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**Coaching Track Personnel Practices**  
**[Supersedes PMs 77-13, 77-32, 79-28]**

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Persons appointed to coaching assignments are in instructional faculty positions. Assignments of persons in the **coaching track may include coaching, teaching or other related duties; persons in the tenure track may be given coaching assignments.** [Bold indicates Correction to PM 82-22].

Candidates are assigned to one of the following classifications, based on the size of the program, and whether or not the program is a major or minor sport. It has been determined by the President that at California State University Dominguez Hills the major sports are baseball, basketball (men's and women's), and volleyball (women's). The minor sports have been declared to be tennis (men's and women's), softball, badminton, golf, cross-country, and soccer.

Director of Athletics. Under general direction, is responsible for planning, directing, and coordinating a comprehensive intercollegiate athletic program at a State College or University. In some instances, coaching duties and responsibilities also may be performed.

Head Coach. Under general direction, performs the full range of coaching functions related to a fully developed intercollegiate athletic activity at a State College or University. Typically, positions in this class involve supervisory responsibilities over a number of subordinate personnel performing various coaching functions. A Head Coach's responsibilities include recruiting, fund raising, program development, and community relations.

Coach. Under general direction, performs a variety of coaching functions related to one of the sports in an intercollegiate athletic program at a State College or University. Positions in this class may involve responsibility for serving as a Head Coach in an intercollegiate athletic activity which is more limited than the activity typical of a Head Coach. Positions in this class also may involve responsibility for serving as a full assistant to a Head Coach.

Coaching Specialist. Under general direction, performs specialized coaching functions in support of a higher level person in a major program activity of an intercollegiate athletic program at a State College or University. In some instances, positions in this class also may involve the performance of functions of a Head Coach in an intercollegiate athletic activity which is more limited than the activity typical of a Head Coach or the position may involve the responsibility for serving as a full assistant to a Head Coach in such a program activity.

Coaching Assistant. Under direction, performs a variety of coaching functions related to one or more sports in the intercollegiate athletic program at a State college or University.

Criteria for Appointment. A University coaching member is best a teacher and a professional person who works within an institutional setting. Persons with coaching track appointments differ from those of many other instructional faculty appointments in some of the following ways:

- a. Academic preparation required for a coaching track appointment may vary; for example, a bachelor's degree may be acceptable and a master's degree is generally sufficient, while an earned doctorate is most often expected for the more traditional teaching tenure track appointments.
- b. Scholarly accomplishment in the form of subject matter research results is normally not expected of coaching track persons (however, other evidences of scholarship may be appropriate).

In the initial appointment of new coaching track members the following criteria are relevant and should be considered:

1. Indications of excellence in achievement or promise as a coach/teacher.
  - 1.1 The record of preparation and education in the candidate's area of specialization, including university degrees and other evidence.
  - 1.2 The record of experience in coaching.
  - 1.3 Application of knowledge and experience in all aspects of a particular sport.
  - 1.4 Reputable evidence of coaching competence provided by the candidate in the form of letters, evaluation records, or other means.
  - 1.5 The record of experience in teaching if this is applicable.
2. Indications of ability to work constructively in the professional environment. Although it is recognized that considerable latitude of judgment will be encountered, efforts should be made to obtain such information as the following:
  - 2.1 Judgments by colleagues and administrators of effectiveness of the candidate's

participation in the departmental, school, and university-wide affairs.

2.2 Evidence of involvement in sport clinics, recruiting of athletes, fund raising, public relations ability, and offices held.

3. Evidence of scholarship.

3.1 Dossiers provided by college or university placement services.

3.2 Additional recommendations provided by colleagues, department chairpersons, or other individuals who are familiar with the candidate's coaching abilities.

3.3 Publications (if any) such as articles, monographs, or books in the candidate's field of specialization or in related fields; significant presentations made to professional groups.

3.4 Grants, awards, fellowships, honors, or other recognition of scholarship.

In exceptional cases, the requirements listed above may be waived and special consideration may be given to other factors, such as, a national reputation as a coach in an intercollegiate sport or experience as a professional athlete in the sport the individual is to coach.

### **CRITERIA FOR SUBSEQUENT APPOINTMENT**

Inasmuch as each appointment on the coaching track is for one academic year (or less), each appointment for a second or subsequent year is technically a new appointment; however, it is reasonable to use the term reappointment in a pragmatic sense in referring to any successive appointment beyond the first. A change from one rank to another within the coaching track classification at the time of reappointment is similar both to a promotion and to a reclassification.

Criteria for reappointment to each subsequent year will consist of establishing evidence that the coach has fulfilled the expectations which led to her/his original appointment. In successive years, there should be evidence of actual accomplishments as well as indications of continuing professional and program growth.

The submission of annual Supplementary Faculty Information reports of accomplishments and "Perceived Coaching/Teaching Effectiveness" forms, together with evaluations supplied by the Athletic Director, the Department Chairperson if classroom teaching is involved, and the School Dean, are the basis upon which judgments are made about the quality of the coaching, teaching (if appropriate), scholarship, professional achievement, and constructive work within the professional environment. Any recommendation for advancement to a new class will be included in the "Promotion/Reclassification" review.

In order for a person to be subsequently appointed to a higher coaching assignment, evidence must be presented that justifies such an upgrade. The evidence would relate to: the criteria required for an original appointment to the coaching staff, the classification standards of the rank considered, the size of the program and whether or not it is a major or minor sport, as well as the overall performance of the individual involved.

### **Professional Performance Illustrations**

The following is a list of particulars which are illustrative of professional coaching achievement. Other evidence may be added.

1. Evidence of coaching performance.
  - 1.1 Student Evaluations of the coach<sup>1</sup>
  - 1.2 Summary of season record.
  - 1.3 Percentage of workload assigned to coaching.
  - 1.4 Samples of written material presented to athletes
  - 1.5 Methods of evaluating student athletes
  - 1.6 Ability to mold individual athletes into a team.
  - 1.7 Records of independent work and activities of the coach or his/her students beyond the usual requirements.
2. Evidence of teaching performance, if applicable.
  - 2.1 Student evaluations of teaching ability<sup>2</sup>
  - 2.2 Teaching materials such as sample course outlines, syllabi, or other materials the coach wishes to supply.
  - 2.3 Methods of evaluating students including sample examinations.
  - 2.4 Indications of the ability to fit course content and teaching strategies to the level and purpose of each course (e.g., general education, upper division, elective courses, sequential relation to the other courses).

2.5 Records of independent work and activities of the coach or his/her students beyond the usual requirements.

3. Evidence of Scholarship

3.1 Publications in journals or periodicals in the area(s) of specialization.

3.2 An outstanding regional, state, or national reputation in the field of specialty in at least one of the following examples: speaking, consulting, coaching, or other related activities.

3.3 Active participation through papers, panels, symposia in meetings, clinics, and conferences of professional organizations.

3.4 Significant activity in the leadership of athletic and professional organizations such as holding office, committee membership, etc.

3.5 Recipient of significant awards, commissions, prizes, honors, or grants.

4. Evidence of Effective Functioning in the Institution/Community and Professional Involvement

4.1 Effective participation and contributions as a member of departmental interdisciplinary, school, university-wide, and system-wide committees.

4.2 Effectiveness in student advisement.

4.3 Participation in student activities as sponsor or adviser.

4.4 Availability for consultation with students.

4.5 Represents the university in community groups or agencies (other than those of a purely social nature) e.g., speeches, clinics, fund raising, public relations, recruiting of athletes.

In the application of the criteria above, care is to be exercised to assure that evaluations and recommendations are based only on professional competence and professional performance.

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**PM 80-22  
(Correction)  
0/3/80  
President Donald R. Gerth**

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**Correction: PM 80-22 dated September 5, 1980  
Coaching Track Personnel Practices**

There are three details to the correction of PM 80-22 dated Sept. 5, 1980 that need to be observed.

1. In addition to superseding PM 77-13, it also supersedes PM 77-32 dated Nov. 9, 1977 and PM 79-28 dated Oct. 26, 1979.
2. There is an error of substance in the first paragraph. The second sentence should read  
"Assignments of persons in the coaching track may include coaching, teaching or other related duties; persons in the tenure track may be given coaching assignments."
3. Dean Harris has provided the multiple choice Perceived Coaching Effectiveness form and a copy of this is attached.

**Coaching Faculty--Perceived Coaching Effectiveness**

**Instructions**

You are asked to judge the effectiveness of your coaching faculty. Please bear in mind that major consideration is given to student evaluation in the continued retention and promotion of coaches in this university. We would therefore appreciate careful evaluation in rating effectiveness by marking the appropriate number on the one-to-five point scale.

NOTE: This evaluation is not an evaluation of the intercollegiate athletic program. It should reflect only your interaction with your coach.

1. Circle the appropriate answer in the columns to the right of each question.
2. Only one response per question is allowed.
3. To change a response please erase completely.
4. On a separate sheet space is provided for further evaluative comments of your own.

Strongly Strongly  
Agree    Neutral    Disagree    Disagree    Agree

1. Coach has command of the sport.  
4                      5                      1                      2                      3
2. Coach expresses himself//herself clearly.  
5                      1                      2                      3                      4
3. Coach is available to students for help outside of practice sessions.  
4                      5                      1                      2                      3
4. Coach exhibits a serious desire to coach student-athletes.  
3                      4                      5                      1                      2
5. Coach effectively uses practice sessions to enhance learning  
3                      4                      5                      1                      2
- 6.The sport has contributed significantly to my personal growth.  
4                      5                      1                      2                      3
7. Coach challenges me to think.  
4                      5                      1                      2                      3
8. Coach shows enthusiasm for this sport.  
5                      1                      2                      3                      4
9. I would recommend a potential student-athlete to play under this coach.  
4                      5                      1                      2                      3
10. Taking this course has motivated me to learn more about this area.  
4                      5                      1                      2                      3
11. The coach encourages the student-athlete to maintain academic excellence.  
5                      1                      2                      3                      4

12. Optional question.				1	2
3	4		5		
13. Optional question				1	2
3	4		5		
14. Optional question.				1	2