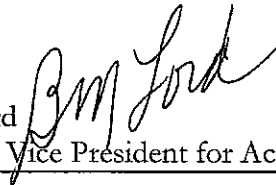


**EASTERN ILLINOIS UNIVERSITY**

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

---

To: Diane Jackman, Dean, College of Education and Professional Studies  
Date: December 11, 2008  
Subject: DAC Revision Approval; Department of Recreation Administration

---

Thank you for taking another look at the subject department's statement of Departmental Application of Criteria (DAC) in light of my review comments and suggestions. The further revised DAC sent via e-mail attachment on October 17, 2008, is approved consistent with Article 8.7.c. of the *2006-2010 EIU-UPI Unit A Agreement* (Agreement). As always, any reading of the DAC will be consistent with the Agreement or its successor agreement(s).

The department's further review of their approved DAC and their thoughtful consideration of the review comments is much appreciated. I especially appreciated the explanation of the additional changes that were made in the DAC in relation to the review comments. The contributions of the Department of Recreation Administration are appreciated, and I continue to encourage consideration of the University's articulated academic goals in the department's deliberations.

attachments: Revised DAC; Department of Recreation Administration

cc: Bill Higelmire, Chair, Department of Recreation Administration

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

- I. 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. Student evaluations from at least two courses each semester with a total item average 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.
- b. Satisfactory evaluation by at least one REC peer (instructors within department) and one department chair submitted per semester of an evaluation year 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.
- c. 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.
- 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. Student evaluations from at least two courses each semester with a total item average 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.

- b. Highly effective evaluation by at least one REC peer (instructors within Department) and one department chair submitted per semester of an evaluation year 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.
- c. 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.
- 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. Student evaluations from at least two courses each semester with a total item average 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.
- b. 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.
- c. 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.
- 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:

- Activities related to curriculum revision and development
- Syllabi demonstrating course organization
- Development of audio-visual materials for classroom use
- New course proposals
- Use of technology in the classroom
- Supervisor of independent studies
- Fieldwork/Internship supervision (only items 1-5; Appendix G)
- Teaching awards
- Teaching load (courses per semester, students per course)
- 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 (if CUs are assigned)
- Interdisciplinary, interdepartmental, intercollegiate and interagency efforts related to teaching
- Developing web based courses in the field
- Other student engagements, including mentoring, recruitment and off-campus instruction

## 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. Exposure to research, trends, and issues in at least (1) professional organization.
- b. Attendance at professional meetings, workshops, conferences or conventions (where research or creative activity is conveyed) 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 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 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 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

- Professional development
- Presentations (conferences, seminars or workshops related to the profession)
- Refereed 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
- Panel presentations pertinent to the profession
- Reviewing journals articles or other reviews
- Grant writing activity related to the profession
- Development of Accreditation reports
- Developing software in the field
- Research/Works in progress(can use one time) as well as those completed, published

- Completed research or sabbatical projects
- Professional consultations
- Auditing a course relevant to recreation
- Citation in published works
- Fellowships
- Mentor student research / creative activity
- Research/creative activity awards
- Union duties, responsibilities, and projects
- Attaining Technology Literacy
- Interdisciplinary, interdepartmental, intercollegiate and interagency efforts related to research and creative activity

## 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 must 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 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 must 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 recreation 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
- Provide consultation service to a recreation agency
- Engage in student recruitment
- Attend Department Advisory Committee Meeting
- Attendance at major club functions
- Inventory and/or maintain departmental equipment
- Serve on Awards committee
- Service Awards
- Union duties, responsibilities, and projects

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 for face-to-face course sections or electronically for technology-delivered course sections	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

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 they are received.
  - 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. No Faculty member should see student evaluation results before final grades for the course are submitted.



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 Office of Assessment and Testing has a secure, confidential, online student course evaluation option that is equivalent to the traditional paper bubble form.
2. 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.
3. No Faculty member should see student evaluation results before final grades for the course are submitted.

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:**

**Date:**

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.<br>Comments:          | Yes | No |
| 2) Methods of evaluation are clearly explained.<br>Comments:       | Yes | No |
| 3) Methods for contacting instructor are explicit.<br>Comments:    | Yes | No |
| 4) Directions for course assignments are clear.<br>Comments:       | Yes | No |
| 5) Assignments are correlated with course objectives.<br>Comments: | Yes | No |

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      Strongly Disagree      Disagree      Agree      Strongly Agree

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

---

Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

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

---

Undecided      Strongly Disagree      Disagree      Agree      Strongly Agree

5. Overall, I would rate my advisor as:

---

Ineffective      Unsatisfactory      Satisfactory      Highly Effective      Superior

General Comments:

EASTERN ILLINOIS UNIVERSITY  
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES  
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

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: