Building                                         1514 Ravena St. Unit A
305 W 17th Ave                                             Bethlehem, PA 18015
(614) 292-6787                                              (917) 400-8223
Interview Guide

STEP 1: When the participant arrives, put him at ease using a friendly, businesslike attitude. Let the participant know that you are glad that he agreed to participate and that you have set aside sufficient uninterrupted time to conduct the interview. The study will start with conversation about hobbies, interests, etc. If the situation is comfortable, we will proceed with confidence to step 2.

STEP 2: "Before we start, let me give you some idea of what I'd like to cover today. I want to review your background and experience so that I can document your perspective on the number of Black male coaches in Division I Athletics. So, I'd like to hear about your career; education, interests, outside activities, and anything else you'd like to tell me. After we have covered your background, I want to give you information about the nature of the study, and answer any questions that you might have." Step 3 is a contingency plan if the participant is not at ease. If comfort is determined, proceed to step 4.

STEP 3: If the situation is not comfortable, proceed to grab insight into the coach’s career and the impact the coaching has made in his life before and after their career began. Seek to find a level of comfort between the participant and the researcher in order to build trust in the interview.

STEP 4: Once trust is establish start with the topics in the interview guide and seek to begin the recording of the interview session with the question below.

"How did you become interested in coaching at the Division I level?"
1. What are your views about the number of Black males coaching in Division I athletics?

2. What barriers do you believe exist for Black men in ascending to head coaching positions in Division I athletics?

3. Do you believe any barriers exist for the hiring of coaches in Division I athletics?

4. Do you believe “limited opportunities available” can be a rationale for the low numbers of Black males coaching in Division I athletics?

5. Have you noticed any significant trends regarding the number of Black coaches in Division I athletics? If yes, what have you noticed or become aware of?

6. Do you believe Black coaches are getting the same opportunities as White coaches to succeed?

7. Do you aspire to become a head coach? If yes, what are your thoughts regarding the opportunities available to Black male coaches at the division I level? If no, why not?
**Strategies Available for Black Male Coaches**

1. Have you participated in any strategies available by the NCAA or BCA for preparing Black coaches to work in athletics at the Division I level?

2. Have any of these strategies proven to be effective for you or some of your Black peers in the coaching profession?

3. Are you familiar with any of the NCAA minority based strategies? If so, how effective do you feel the NCAA has been with minority based strategies?

4. What recommendations would you have for the NCAA?

5. Are you familiar with any of the BCA minority based strategies? If so, how effective do you believe the BCA has been with minority based strategies?

6. What recommendations would you have for the BCA?

7. What specific strategies or programs would you recommend?
APPENDIX C
DEMOGRAPHIC INFORMATION FORM
Demographic Information Form

Name:
Privacy Code:
Current Employer:
Sport Affiliate:
Current Position:
Current Institution:
# of years in Current Position:

Past Employer:
Past Sport Affiliate:
Past Position:
Past Institution:
# of years in Position:

Past Employer:
Past Sport Affiliate:
Past Position:
Past Institution:
# of years in Position:

Past Employer:
Past Sport Affiliate:
Past Position:
Past Institution:
# of years in Position:
APPENDIX D
CONSENT FORM
CONSENT FOR PARTICIPATION IN RESEARCH

I consent to participating in (or my child's participation in) research entitled:

Qualitative Analysis Utilizing Qualitative research to Analyze the Perspectives of Black Male Coaches Toward their Underrepresentation in Division I Athletics.

Dr. Donna L. Pastore, Principal Investigator, or her authorized representative Daniel G. Kelly II, has explained the purpose of the study, the procedures to be followed, and the expected duration of my participation.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Furthermore, I understand that I am free to withdraw consent at any time and to discontinue participation in the study without prejudice to me.

Finally, I acknowledge that I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: ____________________________  Signed: ____________________________
(Participant)

Signed: ____________________________  Signed: ____________________________
(Principal Investigator or his/her authorized representative)  (Person authorized to consent for participant, if required)

Witness: ____________________________
July 31, 2007

Dear Panel of Experts,

According to recent statistics (Lapchick, 2006), Black male coaches are underrepresented in Division I athletics. We are interested in giving Black male coaches an opportunity to voice their perspectives in regard to their underrepresentation in Division I athletics. From the perspective of the coaches, we will work together to identify current strategies or create new strategies to improve the current dearth of Blacks in Division I coaching. As a doctoral student at the Ohio State University, I am inviting you to participate in a research study examining this topic. Your input is critical in assisting with this important study.

This research is being conducted by Dr. Donna L. Pastore and Daniel G. Kelly, II. We are seeking your assistance in refining the interview guide for the interview section of the research study. Please read and analyze the interview guide and leave your comments on the attached panel of experts form. It is imperative that your critique examines the efficiency and effectiveness of the questions and topics in the interview guide.

Please be assured that your responses will be kept confidential. The results of the study will not be linked to any individual or organization, and any discussion will be based only on group data. If you have any questions concerning your research rights at any time, contact Dr. Donna L. Pastore at the number listed below or at pastore.3@osu.edu and Daniel G. Kelly, II at the number listed below or by email at kelly.453@osu.edu. Thank you.

Sincerely,

Donna L. Pastore, PhD
A100 PAES Building
305 W 17th Ave
COLUMBUS, OH 43210

Daniel G. Kelly, II
1514 Ravena St. Unit A
Bethlehem, PA 18015
(917) 400-8223
APPENDIX F
PANEL OF EXPERTS FORM
Overview of the Study

The research endeavor utilized qualitative research as a lens to examine the perspectives of Black male coaches and their underrepresentation in Division I athletics. Black male assistant coaches from a large Midwestern university served as the participants. Specifically, we elicited narratives from Division I male coaches in order to ascertain their perspectives towards the dearth of Black coaches in intercollegiate athletics. The interviews were collected following an interview guide. The interview guide was critiqued by the panel of experts for the study and put through a pilot study prior to the official analysis. All of the interviews were transcribed and analyzed using the generative coding strategy, in order to facilitate the creation of the new theory to describe the current situation concerning the underrepresentation of Black male coaches in Division I athletics.

Purpose of the Study

The purpose of this study was to analyze the perspectives of Black male coaches regarding their underrepresentation in Division I athletics. Another purpose of the study was to identify proactive strategies from the coaches to increase the number of Black male coaches at the Division I level.

Research Questions

The research questions were:

1. Do Black male assistant coaches feel underrepresented in Division I athletics?

2. What perspectives do Black males have regarding their underrepresentation as coaches at the Division I level?

3. What strategies are identified and considered that will ameliorate the current situation, and help increase the number of Black males in Division I coaching positions?
**Interview Guide**

STEP 1: When the participant arrives, put him at ease using a friendly, businesslike attitude. Let the participant know that you are glad that he agreed to participate and that you have set aside sufficient uninterrupted time to conduct the interview. The study will start with conversation about hobbies, interests, etc. If the situation is comfortable, we will proceed with confidence to step 2.

STEP 2: "Before we start, let me give you some idea of what I'd like to cover today. I want to review your background and experience so that I can document your perspective on the number of Black male coaches in Division I Athletics. So, I'd like to hear about your career; education, interests, outside activities, and anything else you'd like to tell me. After we have covered your background, I want to give you information about the nature of the study, and answer any questions that you might have." Step 3 is a contingency plan if the participant is not at ease. If comfort is determined, proceed to step 4.

STEP 3: If the situation is not comfortable, proceed to grab insight into the coach’s career and the impact the coaching has made in his life before and after their career began. Seek to find a level of comfort between the participant and the researcher in order to build trust in the interview.

STEP 4: Once trust is establish start with the topics in the interview guide and seek to begin the recording of the interview session with the question below.

"How did you become interested in coaching at the Division I level?"
What are your views about the number of Black males coaching in Division I athletics?

What barriers do you believe exist for Black men in ascending to head coaching positions in Division I athletics?

Do you believe any barriers exist for the hiring of coaches in Division I athletics?

Do you believe “limited opportunities available” can be a rationale for the low numbers of Black males coaching in Division I athletics?

Have you noticed any significant trends regarding the number of Black coaches in Division I athletics? If yes, what have you noticed or become aware of?

Do you believe Black coaches are getting the same opportunities as White coaches to succeed?

Do you aspire to become a head coach? If yes, what are your thoughts regarding the opportunities available to Black male coaches at the division I level? If no, why not?
Strategies Available for Black Male Coaches

- Have you participated in any strategies available by the NCAA or BCA for preparing Black coaches to work in athletics at the Division I level?

- Have any of these strategies proven to be effective for you or some of your Black peers in the coaching profession?

- Are you familiar with any of the NCAA minority based strategies? If so, how effective do you feel the NCAA has been with minority based strategies?

- What recommendations would you have for the NCAA?

- Are you familiar with any of the BCA minority based strategies? If so, how effective do you believe the BCA has been with minority based strategies?

- What recommendations would you have for the BCA?

- What specific strategies or programs would you recommend?
APPENDIX G
PANEL MEMBERS
Panel of Experts

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B. Dr. George Cunningham
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   The Ohio State University
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*Each of the responses in Appendix H are categorized by the letter associated with the panel member from Appendix G
APPENDIX H
PANEL OF EXPERTS RESPONSES
**Interview Guide**

STEP 1: When the participant arrives, put him at ease using a friendly, businesslike attitude. Let the participant know that you are glad that he agreed to participate and that you have set aside sufficient uninterrupted time to conduct the interview. The study will start with conversation about hobbies, interests, etc. If the situation is comfortable, we will proceed with confidence to step 2.

STEP 2: "Before we start, let me give you some idea of what I'd like to cover today. I want to review your background and experience so that I can document your perspective on the number of Black male coaches in Division I Athletics. So, I'd like to hear about your career; education, interests, outside activities, and anything else you'd like to tell me. After we have covered your background, I want to give you information about the nature of the study, and answer any questions that you might have." Step 3 is a contingency plan if the participant is not at ease. If comfort is determined, proceed to step 4.

STEP 3: If the situation is not comfortable, proceed to grab insight into the coach’s career and the impact the coaching has made in his life before and after their career began. Seek to find a level of comfort between the participant and the researcher in order to build trust in the interview.

STEP 4: Once trust is establish start with the topics in the interview guide and seek to begin the recording of the interview session with the question below.

"How did you happen to become interested in coaching at the Division I level?"

A. Remove “happen to” from the question. Also suggest probing into participant’s background.
B. No Comment
C. Delete “happen to” from question because it sounds too formal and not conversational.
D. Delete “happen to”

*The researcher agreed to adhere to the suggestion of the panel and delete “happen to” from the question.

Revised Question
“How did you become interested in coaching at the Division I level?”
2005 Race and Gender Report Card (Lapchick, Richard)/ Past Studies of Topic

- What are your views about the number of Black males coaching in Division I athletics?
  A. Delete “What are your views” and insert “how would you describe” and add and additional sentence following the initial sentence by asking “Why do you feel this way”.
  B. Rather than use Lapchick’s results for the study use DeHass, 2007 which does not use NCAA data. Lapchick uses NCAA data.
  C. No comment
  D. No comment.

* The researcher decided to leave the sentence in its original format!

- What barriers exist for Black men in ascending to head coaching positions in Division I athletics?
  A. Follow this question with “What supports your claim”.
  B. No comment.
  C. No comment.
  D. Add “do you believe” to the sentence so the participant takes ownership of the statement.

* The researcher decided to be in favor of panel member A’s remark to add what supports your claim following the initial question.

Revised Question.

What barriers exist for Black men in ascending to head coaching positions in Division I athletics? What evidence support you statement?

- Have you noticed any significant trends regarding the number of Black coaches in Division I athletics? If yes, what have you noticed or become aware of?
  A. Rearrange sentence to read “What trends have you noticed regarding the number of Black coaches in Division I athletics?” Add a follow up sentence to ask “If yes, what have you become aware of”.
  B. No comment
  C. No comment
  D. No comment

* The researcher decided to follow the advice of panel member A and improve the question.

Revised Question.

“What trends have you noticed regarding the number of Black coaches in Division I athletics? If yes, what have you become aware of”.

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• Do you believe a racial bias exist for the hiring of coaches in Division I athletics?
   A. Not in agreement with asking about race point blank. Would rather in came from normal conversation.
   B. No comment
   C. Replace racial bias with barrier and move this question earlier into the barrier section.
   D. Delete the word racial and replace with “any”.

* The researcher decided to keep the original question agreed upon by the committee.

• Do you believe “limited opportunities available” can be a rationale for the low numbers of black males coaching in Division I athletics?
   A. No comment.
   B. No comment.
   C. Replace “limited opportunities available” with barriers once again and move the question to the barriers question line.
   D. No comment.

* The researcher decided to keep the original question agreed upon by the committee.

• Are Black coaches getting the same opportunities as White coaches to succeed?
   A. No comment.
   B. No comment.
   C. You will need to be ready to define success for the participant (resources, opportunities, and/or second chances).
   D. Replace “Are” with “Do you believe that”

* The researcher decided to keep the original question agreed upon by the committee.

• Do you aspire to become a head coach?, If yes, what are your thoughts regarding the opportunities available to Black male coaches at the division I level? If no, why not?
   A. Move to earlier in the question list.
   B. No comment.
   C. Make sure you assistant coach has never been a D-I head coach.
   D. No comment.

• The researcher decided to keep the original question agreed upon by the committee.
Strategies Available for Black Male Coaches

• Have you participated in any particular strategies available for preparing Black coaches to coach at the Division I level?
  A. No comment.
  B. No comment.
  C. You must be ready to define strategies for the participant.
  D. No comment.

* The researcher decided to keep the original question agreed upon by the committee.

• Have any of these strategies proven to be effective for you or some of your Black peers in the coaching profession?
  A. No comment.
  B. No comment.
  C. No comment.
  D. No comment.

* The researcher decided to keep the original question agreed upon by the committee.

• Are you familiar with any of the NCAA minority based strategies? If so, how effective do you feel the NCAA has been with minority based strategies?
  A. No comment.
  B. No comment.
  C. May want to consider trying to capture why they may not be familiar with any strategies.
  D. No comment.

* The researcher decided to keep the original question agreed upon by the committee.

• What recommendations would you have for the NCAA?
  A. No comment.
  B. No comment.
  C. No comment.
  D. No comment.

* The researcher decided to keep the original question agreed upon by the committee.
• Are you familiar with any of the BCA minority based strategies? If so, how effective do you believe the BCA has been with minority based strategies?
   A. No comment.
   B. No comment.
   C. Same suggestion as for the NCAA strategies.
   D. No comment.

* The researcher decided to keep the original question agreed upon by the committee.

• What recommendations would you have for the BCA?
   A. No comment.
   B. No comment.
   C. No comment.
   D. No comment.

* The researcher decided to keep the original question agreed upon by the committee.

• What specific strategies or programs would you recommend?
   A. No Comment
   B. From my research experience the NCAA programs seemed to be geared toward minorities “only” and are seen with a stigma in White circles since it is not offered to all. The programs meant to help could potentially hurt minorities more than anything.
   C. No comment
   D. No comment

* The researcher decided to keep the original question agreed upon by the committee.
APPENDIX I
UPDATED INTERVIEW GUIDE
Interview Guide

STEP 1: When the participant arrives, put him at ease using a friendly, businesslike attitude. Let the participant know that you are glad that he agreed to participate and that you have set aside sufficient uninterrupted time to conduct the interview. The study will start with conversation about hobbies, interests, etc. If the situation is comfortable, we will proceed with confidence to step 2.

STEP 2: "Before we start, let me give you some idea of what I'd like to cover today. I want to review your background and experience so that I can document your perspective on the number of Black male coaches in Division I Athletics. So, I'd like to hear about your career; education, interests, outside activities, and anything else you'd like to tell me. After we have covered your background, I want to give you information about the nature of the study, and answer any questions that you might have." Step 3 is a contingency plan if the participant is not at ease. If comfort is determined, proceed to step 4.

STEP 3: If the situation is not comfortable, proceed to grab insight into the coach’s career and the impact the coaching has made in his life before and after their career began. Seek to find a level of comfort between the participant and the researcher in order to build trust in the interview.

STEP 4: Once trust is established, start with the topics in the interview guide and seek to begin the recording of the interview session with the question below.

"How did you become interested in coaching at the Division I level?"
1. What are your views about the number of Black males coaching in Division I athletics?

2. What trends have you noticed regarding the number of Black coaches in Division I athletics? If yes, what have you become aware of?

3. Do you aspire to become a head coach?, If yes, what are your thoughts regarding the opportunities available to Black male coaches at the division I level? If no, why not?

4. What barriers do you believe exist for Black men in ascending to head coaching positions in Division I athletics? What evidence supports your statement?

5. Do you believe a racial bias exist for the hiring of coaches in Division I athletics?

6. Do you believe “limited opportunities available” can be a rationale for the low numbers of Black males coaching in Division I athletics?

7. Are Black coaches getting the same opportunities as White coaches to succeed? If yes, what is different (resources, 2nd opportunities, etc.)?
**Strategies Available for Black Male Coaches**

1. Have you participated in any strategies available by the NCAA or BCA for preparing Black coaches to work in athletics at the Division I level?

2. Have any of these strategies proven to be effective for you or some of your Black peers in the coaching profession?

3. Are you familiar with any of the NCAA minority based strategies? If so, how effective do you feel the NCAA has been with minority based strategies?

4. What recommendations would you have for the NCAA?

5. Are you familiar with any of the BCA minority based strategies? If so, how effective do you believe the BCA has been with minority based strategies?

6. What recommendations would you have for the BCA?

7. What specific strategies or programs would you recommend?