



**DEPARTMENT OF THE NAVY**  
UNITED STATES NAVAL ACADEMY  
OFFICE OF THE ACADEMIC DEAN AND PROVOST  
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ACADEMIC DEAN AND PROVOST INSTRUCTION 12335.2

From: Academic Dean and Provost

Subj: CRITERIA FOR THE ACADEMIC PROMOTION OF PHYSICAL EDUCATION  
DEPARTMENT FACULTY

Ref: (a) USNA Faculty Handbook  
(b) ACDEANINST 12335.1

Encl: (1) Physical Education Department Academic Promotion Criteria

1. Purpose. To publish criteria for the academic promotion of Physical Education Department faculty.
2. Background. References (a) and (b), as amended and updated, provide the basic guidelines for all actions affecting the promotion, reappointment, tenure, and non-renewal of contract for the civilian faculty and are the source documents for this instruction. Because of the unique responsibilities of the Physical Education Department faculty, special criteria must be applied in assessing their fitness for academic promotion.
3. Action. These criteria will be applied in the reappointment, academic tenure and promotion of Physical Education Department faculty and will be integrated into the next edition of reference (a).

A handwritten signature in black ink, appearing to read "W. C. Miller".

W. C. MILLER

Distribution:

F  
Commandant of Midshipmen  
Director of Athletics  
Pres, Faculty Senate

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## PHYSICAL EDUCATION DEPARTMENT PROMOTION CRITERIA

1. The dual responsibility of teaching the Naval Academy Physical Education curriculum and coaching intercollegiate sports requires an impressive array of qualifications and talents in support of the Academy's Mission. This is particularly true because significant portions of that mission relate directly to physical and character development. The career path for successful Physical Education Department faculty members is therefore tailored to meet curriculum, sport and character development goals supportive of the Naval Academy Mission:

To develop midshipmen morally, mentally, and physically and to imbue them with the highest ideals of duty, honor and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizen, and government.

2. Physical Education Department faculty members must demonstrate specific levels of performance, and the promise of future professional growth, in the areas of teaching, professional development and achievement, and service.

a. **Excellence in Teaching.** Excellence in teaching is foremost in importance for promotion within the Physical Education Department. Outstanding teaching within the Physical Education curriculum and coaching success are considered equivalent achievements. The ultimate measure of a teacher is the ability to convey new knowledge and stimulate students' motivation to achieve their highest potential. Coaching is an excellent measure of a teacher's ability to educate midshipman-athletes and stimulate them to strive for excellence through hard work, dedication and perseverance. USNA athletes and coaches are known for their selfless devotion to team goals and dedication in aspiring to excellence. Coaching excellence and teaching excellence complement and reinforce one another. Physical Education faculty are expected to demonstrate levels of teaching excellence commensurate with their academic rank and level of teaching responsibilities. All Physical Education faculty must demonstrate outstanding ability to communicate specific expertise to students in their areas of specialization and a willingness to apply teaching skills in other Physical Education curriculum areas.

(1) Instructor. Faculty hired in the rank of Instructor typically will have achieved significant stature as athletes or gained recognition as secondary school teachers and coaches. The individual must demonstrate excellent potential for development into an outstanding college teacher and coach.

(2) Assistant Professor. Successful applicants for Assistant Professor will demonstrate the talent, knowledge, and expertise to achieve a regional or national reputation in their particular areas of

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specialization. In most cases, they will, in addition, assume leadership of instructional drills and will be fully capable of conducting the most difficult and challenging of these events.

(3) Associate Professor. Successful candidates for Associate Professor will have attained at least a regional reputation as an authority in their individual areas of specialization. Regional recognition may be identified through such activities as publication in sport-specific journals and invitations to speak or provide demonstrations at specific sporting clinics, workshops, and seminars. Depending on the circumstance, they may also exhibit their ability to mentor younger faculty effectively and assume leadership positions in teaching the Physical Education curriculum and will support Yard-wide institutional initiatives.

(4) Professor. Successful candidates for the senior faculty rank of Professor will have proven themselves through national recognition as coaches and through sustained dedicated and distinguished service to the Naval Academy and to their discipline. Such careers, typically, are highlighted by the professional stature candidates for Professor will have achieved as outstanding teacher-coaches in their particular disciplines. National recognition and stature among peers can be demonstrated through successful team performance and proven effectiveness as a teacher-coach at the Naval Academy. Outstanding performance as teacher, coach, and role model for the balance of the candidate's Naval Academy career can be inferred from his/her record of sustained accomplishment and service to date.

b. **Excellence in Research and Professional Achievement.**

Scholarly achievements, appropriate to the discipline, contribute to a faculty member's professional growth. Appointment to the Naval Academy Physical Education Department faculty brings with it significant visibility in the larger athletic community. Continuing professional development and active involvement in professional activities enhances the proficiency of Physical Education Department faculty members in their areas of specialization. Professional involvement will be distinguished by publication in journals; coaching recognition; sustained team performance; leadership in regional and national coaches associations; attendance at professional association meetings; presentations at regional and national coaches events; and special presentations in regional, national, and international workshops. Required professional qualifications for each rank follow.

(1) Instructor. Minimum of a bachelor's degree (ideally in Physical Education), with a master's degree preferred; significant achievement as an athlete in the area of specialization and/or prior coaching or teaching experience at the high school or, preferably, at the college level; demonstrated potential for development as an outstanding teacher and coach; established reputation for outstanding character and integrity. Key ingredients for appointment as an Instructor include potential for further professional growth and collegiality.

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(2) Assistant Professor. Same academic degree, athletic expertise, and character requirements as a Physical Education Instructor. Significant college level teaching and coaching experience and demonstrated potential for achieving a regional and national reputation as a teacher-coach. Professional stature will be demonstrated by peer recognition of coaching, proficiency at discipline-related speaking opportunities, published articles, and potential for leadership roles in professional associations. Potential for leadership in areas of the Physical Education curriculum should be evident.

(3) Associate Professor. Same academic degree, athletic expertise and character requirements as for a Physical Education Assistant Professor. Qualifications for promotion will include, but are not limited to, sustained performance as an outstanding coach and classroom teacher, at least regional recognition within the area of specialization as evidenced through participation in developmental programs, and entry-level leadership roles in professional organizations, guest lecturer at regional and national level workshops, seminars, and/or sports clinics, as well as publication in specialized journals. Successful candidates for Associate Professor also will be responsible for a major portion of the USNA Physical Education or intercollegiate athletic sports program. Program areas of responsibility must have achieved and maintained a reputation for personal and group excellence as a result of the candidate's leadership and professional competence. The successful candidate for Associate Professor in Physical Education must be recognized as a faculty member making a significant contribution to the success of the mission of the Naval Academy.

(4) Professor. Successful candidates must have significant experience and national stature as a head coach or administrator of some phase of the USNA Physical Education curriculum and/or intercollegiate sports program. National reputations will be documented by sustained excellence of intercollegiate sports teams, national leadership positions in professional organizations, national coaching recognition, presentations at national seminars and/or workshops, professional publications, and a reputation reflecting credit upon the Naval Academy. Successful candidates will also have contributed significantly to accomplishing the Naval Academy Mission over a sustained period. Service in support of accomplishing the Naval Academy Mission is a lasting achievement that extends beyond the professional stature and won-loss record of any Physical Education Department teacher or coach.

c. **Faculty Excellence in Service.** Physical Education Department faculty members serve visible and influential roles in molding the lives and careers of midshipmen. Consequently, it is essential that Physical Education Department faculty members provide the expertise and leadership essential for the achievement of the broader goals of the Naval Academy. Service to the Naval Academy will be evinced by a faculty member's willingness to accept administrative tasks, as well as effectiveness in completing these tasks; support of the overall Naval Academy Mission; cooperation with others; and by initiative, creativeness, and constructive planning. It is important that

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Physical Education Department faculty exemplify the concept of service to midshipmen and others at the Naval Academy. Evidence of service will frequently be reflected in activities both within and outside the Physical Education Department. Because of the pressing concerns for junior faculty members to develop professional stature as teachers and scholars in preparation for their tenure review process, expectations of junior faculty in the area of institutional service will generally be limited.

(1) Instructor. As entry-level faculty members, instructors are not expected to assume leadership in departmental or yard-wide service initiatives. Instructors can demonstrate their willingness to participate in service-oriented tasks by appearing at Department and Yard-wide events.

(2) Assistant Professor. Depending on individual seniority and circumstances, it may be necessary for Assistant Professors to acclimate to the Naval Academy before pursuing service-related initiatives. Nonetheless, service at the Assistant Professor level can be effectively reflected through, but is not limited to, counseling of midshipmen toward academic, social, moral, physical, and leadership maturity; completion of administrative tasks in a professional and timely manner with a minimum of outside assistance; cooperation with others; and a willingness to volunteer for departmental responsibilities.

(3) Associate Professor. Associate Professor candidates at the Naval Academy are expected to be active participants in Academy activities. In addition, it is critical that these candidates assume leadership roles in support of selected Naval Academy initiatives. Specific service initiatives in which Associate Professor candidates demonstrate their leadership may be within the Physical Education Department or Yard-wide. Within the Department, successful faculty candidates for Associate Professor will have contributed to curriculum development, instructional committees and the accomplishment of the overall Naval Academy Mission.

(4) Professor. Candidates for the senior academic rank of Professor should be recognized as positive and effective leaders within the Department, the Naval Academy, and the profession. Successful candidates for Professor will have contributed significantly to professional, institution and Department initiatives that result in lasting improvements. Successful candidates also will have demonstrated increasing leadership roles in the accomplishment of administrative tasks within the Department, the Academy and the profession. They will have exhibited the potential and willingness to mentor junior faculty. Finally, successful candidates for the rank of Professor will have exhibited sustained support for the Naval Academy by contributing to the accomplishment of the overall Mission while demonstrating a positive attitude and cooperating with others.