

d. Review and Promotion of Coaches and Physical Education Faculty Members

1) Regular PAT (first-year, fourth-year, and periodic) Review Materials

The following materials must be submitted to PAT for regular reviews.

The materials for regular PAT reviews are due in the Athletic Director's Office by 1 November and in the Provost's Office by 1 December.

- ~~Curriculum Vitae listing educational background, work experience, and any other relevant professional information~~ [Résumé listing relevant educational background, work experience, and major professional activities and achievements](#)
- Evaluation of coaching by the Athletic Director
- Evaluation of teaching Physical Education classes by the Chair of Physical Education [and/or evaluation of teaching by the chair of the unit in which the candidate teaches](#)
- Self-evaluation responding to criteria as follows:

FACULTY SELF-EVALUATION GUIDELINES FOR THE IWU ATHLETIC DEPARTMENT COACHES.

Submit two copies of your narrative response to these categories of professional responsibility: one to the Athletic Director and one to the Chair of the Physical Education Department.

This self-evaluation is for both physical education teaching and athletic coaching. It will be used by supervisors to help guide the development of the faculty member as a teacher and coach at Illinois Wesleyan and, when appropriate, it will provide useful information when recommendations for reappointment and advancement must be made. Faculty addressing these questions should provide a thoughtful self-assessment and self-reflection of their development and accomplishments in all three areas of evaluation, including strengths and areas of desired growth. [Part 1 is the most significant area of evaluation and should receive the most attention in your narrative, followed by Part 2 \(if applicable\), followed by Part 3.](#)

PART 1 – AREAS RELATED TO ATHLETIC COACHING

a) EFFECTIVENESS IN RECRUITING STUDENT-ATHLETES.

Evaluate your recruiting effectiveness for your sport(s) in terms of the incoming student-athletes' academic credentials. Critically evaluate your recruiting strategies for your sports in terms of identifying prospective student-athletes for Illinois Wesleyan University. Also, include your overall effectiveness in guiding and assisting the

prospective student-athlete in making his or her college choice.

b) THE ACADEMIC SUCCESS OF YOUR STUDENT-ATHLETES

AT IWU. Comment on the academic success of your student-athletes at IWU. Cite evidence of the academic achievements of your student-athletes. Examples could include: GPAs, university academic honors, Academic All-American honors, graduation rates, etc. Are there any identifiable problems hindering your student-athletes' combined success in the academic classroom and on the athletic fields? If so, do you have any suggestions for change that might enhance your student athletes' ability to succeed in both arenas?

c) THE QUALITY OF YOUR TEAMS AND YOUR COACHING

EFFECTIVENESS. Evaluate your teams with regard to the athletic skills and abilities of the student-athletes. Provide thoughtful assessment on your effectiveness in building teamwork and camaraderie among the student-athletes. Thoughtfully comment on your teams' success in College Conference of Illinois and Wisconsin (CCIW) and the National Collegiate Athletic Association (NCAA) Division III competition. Evaluate how successful you have been in motivating your teams to play to their potential. If you experimented with any new coaching approaches/techniques, evaluate how well they worked. If you work with other IWU coaches in coaching your teams, comment on your effectiveness in working cooperatively with your fellow coaches.

PART 2 – TEACHING IN PHYSICAL EDUCATION COURSES

List and describe courses taught and any significant contribution to other people's courses [at IWU](#). Provide a thoughtful self-assessment of your teaching, including strengths and areas of desired growth. If you experimented with any new pedagogical approaches or made substantial revisions in course content, evaluate how well these worked. While distinguishing between physical education activity courses, physical education theory courses, or other courses that you teach ([if applicable](#)), evaluate your classroom preparation, subject matter competence, classroom effectiveness, and overall ability to communicate the content and teach the skills of your discipline. If you teach physical education theory courses, provide a summary of student course evaluations along with your own reflections. In team teaching, evidence presented by the faculty member should specify the extent of each person's contribution.

PART 3 – PROFESSIONAL DEVELOPMENT AND SERVICE.

a) PROFESSIONAL DEVELOPMENT. List and thoughtfully evaluate your professional activities during the past year which might include publications; participation in coaching clinics, in professional conferences or in camps; giving speaking engagements to colleagues in the profession. Evaluate your continuing development of working relations with Illinois high school coaches in your sports, and with CCIW coaches in your sports. If relevant, comment on any continuing formal and informal education related to your development as a teacher of physical education courses. In general, consider how you see these activities contributing to your continuing development as a professional in your field.

b) SERVICE ON AND OFF CAMPUS. List and evaluate other service on campus. This might include working with the Development Office and/or Admissions Office, speaking to alumni groups, committee work, etc. Where appropriate, also include any community activities such as speaking engagements to civic groups or to groups of high school students, volunteer work with Special Olympics or related activities that reflect positively on the University by virtue of your prominence as a university coach.

~~PART 4 CONCLUSION~~

~~You may include relevant information encompassing assigned duties that you perform for the Athletic Department beyond teaching and coaching here.~~

~~If you are a candidate for advancement in rank, you should submit a conclusion that summarizes your case based on your achievements and their impact. You may also wish to submit additional evidence in the form of letters from colleagues in the Athletic Department that describe your contributions to the Department, letters from assistant coaches, and letters from others on campus with whom you have worked and who can evaluate your service on campus. Completion of Part 4 is optional for all other faculty.~~

Length of Candidate and Supervisor Evaluations

The candidate's entire self-evaluation narrative should not exceed 10 pages, 12-point, double-spaced. Supervisors' evaluations should not exceed 8 pages, 12-point, double-spaced.

2) Promotion Review Materials

The following materials must be submitted to PAT for promotion reviews. The calendar for submissions is the same as the calendar for faculty in academic areas: materials are due to the Athletic Director by 15 September and to the Provost's Office by 15 October.

- ~~Curriculum Vitae listing educational background, work experience, and any other relevant professional information~~ **Résumé listing relevant educational background, work experience, and major professional achievements**
- Self-evaluation following the criteria listed above, see Section IV.d.1, Faculty Self Evaluation Guidelines
- Evaluation of coaching by the Athletic Director
- Evaluation of teaching Physical Education classes by the Chair of the Physical Education Department **or evaluation of teaching by the chair of the unit in which the candidate teaches if applicable**
- Written comments from alumni (former players from teams coached **or supported** ~~and~~ **or** students from ~~physical education~~ courses taught **if applicable**) collected directly by the Provost's Office, using a uniform set of questions developed by PAT. Alumni selected to participate shall include some chosen randomly and some chosen by the faculty member. Evaluations from alumni shall be solicited in the following manner: Five alumni, both student-athletes and, **if applicable**, students, shall be chosen by the faculty member; fifteen alumni shall be chosen by a random process, by the Registrar's Office, from former student-athletes (13 alumni from teams coached) and, **if applicable**, from former students (2 alumni from physical education courses taught) of the previous six years. This list of fifteen shall be submitted to the faculty member. The faculty member then may eliminate as many as five names from the list, replacing former student-athletes with former student-athletes and, **if applicable**, former students with former students. The Registrar shall inform PAT of the academic record of all alumni solicited. **If the number of alumni is not sufficient to meet this requirement; the candidate, Athletic Director, Provost, and PAT may develop an alternative requirement on a case-by-case basis to be determined by April 1.**
- Interpretation and evaluation of the ~~faculty member~~ **candidate's** achievements and contributions from ~~four~~ **two** colleagues (college coaches/other professionals in high school and college athletics) of the ~~faculty member~~ **candidate's** choice outside the University. ~~Faculty members~~ **Candidates** should forward names of external evaluators to the Provost's Office in accordance with the Evaluation Calendar for Tenure and Advancement.
- Evidence of professional involvement in service activity on- and off-campus related to the area of professional expertise.

Length of Candidate and Supervisor Evaluations

The candidate's entire self-evaluation narrative should not exceed 40 pages, 12-point, double-spaced. Supervisors' evaluations should not exceed 8 pages, 12-point, double-spaced.

e. Review and Promotion of Athletic Trainer

1) Regular PAT (first-year, fourth-year, and periodic) Review Materials

The following materials must be submitted to PAT for regular reviews.

The materials for regular PAT reviews are due in the Athletic Director's Office by 1 November and in the Provost's Office by 1 December.

- ~~Curriculum Vitae listing educational background, work experience, and any other relevant professional information~~ **Résumé listing relevant educational background, work experience, and major professional achievements**
- **If applicable**, supervisor's evaluation of teaching physical education classes **or evaluation of teaching by the chair of the unit in which the candidate teaches**
- Supervisor's evaluation of athletic training responsibilities
- Self-evaluation responding to criteria as follows:

FACULTY SELF-EVALUATION GUIDELINES FOR THE IWU ATHLETIC TRAINER

Submit two copies of your narrative response to these categories of professional responsibility: one to the Athletic Director and one to the Chair of the Physical Education Department.

This self-evaluation is for both physical education teaching and athletic training. It will be used by supervisors to help guide the development of the faculty member ~~as a teacher and athletic trainer~~ at Illinois Wesleyan and, when appropriate, it will provide useful information when recommendations for reappointment and advancement must be made. Faculty addressing these questions should provide a thoughtful self-assessment and self-reflection of their development and accomplishments in all three areas of evaluation, including strengths and areas of desired growth.

PART 1 - AREAS RELATED TO ATHLETIC TRAINING – (Progress also evaluated by the Athletic Director)

a) EFFECTIVENESS IN SUPERVISING/COORDINATING

ATHLETIC TRAINING SERVICES FOR STUDENT-ATHLETES AND COACHES.

Evaluate your ability as an athletic training clinical educator to coordinate athletic training services at IWU with the athletic training students from the Accredited Athletic Training Education Program (ATEP) at ISU. Also include your effectiveness in providing a good clinical education experience for these students who need to acquire certain cognitive psychomotor competencies while they are under your supervision (see adjoining survey).

b) THE QUALITY OF YOUR ATHLETIC TRAINING SERVICES.

Evaluate your athletic training skills and abilities in the following domains:

1) athletic injury prevention (review by team physician); 2) athletic injury recognition, evaluation, and assessment (reviewed by orthopedic physician and team physician); 3) athletic injury emergency care (reviewed by team physician); 4) athletic injury treatment, rehabilitation, and reconditioning (reviewed by orthopedic physician and team physician); 5) organization and administration of Athletic Training Service, including budgeting and coverage of events (review by the Athletic Director).

PART 2 - IF APPLICABLE, TEACHING IN PHYSICAL EDUCATION OR OTHER COURSES (Progress also evaluated by the Chair of the Physical Education Department or chair of the unit in which the candidate teaches)

List courses taught and any significant contribution to other people's courses. If you experimented with any new pedagogical approaches or made substantial revisions in course content, evaluate how well these worked. *If applicable*, while distinguishing between physical education activity courses, physical education theory courses, and/or other courses, that you teach, evaluate your classroom preparation, subject matter competence, classroom effectiveness, and overall ability to communicate the content and teach the skills of your discipline. Also, include summaries of student evaluation with your own reflections. In team teaching, evidence presented by the faculty member should specify the extent of each person's contribution.

PART 3 - PROFESSIONAL DEVELOPMENT AND SERVICE (Progress also evaluated by the Athletic Director)

a) PROFESSIONAL DEVELOPMENT AND RESPONSIBILITY. It is noted that you must maintain Continuing Education Units for National Association of Athletic Trainers Certification and maintain your licensure. Comment on any continuing formal and informal education related to your development/certification/licensure as an athletic trainer and to your development as a teacher of physical education courses. List and evaluate any additional professional activities for the review period which might include publications; participation in athletic training clinics, in professional conferences or in camps; giving speaking engagements to colleagues in the profession. Comment about your continuing development of working relations with colleagues in your field. In general, provide a thoughtful assessment on how you see these activities contributing to your continuing development as a professional in your field.

b) SERVICE ON AND OFF CAMPUS. List and comment on other service on campus. This might include working with the Office of Advancement Office and/or Admissions Office, service on appointed or elected committees, speaking to alumni groups, committee work, etc. Where appropriate, also include any community activities such as speaking engagements to civic groups or to groups of high school students, volunteer work with Special Olympics or related activities that reflect positively on the University by virtue of your prominence as a university athletic trainer.

PART 4-CONCLUSION (IF APPLICABLE)- ASSIGNED DUTIES BEYOND TEACHING AND ATHLETIC TRAINING

You may include relevant information encompassing assigned duties that you perform for the Athletic Department beyond teaching and athletic training here.

~~If you are a candidate for advancement in rank, you should submit a conclusion that summarizes your case based on your achievements and their impact.~~

You may also wish to submit additional evidence in the form of letters from colleagues in the Athletic Department that describe your contributions to the department, letters from assistant coaches, and letters from others on campus with whom you have worked and who can evaluate your service on campus.

~~Completion of Part 4 is optional for periodic reviews.~~

Length of Candidate and Supervisor Evaluations

The candidate's entire self-evaluation narrative should not exceed 10 pages,

12-point, double-spaced. Supervisors' evaluations should not exceed 8 pages, 12-point, double-spaced.

2) Promotion Review Materials

The following materials must be submitted to PAT for promotion reviews. The calendar for submissions is the same as the calendar for faculty in academic areas: materials are due to the Athletic Director by 15 September and to the Provost's Office by 15 October.

- [Résumé listing relevant educational background, work experience, and major professional achievements](#)
- Self-evaluation following the criteria listed above, see Section IV.e.1, Faculty Self Evaluation Guidelines.
- Evaluation of athletic training by the Athletic Director.
- [If applicable](#), supervisor's evaluation of teaching physical education classes [or evaluation of teaching by the chair of the unit in which the candidate teaches](#)
- Written comments from alumni (former players worked with and, [if applicable](#), students from physical education courses taught) collected directly by the Provost's Office, using a uniform set of questions developed by PAT. Alumni selected to participate shall include some chosen randomly and some chosen by the ~~faculty member~~[candidate](#). Evaluations from alumni shall be solicited in the following manner: Five alums, both student-athletes and, [if applicable](#), students, shall be chosen by the faculty member; fifteen alumni shall be chosen by a random process, by the Registrar's Office, from former student-athletes (13 alumni from former players worked with) and, [if applicable](#), from former students (2 alumni from ~~physical education~~ courses taught) of the previous six years. This list of fifteen shall be submitted to the ~~faculty member~~[candidate](#). The ~~faculty member~~ [candidate](#) then may eliminate as many as five names from the list, replacing former student-athletes with former student-athletes and, [if applicable](#), former students with former students. The Registrar shall inform PAT of the academic record of all alumni solicited.
- Interpretation and evaluation of the faculty member's achievements and contributions from ~~four~~ [two](#) colleagues (~~college coaches/other professionals in high school and college athletics~~) of the faculty member's choice outside the University [with an appropriate professional distance from the candidate](#). Faculty members should forward names of external evaluators to the Provost's Office in accordance with the Evaluation Calendar for Tenure and Advancement.
- Evidence of professional involvement in service activity on- and off-campus related to the area of professional expertise.

Length of Candidate and Supervisor Evaluations

The candidate's entire self-evaluation narrative should not exceed 40 pages, 12-point, double-spaced. Supervisors' evaluations should not exceed 8 pages, 12-point, double-spaced.

Criteria for the Advancement of Coaches and Athletic Trainers (April, 2014)

A. Coaching or Athletic Training Responsibilities

Candidates for promotion as coaches should demonstrate their success in:

- Total development and administration of their sport in conjunction with the Statement of Philosophy – Varsity Athletics at Illinois Wesleyan University.
- Representing Illinois Wesleyan in a professional and ethical manner at athlete events while complying with CCIW and NCAA rules and regulations in their sport.
- Motivating their teams to play up to their potential. Success in the CCIW and NCAA contests would be viewed as objective evidence.
- Recruiting academically and athletically qualified athletes.
- Developing relationships and earning the respect of Illinois High School Coaches, their peers within the IWU Athletic Department, coaches in the CCIW conference and former players through alumni relations.

Candidates for promotion as *athletic trainers* should demonstrate their success in:

- Effectively supervising/coordinating Athletic Training Services for athletes and coaches, including working with, and providing a good clinical education experience for, athletic training students from the Accredited Athletic Training Program at Illinois State University.
- Providing quality Athletic Training Services in the following domains: athletic injury prevention; athletic injury recognition, evaluation, and assessment; athletic injury emergency care; athletic injury treatment, rehabilitation, and reconditioning; and the organization and the administration of Athletic Training Services.

B. IF APPLICABLE, Teaching Responsibilities. Coaches/athletic trainers with teaching responsibilities should demonstrate:

- Professional attitude toward their teaching responsibilities.
- Support the curriculum of the Physical Education Department and university's general education requirements.

- Display proper development and preparation for assigned courses.
- Supervision and administration of course content.
- Evaluation and recording of student's progress.

C. Professional Achievement. Candidates under consideration for promotion in rank must submit a more substantial review file. The interpretive and evaluative emphases should be on the faculty member's achievements (as opposed to development) in the categories of coaching and/or athletic training, teaching (where appropriate), scholarly achievement, and professional/University service. Among those activities that may be considered appropriate examples of scholarly and professional achievement are:

- Formal presentations at coaching clinics and/or professional meetings.
- Publication of articles in professional journals.
- Participation in CCIW conferences or NCAA committees.
- Active involvement in state, regional, or national coaching organizations.
- Involvement in on and off-campus service activities related to the coach's area of expertise.
- Maintaining essential licensure and Continuing Education Units for NATA Certification (athletic trainer).

Note: Each successive level of advancement will be held to progressively higher standards of expectation.

Rank of Professor

Successful candidates for promotion to Professor must have reached a level of professional distinction such that they have achieved recognition from colleagues both within the University and in the broader professional community. As coaches, athletic trainers, or as teachers, they must demonstrate the ability to work with students at all levels, challenging individuals of differing ability and motivation to develop their intellectual and/or athletic strengths. The **candidate** faculty member at this level must be a proven leader within the institution, serving as a role model for other faculty **and staff** and for students.