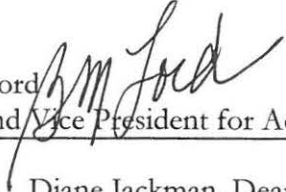


**EASTERN ILLINOIS UNIVERSITY**

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

Blair M. Lord  
Provost and Vice President for Academic Affairs



217-581-2121  
blord@eiu.edu

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To: Diane Jackman, Dean, College of Education and Professional Studies

Date: April 22, 2013

Subject: DAC Revision Approval; Department of Recreation Administration

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Consistent with Article 8.7.c. of the *2012-2016 EIU-UPI Unit A Agreement (Agreement)*, the attached revised statement of Departmental Application of Criteria (DAC) is approved. This approval is consistent with your recommendation and is effective for evaluations commencing in January, 2014. Additionally, any reading of the DAC shall be consistent with the *Agreement* or its successor agreement(s).

I note with appreciation that the department faculty amended the DAC in consideration of the previous review comments. The department is asked to continue to consider the relative importance of peer-reviewed scholarship in the area of research/creative activity.

Thank you for your conscientious work during the DAC revision process. It is very much appreciated as is the engagement of the Department of Recreation Administration in the discussion and consideration of the DAC revision. The department is encouraged to continue to include in its various discussions the academic goals that have been articulated for the University.

attachment: Revised DAC; Department of Recreation Administration

cc: Chair, Department of Recreation Administration (with attachment)

**DEPARTMENT OF RECREATION ADMINISTRATION  
DEPARTMENTAL APPLICATION OF CRITERIA (DAC)**

Evaluations of Department of Recreation Administration faculty members for the purpose of retention of nontenured personnel, tenure, promotion, or professional advancement increases (PAI) shall be based upon University criteria in the three performance areas, which are, in order of priority: (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, and (3) Service.

Items listed in each category of the DAC as criteria for evaluation shall be considered illustrative and not exhaustive, and not necessarily specifically required unless mandated by the EIU-UPI faculty agreement, so long as a candidate provides a body of accomplishments appropriate to a given level of achievement.

One must fulfill the evaluation requirements of the preceding Category(s) for all areas of Primary Duties (Teaching/Performance, Research/Creative Activity, and Service). For example, in order for a faculty member to be considered to have fulfilled the Superior performance in the area of teaching/performance of primary duties (Category III), Category II and Category I must also be fulfilled.

Annually contracted faculty will be evaluated only in the area of teaching/performance of primary duties.

A. Teaching/Performance of Primary Duties

1. Categories of Materials and Activities

Category I: Satisfactory performance in the area of teaching/performance of primary duties includes but is not limited to:

- a. Satisfactory evaluation by at least one REC peer (instructors within department) and one department chair submitted per semester of an evaluation year (1 Peer, 1 Chair per year for tenured faculty) on the departmental Peer/Chair Evaluation Form. See Appendix D for classroom-based course evaluation. See Appendix E for distance learning evaluation. Each evaluation must represent a different lecture/presentation.
- b. Assumes responsibility of student advisement and receives at least an overall average of Satisfactory on all advisement evaluation forms completed and returned by students. See Appendix F.
- c. Other materials deemed pertinent for the evaluation process by the Department Personnel Committee (DPC) and the Chair. Refer to the Materials and Activities List.
- d. Student evaluations from at least two courses each semester with a total item average, generally, of 3.0 per course (out of 5.0). The approved university core evaluation items will be used for classroom-based and distance learning courses. See Appendix A. For instructional use of approved university core evaluation(s) see Appendix B. For instructional use of approved Student Review of Distance Learning Course evaluation see Appendix C.

Category II: Highly effective performance in the area of teaching/performance of primary duties includes, but is not limited to:

- a Highly effective evaluation by at least one REC peer (instructors within Department) and one department chair submitted per semester of an evaluation year (1 Peer, 1 Chair per year for tenured faculty) on the departmental Peer/Chair Evaluation Form. See Appendix D for classroom-based course evaluation. See Appendix E for distance learning course evaluation. Each evaluation must represent a different lecture/presentation.
- b. Assumes responsibility of student advisement and receives at least an overall average of Highly effective on all advisement evaluation forms completed and returned by students. See Appendix F.
  - c. Other materials deemed pertinent for the evaluation process by the DPC and the Chair. Refer to the Materials and Activities List.
  - d. Student evaluations from at least two courses each semester with a total item average, generally, of 3.6 per course (out of 5.0). The approved university core evaluation items will be used for classroom-based and distance learning courses. See Appendix A. For instructional use of approved university core evaluation(s) See Appendix B. For instructional use of approved Student Review of Distance Learning Course evaluation see Appendix C.

Category III: Superior performance in the area of teaching/performance of primary duties includes, but is not limited to:

- a. Superior evaluation by at least one REC peer (instructor within department) and one department chair person submitted per evaluation year on Peer/Chair Evaluation Form. See Appendix D for classroom-based course evaluation. See Appendix E for distance learning course evaluation. Each evaluation must represent a different lecture/presentation.
- b. Assumes responsibility of student advisement and receives at least an overall average of Superior on all advisement evaluation forms completed and returned by students. See Appendix F.
- c. Other materials deemed pertinent for the evaluation process by the DPC and the Chair. Refer to the Materials and Activities List.
- d. Student evaluations from at least two courses each semester with a total item average, generally, of 4.0 per course (out of 5.0). The approved university core evaluation items will be used for classroom-based and distance learning courses. See Appendix A. For instructional use of approved university core evaluation(s) see Appendix B. For instructional use of approved Student Review of Distance Learning Course evaluation see Appendix C.

Teaching Materials and Activity List: (Items listed are grouped into similar categories from basic teaching duties to more advanced or extra tasks, some of which are voluntary and available to all faculty and some which are not; one must refer to Category III. C. above )

- Syllabi demonstrating course organization (Includes explanation of the grading process)
- Selecting and procuring books, films and other materials for classroom use
- Development of audio-visual materials for classroom use
- Field Trips are planned when feasible
- Qualified resource persons are used in courses
- Use of technology and innovative teaching techniques
  
- Teaching load (courses per semester, students per course, # of different preps across year)
- Advising Load
- Supervisor of independent studies
- Fieldwork/Internship supervision (only items 1-5; Appendix G)
- Development of web enhanced or web based course
- Attend workshop, conferences and courses with emphasis on improved teaching
- Other student engagements, including mentoring, recruitment and off-campus instruction
  
- Activities related to curriculum revision and development
- New course proposals
- Development of study abroad, study away courses
- Teaching awards for teaching or performance of primary duties
- Serving on graduate student committees
- Interdisciplinary, interdepartmental, intercollegiate and interagency efforts related to teaching
  
- Union duties, responsibilities, and projects when they relate to teaching/primary duties category

## B. Research/Creativity Activity

### 1. Categories of Material and Activities

Category I: Satisfactory performance in the area of research/creative activity includes, but is not limited to the following:

- a. Holding membership in at least one professional organization pertinent to recreation where research or creative activities are conveyed.
- b. Attendance at professional meetings, webinars, workshops, conferences or conventions at the regional, state, national or international level deemed pertinent to the faculty member's academic area.
- c. Other material deemed pertinent for the evaluation process by either the DPC and the Chair. Refer to The Research/Creative Activity Materials and Activities List.

Category II: Significant performance in the area of research/creative activity includes, but is not limited to the following:

- a. Contribution to leisure/recreation professional organizations through papers, reports, or participation on committees.
- b. Registered attendance and satisfactory completion of short courses and continuing education programs appropriate for the leisure/recreation profession.
- c. At least one item from the Research/Creative Activity Materials and Activities List.
- d. Other material deemed pertinent for the evaluation process by the DPC and the Chair. Refer to The Research/Creative Activity Materials and Activities List.

Category III: Superior performance in the area of research/creative activity includes, but is not limited to the following:

- a. Plan and/or present a seminar, workshop, or presentation to students or professionals at the regional, state, national or international level related to the field.
- b. Publication in journals, magazines, book chapters and books related to the leisure/recreation profession.
- c. At least two items from the Research/Creative Activity Materials and Activities List.
- d. Other material deemed pertinent for the evaluation process by the DPC and the Chair. Refer to The Research/Creative Activity Materials and Activities List

Research/Creative Activity Materials and Activities List (Items listed are grouped into similar categories from basic research tasks to more advanced or extra tasks, some of which are voluntary and available to all faculty, some which are not; one must refer to Category IIIId. above)

- Professional development related to research/creative activity
- Attend workshop, conferences etc. related to Research/Creative Activity
  
- Developing programs, reports, special events, workshops related to the profession
- Presentations (conferences, seminars or workshops related to the profession)
- Poster Presentations

- Panel presentations pertinent to the profession
  
- A grant written and submitted to a local, state, or national funding source related to the profession
- Professional Publications
- Refereed publications
- Author Book / Book Chapter
  
- Reviewing journals articles or other reviews
- Editor/Associate Editor for journals in the field
  
- Developing software in the field
- Research/Works in progress(can use one time)
- Completed research or sabbatical projects
  
- Auditing a course relevant to research in the leisure/ recreation field
- Completing Technology or software training
  
- Fellowships
- Citation in published works
- Research/creative activity awards
- Interagency efforts related to research and creative activity, including interdisciplinary, interdepartmental and intercollegiate efforts
- Union duties, responsibilities and projects when they relate to the Research/Creative Activity area.
- ~~Grant writing activity related to the profession~~  
Development of Accreditation reports
- ~~Professional consultations~~

## C. Service

### 1. Categories of Materials and Activities

Category I: Satisfactory performance in the area of service includes, but is not limited to the following:

- a. Attendance at and participation in department meetings.
- b. Serves on two departmental committees.
- c. Serves on a college or university committee.

Category II: Significant performance in the area of service may include, but is not limited to the following:

- a. Serves on at least one department, and college or university committees.
- b. Serves as a committee member of a local, regional, state or national association related to the field.
- c. Other material deemed pertinent for the evaluation process by the DPC and the Chair. Refer to the Service Materials and Activities

Category III: Superior performance in the area of service may include, but is not limited to the following:

- a. Member of at least one department, college or university organization/committee which involves extensive commitment of time.
- b. Hold committee membership serving as an officer in a professionally related organization.
- c. Professional participation and contribution to one community wide organization related to the field.
- d. Other material deemed pertinent for the evaluation process by the DPC and the Chair. Refer to the Service Materials and Activities List.

Service Materials and Activity List (Items listed are grouped into similar categories from basic service duties to more advanced or extra tasks, some of which are voluntary and available to all faculty and some which are not; one must refer to Category III. d. above )

- Advise student organization
- Attend Department Advisory Committee Meeting
- Participates in Faculty Fellows or similar programs
- Engage in student recruitment
- Inventory and/or maintain departmental equipment
- Serve on Awards committee
- Attendance at major club functions when faculty are invited
  
- Provide consultation service to a recreation related agency
- Plan or assist with workshops, conventions, serve on boards
- Volunteer services related to professional expertise
- Development of Accreditation Reports
  
- Service Awards
- Union duties, responsibilities, and projects related to the Service category

- Service on local, department, college or university committee
- Committee membership in a regional, state, or national association related to the field
- Department or College related development of technologies (Ex; Web Development)



EASTERN ILLINOIS UNIVERSITY  
 COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
 DEPARTMENT OF RECREATION ADMINISTRATION

Approved University Core Items for Student Evaluations (**Appendix A**)

- Strongly Agree(SA)            5
- Agree(A)                        4
- Undecided(U)                 3
- Disagree(D)                  2
- Strongly Disagree(SD)       1

	SD	D	U	A	SA
1. The instructor demonstrates command of the subject matter or discipline.	1	2	3	4	5
2. The instructor effectively organizes knowledge or material for teaching and learning	1	2	3	4	5
3. The instructor is readily accessible outside of class*	1	2	3	4	5
4. The instructor presents knowledge or material effectively	1	2	3	4	5
5. The instructor encourages and interests students in the learning process	1	2	3	4	5

\*the instructor is available during office hours and appointments for face-to-face sections or electronically for technology delivered sections.

EASTERN ILLINOIS UNIVERSITY  
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF RECREATION ADMINISTRATION

Departmental Procedure Form: Student Evaluation For Courses (**Appendix B**)

Policy: Student evaluations are to be administered, collected, and delivered to the department office by an individual other than the faculty member. The faculty member should not be present in the classroom when the evaluation is being administered.

Procedures:

1. The faculty member is responsible for the following: a) provide #2 pencils, b) allow sufficient time for the evaluation, c) address the envelope to the "Testing Center," d) select an appropriate individual(s) to administer the evaluation, e) provide that individual with all evaluation materials, and f) review responsibilities for administering the evaluation as outlined below (procedure 2).
2. It is the responsibility of the person(s) administering the evaluation to:
  - a. Pass out response sheets, question sheets, and #2 pencils.
  - b. Ask students to read the printed instructions on their response sheets.
  - c. Remind students to fill in the "Instructor Code" on their response sheets. This four digit number is found in the upper right corner of their question sheets. Write the number on the board.
  - d. Collect all response sheets, question sheets, and pencils.
  - e. Separate the used and unused student response sheets with this instruction sheet and place them in the same envelope in which you received them.
  - f. Return this sheet (Departmental Procedure Form: Student Evaluation for Courses) and pencils to 1110 McAfee. Place the envelope of response sheets in any Campus Mail tray. Give the pencils and question sheets to the secretary.
3. All the student evaluations from any one section or course must be included in evaluation materials submitted, either in a summary or as an inclusive package.
4. The faculty member shall be responsible for maintaining copies of all student evaluations to be used in evaluation portfolios and shall be provided copies to evaluators upon request. Student evaluation should be kept for the duration of any applicable evaluation period. Keep all evaluations for tenure and five years for promotion and/or PAI.
- ~~5. A faculty member who has been employed full time for at least two years does not see these evaluations until the semester following the completion of this course.~~

EASTERN ILLINOIS UNIVERSITY  
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF RECREATION ADMINISTRATION

Departmental Procedure Form: For Instructional Use of Approved Distance Learning Course Evaluation  
(Appendix C)

Policy: Student evaluations are to be administered, collected, and delivered to the department office by an individual other than the faculty member. Procedures:

1. The faculty member is responsible for using the services of the Office of Testing and Evaluation to develop a secure, confidential, online course evaluation option.
2. All the student evaluations from any one section or course must be included in evaluation materials submitted, either in a summary or as an inclusive package.
3. The faculty member shall be responsible for maintaining copies of all student evaluations to be used in evaluation portfolios and shall be provided copies to evaluators upon request. Student evaluation should be kept for the duration of any applicable evaluation period. Keep all evaluations for tenure and five years for promotion and/or PAI.
4. A faculty member who has been employed full time for at least two years does not see these evaluations until the semester following the completion of this course.

EASTERN ILLINOIS UNIVERSITY  
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF RECREATION ADMINISTRATION

Approved University Peer/Chairperson Evaluation Form (**Appendix D**)

In accordance with article 8.3.b of the agreement, I have reviewed the teaching/performance of primary duties of \_\_\_\_\_ on \_\_\_\_\_ (date/s) and considered the following items upon which I have commented and offered examples: (additional pages may be attached as needed)

1. Command of the subject matter or discipline.
2. Oral English proficiency (as mandated by Illinois statute).
3. Ability to organize knowledge or material for teaching and learning.
4. Ability to analyze knowledge or material for teaching and learning.
5. Ability to present knowledge or material for teaching and learning.
6. Ability to encourage and interest students in the learning process.
7. Based upon this observation how would you rate this instructor in overall teaching effectiveness?

*Ineffective*      *Not Very Effective*      *Satisfactory*      *Highly Effective*      *Superior*

Evaluator:

e:

EASTERN ILLINOIS UNIVERSITY  
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF RECREATION ADMINISTRATION

Peer Review of Distance Learning Course (**Appendix E**)

Course:

Instructor:

Date:

Please evaluate the following performance abilities.

1) Objectives for course are clearly stated. Yes No  
Comments:

2) Methods of evaluation are clearly explained. Yes No  
Comments:

3) Methods for contacting instructor are explicit. Yes No  
Comments:

4) Directions for course assignments are clear. Yes No  
Comments:

5) Assignments are correlated with course objectives. Yes No  
Comments:

6) Based upon the above evaluation criteria, how would you rate this instructor in overall teaching effectiveness?

*Ineffective*    *Not Very Effective*    *Satisfactory*    *Highly Effective*    *Superior*

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

EASTERN ILLINOIS UNIVERSITY  
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF RECREATION ADMINISTRATION

Student Academic Advising Evaluation (**Appendix F**)

DIRECTIONS TO ADVISEE: Please circle the number that best corresponds to your opinion of your advisor.

Advisor's Name \_\_\_\_\_ Date \_\_\_\_\_

1. I brought to the advisement session:

- |   |     |    |
|---|-----|----|
| a. My updated curriculum checklist                        | yes | no |
| b. A list of the classes in which I am currently enrolled | yes | no |
| c. A tentative class schedule for the upcoming semester   | yes | no |

2. My advisor possessed a working knowledge of the Recreation Administration Curriculum.

Undecided/NA   Strongly Disagree   Disagree   Agree   Strongly Agree

My advisor was willing to find answers to questions he/she did not know.

Undecided/NA   Strongly Disagree   Disagree   Agree   Strongly Agree

4. My advisor appeared concerned about me as a student.

Undecided/NA   Strongly Disagree   Disagree   Agree   Strongly Agree

5. Overall, I would rate my advisor as:

Ineffective   Unsatisfactory   Satisfactory   Highly Effective   Superior

General Comments:

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DEPARTMENT OF RECREATION ADMINISTRATION

Student Evaluation of University Fieldwork/Internship Supervisor (**Appendix G**)

Fieldwork/Internship University Supervisor \_\_\_\_\_

Date \_\_\_\_\_

1. The University Fieldwork/Internship Supervisor provided guidance when needed with internship/fieldwork requirements and expectations.

\_\_\_\_\_  
Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

2. The University Fieldwork/Internship Supervisor answered my questions promptly and correctly and attempted to help with my concerns.

\_\_\_\_\_  
Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

3. The University Fieldwork/Internship Supervisor maintained contact with me during my experience.

\_\_\_\_\_  
Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

I felt comfortable contacting my University Fieldwork/Internship Supervisor with questions or concerns.

\_\_\_\_\_  
Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

5. Generally, overall I thought my University Fieldwork/Internship Supervisor was very capable.

\_\_\_\_\_  
Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

Comments:

**DEPARTMENT OF RECREATION ADMINISTRATION  
DEPARTMENTAL APPLICATION OF CRITERIA (DAC)  
(Revised Spring 2012)**

Evaluations of Department of Recreation Administration faculty members for the purpose of retention of nontenured personnel, tenure, promotion, or professional advancement increases (PAI) shall be based upon University criteria in the three performance areas, which are, in order of priority: (1) Teaching/Performance of Primary Duties, (2) Research/Creative Activity, and (3) Service.

Items listed in each category of the DAC as criteria for evaluation shall be considered illustrative and not exhaustive, and not necessarily specifically required unless mandated by the EIU-UPI faculty agreement, so long as a candidate provides a body of accomplishments appropriate to a given level of achievement.

One must fulfill the evaluation requirements of the preceding Category(s) for all areas of Primary Duties (Teaching/Performance, Research/Creative Activity, and Service). For example, in order for a faculty member to be considered to have fulfilled the Superior performance in the area of teaching/performance of primary duties (Category III), Category II and Category I must also be fulfilled.

Annually contracted faculty will be evaluated only in the area of teaching/performance of primary duties.

A. Teaching/Performance of Primary Duties

1. Categories of Materials and Activities

Category I: Satisfactory performance in the area of teaching/performance of primary duties includes but is not limited to:

- a. Satisfactory evaluation by at least one REC peer (instructors within department) and one department chair submitted per semester of an evaluation year (1 Peer, 1 Chair per year for tenured faculty) on the departmental Peer/Chair Evaluation Form. See Appendix D for classroom-based course evaluation. See Appendix E for distance learning evaluation. Each evaluation must represent a different lecture/presentation.
- b. Assumes responsibility of student advisement and receives at least an overall average of Satisfactory on all advisement evaluation forms completed and returned by students. See Appendix F.
- c. Student evaluations that faculty select for review that represent the breadth of assigned teaching workload during the evaluation period. These courses will have a total item average (generally) of 3.0 per course (out of 5.0). The approved university core evaluation items will be used for classroom-based and distance learning courses. See Appendix A. For instructional use of approved university core evaluation(s) see Appendix B. For instructional use of approved Student Review of Distance Learning Course evaluation see Appendix C.
- d. Other materials deemed pertinent for the evaluation process by the Department Personnel Committee (DPC) and the Chair. Refer to the Materials and Activities List.

Category II: Highly effective performance in the area of teaching/performance of primary duties includes, but is not limited to:



- a. Highly effective evaluation by at least one REC peer (instructors within Department) and one department chair submitted per semester of an evaluation year (1 Peer, 1 Chair per year for tenured faculty) on the departmental Peer/Chair Evaluation Form. See Appendix D for classroom-based course evaluation. See Appendix E for distance learning course evaluation. Each evaluation must represent a different lecture/presentation.
- b. Assumes responsibility of student advisement and receives at least an overall average of Highly effective on all advisement evaluation forms completed and returned by students. See Appendix F.
- c. Student evaluations from at least two courses each semester with a total item average (generally) of 3.6 per course (out of 5.0). The approved university core evaluation items will be used for classroom-based and distance learning courses. See Appendix A. For instructional use of approved university core evaluation(s) See Appendix B. For instructional use of approved Student Review of Distance Learning Course evaluation see Appendix C.
- d. Other materials deemed pertinent for the evaluation process by the DPC and the Chair. Refer to the Materials and Activities List.

Category III: Superior performance in the area of teaching/performance of primary duties includes, but is not limited to:

- a. Superior evaluation by at least one REC peer (instructor within department) and one department chair person submitted per evaluation year on Peer/Chair Evaluation Form. See Appendix D for classroom-based course evaluation. See Appendix E for distance learning course evaluation. Each evaluation must represent a different lecture/presentation.
- b. Assumes responsibility of student advisement and receives at least an overall average of Superior on all advisement evaluation forms completed and returned by students. See Appendix F.
- c. Student evaluations from at least two courses each semester with a total item average (generally) of 4.0 per course (out of 5.0). The approved university core evaluation items will be used for classroom-based and distance learning courses. See Appendix A. For instructional use of approved university core evaluation(s) see Appendix B. For instructional use of approved Student Review of Distance Learning Course evaluation see Appendix C.
- d. Other materials deemed pertinent for the evaluation process by the DPC and the Chair. Refer to the Materials and Activities List.

Teaching Materials and Activity List: (Items listed are not in any priority order)

- Activities related to curriculum revision and development
- Syllabi demonstrating course organization (Includes explanation of the grading process)
- Development of audio-visual materials for classroom use
- New course proposals
- Students provided with explanation of the grading process in writing
- Use of technology and innovative teaching techniques
- Supervisor of independent studies
- Fieldwork/Internship supervision (only items 1-5; Appendix G)
- Teaching awards for teaching or performance of primary duties
- Teaching load (courses per semester, students per course, # of different preps across year)
- Selecting and procuring books, films and other materials for classroom use

- Development of web enhanced or web based course
- Field Trips are planned when feasible
- Qualified resource persons are used in courses
- Union duties, responsibilities, and projects
- Interdisciplinary, interdepartmental, intercollegiate and interagency efforts related to teaching
- Other student engagements, including mentoring, recruitment and off-campus instruction
- Development of study abroad, study away courses
- Attend workshop, conferences and courses with emphasis on improved teaching
- Advising Load
- Completing Technology or Software Training
- Serving on graduate student committees

B. Research/Creativity Activity

1. Categories of Material and Activities

Category I: Satisfactory performance in the area of research/creative activity includes, but is not limited to the following:

- a. Holding membership in at least one professional organization pertinent to recreation.
- b. Attendance at professional meetings, webinars, workshops, conferences or conventions at the regional, state, national or international level deemed pertinent to the faculty member's academic area.
- c. Other material deemed pertinent for the evaluation process by either the DPC and/or the Chair. Refer to The Research/Creative Activity Materials and Activities List.

Category II: Significant performance in the area of research/creative activity includes, but is not limited to the following:

- a. Contribution to leisure/recreation professional organizations through papers, reports, or participation on committees.
- b. Registered attendance and satisfactory completion of short courses and continuing education programs appropriate for the leisure/recreation profession.
- c. At least one item from the Research/Creative Activity Materials and Activities List.
- d. Other material deemed pertinent for the evaluation process by the DPC and the Chair. Refer to The Research/Creative Activity Materials and Activities List.

Category III: Superior performance in the area of research/creative activity includes, but is not limited to the following:

- a. Plan and/or present a seminar, workshop, or presentation to students or professionals at the regional, state, national or international level related to the field.
- b. Publication in journals, magazines, book chapters and books related to the leisure/recreation profession.
- c. At least two items from the Research/Creative Activity Materials and Activities List.
- d. Other material deemed pertinent for the evaluation process by the DPC and the Chair. Refer to The Research/Creative Activity Materials and Activities List

Research/Creative Activity Materials and Activities List (Items listed are not in any priority order)

- Professional development
- Attend workshop, conferences etc. related to Research/Creative Activity
- Presentations (conferences, seminars or workshops related to the profession)
- Refereed publications
- Professional Publications
- Author Book / Book Chapter
- Developing programs, reports, special events, workshops related to the profession
- A grant written and submitted to a local, state, or national funding source related to the profession
- Poster Presentations
- Panel presentations pertinent to the profession
- Reviewing journals articles or other reviews
- Grant writing activity related to the profession
- Development of Accreditation reports
- Developing web based courses in the field
- Developing software in the field
- Research/Works in progress(can use one time)
- Completed research or sabbatical projects
- Professional consultations
- Auditing a course relevant to leisure/ recreation field
- Citation in published works
- Fellowships
- Research/creative activity awards
- Union duties, responsibilities, and projects
- Completing Technology or software training
- Editor/Associate Editor for journals in the field
- Interagency efforts related to research and creative activity, including interdisciplinary, interdepartmental and intercollegiate efforts

## C. Service

### 1. Categories of Materials and Activities

Category I: Satisfactory performance in the area of service includes, but is not limited to the following:

- a. Attendance at and participation in department meetings.
- b. Serves on two departmental committees.
- c. Serves on a college or university committee.

Category II: Significant performance in the area of service may include, but is not limited to the following:

- a. Serves on at least one department, and college or university committees.
- b. Serves as a committee member of a local, regional, state or national association related to the field.
- c. Other material deemed pertinent for the evaluation process by the DPC and the Chair. Refer to the Service Materials and Activities

Category III: Superior performance in the area of service may include, but is not limited to the following:

- a. Member of at least one department, college or university organization/committee which involves extensive commitment of time.
- b. Hold committee membership serving as an officer in a professionally related organization.
- c. Professional participation and contribution to one community wide organization related to the field.
- d. Other material deemed pertinent for the evaluation process by the DPC and the Chair. Refer to the Service Materials and Activities List.

#### Service Materials and Activity List

- Advise student organization
- Participates in Faculty Fellows or similar programs
- Provide consultation service to a recreation agency
- Engage in student recruitment
- Attend Department Advisory Committee Meeting
- Attendance at major club functions when faculty are invited
- Inventory and/or maintain departmental equipment
- Serve on Awards committee
- Service Awards
- Union duties, responsibilities, and projects
- Plan or assist with workshops, conventions, serve on boards
- Service on local, department, college or university committee
- Committee membership in a regional, state, or national association related to the field
- Volunteer services related to professional expertise
- Department or College related development of technologies (Ex; Web Development)

EASTERN ILLINOIS UNIVERSITY  
 COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
 DEPARTMENT OF RECREATION ADMINISTRATION

Approved University Core Items For Student Evaluations (**Appendix A**)

Strongly Agree(SA)	5
Agree(A)	4
Undecided(U)	3
Disagree(D)	2
Strongly Disagree(SD)	1

	SD	D	U	A	SA
1. The instructor demonstrates command of the subject matter or discipline.	1	2	3	4	5
2. The instructor effectively organizes knowledge or material for teaching and learning	1	2	3	4	5
3. The instructor is readily accessible outside of class	1	2	3	4	5
4. The instructor presents knowledge or material effectively	1	2	3	4	5
5. The instructor encourages and interests students in the learning process	1	2	3	4	5

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Departmental Procedure Form: Student Evaluation for Courses (**Appendix B**)

**Policy:** Student evaluations are to be administered, collected, and delivered to the department office by an individual other than the faculty member. The faculty member should not be present in the classroom when the evaluation is being administered.

**Procedures:**

1. The faculty member is responsible for the following: a) provide #2 pencils, b) allow sufficient time for the evaluation, c) address the envelope to the "Testing Center," d) select an appropriate individual(s) to administer the evaluation, e) provide that individual with all evaluation materials, and f) review responsibilities for administering the evaluation as outlined below (procedure 2).
2. It is the responsibility of the person(s) administering the evaluation to:
  - a. Pass out response sheets, question sheets, and #2 pencils.
  - b. Ask students to read the printed instructions on their response sheets.
  - c. Remind students to fill in the "Instructor Code" on their response sheets. This four digit number is found in the upper right corner of their question sheets. Write the number on the board.
  - d. Collect all response sheets, question sheets, and pencils.
  - e. Separate the used and unused student response sheets with this instruction sheet and place them in the same envelope in which you received them.
  - f. Return this sheet (Departmental Procedure Form: Student Evaluation for Courses) and pencils to 1110 McAfee. Place the envelope of response sheets in any Campus Mail tray. Give the pencils and question sheets to the secretary.
3. All the student evaluations from any one section or course must be included in evaluation materials submitted, either in a summary or as an inclusive package.
4. The faculty member shall be responsible for maintaining copies of all student evaluations to be used in evaluation portfolios and shall be provided copies to evaluators upon request. Student evaluation should be kept for the duration of any applicable evaluation period. Keep all evaluations for tenure and five years for promotion and/or PAI.
5. A faculty member who has been employed full time for at least two years does not see these evaluations until the semester following the completion of this course.

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Departmental Procedure Form: For Instructional Use of Approved Learning Course Evaluation (**Appendix C**)

Policy: Student evaluations are to be administered, collected, and delivered to the department office by an individual other than the faculty member. Procedures:

1. The faculty member is responsible for: Mailing a copy of the Student Review of Distance Learning Course evaluation and a prepaid stamped envelope addressed to the Department of Recreation Administration Secretary.
2. All the student evaluations from any one section or course must be included in evaluation materials submitted, either in a summary or as an inclusive package.
3. The faculty member shall be responsible for maintaining copies of all student evaluations to be used in evaluation portfolios and shall be provided copies to evaluators upon request. Student evaluation should be kept for the duration of any applicable evaluation period. Keep all evaluations for tenure and five years for promotion and/or PAI.
4. A faculty member who has been employed full time for at least two years does not see these evaluations until the semester following the completion of this course.

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Approved University Peer/Chairperson Evaluation Form (**Appendix D**)

In accordance with article 8.3.b of the agreement, I have reviewed the teaching/performance of primary duties of \_\_\_\_\_ on \_\_\_\_\_ (date/s) and considered the following items upon which I have commented and offered examples: (additional pages may be attached as needed)

1. Command of the subject matter or discipline.
  
2. Oral English proficiency (as mandated by Illinois statute).
  
3. Ability to organize knowledge or material for teaching and learning.
  
4. Ability to analyze knowledge or material for teaching and learning.
  
5. Ability to present knowledge or material for teaching and learning.
  
6. Ability to encourage and interest students in the learning process.
  
7. Based upon this observation how would you rate this instructor in overall teaching effectiveness?

*Ineffective*

*Not Very Effective*

*Satisfactory*

*Highly Effective*

*Superior*

**Evaluator:**

e:



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Peer Review of Distance Learning Course (**Appendix E**)

Course:

Instructor:

Date:

Please evaluate the following performance abilities.

1) Objectives for course are clearly stated. Yes No

Comments:

2) Methods of evaluation are clearly explained. Yes No

Comments:

3) Methods for contacting instructor are explicit. Yes No

Comments:

4) Directions for course assignments are clear. Yes No

Comments:

5) Assignments are correlated with course objectives. Yes No

Comments:

6) Based upon the above evaluation criteria, how would you rate this instructor in overall teaching effectiveness?

*Ineffective*

*Not Very Effective*

*Satisfactory*

*Highly Effective*

*Superior*

Evaluator: \_\_\_\_\_ Date:

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Student Academic Advising Evaluation (**Appendix F**)

DIRECTIONS TO ADVISEE: Please circle the number that best corresponds to your opinion of your advisor.

Advisor's Name \_\_\_\_\_ Date \_\_\_\_\_

1. I brought to the advisement session:

a. My updated curriculum checklist                      yes    no

b. A list of the classes in which I am  
    currently enrolled    yes    no

c. A tentative class schedule for the  
    upcoming semester    yes    no

2. My advisor possessed a working knowledge of the Recreation Administration Curriculum.

\_\_\_\_\_  
Undecided/NA    Strongly Disagree    Disagree    Agree    Strongly Agree

My advisor was willing to find answers to questions he/she did not know.

\_\_\_\_\_  
Undecided/NA    Strongly Disagree    Disagree    Agree    Strongly Agree

4. My advisor appeared concerned about me as a student.

\_\_\_\_\_  
Undecided/NA    Strongly Disagree    Disagree    Agree    Strongly Agree

5. Overall, I would rate my advisor as:

\_\_\_\_\_  
Ineffective    Unsatisfactory    Satisfactory    Highly Effective    Superior

General Comments:

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Student Evaluation of University Fieldwork/Internship Supervisor (**Appendix G**)

Fieldwork/Internship University Supervisor \_\_\_\_\_

Date \_\_\_\_\_

1. The University Fieldwork/Internship Supervisor provided guidance when needed with internship/fieldwork requirements and expectations.

Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

2. The University Fieldwork/Internship Supervisor answered my questions promptly and correctly and attempted to help with my concerns.

Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

3. The University Fieldwork/Internship Supervisor maintained contact with me during my experience.

Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

4. I felt comfortable contacting my University Fieldwork/Internship Supervisor with questions or concerns.

Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

5. Generally, overall I thought my University Fieldwork/Internship Supervisor was very capable.

Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

Comments: