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THE GRAND EXPERIMENT OF JOE PATERNO

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## Abstract

This thesis centers around the central idea of the forty-six years of Joe Paterno's head coaching career at Penn State: The Grand Experiment. Paterno believed that a school could have quality academics and quality athletics without sacrificing one for the other, and also teach young men the skills necessary to succeed in life. The study goes into the history of Joe Paterno and why he believed in The Grand Experiment. The Grand Experiment was the culmination of Joe Paterno's upbringing, and by understanding his history, only then can one truly understand what The Grand Experiment meant to him and why it was so important to be a success. This study also looks at a comparison of Penn State football to Alabama, Ohio State, and Northwestern football, using metrics such as wins, bowl wins, national championships, graduation rates, Academic Progress Rates, and All-Americans to show the success of Penn State football relative to these other programs. This study also plans on using stories regarding how Joe Paterno helped shape the lives of the young men that came through the program. These stories will help to show the third, often forgotten, side of The Grand Experiment, which is that Joe Paterno cared more about preparing his players, not for the National Football League, but for life.

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“The Grand Experiment of Joe Paterno”

**CHAPTER 1: Introduction**

For forty-six years, Joe Paterno walked the sidelines as the head football coach at Penn State University. For forty-six years, he led, by any measure, an incredibly successful football program to (NCAA sanctions aside) 409 wins, twenty-four bowl game wins in thirty-seven appearances, twenty-nine top ten finishes, five undefeated teams, and two national championships. Prior to NCAA sanctions, Paterno held the NCAA record for wins, bowl wins<sup>1</sup>, and bowl appearances, and he is the only coach to have won each of the five major bowls (Rose, Fiesta, Orange, Sugar, and Cotton) at least once. He was named Coach of the Year twenty-two times in ten separate seasons by nine different awards, and was inducted into the College Football Hall of Fame in 2007. By every statistical measure, Joe Paterno was a great football coach. However, we have seen many great coaches, both in the college and professional ranks. The fact that Joe Paterno won a few football games is not the reason why a study is warranted on his coaching style. Rather, it is *how* he won those games and became a great coach that fascinates the sports world.

When Joe Paterno started coaching, he introduced the idea of The Grand Experiment. This experiment stated that a university could have a high caliber football team and high quality academics, while also preparing his players for what comes after college. His idea was that one of those factors did not have to be sacrificed for the other to succeed. He believed that academics and athletics could coexist together on the same campus with equal chances of success. Although to some, especially Penn Staters, it would seem obvious that a university would try its best to achieve that balance, most universities did not, especially in the early years of Paterno’s tenure.

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<sup>1</sup> After NCAA sanctions on July 23, 2012, Paterno’s win total was decreased from 409 to 298 and bowl wins were decreased from 24 to 18. This study intends to use all information prior to any NCAA sanctions.

<sup>2</sup> See Appendix A

<sup>3</sup> All wins from 1998-2011 (112 in total) were vacated on July 23, 2012. This study intends to use all information

They, instead, would do exactly what Paterno vowed not to do, and sacrifice one for the other. There are some programs where, although very successful on the field, performance in the classroom suffers. And conversely, there are many schools that do not care enough to field a competitive team because of their view that it would take away from the school's academics. Joe Paterno would not accept this. Paterno truly believed that a program could have both, and he made it his mission, for forty-six years as head football coach at Penn State, to achieve success both academically and athletically and to prove The Grand Experiment to be true.

## **CHAPTER 2: Background**

To fully understand The Grand Experiment, there first must be an understanding of Joe Paterno and where he came from. Joseph Vincent Paterno was born on December 21, 1926 to Angelo and Florence Paterno in Brooklyn, New York. He was raised in the midst of the Great Depression; however, Angelo Paterno was fortunate enough to keep his job as a law clerk during the Depression, and as a result, the family never found themselves in a terribly difficult financial situation. They did move quite a bit, but it was mostly around the same neighborhood to try and stay one step ahead of the rising rent prices (Posnanski, 2012). As a young boy, Joe was instilled with the values that he preached until the day he passed. Hard work, dedication, and preparation, just to name a few. Joe not only made those values clear to his players when he became a coach, but also lived by these ideals throughout the beginning stages of his life. He was a straight-A student throughout grade school and at Brooklyn Prep, which is where we went to high school. Joe also starred athletically on the football team as the quarterback and on the basketball team as the point guard. Even though some said that his skill set didn't lend itself particularly well to being quarterback, by all accounts, Joe had to be at the center of the action. He had to be the one making the decisions. Although Joe would express how much of an admirer he was of his father, it was his mother whom Joe took after. According to his younger brother, George, Joe was a "clone of his mother," (Posnanski, 2012) and as a result, took after her more eccentric personality. Whereas Angelo was more quiet and reserved, Florence was more outspoken and demanding. Joe said that it was his mother that always demanded the best out of her children, and anything short of their best effort was a disappointment (Posnanski, 2012). Joe thrived on those expectations, and was successful enough as a student and as an athlete at Brooklyn Prep that he received a scholarship from a booster to play football at Brown University.



At Brown, Joe met Rip Engle, who served as the head football coach. Joe starred at both quarterback and cornerback at Brown during one of the Bears' most successful runs in school history. After his playing career, Joe was invited to join Engle at his new job at a small "cow college" in central Pennsylvania. Joe accepted and, in 1950, joined the staff at Penn State University. Although some may say that Joe always wanted to follow in his father's footsteps and become a lawyer, which was fueled given the fact that Joe was accepted into Boston University's law school, an excerpt from a 1949 Brown Football Press Guide gives a unique look at the young man Joe Paterno was and would suggest otherwise. In the Press Guide, Joe's achievements at Brown were listed, and it ended by saying that Joe "hopes to become a football coach after graduation." (Posnanski, 2012) Paterno believed that coaching married what he wanted to do and what he knew how to do best. It combined teaching, an ever-present goal of perfection, and making an impact on the lives of young people with winning, being the center of attention, and being in charge (Posnanski, 2012). Coaching was what Joe Paterno realized was the best way to do what he wanted to do in life, and although there was an initial push back from his parents, he followed Engle to State College, Pennsylvania in 1950 to join his staff.

Paterno's coaching style was greatly influenced by Engle. Paterno considered himself to be a "loudmouth" (Posnanski, 2012), confrontational, upfront, always right, and he initially would hardly ever trust anyone's opinion but his own. Engle was almost the complete opposite. He was soft spoken, took everyone's opinion into consideration, and almost never fought with one of his coaches. Engle developed a great sense of respect from his players and coaches, and Paterno attempted to emulate that throughout his coaching career. For sixteen years, Paterno learned under Engle. He was entrenched in everything football. Every thought, every action, every conversation led him back to the field. Even the first conversation he had with his eventual

wife, Sue, was about football (Posnanski, 2012). Although Paterno had an “all football, all the time” mentality, education and schooling was always equally, if not more, important than football to him. From his time as an assistant under Engle, Paterno would constantly make sure that players were doing what they had to in order to succeed in the classroom. He could not stand the idea of a player coming to college solely to play football, and also hated the idea of players getting special treatment in the classroom (Posnanski, 2012). From the time he joined the Penn State staff, both Engle and Paterno made it their goal to develop their players into true student-athletes, with the student part truly coming first.

After Engle retired, Paterno was the inevitable choice to replace Engle, and, in 1966, he was named head football coach at Penn State, the position he would hold for the next forty-six years. When Paterno took over as head coach, The Grand Experiment may not have been communicated, but it was the central theme of his coaching experience from the start. From the time Paterno was a player at Brown, through his sixteen years as an assistant coach under Engle, Paterno stressed the importance of the classroom. It was how he was raised, and it was how he intended to coach. Paterno recruited in this manor as well. He offered his recruits a scholarship and a good education. When other programs offered money under the table, the ability to skip class and skate by, and a guarantee that they will one day make it to the NFL, Paterno held fast with his offer of a scholarship and a good education (Posnanski, 2012). Paterno valued education so much, and so publically, that many would come to believe that he was fake, or that there was no way that a college coach could actually care that much about educating the players on his team. It almost seemed counterintuitive for the coach to not focus on winning. However, there is no evidence that would suggest otherwise. No matter how far back in his life, or how many players or professors are talked to, Joe Paterno was always a man that appreciated the value of an

education (Posnanski, 2012). Even as far back as 1952, when Paterno was in his beginning years as an assistant coach at Penn State, he wrote to a recruit named Earl Shumaker saying:

*“We definitely feel that you are the type of boy we want at Penn State – a good student, and a good football player...You are interested in going to college to get an education first and to play football second. That’s the way it should be, and we are only interested in boys who feel this way. Always remember you can play football a few years, and if you all you get of college is four years of football, you are getting cheated. No matter where you decide to go to school, make sure that you will get an education that will enable you to have a happy and well-rounded life.”* (Posnanski, 2012)

Paterno believed that if a player could get a good education, everything else would follow. This was one of the chief foundations of The Grand Experiment. He used his standing as a legendary coach to try to bring about reform to Penn State’s education. In 1982, after winning his first national championship, Paterno addressed the Board of Trustees and said that the time was now to make Penn State a world-class academic institution. He was tired of having Penn State underachieve as a university. His belief was that there was no excuse that Penn State couldn’t be better. Paterno believed that by making Penn State a better school that they could “make students better than they think they are” (Posnanski, 2012).

Paterno was also well known for having shorter practices. Paterno’s practices were the tales of legend, about how hard he worked the players, about how structured and timely they were, and about the incredibly high standards that Paterno set for himself, the coaches, and especially the players. But they were historically shorter than most, typically not lasting longer than two hours. Paterno believed that the coaches “got to get those guys off the field so they can study and be college students” (Posnanski, 2012). It was that belief and that balance that helped Paterno shape The Grand Experiment.

During the first years of Paterno’s reign as head coach, standards for student-athletes were ridiculously low. The GPA requirement was a laughable 1.6 out of 4.0, and many student-

athletes cheated in basic classes simply to achieve that (Posnanski, 2012). Paterno believed that giving a young football player too much too soon would be detrimental to that player's long-term development as a person. Rather, Paterno felt that it was his place as a coach to "teach young men how to live" (Posnanski, 2012). Paterno truly believed that the only way college football could work was with a give and take relationship. The players would give everything they had to the program. They would work hard, play well, and deliver a quality football program to the University. In return, the players would receive a gift that Paterno believed to be far more valuable: preparation for the life ahead after college. He didn't just want his players to graduate. He wanted them to succeed in whatever they did. Through education, and through the college experience, Paterno believed that his players would be set up for whatever occurred later on in life (Posnanski, 2012). The players who came to Penn State understood this, and embraced the philosophy. Bob White, team captain of the 1986 National Championship team, said, "You understood that if you didn't go to class, you didn't play. That wasn't a punishment. In Joe's mind, it was all the same thing" (Posnanski, 2012). When Mickey Shuler, a tight end who went on to play thirteen years in the NFL, told Paterno he was interested in playing professional football, Paterno was surprised. He told Shuler that he thought he wanted to be a teacher or a coach. Shuler said that later on in life, he realized that Joe Paterno didn't simply see him as a football player. Rather, he saw him as "someone with potential to be whatever [he] wanted to be" (Posnanski, 2012). Tom Shuman, quarterback of the 1973 team, said, "[Joe] very clearly let me know that I had a good bit of talent on the football field, but that I was going to be a huge disappointment to my parents, myself, and the university if I didn't immediately get my nose into my books" (Posnanski, 2012). Shuman went on to make the Dean's List while at Penn State,

play professional football, and then became a national sales manager (Posnanski, 2012). That was The Grand Experiment to Joe Paterno, and he worked at it for his entire career at Penn State.

The Grand Experiment, in its simplest form, combines the aspects of football, education, and life lessons (Posnanski, 2012). Paterno believed that these three could coexist, and that the right blend between the three would provide a student-athlete all the tools necessary to succeed in life. He bet his entire coaching career on this experiment. He believed in it more than anything else, and he was sure to let every player that was ever interested in Penn State know about it. To Joe Paterno, The Grand Experiment worked. And that was all he needed to continue with it. He would tell recruits that they would be required to go to class, wear a tie when they travelled, wear the infamous plain uniforms, not showboat, and most of all, follow the rules. This approach, according to Paterno had three basic principles as to why it worked. First, it appealed to the parents, whom Paterno always thought were more important to recruit than the player anyway. Second, it recruited the kind of players that Paterno wanted. If the player did not like what Paterno had to say, Paterno didn't want to coach him anyway. And third, it provided the discipline that Paterno believed young men desired (Posnanski, 2012).

Paterno's Grand Experiment, however, did not gain momentum until 1973. In that year, Paterno was offered what seemed to be the chance of a lifetime. Bill Sullivan, owner of the New England Patriots, offered Paterno a four year, \$1.4 million deal to be head coach / general manager / part owner (approximately five percent) of the Patriots. Although initially Paterno believed it was too much to turn down, and he even had accepted the job for one night, he ultimately rejected the offer and stayed at Penn State (Posnanski, 2012). It's believed that this decision to stay as a college coach and help mold the young student-athletes helped give The Grand Experiment a sort of "moral authority" (Posnanski, 2012). Paterno believed that by

staying at Penn State, he could truly make an impact. Paterno was viewed as a coach who had his values in order. He was seen as someone who practiced what he preached, and that he actually believed that there were things more important than just winning football games. He felt that he had lived up to his ideals by turning down the Patriots' offer. Paterno said that after that experience, by turning down the job of a lifetime, there was "no turning back. [Paterno] knew exactly what [he] was supposed to do for the rest of [his] life" (Posnanski, 2012), and that was to continue to work on The Grand Experiment at Penn State.

### **CHAPTER 3: Methodology**

The Grand Experiment was not simply statistics and numbers. Many people think of The Grand Experiment and will look at the tangible results of Paterno's tenure as head coach, such as the wins, national titles, Coach of the Year awards, graduation rates, all-Americans, etc. This study intends to go further and look at how Paterno helped change the lives of these young men. Obviously, Paterno would not be considered a success on the field if not for the wins, etc. And The Grand Experiment would also be considered a failure if not for the student-athletes performing well in the classroom. But those factors can be measured. This study will attempt to take an in-depth look and compare Penn State achievement by its student-athletes, both on the field and in the classroom, to that of rival schools, namely Northwestern University, The Ohio State University, and the University of Alabama. The reasoning behind these three schools is simple. Northwestern is another Big Ten university that has historically struggled to excel athletically; however, Northwestern is an excellent academic institution. Ohio State was chosen due to the fact that they are one of the most comparable schools to Penn State over Paterno's tenure, both academically and athletically. Finally, Alabama was chosen because, historically, they are a school that values athletics, but would let the academic performance of their student-athletes suffer.

As mentioned earlier, The Grand Experiment goes beyond just performance on the field and in the classroom. In Paterno's mind, the greatest aspect of The Grand Experiment was preparing these young men for what would happen next in life. This preparation, as Paterno and his father would both say, is what truly "made an impact" on the lives of the young men who played football for Joe Paterno. Obviously, this aspect is much more difficult to ascertain. There are hardly any metrics to measure the impact that Paterno had on the lives of these young men.

But what do exist are countless stories and anecdotes about how much of an impact Joe Paterno had on an innumerable amount of his players. That is the aspect of The Grand Experiment that set Penn State apart from other schools. As previously mentioned, there are an incredible amount of these stories that help to prove that Paterno wanted his players to succeed off the field and in life. Choosing these stories, however, was a difficult task. This study attempted to use how relevant the player was at Penn State, how prevalent Joe Paterno was to them, the impact that that player has had on society after Penn State, and the relative “success” in their field of work. Obviously, these metrics are very difficult to determine, and admittedly, there is a chance for personal bias to set in based on the selection process. However, it is the intent of this study to choose stories that best represent the four criteria listed above. As a result, the stories of Jack Ham, Christian Marrone, and Michael Robinson were chosen.



### CHAPTER 4: Statistical Results / Analysis

Table 1 shows the all-time records (from 1966 through 2011) for the programs selected for this study.

Table 1: All-Time Records, 1966 – 2011<sup>2</sup> (Sports Reference)

School	Wins	Losses	Ties	Winning Percentage	National Championships	Bowl Wins / Appearances
<b>Penn State</b>	410 <sup>3</sup>	139	3	0.7428	2	24 / 38
<b>Alabama</b>	413 <sup>4</sup>	142	5	0.7375	6	23 / 40
<b>Ohio State</b>	412 <sup>5</sup>	126	8	0.7546	3	17 / 39
<b>Northwestern</b>	173	343	5	0.3321	0	0 / 9

Table 1 is very clearly favorable towards Penn State, Alabama, and Ohio State; whereas, it does not bode well for Northwestern. As Table 1 would suggest, during the time that Paterno was head coach at Penn State, the program was as competitive as any in the country. The win-loss-tie totals are virtually identical for a forty-six year period with Alabama and Ohio State, and significantly better than Northwestern. With a winning percentage of 0.7428, Paterno clearly proved that he could field a competitive team. Over a forty-six year time period, a coach cannot accumulate a win total or a winning percentage like the one Paterno had without clearly being successful on the field. Over this time span, Penn State was obviously one of the most successful football programs, as a record as similar to Alabama and Ohio State, two other incredibly successful programs, would suggest.

Table 2 (and Chart 1, which summarizes Table 2), below, shows the Federal Graduation Rates over the last few years of Paterno's tenure. For this study, the information used is as far back as was practically available. Although it is only a few years, and at the end of Paterno's

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<sup>2</sup> See Appendix A

<sup>3</sup> All wins from 1998-2011 (112 in total) were vacated on July 23, 2012. This study intends to use all information prior to NCAA sanctions. The 410 wins were accumulated by Joe Paterno (409) and Tom Bradley (1).

<sup>4</sup> 29 wins and 1 tie have since been vacated or forfeited (8 wins and 1 tie in 1993, 21 wins from 2005-07). This study intends to use all information prior to NCAA sanctions.

<sup>5</sup> 12 wins were vacated from the 2010 season. This study intends to use all information prior to NCAA sanctions.

tenure, there is the obvious possibility of a selection bias. This study intends to draw conclusions based on the information available. The years for each program are consistent, and therefore comparable.

This study uses the Federal Graduation Rate (FGR), as opposed to the Graduation Success Rate (GSR). The difference between the two is that FGR takes only one thing into account: the number of players who graduate divided by the number of players that joined the program. Therefore, it takes into account the total amount of players that join the program from the beginning of that particular cohort (Paterno Interview, 2013). However, the FGR does not take into account transfers, and counts transfer players and players that leave the program as non-graduates. The GSR takes these transfer players into account, but also does not take into account every player that joins the program. For instance, any player that does not make the team is not factored into the GSR<sup>6</sup> (Paterno Interview, 2013). The graduation rate listed in Table 2 is a percentage of student-athletes who graduate within six years of starting college.

Table 2: Federal Graduation Rates, By Year (“National Collegiate Athletic Association”)

<b>Year<sup>7</sup></b>	<b>Penn State</b>	<b>Alabama</b>	<b>Ohio State</b>	<b>Northwestern</b>	<b>NCAA Average<sup>8</sup></b>
<b>2011-2012</b>	84%	60%	61%	90%	56.81%
<b>2010-2011</b>	80%	64%	57%	86%	55.84%
<b>2009-2010</b>	77%	61%	56%	86%	55.32%
<b>2008-2009</b>	80%	62%	58%	81%	54.77%
<b>2007-2008</b>	75%	53%	49%	78%	54.84%
<b>2006-2007</b>	72%	45%	48%	79%	55.12%
<b>2005-2006</b>	76%	46%	49%	79%	54.62%
<b>2004-2005</b>	77%	39%	49%	81%	54.15%
<b>Average</b>	77.63%	53.75%	53.38%	82.50%	55.18%
<b>Std Dev</b>	3.66%	9.41%	5.15%	4.31%	0.83%

<sup>6</sup> To illustrate this difference, assume a cohort has 30 players. Of these 30 players, 25 make the team. Of the 25 players that make the team, 20 of them graduate, 2 of them transfer, where 1 graduates and 1 does not, and the remaining 3 players do not graduate. They receive 2 transfers, 1 of which graduates, while the other does not. The program’s GSR would be 81% (22/27), whereas the FGR would be 67% (20/30). (Paterno Interview, 2013)

<sup>7</sup> The “year” is the year in which the information was released. It pertains to the six-year cohort before that graduation year. For instance, the 2011-2012 graduation year is in reference to the 2005-2006 cohort.

<sup>8</sup> See Appendix B

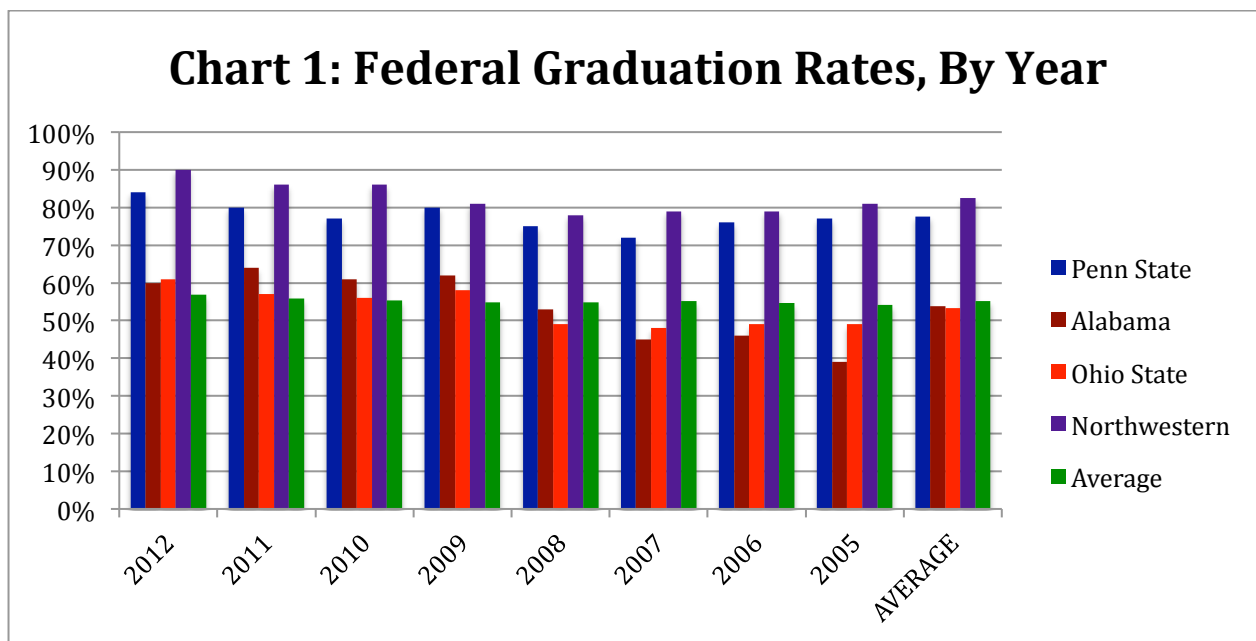


Table 2 and Chart 1 very clearly favor Penn State and Northwestern, as they are well above the NCAA average, both each year and overall. Both Alabama and Ohio State, however, struggle according to the comparison to Penn State and Northwestern. They both are typically right around the NCAA average. The conclusions that can be drawn from Table 2 are obvious. Penn State and Northwestern graduate a relatively high amount of their players, but Alabama and Ohio State, comparatively, do not. Also, the standard deviation of the graduation rates, which is effectively a measure of consistency, is well in favor of Penn State and Northwestern. Not only do they graduate a high amount of players year after year, but both schools are consistent in doing so. However, both Alabama and Ohio State have higher standard deviations. This is due to the fact that both schools have seen their respective graduation rates rise in recent years, which is obviously a good trend moving forward; however, due to their historic performance, it is clear that both schools are not on the same level as Penn State, and especially not on the level of Northwestern when it comes to graduating players.

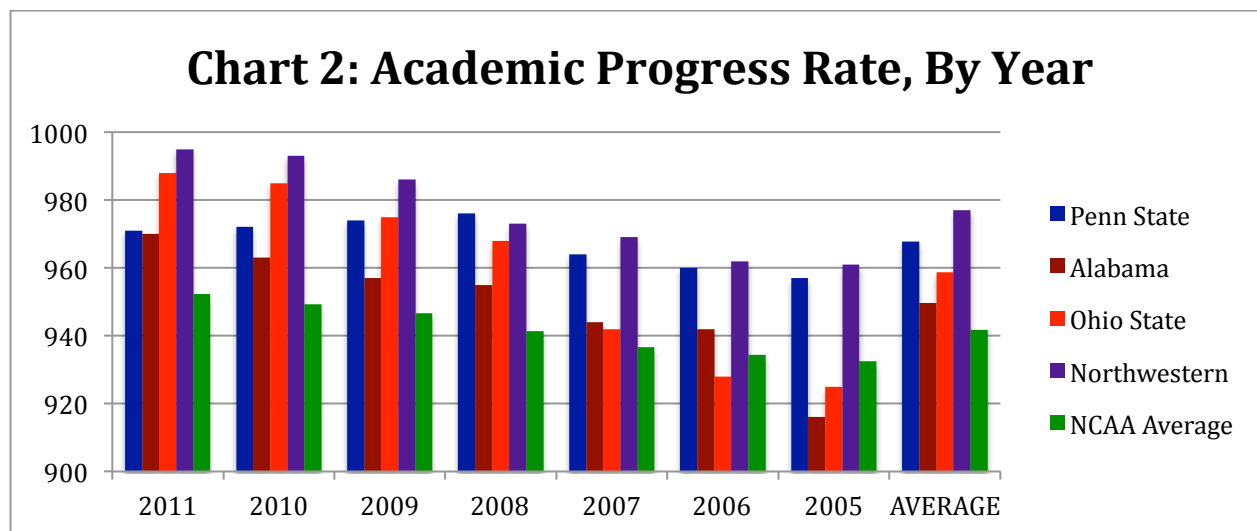
Another metric that the NCAA uses to measure academic success is the Academic Progress Rate (APR). The APR was created in 2004 and is a “term-by-term measure of eligibility and retention for Division I student-athletes that was developed as an early indicator of eventual graduation rates” (“Academic Progress Rates,” 2010). The basic premise of the APR is that, for each student-athlete that receives any athletically related financial aid, a student-athlete can earn up to two points for the program. One point is for staying in school, and the other point is for being academically eligible. The final APR number is determined by the number of points earned divided by the number of possible points, multiplied by 1000. Essentially, the APR is a percentage of eligibility. It is believed that a score of 925 is said to predict a fifty percent graduation rate. Any score that is below 925 is subject to sanction from the NCAA, and any score below 900 is subject to even further action (“How is the Academic Progress Rate calculated?” 2010). Below, in Table 3, are the APRs for the four school’s football programs chosen in this study, as well as the NCAA average for Division 1A (FBS). Chart 2 is a graphical representation of Table 3.

Table 3: Academic Progress Rates, By Year (“National Collegiate Athletic Association”)

<b>Year</b>	<b>Penn State</b>	<b>Alabama</b>	<b>Ohio State</b>	<b>Northwestern</b>	<b>NCAA Average<sup>9</sup></b>
<b>2010-2011</b>	971	970	988	995	952.20
<b>2009-2010</b>	972	963	985	993	949.21
<b>2008-2009</b>	974	957	975	986	946.62
<b>2007-2008</b>	976	955	968	973	941.34
<b>2006-2007</b>	964	944	942	969	936.55
<b>2005-2006</b>	960	942	928	962	934.30
<b>2004-2005</b>	957	916	925	961	932.48
<b>Average</b>	967.71	949.57	958.71	977.00	941.81
<b>Std Dev</b>	7.31	17.78	26.64	14.27	7.71

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<sup>9</sup> See Appendix C



Although all four schools outperformed the NCAA average over the time period selected, based on the results in Table 3 and Chart 2, only two of the schools consistently outperformed: Penn State and Northwestern. Ohio State has dramatically improved over the time period, having scored a low 925 in 2004-05, the score where the NCAA could step in and hand out sanctions, but a very impressive 988 in 2010-11. What the data tells an observer is that, historically, within the time period, Penn State and Northwestern have consistently prepared their student-athletes to graduate, whereas both Alabama and Ohio State have made a more recent push towards success in the classroom. Another note to make is that Penn State is by far the most consistent program, even more consistent than the NCAA average over the time period. This could be taken as a negative, however, due to the fact that the other three schools are clearly trending upwards, which is why their standard deviations are higher. They are not staying the same; instead, they are getting better. An argument can be made that Penn State is allowing other programs to “catch up;” even so, there is something to be said be as consistent as Penn State has been. Also, it should be noted again that APR is used to predict graduation rates based on eligibility, and, as with any prediction metric, there is always room for error.

Another way to measure success from players both on and off the field is the number of All-Americans, both football and academic. Table 4 contains the amount of both football and academic all-Americans from 1966 to the present, as well as how many players were honored as both a football and academic all-American.

Table 4: All-Americans, 1966 – Present<sup>10</sup>

(Sports Reference) (“Academic All-America All-Time List”)

<b>School</b>	<b>Football All-Americans*</b>	<b>Academic All-Americans (Football)*</b>	<b>Total</b>	<b>Players on Both Lists</b>
Penn State	33	58	91	5
Alabama	43	20	63	2
Ohio State	53	44	97	5
Northwestern	3	27	30	0

\* Includes multiple honorees

Based on the data of Table 4, which is simply analyzed by seeing which programs have the highest numbers, it is clearly in the favor of Ohio State and Penn State. Although Alabama has a relatively high number of football all-Americans, they suffer in the department of academic all-Americans. Ohio State is the most consistent program when it comes to all-Americans overall, whereas Penn State is more heavily concentrated in academic all-Americans, but still perform well relatively with football all-Americans. Northwestern clearly does not perform as well in either category compared to the other schools, especially Ohio State and Penn State. As far as the amount of players that were honored as both a football and academic all-American, this was essentially what Paterno wanted. When he recruited and coached, he looked for players that he felt would be able to perform well both on and off the field. Being honored as an all-American on the field as well as in the classroom can be looked at as one of the best measures of Paterno’s

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<sup>10</sup> See Appendix D

success with The Grand Experiment. Although “only” five players over Paterno’s tenure received this honor, it is tied with Ohio State for most among the schools selected.

Based on all of these statistical measures selected, only one school of the four schools selected appeared favorable in every category: Penn State. As predicted, Alabama performed well on the field, as the high win totals, national championships, and football all-Americans would suggest. However, their performance in the classroom was not nearly where it was on the field, as they posted the lowest APR over the time period, a graduation rate that was less than the NCAA average, and the lowest number of academic all-Americans. Part of the reason as to why Alabama performed this way could be the mentality of their own legendary football coach, Paul “Bear” Bryant. Although Bear retired in 1982, the following quote would seem to be accurate given Alabama’s performance on and off the field.

*“I used to go along with the idea that football players on scholarship were ‘student-athletes,’ which is what the NCAA calls them. Meaning a student first, an athlete second. We were kidding ourselves, trying to make it more palatable to the academicians. We don’t have to say that and we shouldn’t. At the level we play, the boy is really an athlete first and a student second.”* (Posnanski, 2012)

In response, Paterno said this: “Maybe Bear was more realistic than I was, I don’t know. But I really believed – still believe – that they are students first. I know we tried to make it that way at Penn State. Bear cared about school too. He would suspend players who skipped class, you know. But we probably did see it a little bit differently” (Posnanski, 2012).

Ohio State was the most surprising, and probably most perplexing, of the schools selected. They were chosen due to the fact that were predicted to perform similarly to Penn State. In reality, Ohio State seemed to be more of a middle ground between Penn State and Alabama. Whereas Ohio State scored very highly in the areas of win totals, APR (recently), and both football and academic all-Americans, the fact that Ohio State scored the lowest of the schools

selected in graduation rates and that the APR scores are higher only in recent years are enough to keep them from being on the same level as Penn State.

Northwestern also performed very similarly to what was predicted. The low win totals, and low number of total all-Americans would suggest a football program still has room to grow before even being mentioned in the same breath as the other three schools selected. However, Northwestern was the school that had, by far, the highest APR, having pulled away from Penn State in recent years, and the highest graduation rates.

As mentioned above, only Penn State consistently performed well in all aspects of this study. For a forty-six year period, the win total is virtually identical to that of Ohio State and Alabama. The graduation rates were consistently in the seventies to eighties range, while the APR also performed well over the time period selected. Penn State also performed very well in the aspect of total number of all-Americans. These statistics, in the view of this study, help to prove that The Grand Experiment was a success.



## **CHAPTER 5: Anecdotal Results**

Jack Ham graduated from Bishop McCort High School in 1967. Despite a relatively successful high school football career, many thought he did not have much of a future in football due to the fact that he was considered to be too undersized to play college football. Ham, not ready to give up on his football career, was convinced that the best way to continue playing football was to go to Penn State and attempt to walk on to the team (Kendle, 2007). One of Ham's good friends, Steve Smear, was on the Penn State football team. Fortunately for Ham, a scholarship had opened up, and Paterno had his eyes set on Ham. First, though, he wanted to learn a little bit more about the type of person he was. So Paterno called Smear into his office and asked him two questions: Is he a hard worker? Is he a good guy? When Smear answered "yes" to both questions, Paterno had heard enough, and offered Ham a scholarship. He did not ask Smear about how talented of a player Ham was, or whether or not he was fit for Penn State football. Just those two simple questions. Paterno trusted Smear, and as a result trusted his judgment. "I knew Steve was a good guy," Paterno said. "I knew he would tell me the truth" (Posnanski, 2012).

Ham accepted the scholarship to play at Penn State, was told to play linebacker instead of offensive line, and went on to become one of the greatest football players in Penn State and NFL history, making both the College Football and the Pro Football Hall of Fame (Posnanski, 2012). He was a three-year starter during his time at Penn State, accumulated almost 400 total tackles over his college career, and was also selected co-captain of the 1970 team ("Jack Ham," No Year). Ham was drafted in the second round by the Pittsburgh Steelers, and went on to help anchor a defense that helped the Steelers win four Super Bowls in the twelve years he played. He is largely considered one of the best outside linebackers in NFL history ("Hall of Famers," 2013).

At Ham's induction in the College Football Hall of Fame, Paterno had this to say regarding his former standout linebacker, "Jack Ham's career is a monument to the work ethic. He was not a highly recruited athlete, but his exceptional intelligence and capacity for hard work made him an extraordinary football player. I don't think any of us knew then what an enormous talent we were getting. Jack Ham will always be the consummate Penn Stater" ("Jack Ham," No Year).

The story of Jack Ham shows one of Paterno's greatest qualities: his trust. Paterno was infamous for putting his complete faith into those close to him. According to Tom Bradley, "It's not always easy to get his trust. But once you have it, you have it all" (Posnanski, 2012). This trust was one of the facets that made The Grand Experiment work. He would, especially in early years, only bring in players and coaches he felt he could trust, and that he felt he could trust with this notion of The Grand Experiment. Paterno demonstrated this overwhelming sense of trust over and over again throughout his coaching tenure, and without it, The Grand Experiment would not have succeeded.

Christian Marrone was not a player who was as well known during his time at Penn State. Knee injuries cut short what seemed to be a promising football career. After several operations, Paterno finally called Marrone into his office and told him that he was finished playing football. Paterno told Marrone that he had a "greater purpose than football" and that Paterno would "help [Marrone] achieve it" ("The Memorial Service for Joe Paterno - Part 4," 2012). Paterno, although Marrone could not perform on the field, would not give up on Marrone, nor on the promise he made Marrone's parents about a quality education. He kept Marrone around the football program as a coaching assistant, and did not forget about Marrone simply because he could not play football anymore. After graduating from Penn State, Marrone went to law school and became a lawyer, and even worked his way up to Special Assistant to the Secretary of

Defense (Posnanski, 2012). Marrone would say, however, that Paterno would help him in every aspect of his life, far after his college days were over. His mentoring and lessons did not end at the final whistle of practice or a game. Instead, it stayed with the players far beyond that. As they took on the everyday challenges of life, Marrone believed that the lessons of Joe Paterno stayed with him.

Even though Christian Marrone barely played football for Joe Paterno, his story shows us that Joe Paterno cared about his players, regardless of their contribution on the field. Marrone continually pointed out that even though he did not play football anymore, Paterno was one of the first people to congratulate him on many of his life achievements, saying “when [he] applied to both graduate and law schools, it was Joe who was the first one to call the deans with a recommendation. And when [he] passed the bar, and earned [his] masters, it was Joe who was the first to congratulate [him]” (“The Memorial Service for Joe Paterno - Part 4,” 2012). The amount that Paterno cared about his players, as demonstrated through Marrone and many others, was one of the greatest characteristics of The Grand Experiment. Quite frankly, if Joe Paterno did not care about the players he coached, he would not have been as invested as he was in their futures. Paterno’s mission was to prepare them for what came after college. If Paterno did not want to prepare his players, then he simply would’ve recruited only those who would be valuable to him on the field, and once their values had run out, he would discard them. Marrone, and his story, is a testament to the type of person Joe Paterno was. Football was not the only thing that mattered to Paterno, and the story of Christian Marrone illustrates that.

In 2002, Joe Paterno recruited Michael Robinson out of Varina High School in Richmond, VA. In high school, Robinson starred as a quarterback and safety, and led his team to four straight regional titles and two Virginia state runner-up finishes (“Biography,” 2013). According

to Robinson, Paterno's recruiting style was noticeably different, saying that Paterno never lied to him. Robinson said that while other programs may have promised money, cars, and immediate playing time as the starting quarterback, Paterno never made such promises. Instead, Robinson was promised a quality education and the opportunity to compete for the starting quarterback position ("Pro Bowl RB Michael Robinson: 'Joe Never Lied To Me,'" 2012). During Robinson's time at Penn State, he played quarterback, running back, and wide receiver, but did not become the starting quarterback until 2005, when he captained the team to an 11-1 record, a Big Ten Championship, and a triple overtime win in the Orange Bowl. Off the field, Robinson went on to be a double major in advertising / public relations and journalism, as well as make the academic all-Big Ten team three times ("Biography," 2013). Robinson said that while in school, Paterno told him that he thought that one day he would be a Pro Bowl running back or fullback ("Pro Bowl RB Michael Robinson: 'Joe Never Lied To Me,'" 2012). He went on to be drafted to play in the NFL, and made the Pro Bowl in 2012 as a fullback for the Seattle Seahawks ("Biography," 2013).

What can be learned about Paterno from Michael Robinson's story is the example of honesty. Paterno was brutally honest, and that honesty was one of aspects that made Paterno's Grand Experiment what it was. Paterno was always honest with all of his recruits and players. That theme was common throughout his coaching career. There are countless stories of Paterno telling recruits, not what they wanted to hear, but what they needed to hear. Whether it was telling a recruit (Mark Markovich) who wanted to play tight end that he was too slow and couldn't catch well enough<sup>11</sup> or telling Michael Robinson that although he thought he could play quarterback, Robinson may make a better running back moving forward, Paterno was always

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<sup>11</sup> Markovich ended up realizing Paterno was right, came to Penn State to play offensive line, and was selected as a second team all-American and an academic all-American (Posnanski, 2012)

honest. Paterno believed that as long as he was honest, and he told the truth, everything else would fall into place.

These three stories are just a small sample that shows three separate ways how Joe Paterno helped to make an impact on his players. This is the aspect of The Grand Experiment that sets it apart from other programs. There are football programs that are successful on the field. There are football programs that graduate players. There are even football programs that do both. To say that Penn State is the only program to successfully combine the two would be ignorant and blatantly false. However, what Penn State had that other programs did not was Joe Paterno and his unwavering belief that he truly could make an impact on the lives of the players he coached. He trusted them, he was honest with them, and most importantly, he cared about them and their well-being. His coaching methods were ingrained in the very way of life of the people who played for him. Many did not understand at first. According to Brandon Parmer, a walk on long snapper who went on to go to law school and become a tax analyst, “very few players understand the *why* behind Coach’s methods. Coach Paterno’s lessons made very little sense until after graduation and, with the benefit of hindsight, when we are thrust into the real world” (Posnanski, 2012). That, coupled with the statistical measures outlined and analyzed in Chapter 4, is why The Grand Experiment was as successful as it was. It did not stop with the college years. It went beyond that, into the everyday lives of Paterno’s former players.

## **CHAPTER 6: Problems with The Grand Experiment**

At this point, The Grand Experiment could be considered an unequivocal and unmistakable success. However, over the forty-six years of Paterno's coaching regime, there were more than a few issues, most notably in 2011 with the Jerry Sandusky child sex abuse scandal. There were many stories of players not following the rules set forth by Paterno. The rules that Paterno set, however, were the letter of the law, and he hardly went against them. "I told the team that all their life they would have to live by rules, whether they agreed with them or not..." Paterno said. "I told them that the rule was there to protect them, but it didn't matter if they agreed with me. There are consequences for breaking rules. And by breaking those rules, you are accepting those consequences" (Posnanski, 2012). Paterno made a commitment to his players that he would try as hard as possible to help them through every situation. Obviously, there were cases in which Paterno would throw a player off the team for not following the rules, and critics will gravitate towards these instances to say that The Grand Experiment was a hoax. There are stories such as the 1979 team, in which team captain Matt Millen, a talented defensive lineman who went on to play in the NFL and become a general manager in the NFL, clashed so violently with Paterno that he was removed as team captain, and as a result, the team never really came together on their way to a 8-4 season, despite the potential they had. Without that leadership, players lost sight of the ultimate goal. Players quit because they believed they weren't playing enough. Two players were suspended for drinking on campus. Another was suspended for getting into a fight. At the bowl game, two players showed up late (a cardinal sin under Paterno) and were sent home. Paterno himself was even quoted criticizing other college coaches for the handling of their respective programs. The comments were supposed to be said in confidence, but they were published anyway. The 1979 season was so terrible for Paterno that,

for really the first time, he considered walking away from coaching. According to Paterno himself, “The Grand Experiment [was] kind of in disrepute” (Posnanski, 2012).

There were also seasons such as 2003 (3-9 record) and 2004 (4-7), arguably the worst seasons (pre-Sandusky incident) in Paterno’s tenure. Paterno was seen as out of touch, grumpy, and washed up. The University was looking for a way to convince him to retire<sup>12</sup>, and many fans were becoming frustrated with the way the program was being run. A player allegedly hit a woman on campus, and Paterno threw him off the team, despite charges later being dropped. Paterno had another player expelled from school for assaulting his girlfriend. Players were suspended for driving under the influence and underage drinking (Posnanski, 2012). Although every program dealt with issues such as these, Penn State, behind its Grand Experiment, was supposed to be the white light of college athletics. Seeing a reported forty-six players charged with crimes between 2002 and 2008 caused many to start to doubt Paterno, and those doubts were vocalized (Posnanski, 2012). Paterno, again showing the trust that he was so famous for, said in November 2011 when looking back on those seasons and on his role as a football coach:

*“You’ve got some people who want to catch them in the act, to punish them, to send them home...They don’t care what happens to them after that. They see that a kid got arrested or that there was some kind of fight, and they immediately say, ‘Oh, that’s a bad kid. You should get rid of him...’ They don’t even want to know what happened. I could make myself look good – hey, Tough Guy Paterno – if I cut them. But I couldn’t do that. There are probably some kids I gave a second and third chance to who probably didn’t deserve it. I’ve made mistakes. But I don’t regret that. You know what I regret? I regret the kid I threw out too soon, the kid who I gave up on who I could have helped if I’d just stayed with him a little bit longer...I’m not condoning the bad things, and I threw plenty of kids off the team through the years, but I always thought it was my job to coach them and help them. I wasn’t going to hurt them and give them up just so I could look good in the paper or in some television report.” (Posnanski, 2012)*

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<sup>12</sup> When Penn State President Graham Spanier came to Paterno after another disappointing season in 2004 to tell him that 2005 would be his last year, Paterno essentially gave himself an ultimatum that if he failed in 2005, he would retire (Posnanski, 2012). Penn State went on to go 11-1 and win the Orange Bowl in 2005.

Critics will also point to Paterno's dealings with his players as another fault in The Grand Experiment. The most notable of these incidents occurred in 2007, when his players were under fire from Student Affairs and Vicki Traponey, the Vice President of Student Affairs. Paterno, according to Traponey, was "insistent that he knows best how to discipline his players...and their status as a student when they commit violations of our standards should not be [Student Affairs's] concern" (Posnanski, 2012). Paterno believed that Student Affairs were targeting his players, and had numerous letters from parents complaining that their sons were being treated differently. In 2007, an incident occurred involving one particular player and his girlfriend. The player and his girlfriend got into an altercation with three Penn State students, where the girlfriend was pushed to the ground. The player, standing up for his girlfriend, was then hit in the face. The player then followed the three men to their apartment, and texted out to his teammates for reinforcements. At least seventeen players arrived and several of them forced their way into the apartment. The stories regarding what occurred in the apartment differ; however, the end result was that six players were arrested and charged with a total of twenty-seven offenses, nine of which were felonies (Posnanski, 2012). Since the police were handling the incident, Paterno did not see the point of Student Affairs also getting involved. He also believed Triponey would not give the football players a fair hearing and would rather make an example of the football players than determine the truth of what happened. Paterno believed his players that the details were overblown, and felt that as football coach, it was his job to discipline his players (Posnanski, 2012).

Paterno announced that the entire team, as a result of this incident, would perform ten hours of community service and spend two hours cleaning up the stadium on Sundays after home games. Shortly after the announcement, four of the six players had their charges dropped. One of



the players had five of his six charges dropped, and plead to a lower charge on the sixth. The other player involved got into another fight later that year, and was subsequently thrown off the team. Vicky Triponey announced her resignation as well. One of the players involved anonymously said “if it was up to [Triponey], they would have thrown me out of school and let me rot. That’s how she was. They only cared about me on Saturdays. Some of them didn’t even care about me then. But now I’m a father, and I have a child, and I have a good job. I owe that to Joe Paterno. He wasn’t perfect. But he believed in me. When nobody else did, he believed in me” (Posnanski, 2012).

Obviously, over a forty-six year period, there will be hiccups. Bumps in the road are inevitable when a coach is tasked with overseeing that many personnel over the years. However, the positives of The Grand Experiment outweigh the few incidents that occurred throughout Paterno’s career as head coach. What The Grand Experiment has done to positively impact the lives of young men, in the opinion of this study, outweighs the potential pitfalls that critics often point out.

Over Joe Paterno’s forty-six years as head coach at Penn State, only one incident caused the kind of doubt in The Grand Experiment that observers, for essentially the first time, began to seriously challenge the credentials of The Grand Experiment. Critics of The Grand Experiment will point to the situation regarding Jerry Sandusky as proof enough that Paterno did not practice what he preached, and as a result, the entirety of The Grand Experiment was disproven. The point of this study is not to prove that Joe Paterno was a perfect football coach, nor a perfect man. The point of this study is to go beyond Joe Paterno, the man, and into what made Joe Paterno who he was, which is The Grand Experiment. What we do know about Joe Paterno’s involvement in the Jerry Sandusky scandal is this: in 2001, he was approached by graduate

assistant Mike McQueary regarding an incident that occurred in the showers of the Lasch Building on Penn State's campus involving former assistant coach Jerry Sandusky and a young boy. McQueary, distraught over what he had witnessed, called his father, who told McQueary to tell Paterno. McQueary informed Paterno that he witnessed something "sexual in nature," and according to Paterno, he was clearly distraught during their conversation. Paterno reported the incident to his superior, athletic director Tim Curley, as mandated, who reported the incident along to Gary Schultz, Senior Vice President for Finance and Business and head of the Penn State Police, and Graham Spanier, the university's President. In Paterno's eyes, he passed the potential issue along to people who he had trusted, and felt that they would handle the situation. He also felt that since Sandusky was no longer an assistant coach under him, Sandusky was no longer his responsibility. Paterno even mentioned in a statement made shortly after news broke regarding Sandusky that "as coach Sandusky was retired from our coaching staff at that time, I referred the matter to university administrators" (Posnanski, 2012). News of the severity of the Sandusky incident broke on November 5, 2011, and four days later, on November 9, the Penn State Board of Trustees fired Joe Paterno as head football coach of Penn State over the phone as a result of the handling of the issue. On June 22, 2012, Jerry Sandusky was convicted of forty-five of forty-eight counts of sexual abuse of young boys, and later was sentenced to thirty to sixty years in prison, effectively a life sentence (Posnanski, 2012).

Did Joe Paterno fulfill his legal duty? Without question. Did Joe Paterno fulfill his "moral duty?" The answer to that question will be debated whenever the words "Paterno" or "Sandusky" or even "Penn State" are heard. There will always be those who defend Paterno and say that he did everything he was required to, and as a result, should not be under any scrutiny. The fact is Paterno was never under question from a legal standpoint. He was compliant with the

grand jury. Linda Kelly, Pennsylvania's attorney general at the time, said "Mr. Paterno has been interviewed by investigators...he reported this to individuals in the administration – being Mr. Curly and Mr. Schultz – as far as what occurred that night. He's been cooperative with the investigators in this case. He's not regarded as a target at this point" (Posnanski, 2012). Whereas Curley and Schultz were charged with perjury and failure to report the incident, Paterno was not charged with any legal crime. On the day that Paterno was fired, he issued a statement before the decision became final saying that "with the benefit of hindsight, I wish I had done more" (Posnanski, 2012). Paterno admitted to thinking that he had done what he was supposed to do, and that was the end of it. But looking back, he wishes he would've followed up and done everything he could have (Posnanski, 2012).

Despite this, the answer to the question of Joe Paterno's "moral obligation" is beyond the scope of this study. This study is not a defense of Joe Paterno, nor is it an attack. As mentioned before, although The Grand Experiment and Joe Paterno are forever linked, the actions or possible inactions in this particular situation do not take away from what Joe Paterno did on the field and in the classroom with his football players. The fact that The Grand Experiment was targeted as a result of this scandal seems to be more of an indictment of all things Penn State. Critics, in the wake of the scandal, have gone after the very core of the Penn State way of doing things, calling Penn State hypocritical and fake. Since The Grand Experiment is at the center of the Penn State way of life, it was a natural target for critics. Even so, the ideals of The Grand Experiment will far outlast anything that the naysayers of Penn State will say or do (Paterno Interview, 2013).

## CHAPTER 7: Conclusion

In the end, The Grand Experiment was as successful as any coaching mechanism in college football, and sports, history. But it went beyond coaching. Paterno attempted, and according to this study, succeeded, not to just win football games, but also to develop young men and give them the skills to succeed off the football field. There will be those who argue that what occurred regarding Jerry Sandusky will forever tarnish the Penn State reputation, and that everything Joe Paterno did can never be looked at the same. However, The Grand Experiment, and what it accomplished, is the very essence of the Penn State spirit, and its ideals go beyond the effect that one man, whether Joe Paterno or Jerry Sandusky, could have on Penn State at this point in time. Joe Paterno changed the very culture of Penn State, and not just athletically. Yes, Paterno made the football team nationally relevant. But, what Joe Paterno may have been more proud of is the fact that he helped make Penn State academically relevant. He helped transform Penn State from a small “cow college” in central Pennsylvania to the national powerhouse that it is today. Joe Paterno may not have been a saint, and he certainly had his flaws. But Joe Paterno believed in his players in a way no one else did. He truly believed they could be great, not just on the field, but off the field as well. He challenged them in their everyday walks of life to become better men. His mission was to mold these young men into individuals who could take on the world, and he used football as his primary teaching tool. In November 2011, Paterno said:

*“To so many people, these guys are numbers. But I can honestly tell you, they were never numbers to me. I wanted every one of them to go on to live good and meaningful lives. We go into some rough places, and get some kids with rough edges. They grow up without fathers, without mothers, in places where most people wouldn’t walk in bright daylight. Are they going to make some mistakes? Sure they are. And some of them are bad kids; there’s nothing we can do for them. But most of them, they’re not bad kids. They’re good kids. They want to do good. They don’t know how. They trip up. We can help them. We can make a difference in their lives.” (Posnanski, 2012)*

Even after Paterno's death, The Grand Experiment, and its ideals, live on. Penn State's current football coach, Bill O'Brien, believes in The Grand Experiment and what it stands for as well. After his first year at Penn State, in a press conference, Coach O'Brien was quoted to say, "My job at Penn State is that we field the best football team, graduate players, and find the best character kids out there." That is the essence of The Grand Experiment, and through Coach O'Brien, Paterno's impact will live on. The football team in 2012, the first in forty-six years to not be coached by Paterno, still held those basic values of performing well on the field as well as in the classroom. The team battled to an 8-4 record, despite preseason predictions of a team that may only win two or three games, and also had forty-seven players post a GPA of at least a 3.0, fourth highest in school history, and a program record twenty players made Dean's List with a GPA of at least 3.5 ("Nearly 50 Members of Nittany Lion Football Team Earn 3.0 GPA or Higher During Fall Semester," 2013). Also, the 2011 team, the last to be coached by Paterno, was fittingly named the winner of the Academic Bowl, which takes into account graduation rates as well as achievement gaps between white and black players (Webley, 2012). And with players such as John Urschel on the roster, who will be in contention for a starting role on the offensive line for the 2013 team all while posting a 4.0 GPA and tutoring math (Watson, 2013), Penn State seems to be poised to keep their culture of balancing athletics with academics moving forward.

The basic values and ideals of The Grand Experiment are ingrained in the Penn State culture. Although the implementation of The Grand Experiment may have changed over the years, those basic values did not, and will not. The former players and current supporters of Penn State football will not allow those values to change. The Penn State way of doing things is forever tied to the ideals of The Grand Experiment (Paterno Interview, 2013). On January 25, 2012, the day when Penn State held the Memorial For Joe, linebacker Michael Mauti took the

stage to represent the team that was currently at Penn State. He said this about what he thought was the duty of the Penn State football team moving forward. “It’s our job now, moving forward from this current...decade, all the players that have come through here, these letterman have set the bar for what it means to have success with honor. And that is our job now to continue on, throughout this decade, and throughout the decades to come, to uphold that tradition” (“Senior LB Michael Mauti Shares JoePa Recruiting Story,” 2012).

Shortly after Paterno was fired in November 2011, interim coach Tom Bradley had this to say about Paterno: “Coach Paterno will go down in history as one of the greatest men. Maybe most of you know him as a great football coach. I’ve had the privilege and honor to spend time with him. He’s had such a dynamic impact on so many, so many, and I’ll say it again, so many people and players’ lives. It’s with great respect that I speak of him, and I’m proud to say that I worked for him” (Posnanski, 2012). That is exactly how Joe Paterno would want to be remembered. Not as a football coach, but as a man who made an impact on the lives of so many. Towards the end of Paterno’s life, he told long-time friend Guido D’Elia that he wasn’t worried about his legacy. He said “in time, people would be able to step back and see [Paterno’s] accomplishments as well as his mistakes and judge him for the whole life” (Posnanski, 2012). Paterno’s whole adult life revolved around The Grand Experiment. He made it his mission to take in young men, and prepare them not just for Saturday, but also for everything beyond. He made it his mission to transform a university, and to change the culture of college sports. By every statistical measure, Joe Paterno’s Grand Experiment was a success. And this success was only added to by the impact that Paterno had on so many of his players. Christian Marrone, during his address at The Memorial For Joe on January 25, 2012, said that “the greatness and the legacy of Joe Paterno lies within each of us...in our stories, and how we are leading our lives,

and how we are making an impact today” (“The Memorial Service for Joe Paterno - Part 4,” 2012).

“They ask me what I'd like written about me when I'm gone. I hope they write I made Penn State a better place, not just that I was a good football coach.” Joe Paterno was without argument a good football coach, but his impact goes far beyond that. Joe Paterno built Penn State into the institution that it is today, both athletically and academically. His idea that a major college football program could perform well in the classroom while still preparing student-athletes for the life ahead of them revolutionized the way of thinking in college athletics. The Grand Experiment, and what it continues to stand for, was, and will continue to be what Penn State is about. And without Joe Paterno, there is no Grand Experiment.

**APPENDICES****APPENDIX A: Win-Loss-Tie Tables**

Penn State Win-Loss-Tie, 1966-2011 (“Penn State Nittany Lions.” Sports Reference)

<b>Year</b>	<b>Wins</b>	<b>Loses</b>	<b>Ties</b>	<b>Bowl Result</b>	<b>Championship?</b>
1966	5	5	0	N/A	N/A
1967	8	2	1	Tie	N/A
1968	11	0	0	Win	N/A
1969	11	0	0	Win	N/A
1970	7	3	0	N/A	N/A
1971	11	1	0	Win	N/A
1972	10	2	0	Loss	N/A
1973	12	0	0	Win	N/A
1974	10	2	0	Win	N/A
1975	9	3	0	Loss	N/A
1976	7	5	0	Loss	N/A
1977	11	1	0	Win	N/A
1978	11	1	0	Loss	N/A
1979	8	4	0	Win	N/A
1980	10	2	0	Win	N/A
1981	10	2	0	Win	N/A
1982	11	1	0	Win	National Champs
1983	8	4	1	Win	N/A
1984	6	5	0	N/A	N/A
1985	11	1	0	Loss	N/A
1986	12	0	0	Win	National Champs
1987	8	4	0	Loss	N/A
1988	5	6	0	N/A	N/A
1989	8	3	1	Win	N/A
1990	9	3	0	Loss	N/A
1991	11	2	0	Win	N/A
1992	7	5	0	Loss	N/A
1993*	10	2	0	Win	N/A
1994	12	0	0	Win	Big Ten Champs
1995	9	3	0	Win	N/A
1996	11	2	0	Win	N/A
1997	9	3	0	Loss	N/A
1998	9	3	0	Win	N/A
1999	10	3	0	Win	N/A
2000	5	7	0	N/A	N/A
2001	5	6	0	N/A	N/A
2002	9	4	0	Loss	N/A
2003	3	9	0	N/A	N/A



2004	4	7	0	N/A	N/A
2005	11	1	0	Win	Big Ten Champs
2006	9	4	0	Win	N/A
2007	9	4	0	Win	N/A
2008	11	2	0	Loss	Big Ten Champs
2009	11	2	0	Won	N/A
2010	7	6	0	Loss	N/A
2011	9	4	0	Loss	N/A
<b>Totals</b>	410	139	3	**	***

\* Penn State officially joined the Big Ten Conference in this year

\*\* Bowl totals are as follows: 24 wins, 13 losses, 1 tie

\*\*\* Championship totals are as follows: 2 National, 3 Conference

Alabama Win-Loss-Tie, 1966-2011 (“Alabama Crimson Tide.” Sports Reference)

<b>Year</b>	<b>Wins</b>	<b>Losses</b>	<b>Ties</b>	<b>Bowl Result</b>	<b>Championship?</b>
1966	11	0	0	Win	SEC Champs
1967	8	2	1	Loss	N/A
1968	8	3	0	Loss	N/A
1969	6	5	0	Loss	N/A
1970	6	5	1	Tie	N/A
1971	11	1	0	Loss	SEC Champs
1972	10	2	0	Loss	N/A
1973	11	1	0	Loss	National Champs
1974	11	1	0	Loss	SEC Champs
1975	11	1	0	Win	SEC Champs
1976	9	3	0	Win	N/A
1977	11	1	0	Win	SEC Champs
1978	11	1	0	Win	National Champs
1979	12	0	0	Win	National Champs
1980	10	2	0	Win	N/A
1981	9	2	1	Loss	SEC Champs
1982	8	4	0	Win	N/A
1983	8	4	0	Win	N/A
1984	5	6	0	N/A	N/A
1985	9	2	1	Win	N/A
1986	10	3	0	Win	N/A
1987	7	5	0	Loss	N/A
1988	9	3	0	Win	N/A
1989	10	2	0	Loss	SEC Champs
1990	7	5	0	Loss	N/A
1991	11	1	0	Win	N/A
1992	13	0	0	Win	National Champs
1993	9	3	1	Win	N/A

1994	12	1	0	Win	N/A
1995	8	3	0	N/A	N/A
1996	10	3	0	Win	N/A
1997	4	9	0	Loss	N/A
1998	6	6	0	N/A	N/A
1999	10	3	0	Loss	SEC Champs
2000	3	8	0	N/A	N/A
2001	7	5	0	N/A	N/A
2002	10	3	0	Win	N/A
2003	4	9	0	N/A	N/A
2004	6	6	0	Loss	N/A
2005	10	2	0	Win	N/A
2006	6	7	0	Loss	N/A
2007	7	6	0	Win	N/A
2008	12	2	0	Loss	N/A
2009	14	0	0	Win	National Champs
2010	10	3	0	Win	N/A
2011	12	1	0	Win	National Champs
<b>Totals</b>	413	142	5	*	**

\* Bowl totals are as follows: 23 wins, 16 losses, 1 tie

\*\* Championship totals are as follows: 6 National, 13 Conference. Note: Alabama won a Conference Championship every year they won a National Championship except 2011.

Ohio State Win-Loss-Tie, 1966-2011 (“Ohio State Buckeyes.” Sports Reference)

<b>Year</b>	<b>Wins</b>	<b>Losses</b>	<b>Ties</b>	<b>Bowl Result</b>	<b>Championship?</b>
1966	4	5	0	N/A	N/A
1967	6	3	0	N/A	N/A
1968	10	0	0	Win	National Champs
1969	8	1	0	N/A	Big Ten Champs
1970	9	1	0	Loss	National Champs
1971	6	4	0	N/A	N/A
1972	9	2	0	Loss	Big Ten Champs
1973	10	0	1	Win	Big Ten Champs
1974	10	2	0	Loss	Big Ten Champs
1975	11	1	0	Loss	Big Ten Champs
1976	9	2	1	Win	Big Ten Champs
1977	9	3	0	Loss	Big Ten Champs
1978	7	4	1	Loss	N/A
1979	11	1	0	Loss	Big Ten Champs
1980	9	3	0	Loss	N/A
1981	9	3	0	Win	Big Ten Champs
1982	9	3	0	Win	N/A
1983	9	3	0	Win	N/A

1984	9	3	0	Loss	Big Ten Champs
1985	9	3	0	Win	N/A
1986	10	3	0	Win	Big Ten Champs
1987	6	4	1	N/A	N/A
1988	4	6	1	N/A	N/A
1989	8	4	0	Loss	N/A
1990	8	3	1	Loss	N/A
1991	8	4	0	Loss	N/A
1992	8	3	1	Loss	N/A
1993	10	1	1	Win	Big Ten Champs
1994	9	4	0	Loss	N/A
1995	11	2	0	Loss	N/A
1996	11	1	0	Win	Big Ten Champs
1997	10	3	0	Loss	N/A
1998	11	1	0	Win	Big Ten Champs
1999	6	6	0	N/A	N/A
2000	8	4	0	Loss	N/A
2001	7	5	0	Loss	N/A
2002	14	0	0	Win	National Champs
2003	11	2	0	Win	N/A
2004	8	4	0	Win	N/A
2005	10	2	0	Win	Big Ten Champs
2006	12	1	0	Loss	Big Ten Champs
2007	11	2	0	Loss	Big Ten Champs
2008	10	3	0	Loss	Big Ten Champs
2009	11	2	0	Won	Big Ten Champs
2010	12	1	0	Won	N/A
2011	6	7	0	Loss	N/A
Totals	412	126	8	*	**

\* Bowl totals are as follows: 17 wins, 22 losses

\*\* Championship totals are as follows: 3 National, 22 Conference. Note: Ohio State won a Conference Championship every year they won a National Championship.

Northwestern Win-Loss-Tie, 1966-2011 (“Northwestern Wildcats.” Sports Reference)

<b>Year</b>	<b>Wins</b>	<b>Loses</b>	<b>Ties</b>	<b>Bowl Result</b>	<b>Championship?</b>
1966	3	6	1	N/A	N/A
1967	3	7	0	N/A	N/A
1968	1	9	0	N/A	N/A
1969	3	7	0	N/A	N/A
1970	6	4	0	N/A	N/A
1971	7	4	0	N/A	N/A
1972	2	9	0	N/A	N/A
1973	4	7	0	N/A	N/A

1974	3	8	0	N/A	N/A
1975	3	8	0	N/A	N/A
1976	1	10	0	N/A	N/A
1977	1	10	0	N/A	N/A
1978	0	10	1	N/A	N/A
1979	1	10	0	N/A	N/A
1980	0	11	0	N/A	N/A
1981	0	11	0	N/A	N/A
1982	3	8	0	N/A	N/A
1983	2	9	0	N/A	N/A
1984	2	9	0	N/A	N/A
1985	3	8	0	N/A	N/A
1986	4	7	0	N/A	N/A
1987	2	8	1	N/A	N/A
1988	2	8	1	N/A	N/A
1989	0	11	0	N/A	N/A
1990	2	9	0	N/A	N/A
1991	3	8	0	N/A	N/A
1992	3	8	0	N/A	N/A
1993	2	9	0	N/A	N/A
1994	3	7	1	N/A	N/A
1995	10	2	0	Loss	Big Ten Champs
1996	9	3	0	Loss	N/A
1997	5	7	0	N/A	N/A
1998	3	9	0	N/A	N/A
1999	3	8	0	N/A	N/A
2000	8	4	0	Loss	N/A
2001	4	7	0	N/A	N/A
2002	3	9	0	N/A	N/A
2003	6	7	0	Loss	N/A
2004	6	6	0	N/A	N/A
2005	7	5	0	Loss	N/A
2006	4	8	0	N/A	N/A
2007	6	6	0	N/A	N/A
2008	9	4	0	Loss	N/A
2009	8	5	0	Loss	N/A
2010	7	6	0	Loss	N/A
2011	6	7	0	Loss	N/A
Totals	173	343	5	*	**

\* Bowl totals are as follows: 0 wins, 9 losses

\*\* Championship totals are as follows: 0 National, 1 Conference

## APPENDIX B: Division 1A (FBS) Federal Graduation Rates Table

("National Collegiate Athletic Association")

School	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Akron	52%	56%	54%	60%	61%	61%	55%	53%
<b>Alabama</b>	<b>60%</b>	<b>64%</b>	<b>61%</b>	<b>62%</b>	<b>53%</b>	<b>45%</b>	<b>46%</b>	<b>39%</b>
UAB	50%	45%	45%	38%	40%	46%	47%	52%
Arizona State	48%	48%	51%	49%	52%	50%	53%	49%
Arizona	49%	41%	42%	35%	38%	39%	33%	41%
Arkansas State	58%	60%	55%	48%	54%	48%	41%	45%
Arkansas	39%	41%	43%	43%	45%	44%	46%	33%
Auburn	52%	50%	51%	49%	48%	51%	56%	46%
Ball State	48%	50%	49%	54%	68%	75%	78%	78%
Baylor	49%	51%	54%	62%	61%	66%	68%	73%
Boise State	61%	60%	52%	48%	49%	52%	51%	52%
Boston College	90%	87%	87%	86%	88%	87%	91%	83%
Bowling Green	59%	65%	55%	57%	56%	54%	54%	53%
BYU	45%	38%	43%	46%	39%	32%	28%	18%
Buffalo	57%	52%	43%	45%	50%	52%	60%	64%
Fresno State	69%	61%	50%	42%	42%	44%	44%	43%
California	47%	52%	62%	57%	45%	44%	37%	41%
UCLA	51%	43%	40%	40%	53%	51%	53%	57%
UCF	59%	52%	48%	42%	36%	37%	31%	36%
Central Michigan	35%	45%	58%	66%	64%	61%	59%	55%
Cincinnati	59%	68%	72%	71%	73%	71%	63%	67%
Clemson	61%	53%	54%	61%	55%	56%	59%	49%
Colorado State	68%	68%	64%	55%	56%	55%	48%	52%
Colorado	51%	46%	48%	54%	70%	63%	62%	53%
UConn	56%	61%	61%	64%	55%	55%	55%	51%
Duke	80%	79%	86%	89%	86%	90%	86%	81%
East Carolina	52%	49%	54%	62%	64%	66%	68%	64%
Eastern Michigan	37%	36%	34%	35%	45%	47%	62%	63%
Florida Atlantic	47%	42%	43%	43%	43%	N/A	N/A	N/A
Florida Internat'l	37%	39%	43%	43%	52%	N/A	N/A	N/A
Florida State	45%	49%	58%	57%	57%	48%	42%	46%
Florida	49%	48%	42%	42%	36%	35%	42%	42%
Georgia Tech	45%	47%	42%	41%	40%	43%	48%	47%
Georgia	60%	55%	55%	46%	39%	36%	39%	44%
Hawaii	50%	44%	39%	45%	37%	43%	46%	36%
Houston	54%	49%	37%	34%	33%	34%	42%	42%
Idaho	52%	55%	58%	62%	63%	54%	49%	43%
Illinois	56%	59%	63%	58%	57%	59%	53%	58%
Indiana	54%	51%	52%	47%	49%	51%	57%	66%
Iowa State	54%	54%	57%	59%	54%	58%	58%	54%

School	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Iowa	66%	68%	64%	65%	62%	59%	56%	53%
Kansas State	47%	57%	71%	67%	70%	69%	63%	56%
Kansas	54%	50%	50%	54%	51%	52%	48%	46%
Kent State	47%	53%	54%	61%	69%	72%	76%	67%
Kentucky	54%	52%	55%	42%	45%	46%	39%	40%
LSU	49%	48%	42%	42%	37%	38%	37%	41%
Louisiana Tech	49%	52%	57%	55%	62%	64%	61%	66%
Louisville	47%	50%	49%	53%	56%	50%	47%	42%
Marshall	58%	65%	66%	63%	70%	67%	65%	65%
Maryland	60%	56%	57%	57%	64%	67%	62%	62%
Memphis	69%	68%	57%	53%	52%	44%	46%	48%
Miami (OH)	70%	73%	72%	71%	68%	61%	57%	53%
Miami (FL)	72%	71%	64%	59%	62%	63%	65%	65%
Michigan State	46%	42%	37%	40%	39%	36%	39%	39%
Michigan	59%	63%	65%	68%	68%	67%	63%	59%
Minnesota	51%	44%	44%	46%	46%	48%	44%	38%
Mississippi State	45%	46%	48%	48%	52%	49%	56%	58%
Ole Miss	45%	48%	54%	61%	57%	58%	49%	42%
Missouri	59%	54%	57%	56%	49%	51%	45%	43%
North Carolina	57%	58%	56%	62%	64%	64%	61%	57%
Nebraska	53%	56%	59%	66%	75%	77%	75%	71%
UNLV	68%	58%	58%	49%	43%	42%	39%	25%
Nevada	64%	59%	53%	44%	43%	36%	38%	41%
New Mexico State	38%	40%	50%	54%	55%	54%	48%	52%
New Mexico	46%	41%	42%	42%	37%	50%	39%	44%
North Carolina St	52%	50%	54%	49%	48%	45%	41%	39%
North Texas	61%	57%	58%	55%	56%	56%	49%	47%
Louisiana-Monroe	49%	43%	40%	43%	42%	50%	52%	52%
Northern Illinois	66%	57%	49%	62%	63%	57%	53%	49%
<b>Northwestern</b>	<b>90%</b>	<b>86%</b>	<b>86%</b>	<b>81%</b>	<b>78%</b>	<b>79%</b>	<b>79%</b>	<b>81%</b>
Notre Dame	83%	83%	85%	85%	85%	79%	84%	85%
<b>Ohio State</b>	<b>61%</b>	<b>57%</b>	<b>56%</b>	<b>58%</b>	<b>49%</b>	<b>48%</b>	<b>49%</b>	<b>49%</b>
Ohio	63%	55%	63%	67%	70%	69%	68%	62%
Oklahoma State	50%	53%	46%	49%	57%	63%	67%	62%
Oklahoma	38%	36%	38%	37%	36%	37%	44%	38%
Oregon State	54%	51%	44%	43%	44%	54%	58%	46%
Oregon	52%	57%	53%	46%	49%	48%	52%	66%
<b>Penn State</b>	<b>84%</b>	<b>80%</b>	<b>77%</b>	<b>80%</b>	<b>75%</b>	<b>72%</b>	<b>76%</b>	<b>77%</b>
Pittsburgh	58%	55%	56%	56%	54%	48%	41%	31%
Purdue	51%	50%	41%	43%	46%	52%	56%	62%
Rice	85%	84%	84%	73%	71%	78%	78%	84%
Rutgers	73%	76%	68%	65%	54%	46%	50%	51%
San Diego State	68%	59%	57%	46%	50%	61%	67%	69%
San Jose State	49%	46%	35%	24%	33%	33%	33%	31%

School	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
South Carolina	44%	47%	49%	47%	57%	58%	54%	55%
USF	41%	38%	42%	51%	52%	57%	38%	50%
USC	48%	48%	51%	52%	51%	54%	52%	50%
SMU	63%	62%	67%	73%	70%	73%	65%	63%
Southern Miss	60%	66%	73%	69%	70%	74%	73%	71%
Louisiana-Lafayette	59%	57%	55%	56%	55%	53%	53%	50%
Stanford	87%	84%	82%	85%	89%	91%	91%	88%
Syracuse	64%	67%	63%	65%	66%	64%	65%	75%
Temple	57%	59%	60%	52%	47%	41%	37%	37%
Tennessee	59%	56%	46%	41%	36%	38%	40%	36%
Texas A&M	62%	52%	50%	46%	47%	51%	53%	59%
TCU	74%	75%	67%	59%	62%	61%	67%	70%
Texas Tech	60%	64%	61%	59%	65%	63%	63%	65%
Texas	58%	57%	47%	44%	40%	32%	29%	31%
UTEP	53%	48%	49%	51%	44%	39%	37%	32%
Toledo	53%	51%	45%	43%	52%	58%	63%	64%
Troy	45%	58%	66%	65%	62%	57%	52%	53%
Tulane	57%	55%	52%	57%	58%	65%	71%	75%
Tulsa	60%	54%	58%	54%	52%	45%	39%	45%
Air Force*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Army*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Navy*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Utah State	55%	57%	50%	53%	43%	31%	42%	46%
Utah	60%	61%	57%	50%	47%	45%	47%	46%
Vanderbilt	70%	67%	71%	78%	81%	85%	86%	88%
Virginia Tech	60%	59%	67%	63%	65%	66%	62%	61%
Virginia	62%	60%	66%	61%	62%	65%	60%	71%
Wake Forest	78%	68%	65%	63%	67%	80%	86%	87%
Washington State	50%	61%	59%	58%	65%	58%	62%	62%
Washington	67%	69%	69%	61%	56%	55%	59%	64%
West Virginia	61%	56%	53%	51%	51%	56%	52%	52%
Western Kentucky	57%	52%	53%	54%	45%	48%	42%	44%
Western Michigan	59%	49%	49%	53%	51%	65%	69%	64%
Wisconsin	51%	54%	58%	58%	52%	51%	51%	50%
Wyoming	51%	47%	41%	44%	39%	43%	42%	46%
<b>AVERAGE</b>	<b>56.81%</b>	<b>55.84%</b>	<b>55.32%</b>	<b>54.77%</b>	<b>54.84%</b>	<b>55.12%</b>	<b>54.62%</b>	<b>54.15%</b>

\* These schools did not have a Federal Graduation Rate listed. As a result, they were not included in this study.

## APPENDIX C: Division 1A (FBS) Academic Progress Rates Table

("National Collegiate Athletic Association")

School	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Akron	933	924	927	926	920	927	931
<b>Alabama</b>	<b>970</b>	<b>963</b>	<b>957</b>	<b>955</b>	<b>944</b>	<b>942</b>	<b>916</b>
UAB	953	901	887	875	869	906	904
Arizona State	937	940	945	945	933	926	N/A
Arizona	951	951	940	924	902	883	N/A
Arkansas State	948	943	945	941	934	936	937
Arkansas	936	937	930	927	936	934	940
Auburn	943	940	935	949	953	967	981
Ball State	946	942	935	944	941	942	945
Baylor	956	951	945	930	938	940	941
Boise State	989	981	974	966	953	955	948
Boston College	977	971	967	970	972	976	982
Bowling Green	951	941	931	920	925	921	920
BYU	932	929	940	942	946	945	928
Buffalo	923	930	921	908	893	879	878
Fresno State	948	952	946	948	946	945	950
California	936	949	969	970	967	965	945
UCLA	956	956	953	948	941	931	915
UCF	974	971	972	960	937	928	907
Central Michigan	941	943	941	930	922	921	907
Cincinnati	939	936	950	947	939	941	930
Clemson	983	977	967	955	950	945	940
Colorado State	954	948	945	944	941	944	941
Colorado	938	929	920	929	929	934	948
UConn	963	953	949	951	950	963	974
Duke	989	986	983	980	977	978	975
East Carolina	952	943	941	932	922	921	909
Eastern Michigan	935	937	932	934	920	912	902
Florida Atlantic	930	920	919	913	915	914	914
Florida Internat'l	934	936	906	904	887	889	924
Florida State	937	932	927	932	954	952	959
Florida	972	976	971	963	962	961	966
Georgia Tech	974	966	967	957	951	959	948
Georgia	970	976	973	975	965	963	950
Hawaii	951	959	950	935	921	902	898
Houston	926	929	942	942	938	928	913
Idaho	934	923	908	905	904	924	931
Illinois	953	949	951	930	930	926	918
Indiana	964	966	969	957	950	943	931
Iowa State	938	932	926	935	927	930	933



School	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
Iowa	949	947	945	946	950	957	950
Kansas State	943	940	934	939	935	926	924
Kansas	971	952	952	941	919	918	N/A
Kent State	935	942	929	919	921	919	916
Kentucky	951	948	951	948	943	946	940
LSU	964	966	965	960	946	941	935
Louisiana Tech	946	944	939	934	921	916	908
Louisville	911	908	926	930	943	947	952
Marshall	951	947	950	939	926	927	914
Maryland	931	922	929	931	943	944	947
Memphis	932	940	953	948	955	954	950
Miami (OH)	967	970	970	966	965	960	964
Miami (FL)	980	979	978	977	969	966	956
Michigan State	943	938	941	931	926	922	907
Michigan	943	928	936	947	951	958	952
Minnesota	932	935	934	915	927	919	918
Mississippi State	959	952	939	933	924	921	929
Ole Miss	933	939	921	910	939	937	958
Missouri	972	967	958	951	939	934	930
North Carolina	943	955	957	947	947	948	943
Nebraska	966	958	950	950	941	935	922
UNLV	947	947	934	929	905	901	908
Nevada	949	943	946	945	934	920	914
New Mexico State	918	918	918	905	909	902	886
New Mexico	943	947	934	932	921	915	909
North Carolina St	931	929	937	933	941	942	933
North Texas	938	932	927	911	917	916	907
Louisiana-Monroe	917	908	902	906	912	905	922
Northern Illinois	987	987	975	947	930	914	905
<b>Northwestern</b>	<b>995</b>	<b>993</b>	<b>986</b>	<b>973</b>	<b>969</b>	<b>962</b>	<b>961</b>
Notre Dame	970	971	978	974	969	964	946
<b>Ohio State</b>	<b>988</b>	<b>985</b>	<b>975</b>	<b>968</b>	<b>942</b>	<b>928</b>	<b>925</b>
Ohio	949	950	953	949	944	938	936
Oklahoma State	928	942	945	939	935	924	920
Oklahoma	970	960	962	952	942	936	928
Oregon State	955	959	947	930	926	913	910
Oregon	948	941	942	935	921	912	900
<b>Penn State</b>	<b>971</b>	<b>972</b>	<b>974</b>	<b>976</b>	<b>964</b>	<b>960</b>	<b>957</b>
Pittsburgh	955	949	950	944	945	948	943
Purdue	950	939	930	926	920	915	910
Rice	986	983	987	979	975	976	971
Rutgers	982	988	992	980	977	971	961
San Diego State	949	934	931	914	889	888	N/A
San Jose State	959	931	910	888	865	858	N/A

<b>School</b>	<b>2010-11</b>	<b>2009-10</b>	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>	<b>2004-05</b>
South Carolina	966	954	938	929	921	913	911
USF	963	952	930	909	917	910	921
USC	947	952	965	956	948	947	929
SMU	941	939	947	947	945	943	944
Southern Miss	930	928	938	944	958	970	971
Louisiana-Lafayette	948	943	934	916	903	890	887
Stanford	977	977	976	984	986	984	995
Syracuse	950	946	947	956	955	958	961
Temple	959	937	926	891	868	858	837
Tennessee	931	937	944	949	948	938	926
Texas A&M	946	940	934	946	932	922	N/A
TCU	973	972	968	962	959	962	953
Texas Tech	946	944	944	935	928	931	928
Texas	937	941	947	939	942	944	931
UTEP	911	918	928	925	930	923	924
Toledo	960	943	934	908	892	885	853
Troy	930	932	940	945	930	928	916
Tulane	967	970	963	952	940	940	N/A
Tulsa	925	927	939	931	936	935	925
Air Force	980	978	988	983	976	975	967
Army	970	968	964	967	962	968	963
Navy	973	978	973	978	979	982	986
Utah State	959	946	938	931	926	924	912
Utah	966	956	949	954	944	949	954
Vanderbilt	978	977	975	969	959	955	957
Virginia Tech	968	955	940	932	929	928	935
Virginia	944	947	947	937	951	948	956
Wake Forest	973	971	966	966	964	966	970
Washington State	933	925	918	918	916	930	935
Washington	949	946	948	954	948	942	935
West Virginia	953	962	952	939	935	924	926
Western Kentucky	951	959	948	948	945	942	956
Western Michigan	954	963	956	932	921	900	878
Wisconsin	975	967	968	953	944	935	914
Wyoming	936	933	928	939	927	932	936
<b>AVERAGE</b>	<b>952.20</b>	<b>949.21</b>	<b>946.62</b>	<b>941.34</b>	<b>936.55</b>	<b>934.30</b>	<b>932.48</b>

## APPENDIX D: List of All-Americans

## Penn State All-Americans, 1966 – Present

Football: (“Penn State Nittany Lions All-America Selections.”)

Academic: (“Academic All-America All-Time List”)

<b>Football</b>		<b>Academic</b>	
<b>Name, Position</b>	<b>Year</b>	<b>Name, Position</b>	<b>Year</b>
Devon Still, DL	2011	Stefan Wisniewski, OL	2010
Aaron Maybin, DL	2008	Pete Massaro, DL	2010
Dan Connor, LB	2007	Chris Colasanti, LB	2010
<b>Paul Posluszny, LB</b>	<b>2006</b>	Stefan Wisniewski, OL	2009
<b>Paul Posluszny, LB</b>	<b>2005</b>	Josh Hull, LB	2009
Tamba Hali, DL	2005	Andrew Pitz, OL	2009
Larry Johnson, RB	2002	Stefan Wisniewski, OL	2008
LaVar Arrington, LB	1999	Gerald Cadogan, OL	2008
Courtney Brown, DL	1999	Josh Hull, LB	2008
Brandon Short, LB	1999	Andrew Pitz, OL	2008
Curtis Enis, RB	1997	Mark Rubin, DB	2008
<b>Jeff Hartings, OL</b>	<b>1995</b>	Gerald Cadogan, OL	2007
Ki-Jana Carter, RB	1994	<b>Paul Posluszny, LB</b>	<b>2006</b>
Kerry Collins, QB	1994	Tim Shaw, DL	2006
O.J. McDuffie, WR	1992	Nolan McCready, DB	2006
Shane Conlan, LB	1986	<b>Paul Posluszny, LB</b>	<b>2005</b>
D.J. Dozier, RB	1986	Andrew Guman, DB	2004
Sean Farrell, OL	1981	Dave Costlow, OL	2003
Bruce Clark, DL	1979	Joe Iorio, OL	2002
Bruce Clark, DL	1978	Jordan Caruso, OL	2000
Keith Dorney, OL	1978	Jordan Caruso, OL	1999
Chuck Fusina, QB	1978	Travis Forney, K	1999
Greg Buttle, LB	1975	<b>Jeff Hartings, OL</b>	<b>1995</b>
Mike Hartenstine, DL	1974	<b>Jeff Hartings, OL</b>	<b>1994</b>
John Cappelletti, RB	1973	Tony Pittman, DB	1994
<b>Bruce Bannon, DL</b>	<b>1972</b>	Craig Fayak, K	1993
John Skorupan, LB	1972	John Shaffer, QB	1986
<b>Dave Joyner, OL</b>	<b>1971</b>	Brian Siverling, TE	1986
Jack Ham, LB	1970	Lance Hamilton, DB	1985
<b>Dennis Onkotz, LB</b>	<b>1969</b>	Lance Hamilton, DB	1984
Mike Reid, DL	1969	Carmen Masciantonio, LB	1984
Dennis Onkotz, LB	1968	Harry Hamilton, LB	1983
Ted Kwalick, E	1968	Scott Radicec, LB	1983
		Todd Blackledge, QB	1982
		Harry Hamilton, LB	1982
		Scott Radicec, LB	1982

Mark Robinson, DB	1982
John Walsh	1980
Mike Gusman, RB	1979
Keith Dorney, OL	1978
Scott Fitzkee, WR	1978
Kurt Allerman, LB	1976
Chuck Benjamin, OL	1976
Chris Bahr, KS	1975
John Quinn, DL	1975
Dan Natale, OE	1974
Douglas Allen, LB	1973
Jack Balorunos, OL	1973
Mark Markovich, OL	1973
<b>Bruce Bannon, DL</b>	<b>1972</b>
Mark Markovich, OL	1972
<b>Bruce Bannon, DL</b>	<b>1971</b>
Gary Gray, LB	1971
<b>Dave Joyner, OL</b>	<b>1971</b>
<b>Dennis Onkotz, LB</b>	<b>1969</b>
Charlie Pittman, RB	1969
Rich Buzin, OL	1967
John Runnells, LB	1966

Players that appear on both lists are in **BOLD**. (5)

Alabama All-Americans, 1966 – Present

Football: (“Alabama Crimson Tide All-America Selections”)

Academic: (“Academic All-America All-Time List”)

Football		Academic	
Name, Position	Year	Name, Position	Year
<b>Barrett Jones, OL</b>	<b>2012</b>	<b>Barrett Jones, OL</b>	<b>2011</b>
Demarcus Milliner, DB	2012	<b>Barrett Jones, OL</b>	<b>2010</b>
C.J. Mosley, LB	2012	Greg McElroy, QB	2010
Chance Warmack, OL	2012	<b>Barrett Jones, OL</b>	<b>2009</b>
<b>Barrett Jones, OL</b>	<b>2011</b>	Colin Peek, TE	2009
Mark Barron, DB	2011	Kenny King, DL	2002
Dont’a Hightower, LB	2011	Malcolm Simmons, P	1983
Trent Richardson, RB	2011	Major Ogilvie, RB	1979
Terrence Cody, DL	2009	Lou Green, OL	1977
Javier Arenas, DB	2009	Wayne Hamilton, DL	1977
Mark Ingram, RB	2009	Danny Ridgeway, KS	1975
Mike Johnson, OL	2009	Randy Hall, DL	1974
Rolando McClain, LB	2009	Randy Hall, DL	1973

Terrence Cody, DL	2008	Dave McMakin, DB	1973
Antoine Caldwell, OL	2008	Kim Krapf, OL	1972
Andre Smith, OL	2008	<b>Johnny Musso, RB</b>	<b>1971</b>
Demeco Ryans, LB	2005	<b>Johnny Musso, RB</b>	<b>1970</b>
Chris Samuels, OL	1999	Carey Varnado, OL	1970
Kevin Jackson, DB	1996	Bob Childs, LB	1967
Antonio Langham, DB	1993	Steve Davis, K	1967
David Palmer, KR	1993		
John Copeland, DL	1992		
Eric Curry, DL	1992		
Philip Doyle, K	1990		
Keith McCants, LB	1989		
Derrick Thomas, LB	1988		
Cornelius Bennett, LB	1986		
Mike Pitts, DL	1982		
Tommy Wilcox, DB	1981		
E.J. Junior, DL	1980		
Jim Bunch, OL	1979		
Marty Lyons, DL	1978		
Ozzie Newsome, WR	1977		
Leroy Cook, DL	1975		
Leroy Cook, DL	1974		
Woodrow Lowe, LB	1974		
Buddy Brown, OL	1973		
John Hannah, OL	1972		
<b>Johnny Musso, RB</b>	<b>1971</b>		
Dennis Homan, E	1967		
Bobby Johns, DB	1967		
Cecil Dowdy, OL	1966		
Ray Perkins, E	1966		

Players that appear on both lists are in **BOLD**. (2)

Ohio State All-Americans, 1966 – Present

Football: (“Ohio State Buckeyes All-America Selections”)

Academic: (“Academic All-America All-Time List”)

Football		Academic	
Name, Position	Year	Name, Position	Year
<b>James Laurinaitis, LB</b>	<b>2008</b>	Brian Robiskie, WR	2008
Malcolm Jenkins, DB	2008	Brian Robiskie, WR	2007
<b>James Laurinaitis, LB</b>	<b>2007</b>	Anthony Gonzalez, WR	2006
<b>James Laurinaitis, LB</b>	<b>2006</b>	<b>James Laurinaitis, LB</b>	<b>2006</b>
Quinn Pitcock, DL	2006	Stan White, RB	2006

Troy Smith, QB	2006	Craig Kenzel, QB	2003
A.J. Hawk, LB	2005	Craig Kenzel, QB	2002
A.J. Hawk, LB	2004	Ben Hartsock, TE	2002
Mike Nugent, K	2004	Ahmed Plummer, DB	1999
Will Allen, DB	2003	Jerry Rudzinski, LB	1998
Mike Nugent, K	2002	Greg Bellisari, LB	1996
Mike Doss, DB	2002	Greg Bellisari, LB	1995
Matt Wilhelm, LB	2002	Leonard Hartman, OL	1992
Lecharles Bentley, OL	2001	Gregory Smith, DL	1992
Rob Murphy, OL	1998	Gregory Smith, DL	1990
Antoine Winfield, DB	1998	Joseph Staysniak, OL	1989
Andy Katzenmoyer, LB	1997	Joseph Staysniak, OL	1987
Orlando Pace, OL	1996	Michael Lanese, WR	1985
Shawn Springs, DB	1996	David Crecelius, DL	1984
Mike Vrabel, DL	1996	Michael Lanese, WR	1984
Orlando Pace, OL	1995	Anthony Tiuliani, DL	1984
Eddie George, RB	1995	David Crecelius, DL	1983
Terry Glenn, WR	1995	John Frank, TE	1983
Korey Stringer, OL	1994	John Frank, TE	1982
Dan Wilkinson, DL	1993	Joseph Smith, OL	1982
Chris Spielman, LB	1987	John Frank, TE	1981
Tom Tupa, P	1987	<b>Marcus Marek, LB</b>	<b>1980</b>
Chris Spielman, LB	1986	Ted Librizzi, DL	1977
Cris Carter, WR	1986	Jeff Logan, RB	1977
Keith Byars, RB	1984	Pete Johnson, RB	1976
Jim Lachey, OL	1984	Bill Lukens, OL	1976
<b>Marcus Marek, LB</b>	<b>1982</b>	Brian Baschnagel, RB	1975
Ken Fritz, OL	1979	Pat Curto, DL	1975
Tom Cousineau, LB	1978	Kenneth Kuhn, LB	1975
Tom Cousineau, LB	1977	William Lukens, OL	1975
<b>Chris Ward, OL</b>	<b>1977</b>	<b>Chris Ward, OL</b>	<b>1975</b>
<b>Chris Ward, OL</b>	<b>1976</b>	Brian Baschnagel, RB	1974
Bob Brudzinski, DL	1976	<b>Randy Gradishar, LB</b>	<b>1973</b>
Archie Griffin, RB	1975	Rick Simon, OL	1971
Tim Fox, DB	1975	Rex Kern, QB	1970
Ted Smith, DB	1975	Bill Urbanik, DL	1969
Archie Griffin, RB	1974	Mark Stier, LB	1968
Steve Myers, OL	1974	<b>Dave Foley, OL</b>	<b>1968</b>
Kurt Schumacher, OL	1974	<b>Dave Foley, OL</b>	<b>1966</b>
Randy Gradishar, LB	1973		
John Hicks, OL	1973		
<b>Randy Gradishar, LB</b>	<b>1972</b>		
Jim Stillwagon, DL	1970		
Jack Tatum, DB	1970		
Jim Stillwagon, DL	1969		

Jack Tatum, DB	1969
Jim Otis, B	1969
<b>Dave Foley, OL</b>	<b>1968</b>

Players that appear on both lists are in **BOLD**. (5)

Northwestern All-Americans, 1966 – Present

Football: (“Northwestern Wildcats All-America Selections”)

Academic: (“Academic All-America All-Time List”)

<b>Football</b>		<b>Academic</b>	
<b>Name, Position</b>	<b>Year</b>	<b>Name, Position</b>	<b>Year</b>
Damien Anderson, RB	2000	Jacob Schmidt	2011
Pat Fitzgerald, LB	1996	Patrick Ward	2011
Pat Fitzgerald, LB	1995	Zeke Markshausen, WR	2009
		Phil Brunner, OL	2008
		Jeff Backes, DB	2004
		Luis Castillo, DL	2004
		Jeff Backes, DB	2003
		Jason Wright, RB	2003
		Jason Wright, RB	2002
		Barry Gardner, LB	1997
		Ryan Padgett, OL	1995
		Sam Valenzisi, K	1995
		Ira Adler, K	1990
		Michael Baum, OL	1988
		Michael Baum, OL	1987
		Michael Baum, OL	1986
		Bob Dirkes, DL	1986
		Todd Krehbiel, DB	1986
		Brian Nuffer, RB	1986
		Jim Ford, OL	1980
		Kevin Berg, LB	1979
		Randolph Dean, WR	1976
		Randolph Dean, QB	1975
		Mitch Anderson, QB	1972
		Joe Zigulich, OL	1970
		Eric Hutchinson, DHB	1970

Players that appear on both lists are in **BOLD**. (0)

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