

Department of Human Services Collegial Review Document (DCRD)  
Effective Fall 2020

Policies, Procedures, and Criteria for Faculty Evaluation:  
Annual Faculty Evaluation; Reappointment, Tenure, and Promotion; Post-Tenure Review

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## Glossary

**AA-12:** Academic Affairs form #12. An administrative routing form required for reappointment, tenure, promotion, and post-tenure review. The department Administrative Support Associate will assist in the preparation of this form.

**AFE:** Annual Faculty Evaluation. Review of faculty performance and effectiveness conducted each Spring semester.

**CPR:** Cumulative Professional Record. This is a report generated in the Faculty Activities Database (FAD).

**CRC:** Collegial Review Committee. This is the elected body of tenured faculty who evaluate reappointment, tenure, and promotion of their tenure-track peers, as well as post-tenure review. Separate CRCs exist at department, college, and university levels.

**CV:** Curriculum Vitae. An academic resume of professional teaching, scholarship, and service.

**DCRD:** Department Collegial Review Document. This document outlining policies, procedures, and criteria of faculty evaluation.

**Digital Measures:** The current vendor of the Faculty Activities Database (FAD).

**FAD:** Faculty Activities Database. An electronic database of faculty accomplishments. Faculty must keep their FAD updated at least annually.

**PTR:** Post-Tenure Review (or sometimes, Promotion, Tenure, and Reappointment). Post-Tenure Review is the formal evaluation of tenured faculty that occurs every 5 years.

**RTP:** Reappointment, Tenure, and Promotion. The three phases of the tenure and promotion process: Reappointment annually for 5 years, tenure and promotion to Associate Professor, and finally, promotion to Full Professor.

**SAI:** Student Assessment of Instruction. WCU-collected formal student evaluations of teaching.

Faculty in the Department of Human Services are affiliated with one specific degree program:

<b>BK</b>	Birth-Kindergarten (BSEd in Birth-Kindergarten Education)
<b>COUN</b>	Counseling (MS in Clinical Mental Health Counseling and MAEd in School Counseling)
<b>EdL</b>	Educational Leadership (MSA in School Administration and EdD in Educational Leadership)
<b>HESA</b>	Higher Education Student Affairs (MEd in Higher Education Student Affairs)
<b>HR</b>	Human Resources (MS in Human Resources)
<b>PRM/EOE</b>	Parks and Recreation Management/Experiential and Outdoor Education (BS in Parks and Recreation Management and MS in Experiential and Outdoor Education)

## I. Overview

Per the WCU Faculty Handbook, faculty members in the Department of Human Services are expected to be effective teachers, to be practicing scholars in their disciplines, and to provide meaningful service to the university and the community. This document provides specific minimal criteria for defining and evaluating these expectations.

This document is guided at the highest level by *The Code* of the UNC System and by the *Faculty Handbook* of Western Carolina University. Integrated into guidelines presented here are policies issued by UNC System Office, the WCU Office of the Provost, and the WCU College of Education and Allied Professions. While this document is intended to be comprehensive and precise with regard to department-level criteria and procedures, faculty members on tenure-track must also follow the *Guidelines for the Preparation of Applications/Dossiers*, disseminated annually by the Office of the Provost.

### A. Evaluation Processes

Western Carolina University has four separate but related faculty evaluation processes:

#### Annual Faculty Evaluation (AFE)

- Annual evaluation of all faculty members for the given academic year
- Written feedback about meeting departmental criteria for teaching, scholarship, and service for the given year
- Departmental level (Dept Head)

#### Reappointment (R)

- Evaluation of cumulative record of progress toward tenure in teaching, scholarship, and service
- Application for review at Departmental (Dept Committee, Dept Head), College (Dean), and University (Provost) levels in Years 1, 3, and 5
- Dossier for review at Departmental (Dept Committee, Dept Head), College (College Committee, Dean), and University (Provost) levels in Years 2, 4, and as relevant, administrative review

#### Tenure/Promotion (T/P)

- Evaluation of cumulative record of teaching, scholarship, and service for tenure and/or rank
- Dossier for review at Departmental (Dept Committee, Dept Head), College (College Committee, Dean), University (Provost, Chancellor), and UNC System (Board of Trustees) levels

#### Post-Tenure Review (PTR)

- Evaluation of 5-year cumulative record of teaching, scholarship, and service since last (tenured) review
- Application for review at Departmental (Dept Committee, Dept Head) and College (Dean) levels

### B. Peer Review of Teaching

All full-time faculty have their teaching reviewed each year. This review includes both materials (such as syllabus, assignment details, assessments, student work samples) and direct observation of a class meeting and/or online course management system website. Faculty are reviewed by a 2-person committee of their peers who may be within or outside of their program discipline. The Department Head will appoint the two

peers from a list of four faculty names submitted by the faculty under review. At least one of the two reviewers must have a minimum of three years of teaching experience in higher education. Peer review assignments will be formed by September annually. While both members of a specific peer review committee will review course materials, only one needs to conduct the direct observation. Peer reviews should follow the Peer Review of Teaching form (p. 10) and can be completed in Fall or Spring, but must be completed by March 31 annually. Completed reviews should be sent to the reviewed faculty colleague and to the Department Head. In addition to the formal completed Peer Review of Teaching form, peer reviewers should separately send the peer whose teaching is being reviewed a list of 2-3 suggestions for continuous improvement. Suggestions are provided in a collective atmosphere of growth and support and should not be viewed as weaknesses.

### **C. Department Collegial Review Committee**

The Department of Human Services Collegial Review Committee reviews colleagues in phases of reappointment, tenure, promotion, and post-tenure review. The committee includes six tenured full-time faculty, one per program (BK, COUN, EdL, HESA, HR, PRM/EOE), and is chaired (non-voting) by the Department Head. When there is not an available tenured faculty member from a given program, a departmental at-large member is elected and the total make-up of the committee shall never include more than two faculty from any single program. Service on this committee is for a two-year term with three new members elected annually and three continuing. Unless extenuating circumstances requires it, no individual faculty member will serve more than two consecutive terms.

### **D. Updates to DCRD**

The DCRD Committee reviews this Department Collegial Review Document. Service on this committee is for one year and membership is elected at the start of each academic year. The committee includes at least two tenured faculty, two tenure-track faculty, and one fixed-term faculty. The department head may add additional appointed members to balance program representation. The DCRD is reviewed as requested by faculty, Department Head, Dean, and/or Provost and at least every five years.

## **II. Domains of Evaluation**

Faculty are evaluated on each of teaching, scholarship, and service.

### **A. Teaching**

#### **a. Pedagogical Content Knowledge**

Effective teachers remain current in their fields, know how students learn, and recognize what prior information students bring to their courses. This area is assessed through peer reviews/observations of teaching, professional development, and professional statements of teaching.

#### **b. Professional Aspects of Teaching**

Effective teaching relies on the ability to perform well the required administrative and professional functions of instruction. This area is assessed through peer reviews/observations of teaching, professional development, professional statements of teaching, and SAI data.

c. **Student Response to Instruction**

Students have a unique and important perspective on certain components of teaching effectiveness including intellectual engagement, enthusiasm, course organization and clarity, instructor availability, and respect and rapport. This area is assessed through peer reviews/observations of teaching, professional development, professional statements of teaching, and SAI data.

**B. Scholarship**

a. **Boyer Categories of Scholarship**

WCU recognizes all four Boyer categories of scholarship: Scholarship of Discovery (original studies to advance knowledge; creative activities); Scholarship of Integration (synthesis of information across disciplines, topics, or time); Scholarship of Application or Engagement (applied disciplinary expertise); and Scholarship of Teaching and Learning (systematic study of teaching and learning processes). Regardless of category, scholarship must involve external peer review, rigor, and external dissemination.

b. **Procedures for Non-Traditional External Peer Review**

A faculty member seeking non-traditional external peer review of a scholarship artifact should submit to the Department Head names and contact information of up to five professional colleagues considered experts in the field. The Department Head will select at least two reviewers and submit the faculty member's project, relevant section(s) of the DCRD, and an evaluation protocol (created by the faculty and Department Head) to guide the review. Each reviewer will submit an independent evaluation, along protocol guidelines, to the faculty member and department head.

**C. Service**

a. **Internal Service**

Internal service includes all activities within the university, including committee service at program, department, college, and university levels, as well as advising and student recruitment and retention activities.

b. **External Service**

External service includes all activities outside of the university, including service to the geographic region and to the profession.

**III. Specific Procedures for Review Events**

**A. Annual Faculty Evaluation (AFE)**

All full-time faculty, regardless of status or participation in other review processes, are evaluated by the Department Head annually. This performance evaluation serves as an active, ongoing monitoring of faculty effectiveness. The timeline for AFE inclusion is April 1 of the previous year to March 31 of the current year. Instructions for submission will be distributed by the Department Head at least one month in advance of submission due date.

Each full-time faculty member submits:

- Cumulative Professional Record-AFE (CPR-AFE) from the university-wide electronic Faculty Activity Database (FAD)
- Student Assessment of Instruction (SAI) raw data (quantitative only)
- Faculty **self-reflection** based on SAI, peer reviews, other teaching evaluations, and/or teaching resources (p. 11 of the AFE summary form)
- AFE summary form summarizing accomplishments and units in teaching, scholarship, and service (pp. 11-14)
- Two current peer reviews of teaching (p. 10)
- For tenured faculty only, 5-year directional goals (new, continuing, or revised)

Following submission, the Department Head prepares the AFE. Tenured and tenure-track faculty are evaluated on teaching, scholarship, and service while fixed-term faculty are evaluated on teaching and service, each according to these benchmarks:

*Meets expectations*

- Teaching:
  - All full-time faculty: Positive peer reviews of teaching; SAI data; self-reflection statement; AFE Summary Form
- Scholarship:
  - Tenure-track Year 1 and tenured: Two scholarship units on AFE Summary Form
  - Tenure-track Years 2-6: Three scholarship units on AFE Summary Form with cumulative majority from Category A
- Service:
  - Fixed-term: Three service units on AFE Summary Form
  - Tenure-track Year 1: Three service units on AFE Summary Form with representation from both internal and external service
  - Tenure-track Year 2: Four service units on AFE Summary Form with representation from both internal and external service
  - Tenure-track Years 3+ and tenured: Six service units on AFE Summary form with representation from both internal and external service

*Exceeds expectations*

- Teaching: Significantly exceeds criteria from *Meets expectations*
- Scholarship: Significantly exceeds criteria from *Meets expectations*
- Service: Significantly exceeds criteria from *Meets expectations*

*Does not meet expectations*

- Teaching: Does not yet meet criteria in *Meets expectations* (the faculty member, in conjunction with the department head, must develop concrete goals for improvement)
- Scholarship: Does not yet meet criteria in *Meets expectations* (the faculty member, in conjunction with the department head, must develop concrete goals for improvement)
- Service: Does not yet meet criteria in *Meets expectations* (the faculty member, in conjunction with the department head, must develop concrete goals for improvement)

Note that the Department Head may include a statement about collegiality on the AFE, with a focus on program task contribution and professional behaviors.

Part-time faculty (i.e., adjunct faculty) are evaluated in the area of teaching only. Program directors coordinate this evaluation which is to be conducted annually for 3 years (and/or courses) and then once at least every 3 years (and/or courses). These written evaluations will be shared with the adjunct faculty member and the department head.

## **B. Reappointment**

Faculty on tenure track are re-evaluated for reappointment annually. To be reappointed, the entire cumulative record for the relevant review period (Years 1-5 before tenure) of the faculty member is considered for the areas of teaching, scholarship, and service. This includes any years of service brought from another institution upon hire. In Years 1, 3, 5, the faculty submits an application file including AA-12, FAD-CPR, current CV, SAI data and self-reflection, and AFEs for review to Department (Dept Committee, Dept Head), College (Dean), and University (Provost) levels. In Years 2, 4, and when Administrative Review is requested, the faculty submits a full dossier for review at Department (Dept Committee, Dept Head), College (College Committee, Dean), and University (Provost) levels. Dossiers must follow the Provost's guidelines, which are disseminated annually. Note that each narrative in the FAD-CPR should open with clarity as to the candidate's cumulative units earned to date and the opening narrative is encouraged to include an AFE summary chart (see p. 15).

### Teaching

- Teaching statement that addresses pedagogical content knowledge, professional aspects of teaching, and student responses to instruction
- Peer reviews of teaching
- SAI data and self-reflection

### Scholarship

- Two Scholarship Units for the first year and three units each year thereafter, with the majority from category A (see AFE Summary Form on pp. 11-14)

### Service

- Six Service Units (fewer in years 1-2; see p. 6) per year with representation from both internal and external service (see AFE Summary Form on pp. 11-14)

## **C. Tenure and Promotion to Associate Professor**

Faculty typically apply for tenure and promotion to Associate Professor together in the fall of their 6<sup>th</sup> year (see the *Faculty Handbook* for limited exceptions). Faculty requesting tenure and promotion submit a full dossier in accordance with Provost's guidelines. The dossier will include: AA-12; current CV, all AFEs of the probationary period; the cumulative professional record from FAD; narratives opening with clear statements of cumulative units earned and highlighting accomplishments and connections to the DCRD in each area of teaching, scholarship, and service; and documentation of accomplishments. An AFE summary chart is encouraged (see p. 15). Expected standards of accomplishment are:

### Teaching

- Teaching statement that addresses pedagogical content knowledge, professional aspects of teaching, and student responses to instruction
- Peer reviews of teaching
- SAI data and self-reflection
- Engagement in professional development activities aimed at teaching

### Scholarship

- An accumulation of 15 Scholarship Units including *at least 9 units* from Category A (see AFE Summary Form on pp. 11-14)

### Service

- An accumulation of 30 Service Units with representation from both internal and external service (see AFE Summary Form on pp. 11-14)

## D. Promotion to Full Professor

Faculty are eligible to apply for promotion to Full Professor no earlier than the fall of their 5<sup>th</sup> year in rank at WCU as Associate Professor. Faculty requesting promotion submit a full dossier in accordance with Provost's guidelines. The dossier will include: AA-12; current CV; all AFEs of the period since last decision or last 5 years; the cumulative professional record from FAD since last decision or last 5 years; narratives opening with clear statements of cumulative units earned and highlighting accomplishments and connections to the DCRD in each area of teaching, scholarship, and service; and documentation of accomplishments. An AFE summary chart is encouraged (see p. 15). Expected standards of accomplishment are:

### Teaching

- AFEs indicating a pattern of exceeding expectations
- Teaching statement that addresses pedagogical content knowledge, professional aspects of teaching, and student responses to instruction
- Peer reviews of teaching
- SAI data and self-reflection
- Engagement in professional development activities aimed at teaching

### Scholarship

- Subsequent from promotion to Associate Professor, an accumulation of 15 Scholarship Units including *at least 9 units* from Category A (see AFE Summary Form on pp. 11-14)

### Service

- Subsequent from promotion to Associate Professor, an accumulation of 30 Service Units with representation from both internal and external service (see AFE Summary Form on pp. 11-14)

## E. Post-Tenure Review

Post-tenure review is a formal evaluation of all tenured faculty conducted at least every five years post tenure/promotion, last post-tenure review, or return to faculty status following administrative service. See



separate departmental post-tenure documents (cover sheet, goals, and goals template). Applications for post-tenure review include at least:

- AA-12
- Current CV
- AFEs for the most recent 4 years
- AFE summary chart (Template on p. 15)
- Summary of SAI data for the most recent 4 years
- Directional goals summary chart

Post-tenure review will include written statements and an assessment of meets, exceeds, or does not meet expectations in each area of teaching, scholarship, and service by the Department Collegial Review Committee, the Department Head, and the Dean. These statements, and any written response from the faculty member, are sent to the Provost for information. If expectations are not met, the Department Head, in consultation with the faculty member, department CRC, and dean, creates a 3-year development plan in accordance with *Faculty Handbook* guidelines.

### Department of Human Services Peer Review of Teaching Form\*

Faculty member being reviewed \_\_\_\_\_ Course \_\_\_\_\_

Reviewer \_\_\_\_\_ Date \_\_\_\_\_

**Materials reviewed:**

\_\_\_\_\_ Syllabus                      \_\_\_\_\_ Assignment details                      \_\_\_\_\_ Assessments  
 \_\_\_\_\_ Course mgt. website                      \_\_\_\_\_ Student work samples                      \_\_\_\_\_ Other: \_\_\_\_\_

**Brief description of what was observed (including lesson content, delivery method, etc.):**

Review the faculty member with reference to the following three categories. Descriptions are provided as a guide and need not be responded to in their entirety.

<b>Pedagogical Content Knowledge:</b> evidence of currency in the field, knowledge of how students learn, and recognition of students' prior knowledge.		
<input type="checkbox"/> Observed in teaching	<input type="checkbox"/> Reviewed materials	<input type="checkbox"/> Did not observe or review
Comments:		
<b>Professional Aspects of Teaching:</b> evidence of providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, holding classes and making suitable use of class time.		
<input type="checkbox"/> Observed in teaching	<input type="checkbox"/> Reviewed materials	<input type="checkbox"/> Did not observe or review
Comments:		
<b>Student Response to Instruction:</b> evidence of course organization and clarity, availability to students, respect for students, and rapport with students.		
<input type="checkbox"/> Observed in teaching	<input type="checkbox"/> Reviewed materials	<input type="checkbox"/> Did not observe or review
Comments:		

**Overall Summary:**

Peer Reviewer's Signature \_\_\_\_\_ Date \_\_\_\_\_

\*NOTE: As a department, we are committed to continuous improvement and sharing constructive feedback in an atmosphere of growth. In addition to the formal review included here, reviewers should provide the peer under review with 2-3 suggestions for continuous improvement. Suggestions should not be viewed as weaknesses and faculty will not be evaluated on later implementation of suggestions, although faculty may choose to incorporate these into their AFE teaching self-reflection.

### AFE Summary Form

Note: Record items in one section only (no "double dipping")

#### TEACHING

- ☐ **Required Teaching Self-Reflection.** Based on SAls, peer reviews, last year's teaching self-reflection, other formal or informal teaching evaluations, and/or teaching resources, write a reflection of no more than 350 words that addresses 2-3 evidence-based accomplishments for this year and 2-3 evidence-based goals for next year.

Check all that apply to indicate ways in which you are meeting and exceeding expectations in teaching.

<input type="checkbox"/>	a. Chair of dissertation/disquisition committee (above standard course load)
<input type="checkbox"/>	b. Chair of thesis/graduate project committee (above standard course load)
<input type="checkbox"/>	c. Methodologist or similar non-chair leadership role on disquisition committee
<input type="checkbox"/>	d. New course preparation or substantial course re-design
<input type="checkbox"/>	e. Faculty-led travel course: New destination
<input type="checkbox"/>	f. Faculty-led travel course: Continuing destination
<input type="checkbox"/>	g. Teaching award: (Inter)national, state, or university level
<input type="checkbox"/>	h. Teaching award: College or department level
<input type="checkbox"/>	i. Teaching award nomination/finalist
<input type="checkbox"/>	j. SAls are 3.5 or above on 75%+ of sections
<input type="checkbox"/>	k. SAls are 3.0-3.49 on 75%+ of sections
<input type="checkbox"/>	l. Service-learning designated course with new community partnership(s)
<input type="checkbox"/>	m. Service-learning designated course with continuing community partnership(s)
<input type="checkbox"/>	n. Professional development activities related to teaching: Immersive experience
<input type="checkbox"/>	o. Professional development activities related to teaching: Conference session(s)
<input type="checkbox"/>	p. Mentor to student independent study
<input type="checkbox"/>	q. Mentor to student presentation(s)
<input type="checkbox"/>	r. Other:
For any item selected, provide detail by corresponding letter. Confirmation should appear in FAD report.	

Self-evaluation:

\_\_\_\_\_ **Meets expectations** (include justification in self-reflection)

\_\_\_\_\_ **Exceeds expectations** (include justification in self-reflection)

\_\_\_\_\_ **Does not meet expectations. Plans for improvement:** \_\_\_\_\_

**SCHOLARSHIP**

Place a number indicating the number activities per item selected.

<b>Three Scholarship Units (Category A)</b>	
	A1. Sole or co-authorship of a book
	A2. Sole or co-editor of an edited book including (co)authorship of at least one chapter
	A3. Manuscript published in a refereed or peer-reviewed national or international journal
	A4. Awarded external grant of at least \$10,000
	A5. Editor of a peer reviewed journal
	A6. Received a patent related to one's discipline
	A7. Non-traditional scholarly product(s), peer reviewed according to department guidelines
	A8. Other*:
For any item selected in <b>Category A</b> , provide detail by corresponding number. Citations should be included in FAD report.	
<b>Two Scholarship Units (Category B)</b>	
	B1. Published book chapter
	B2. Sole or co-editor of an edited book (with no authored chapters)
	B3. Peer reviewed or invited research presentation at a national or international conference
	B4. Accreditation report with substantial data analysis and interpretation
	B5. Program review report with substantial data analysis and interpretation
	B6. Awarded external grant of up to \$9,999
	B7. Non-traditional scholarly product(s), peer reviewed according to department guidelines
	B8. Manuscript published in a refereed or peer-reviewed state or regional journal
	B9. Other*:
For any item selected in <b>Category B</b> , provide detail by corresponding number. Citations should be included in FAD report.	
<b>One Scholarship Unit (Category C)</b>	
	C1. Awarded an internal grant
	C2. Article in print or online professional or academic media (e.g., newsletter)
	C3. Article in print or online popular/trade media (e.g., magazine)
	C4. Research-focused media appearance
	C5. Collaborator (not co-author) on student research presentation
	C6. Non-traditional scholarly product(s), peer reviewed according to department guidelines
	C7. Manuscript published in a non-peer reviewed or non-refereed journal
	C8. Published book review in a professional or academic journal
	C9. Research presentation at a local, state, or regional conference
	C10. Submitted or unsuccessful application for external grant
	C11. Other*:
For any item selected in <b>Category C</b> , provide detail by corresponding number. Citations should be included in FAD report.	

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\*Non-exhaustive list of other category:

- Research awards
- Grant renewal
- Grant summative evaluation
- Grant progress report

**Total Units** \_\_\_\_\_

Self-evaluation:

\_\_\_\_\_ **Meets expectations**

\_\_\_\_\_ **Exceeds expectations**

\_\_\_\_\_ **Does not meet expectations. Plans for improvement:** \_\_\_\_\_

## SERVICE

Place a number indicating the number activities per item selected.

<u>Internal Service</u>	
<b>Three Service Units</b>	
1	a. Program directorship or coordination
2	b. Unpaid teaching overload
3	c. Significant university committee leadership
4	d. Other*:
<b>Two Service Units</b>	
1	e. Leadership on a committee (e.g., chair of a committee, etc.)
2	f. Undergraduate student advising
3	g. Member of a university program review committee
4	h. Other*:
<b>One Service Unit</b>	
1	i. Service on department, college, university, or system committees and task forces
2	j. Member of a WCU thesis/disquisition/dissertation committee
3	k. Liaison to other departments or colleges
4	l. Graduate student advising
5	m. Faculty or staff mentoring
6	n. Delivering staff/faculty in-service workshop for WCU
7	o. Student organization advisement
8	p. Student recruitment activities
9	q. New course through university curricular process
10	r. Other*:

For any item selected under <b>internal service</b> , provide detail by corresponding letter. Confirmation should appear in FAD report.	
<b>External Service</b>	
<b>Three Service Units</b>	
<input type="checkbox"/>	a. Significant leadership of a national and/or professional service project or committee
<input type="checkbox"/>	b. Significant regional contribution
<input type="checkbox"/>	c. Other*:
<b>Two Service Units</b>	
<input type="checkbox"/>	d. Professional conference leadership role
<input type="checkbox"/>	e. Professional organization leadership role
<input type="checkbox"/>	f. Community engagement (local/regional/state/national/international and professional, civic, economic, service on external accreditation team, or educational entity)
<input type="checkbox"/>	g. Consulting in the community (local, national, international)
<input type="checkbox"/>	h. Outreach: newspaper editorials, interviews (printed, radio or TV)
<input type="checkbox"/>	i. Other*:
<b>One Service Unit</b>	
<input type="checkbox"/>	j. Speeches, workshops, invited presentations for schools, communities or businesses
<input type="checkbox"/>	k. Professional organization: Serving on the editorial board of a journal or ad hoc reviewer
<input type="checkbox"/>	l. Professional organization: Reviewer for professional conferences
<input type="checkbox"/>	m. Professional organization: Session chair or discussant for professional conferences
<input type="checkbox"/>	n. Member of an external university accreditation or program review committee
<input type="checkbox"/>	o. Liaison to universities, school systems, businesses
<input type="checkbox"/>	p. Coordinating student participation in conferences (if not identified in teaching)
<input type="checkbox"/>	q. Coordinating student participation in community service projects (if not identified in teaching)
<input type="checkbox"/>	r. Member of non-WCU thesis/dissertation committee
<input type="checkbox"/>	s. Other*:
For any item selected under <b>external service</b> , provide detail by corresponding letter. Confirmation should appear in FAD report.	

\*Non-exhaustive list of other category:

- Service awards
- New academic program creation

Total Units \_\_\_\_\_

Self-evaluation:

\_\_\_\_\_ Meets expectations

\_\_\_\_\_ Exceeds expectations

\_\_\_\_\_ Does not meet expectations. Plans for improvement: \_\_\_\_\_

### Template/Example for AFE Summary Chart

For reappointment, tenure, and promotion dossiers and post-tenure review files

Academic Year	Teaching	Scholarship	Service
Most recent year (e.g., 2019-2020)	Exceeds Expectation	Exceeds Expectation	Exceeds Expectation
Previous year (e.g., 2018-2019)	Exceeds Expectation	Exceeds Expectation	Meets Expectation
Previous year	Exceeds Expectation	Meets Expectation	Exceeds Expectation
Previous year	Exceeds Expectation	Meets Expectation	Exceeds Expectation
Previous year	Meets Expectation	Meets Expectation	Meets Expectation

Reappointment: Include all relevant years beginning with most recent

Tenure and/or promotion: Include previous 5 years beginning with most recent

Post-tenure review: Include previous 4 years beginning with most recent

This DCRD is approved by:

  
\_\_\_\_\_  
Department Head, Human Services

4/28/2020

Date

  
\_\_\_\_\_  
Dean, College of Education and Allied Professions

4/29/2020

Date

 for RDS  
\_\_\_\_\_  
Provost, Western Carolina University

7/28/20

Date