ADR LUNCHEON AND WORKSHOP:

CONDUCTING MEANINGFUL PERSONNEL EVALUATIONS FOR ATHLETICS
AGENDA

• Panel Introductions.
• Overview for Program.
• Lunch.
• Panel Presentations.
• Q&A/Discussion.
Introductions

• Introductions - Name, Institution (public/private, size and location)
  Size of Athletics Program.
• How would you describe your process for evaluation in athletics (i.e., institutional process only, etc... 360 approach, etc…)?
• What is the strongest element of the current system being used for athletics performance review?
• What changes/adaptations are you considering or what tips do you hope to get from this session? (may delete)
Panel Presentations

Elliott Strickland

Vice President for Student Affairs
Penn College
1. ADRs should report directly to the president.
2. Ongoing communication.
3. Presidential communication.
4. Engage at the campus level.
5. Engage Faculty Athletics Representatives.
6. Engage at the conference level.
7. Engage at the national level.
8. Shared practices and networking.
Why Evaluate Performance?

- Goal Setting
- Performance Review
- Performance Improvement Process

-Society for Human Resource Management (SHRM), Managing Employee Performance, 9/17/2015

- My opinion…
How Do We Evaluate?

• Instrument.
• Timing.
• Process.
• Recordkeeping.
Before We Evaluate…

• Job Description
• Institution/Division/Department Strategic Plan
• Ongoing Assessment
Panel Presentations

Shana Levine

Director of Physical Education and Athletics
Lewis and Clark University
What is culture

• Norms. “The way we do things around here.”
• No one can do what is expected, if they do not know what is expected of them.
• Culture has to be clear.
"What if we don't change at all ... and something magical just happens?"
CLASSROOM

Intentionally placed first as it is our top priority. The athletic department will create an environment that complements and supports our student-athlete’s academic endeavors.
COMPETITION

We strive to see success in the win/loss record. Equally, it means that we are representing our teammates, coaches and fellow Pioneers in a positive way through sportsmanship in competition.
CHARACTER
We strive to be a positive reflection on the department and College at all times by communicating appropriately and acting with integrity.

2018 CONVENTION  |  INDIANAPOLIS
Lewis & Clark Athletics will all contribute to the community through service, alumni engagement and fostering a positive, inclusive, and welcoming environment.
<table>
<thead>
<tr>
<th>What We See</th>
<th>Behaviors, systems, processes, policies</th>
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</thead>
<tbody>
<tr>
<td>What We Say</td>
<td>Ideals, goals, values, aspirations</td>
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<tr>
<td>What We Believe</td>
<td>Underlying assumptions</td>
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Panel Presentations

Bridget Belgiovine

Director of Athletics and Chair of PERA Department
Wellesley College
Teacher – Coach Faculty Model

- Integration of instructional objectives and athletics excellence that contribute to overall quality of educational experience for students;
  - NTT Faculty w/ Rank – “of the Practice” (AAUP designation)
  - Terminal degree=Masters
  - Ass’t Initial 3-yr + 4-yr; Promote to Assoc 5-yr and Promote to Prof 6-yr
Teacher – Coach Faculty Model

• Review process consistent with all faculty – articulation of department-specific guidelines – peer assessment (senior faculty) committee with recommendations forwarded to College Committee on Faculty Appointments.
Expectations

• Demonstrate *teaching effectiveness* in a variety of PE courses and coach successfully in an area of specialization;

• Help to *maximize the number and variety of physical activities* offered by the department;
Expectations

- Emphasize *development* - maintaining balance in teaching, coaching, department/college service; and

- Strive for *excellence*, in process and outcome of teaching-coaching paradigm.
Teacher-Coach Guidelines for Reappointment & Promotion

• Teaching/Coaching/Recruiting/Retention of S/A

• Professional Development - integrate new knowledge, skill and experiences into pedagogical and coaching goals and address developmental areas (alternative to doctoral degree &/or scholarly research)
Teacher-Coach Guidelines for Reappointment & Promotion

• **Service** to department, college and/or the profession (committee, presentations, NGB involvement)
Effectiveness of Teaching/Coaching
MAJOR IMPORTANCE & Highly Interactive

• **Recruitment & retention** of Student-Athletes is central;

• **Faculty visits** to classes, practice, competitions is essential;
Effectiveness of Teaching/Coaching
MAJOR IMPORTANCE & Highly Interactive

• **Student** mentoring, leadership development, conferences and projects is important to gain full appreciation of methods and approach to teaching/coaching; and

• **Informed and knowledgeable about the department expectations and support** – key to success.
Ongoing Communication

• Monthly 1v1 meetings with Sr. Associate Director of Athletics
• Monthly 1v1 meeting with Director (optional); Office wondering
• Preseason Discussion – Director & Sr. Associate
  - Team Report Doc – Roster; Team & Recruiting Goals & Action Steps
Ongoing Communication

• Postseason Debrief (Archive Doc) – Director & Sr. Associate
  – Season results (record, highlights/challenges; honors/awards); Status of Goals; Recruiting data; Team Service/Fundraising; Budget Needs; Overview of Support Services; SEQ assessment/feedback; Overall changes needed/Lessons Learned
Annual Conversations

• Annual **Self-Performance Conversation Document**
  - Coaching/Teaching highlights; areas of improvement; SEQ positive/negative threads
  - Recruiting highlights including yield & challenges
  - Completed professional development activities
  - College, Department and professional service
Annual Conversations

- Conversation(s) with faculty mentor throughout year

- Annual conversation with chair/director and representative from R&P committee followed by formal document for signature (add’l comments)
Annual Assessment Tools

• Annual update of *Resume or CV*;
• Annual update of *Activities Document* including professional development;
• Annual *Team Report*;
• Annual *Student Evaluation Questionnaires* (SEQs) athletics teams and physical education classes; and
• Annual *Self-Performance Document*
Assessment Tools for Reappointment & Promotion

- **Teaching/coaching observations** during appointment term;
- **Personal Statement** – Narrative framework of job performance, case for reappointment/promotion & insight into who you are as teacher-coach.
- **Unsolicited letters** from students, faculty, staff, alumnae;
- **External peer evaluations** (only promotion to full professor).
Q&A DISCUSSION