

03.FAC.05 – Faculty Annual Evaluation

Revised and Approved by COB Faculty (September 19, 2025)

[Revision History](#)

This document outlines the process for evaluating full-time faculty in the College of Business. The annual evaluation of faculty is based on a calendar year.

A. Overall Annual Evaluation

In general, faculty are evaluated on research, scholarship, and creative activity (RSCA), teaching, and service performance. The College weights each criterion to reflect the performance expectations for different classifications of faculty.

Tenured and Tenure-track faculty are typically assigned weights to each area of evaluation as follows:

- Tenured faculty: 40% RSCA, 40% teaching, and 20% service.
- Tenure-track faculty: 45% RSCA, 45% teaching, and 10% service.

Fixed-term faculty (i.e., Instructors, Clinical Professors, Professional Professors) will be evaluated on service performance and RSCA, teaching, or professional engagement in accordance with their letters of appointment and documented consultation with the Dean and/or Department Chair.

Fixed-term faculty are typically assigned weights to each area of evaluation, with one performance area emphasized as follows:

- 60% primary performance area; 30% secondary performance area; and 10% service (e.g., 60% teaching, 30% professional engagement, 10% service or 60% professional engagement, 30% teaching, 10% service).

Weights for COB faculty members may be modified by the COB Dean and/or Department Chair to reflect different performance expectations associated with faculty development leave, administrative duties, and other forms of leave/reassignment. Such modifications will be made in writing and retained in official records.

Faculty evaluations are based solely on activities documented in the faculty activity database (e.g., Interfolio). Faculty are responsible for documenting RSCA, professional engagement, teaching, and service activities. Faculty are also responsible for providing the following information in the activity database prior to the annual evaluation interview:

- Completing the Annual Report (under “Goals & Accomplishments” in Interfolio) for the evaluation period to summarize accomplishments in RSCA, teaching, and service activities.
- Completing and attaching a self-evaluation document to the Annual Report (under “Goals & Accomplishments” in Interfolio) for the evaluation period that specifies the ratings for RSCA, evaluation, and service (form to be provided).

University Procedure 12.01.99.C0.06: Performance Reviews of Full-Time Faculty Members states that eligibility for merit payment connected to the annual faculty evaluation requires faculty members to receive an overall rating of Meets Expectations or Exceeds Expectations.

Procedure 12.01.99.C0.06, Performance Reviews of Full-Time Faculty Members, states that if a faculty member receives an Unsatisfactory rating in one (1) or more evaluation areas that results in a combined Unsatisfactory weighting equal to or greater than 50% of their overall rating, the faculty member will receive an overall Unsatisfactory rating. If a faculty member receives an Unsatisfactory rating in the same evaluation area over a contiguous two-year period, regardless of workload, they will receive an overall Unsatisfactory rating.

College of Business tenured and tenure-track faculty evaluations mirror University Procedure 12.01.99.C0.06 in that:

- 1) A tenured or tenure-track faculty member who receives an Unsatisfactory rating in two (2) or more categories (RSCA, teaching, and/or service) will receive an Unsatisfactory overall rating. A tenured or tenure-track faculty member who receives an Unsatisfactory rating in the same category in two (2) consecutive years will receive an Unsatisfactory overall rating in the second year.
- 2) A tenured or tenure-track faculty member who receives an Exceeds Expectations rating in two (2) or more categories (RSCA, teaching, and/or service) and no Unsatisfactory rating in any category (RSCA, teaching, and/or service) will receive an Exceeds Expectations overall rating.
- 3) A tenured or tenure-track faculty member who receives any other combination of ratings in RSCA, teaching, and/or service not described in 1) or 2) above will receive a Meets Standards overall rating.

College of Business Fixed-Term Faculty (i.e., Instructors, Clinical Professor, Professional Faculty) evaluations mirror University Procedure 12.01.99.C0.06 in that:

- 1) A fixed-term faculty member (i.e., Instructors, Clinical Professors, Professional Professors) who receives an Unsatisfactory rating in the primary performance area (teaching or professional engagement) in any year will receive an Unsatisfactory rating. A fixed-term faculty member who receives an Unsatisfactory rating in the any one category in two (2) consecutive years will receive an Unsatisfactory overall rating in the second year.
- 2) A fixed-term faculty member who receives an Exceeds Expectations rating in the primary performance area (teaching or professional engagement) and no Unsatisfactory rating in the two other categories will receive an Exceeds Expectations overall rating.
- 3) A fixed-term faculty member who receives any other combination of ratings not described in 1) or 2) above will receive a Meets Standards overall rating.

University Procedure 12.99.01.C0.01 – Faculty Development Leave states that if a faculty member is awarded faculty development leave, the accomplishments will be included in the faculty member's annual review for the year in which the leave was taken. The accomplishments may be included in the COB Self-Evaluation Template, if appropriate, or provided as a separate document.

B. RSCA Evaluation (Rating Scale 1-3)

The primary objective of the RSCA evaluation is to encourage faculty to contribute to the goals of the College of Business and maintain appropriate AACSB academic qualification status. The primary responsibility of maintaining appropriate status lies with the faculty. RSCA performance of faculty is viewed from a long-term perspective. Any other circumstance not covered by the present document will be analyzed first by the faculty member's direct supervisor. The Faculty Qualifications Committee chair may be invited to participate in the process if no agreement is reached. The final decision will be made by the COB Dean if no agreement is reached among the parties.

B1. AACSB Classification Maintained Through Scholarship Activities (SA/SP)

A SA/SP faculty member must first meet the Initial Academic Preparation requirement, as stated in the College of Business Faculty Qualifications and Engagement Standards (see 03.FAC.04). Scholarship activity evaluation will be according to the guidelines and list of journals adopted by the Faculty Qualifications Committee (FQC). This typically includes the list developed by the Australian Business Deans Council (ABDC), the list of the Association of Business Schools (CABS), commonly known as the International Guide to Academic Journal Quality list, and any other list provided by FQC, as shown in Table B-1.

Table B-1 COB Quality Rating	Criteria	Points Assigned
Elite (E) Articles	Journals in the ABDC list with a rating of A* Journals in the CABS list with a rating of 4* or 4 Journal rating by the Faculty Qualifications Committee (FQC)	60
Very High Quality (VHQ) Articles	Journals in the ABDC list with a rating of A Journals in the CABS list with a rating of 3 Journal rating of A by the FQC	45
High Quality (HQ) Articles	Journals in the ABDC list with a rating of B Journals in the CABS list with a rating of 2 Journal rating by the FQC	30
Quality (Q) Articles	Journals in the ABDC list with a rating of C Journals in the CABS list with a rating of 1 Journal rating by the FQC	15
Other intellectual contributions A (OIC-A)	Scholarly book, monograph published by a leading internationally recognized publisher or externally funded sponsored research grant award, as agreed upon in consultation with the Department Chair.	16-25

Table B-1 COB Quality Rating	Criteria	Points Assigned
Other intellectual contributions B (OIC-B)	Conference presentations or proceedings at international, national, or regional levels. Other output, including anthologies, book chapters, trade publications, magazines, newspaper articles, etc., as detailed in Table 1 in 03.FAC.04 Faculty Qualifications and Engagement Standards in consultation with the Department Chair	1-15

Predatory Journal Statement: Scholarship activity in a predatory journal will not be included in a faculty member’s evaluation. The ABDC and CABS lists exclude journals that are likely predatory. If a journal is not included in these lists, the journal must meet specific requirements before being added to the internal list of Accepted Journals maintained by the College. These requirements exclude predatory journals and can be found in “Request for Adding a Journal to the List of Accepted Journals” (05.FOR.03).

Supervisor’s Evaluation of Work in Progress: Faculty should provide evidence of work under review to their supervisor. Total points for work in progress will range from 0 to 5 points.

Rating for Annual Evaluation: Scholarship activity rating would be based on the most recent 5-year total points according to the following table:

Table B-2 5-Year Total Scholarship Activity Score	Scholarship Activity Rating	COB Performance Category
Meets the criteria as a scholarly academic (SA) or scholarly practitioner (SP) per COB Process 03.FAC.04, and has earned at least 90 total points in Table B-1, including at least one HQ (B/2) or better publication	3.0	Exceeds Expectations
Meets the criteria as a scholarly academic (SA) or scholarly practitioner (SP) per COB Process 03.FAC.04	2.0	Meets Expectations
Does not meet the criteria as a scholarly academic (SA) or scholarly practitioner (SP) per COB Process 03.FAC.04	1.0	Unsatisfactory

Please note that requirements for tenure and promotion also require Assistant Professors to have published at least one (1) HQ (B/2) or better publication for promotion to the rank of Associate Professor, and that Associate Professors need to have published at least one (1) VHQ (A/3) or better publication, or two HQ (B/2) or better publications for promotion to the rank of Professor.

New Faculty: A newly-hired faculty member will receive a minimum of 2.0 (Meets Expectations) in Scholarship Activity for the first-year evaluation. The direct supervisor will evaluate the Scholarship Activity performance for the second year. Evaluations for the third year and subsequent years will follow the process stated above.

Fixed-term Faculty with Scholarship Activity as a Secondary Performance Area: Fixed-term faculty will use the most recent 5-year point totals of Scholarly Activity based on Table B-1 above and the 5-year Total Scholarship Activity evaluation grid in Table B-2 above if Scholarly Activity is the Secondary Performance Area.

Articles Accepted for Publication: Faculty may request that articles accepted for publication be used for the annual evaluation beginning in the year the acceptance letter is received. Those articles accepted based on the acceptance letter date will only be considered for annual evaluations for a total of five years.

Changes in Ratings: Journal lists are updated periodically. Evaluation will be made using the journal ranking at the time of publication/acceptance.

Other Circumstances: The Department Chair will consult with the faculty member to determine the quality rating of any books or scholarship activity reports that will substitute for a journal publication in accordance with the Faculty Qualifications and Engagement Standards document (see 03.FAC.04).

B2 - AACSB Classification Maintained through Professional Engagement Activities (PA/IP)

The PA/IP faculty member must first meet the Initial Academic Preparation requirement, as stated in the College of Business Faculty Qualifications and Engagement Standards (see 03.FAC.04). Annual evaluation ratings for Professional Engagement are based on performance related to one or more of the activities listed in Table B-3.

Table B-3 – Professional Engagement Activity Categories
Consulting activities that are material in terms of time and substance.
Relevant, active service on corporate or non-profit boards of directors.
Significant participation in business professional associations (leadership roles).
Documented continuing professional education experiences (including the acquisition of and regular maintenance of professional certifications or licenses).
Faculty internships.
Professional work (employment).
Invited professional public speaking engagements to reputable business organizations and/or associations.
Production and delivery of substantial professional development activities.
Practice-oriented or scholarly intellectual contributions.
Manage a substantive College of Business program that directly engages with university stakeholders and/or the local community
Other appropriate professional activities as approved by the Faculty Qualifications Committee and the College of Business Chair’s Council.

Minimum Expectations to be Rated Meets Expectations (2.0): The minimum expectations for a PA/IP faculty member to be rated Meets Expectations (2.0) in Engagement Activities are *significant* contributions in one (1) Engagement Activity Category listed in Table B-3 each year during the most recent five-year period.

Criteria to be Rated Exceeds Expectations (3.0): The PA/IP faculty member rated “exceeds expectations” must have accomplished or demonstrated *significant* contributions in at least one (1) additional Engagement Activity Category listed in Table B-3, resulting in a total of two (2) separate Engagement Activity Categories each year during the most recent five-year period.

Fixed-term Faculty (Secondary Performance Area)

Criteria to be Rated exceeds expectations: The PA/IP faculty member rated “exceeds expectations” must have accomplished or demonstrated *significant* contributions in at least one (1) Engagement Activity Category listed in Table B-2 each year during the most recent three-year period.

C. Teaching Evaluation (Rating Scale 1-3)

The College of Business developed a standard set of criteria for teaching evaluation in addition to the TAMUCC guidelines for teaching stated in University Procedure 12.01.99.C1.03.

Responsibilities of Faculty Members. The primary objective of the teaching evaluation is to encourage faculty to contribute to the College of Business goals to provide a high level of student learning and engagement.

Minimum Expectations to be Rated Meets Expectations (2.0)

Faculty members are expected to satisfactorily perform all activities listed in Table C-1.

Table C-1 - Minimum Expectations for Teaching
Meet all university teaching criteria as stated in University Procedure 12.01.99.C1.03. Responsibilities of Faculty Members, Procedure 2, Teaching Expectations.
Receive a minimum overall mean score of 3.0 or higher on student evaluations during the current year.
Participation in AACSB accreditation assessment activities when requested and in a timely manner.

Note: failure to meet **any one** of the minimum standards may result in an “**Unsatisfactory**” (1.0) teaching rating. The appropriate department chair, in collaboration with the faculty member, will document all performance discrepancies related to the above criteria. The department chair may exempt a discrepancy if the discrepancy is on a limited basis, and outside the faculty member’s control or due to unforeseen circumstances. This documentation will be included in the faculty member’s annual evaluation, and a copy of the documentation sent to the College of Business Dean.

Additional Criteria to be Rated Exceeds Expectations (3.0)

A faculty member must have an overall mean teaching evaluation score of 4.0 or higher for the current year on student evaluations and accomplish or demonstrate at least **two of the additional**

criteria listed in Table C-2 in addition to the minimum expectations for a “Meets Expectation” rating.

Table C-2 - Additional Criteria Related to Teaching
Received a College of Business and/or University award or honor for teaching excellence
Nominated for an external agency award or honor for teaching excellence (e.g., TAMU System, Case, Minnie Piper, TSCPA)
Received an external agency award or honor for teaching excellence within the last five years
Participated in specific and significant professional development activities designed to improve teaching effectiveness
Engaged in additional activities outside of normal class periods and office hours to ensure students master the subject matter (e.g., tutorials, labs, review sessions, case consultation)
Supervised directed individual studies
Supervised internships
Taught at least one class of at least 80 students or taught at least 150 students total in either the Spring or Fall semester
Taught four (4) or more course preparations in the nine (9) month academic year (Fall and Spring semesters)
Coordinated student service-learning projects as part of a class
Developed a new course or new program
Significantly modified course materials or delivery methods (e.g., converting a face-to-face course to either a hybrid or fully online course)
Received peer observations for assigned courses beyond the minimum requirements
Developed and/or delivered at least one high-impact practice (as described in a college or university document)
Completed a teaching certification or training program (e.g., DLAI, ACUE)
Developed and/or delivered a teaching-related conference presentation or workshop (if not counted as a research activity)
Taught a learning community or university honors course
Incorporated VITA activities or other business-related volunteer activities into a course
Incorporated an experiential learning project into a course in collaboration with a local company/organization
Incorporated participation in a professional development activity or event as a course requirement (e.g., Quinnia, Career fair, professional presentations, certificates, or certifications)
Other teaching accomplishments or recognition

Teaching Performance Rating for Annual Evaluation

Teaching performance ratings are determined according to the following table:

Current Year Teaching Accomplishments	Performance Rating for Teaching	COB Performance Category
Meet all minimum expectations in Table C-1 and two or more criteria from Table C-2, with an overall mean score of at least 4.0 on student evaluations	3.0	Exceeds Expectations
Meet all minimum expectations in Table C-1	2.0	Meets Expectations
Failure to meet any one of the minimum expectations detailed in Table C-1	1.0	Unsatisfactory*

*Faculty members with an “Unsatisfactory” teaching rating will be required to meet with a supervisor to discuss methods for improvement and to document discrepancies.

Student Evaluation of Teaching

Calculating Faculty Member Teaching Mean Evaluation Scores: Teaching evaluation mean scores are calculated as the mathematical average of the course evaluation scores for each course taught by the faculty member in a given academic year, encompassing Spring, Summer, and Fall semesters. The course evaluation scores for a course with multiple mirrored sections are calculated as the weighted mean, with the weight based on evaluations submitted for each section and divided by the total evaluations submitted for the course. A course or sections without reported scores due to low reporting numbers are omitted from the calculation of the teaching mean evaluation scores.

D. Service Evaluation (Rating Scale 1-3)

University Procedure 12.01.99.C0.03, *Responsibilities of Faculty Members*, specifies the general expectations for service by faculty members at TAMUCC. The College of Business implements this procedure by specifying the following activities as required for a performance ranking of Meets Expectations or higher for all full-time faculty members with service responsibilities:

- A. Participated in commencement ceremonies in accordance with university procedure 12.99.99.C0.02, *Faculty Attendance at University Commencement*
- B. Actively participated in university, college, and department committees
- C. Attend university, college, and department meetings (except as excused by a Department Chair for university-related schedule conflicts, illness, or other reasons)
- D. Participated in assessment activities
- E. Attended at least one department or college recognition event.
- F. Completed all required University and Texas A&M System training.

A deficiency in one or more of the minimum service activities above may be sufficient to justify an “Unsatisfactory” rating for service.

College of Business Expectations for Service

Beyond the minimum expectations above, University Procedure 12.01.99.C0.06, *Performance Reviews of Full-Time Faculty Members*, requires each college to specify the general expectations for service by full-time faculty members consistent with college and/or department goals and objectives. The College of Business recognizes that faculty perform a variety of service activities and that such activities vary in terms of time commitment, effort required, and impact.

To address variations in workload and impact associated with specific service activities, the College classifies each service activity as follows:

1. *Basic* (weight = 1) Activities involving a limited workload and/or a one-time commitment.
2. *Significant* (weight = 2) Activities involving a regular commitment of time and/or a significant workload. Most college and university committees fall into this category.
3. *Exceptional* (weight = 3) Activities involving an exceptional time commitment and/or designated as high impact or high importance.

The weights assigned to each level of service are for categorization and are not additive, i.e., two basic activities do not equal one significant activity.

Serving as Chair of a university or college/department committee, council, task force, or working group is considered a separate service responsibility at the *Significant* (2) activity level from serving as a member of that group. For example, a faculty member serving as chair of a university, college, or department committee with a standard weight of “*Significant*” (2), would also have a “*Significant*” (2) service activity entry as chair of that committee.

The Dean and/or Department Chair may increase the workload classification category for activities involving extraordinary tasks. This documentation will be included in the faculty member’s annual evaluation.

The College of Business recognizes five categories of service activities:

- 1) Service to Students or the Department
- 2) Service to the College
- 3) Service to the University
- 4) Service to the Profession or Professional Organizations, and
- 5) Service to the Community.

Tables D-1 through D-5 at the end of this document list the activities and their corresponding weights to meet or exceed the above University requirements. The College of Business expects all full-time faculty members with service responsibilities to engage in service activities in more than one category.

College of Business Minimum Service Requirements

A faculty member must satisfy the following minimum College requirements to receive a rating of Meets Expectation or higher based on the faculty member's rank at the beginning of the evaluation year.

Fixed-Term Faculty

- A. Meet all University minimum requirements for service specified in University Procedure 12.01.99.C0.03, *Responsibilities of Faculty Members, Section 5 Service Expectations*.
- B. Document at least six (6) different service activities from Tables D-1 through D-5 during the evaluation period to include both of the following:
 - 1. At least one (1) service activity in two (2) different service categories.
 - 2. At least one (1) service activity from Tables D-1 through D-5 with a weight of 2 (*Significant*) or 3 (*Exceptional*).
 - 3. Fixed-Term Faculty may instead document three (3) additional service activities from Tables D-1 through D-5 with a weight of 1 (*Basic*) or higher.
- C. Complete the Faculty Annual Evaluation Report by the scheduled submission date.

Assistant Professor

- A. Meet all University minimum requirements for service specified in University Procedure 12.01.99.C0.03, *Responsibilities of Faculty Members, Section 5 Service Expectations*.
- B. Document at least six (6) different service activities from Tables D-1 through D-5 during the evaluation period to include both of the following:
 - 1. At least one (1) service activity in two (2) different service categories.
 - 2. At least one (1) service activity from Tables D-1 through D-5 with a weight of 2 (*Significant*) or 3 (*Exceptional*).
 - 3. Non-tenured Assistant Professors may instead document three (3) additional service activities from Tables D-1 through D-5 with a weight of 1 (*Basic*) or higher.
- C. Complete the Faculty Annual Evaluation Report by the scheduled submission date.

Associate Professor

- A. Meet all University minimum requirements for service specified in University Procedure 12.01.99.C0.03, *Responsibilities of Faculty Members, Section 5 Service Expectations*.
- B. Document at least seven (7) different service activities from Tables D-1 through D-5 during the evaluation period to include both of the following:
 - 1. At least one (1) service activity in two (2) different service categories.
 - 2. At least one (1) service activity from Tables D-1 through D-5 with a weight of 2 (*Significant*) or 3 (*Exceptional*).
- C. Complete the Faculty Annual Evaluation Report by the scheduled submission date.

Professor

- A. Meet all University minimum requirements for service specified in University Procedure 12.01.99.C0.03, *Responsibilities of Faculty Members, Section 5 Service Expectations*.

- B. Document at least eight (8) different service activities from Tables D-1 through D-5 during the evaluation period to include both of the following:
 - 1. At least one (1) service activity in two (2) different service categories.
 - 2. At least one (1) service activity from Tables D-1 through D-5 with a weight of 2 (*Significant*) or 3 (*Exceptional*).
- C. Complete the Faculty Annual Evaluation Report by the scheduled submission date.

College of Business Performance Ratings for Service

Each faculty member receives a rating for service on a scale of 1 to 3 as follows: (1) Unsatisfactory, (2) Meets Expectations, and (3) Exceeds Expectations. The college defines each performance rating for service as follows:

- A. Unsatisfactory (1) – A deficiency in any College of Business Minimum Service Requirements above.
- B. Meets Expectations (2) – Meets all College of Business Minimum Service Requirements above.
- C. Exceeds Expectations (3) -- Meets the above College of Business Minimum Service Requirements above, plus documents at least one (1) additional service activity from Tables D-1 through D-5, categorized as *Excellent* (3) or two (2) additional service activities categorized as *Significant* (2).
 - 1. Note: Fixed-Term Faculty or Assistant Professors who meet the College of Business Minimum Service Requirements may document three (3) additional different activities from Tables D-1 through D-5, categorized as Basic (1) or higher, to be rated as Exceeds Expectations.

The appropriate Faculty Self-Evaluation Template for the faculty member’s rank at the beginning of the evaluation period is available through the Faculty Resources page on the College of Business website. The appropriate Self-Evaluation Template provides additional guidance for calculating the service rating.

Service Activities and Weights

Tables D-1 to D-5 list the specific activities associated with each service category and identify the standard/ordinary weight for each activity. The College acknowledges that the workload of a participant in any of these activities might be extraordinary during a particular evaluation period. It is the responsibility of the faculty member to explain these exceptional circumstances in their Interfolio report and to negotiate adjustments to the standard weight with the appropriate department chair during the annual review process. These adjustments and the associated rationale will be documented, and the documentation will be included in the evaluation.

Table D-1 – Service to Students and the Department

Table D-1 – Service to Students and the Department	Weight
Attend an additional college or department event recognizing students, meetings of student professional organizations, student-focused activities, university student events, participate as a non-sponsor in student field experience, or substantial one-time service to a student group. ¹	1

Table D-1 – Service to Students and the Department	Weight
Attend additional commencement ceremonies ¹	1
Sponsor/supervise internships ²	1
Mentor for University honors project ²	3
Faculty advisor to an active student organization	3
Advisor/mentor to a substantial number of undergraduate and/or graduate students ¹	1 to 2
Advisor and/or sponsor of students in paper or project competitions	1 to 2
Member of graduate or doctoral thesis/dissertation committee ²	2 to 3
Other Service to Students at the Department, College, University, or Community level ³	1 to 3
Attend a faculty candidate presentation, related event, or other department activity or event ³	1
Full-time faculty search committee member	3
Other Department Committees, Working Groups, Task Forces and Special Projects	1 to 3

¹Credit for activities in excess of the university minimum requirements for service.

²Each student paper/project counts as a separate activity.

³Each event counts as a separate activity.

Table D-2 - Service to the College	Weight
Completing a peer observation of teaching for another COB instructor ¹	1
Participating in an accreditation-related assessment of other classes ¹	1
Assigned faculty mentoring ¹	1
Other college activities and events ¹	1
Attend faculty candidate presentations and related events ²	1
Participate in alumni events or activities ¹	1
Program or course coordinator	2
College promotion and tenure committee	3
Curriculum management and assessment committee	3
Post-tenure review committee	3
All other standing college committees	2
Other college committees, working groups, task forces. or special projects	1 to 3
Attend faculty research seminars ³	1 to 3
Other Department Committees, Working Groups, Task Forces and Special Projects, including Faculty Exchange Programs.	2 to 3

¹Each event counts as a separate activity. ² Each candidate counts as a separate activity.

³Attending 1-2 research seminars = 1, attending 3-5 seminars = 2, attending 6 or more seminars = 3.

Table D-3 – Service to the University	Weight
Peer-evaluator for distance education courses evaluated through DLAI ¹	1
Completing peer observation of teaching for an instructor outside the COB ¹	1
Member, all University and TAMU System Committees (Including Faculty Advisory Council and each sub-committee)	3

¹ Each course/evaluation counts as a separate activity

Table D-4: Service to the Profession/Professional Organizations^{1,2}	Weight
Member/participant in professional organizations related to teaching discipline(s)	1
Reviewer for an academic conference paper, an article for a refereed journal on the COB List of Accepted Journals, or for an edited volume	1
Reviewer for a textbook or supplement package for a recognized publisher	1
External reviewer for promotion/tenure candidates at another institution	1
Session Chair/Discussant for academic conference	1
Other discipline-specific service to professional organizations	1 to 3
Elected or appointed officer for a local, state, regional, or national professional organization	1 to 3
Editor or Associate Editor of a Refereed Journal	2 to 3
Editorial Board member of a refereed journal on COB-approved lists	2
Review an article for Elite journals	2
External reviewer for Ph.D. candidates at another college/university	2
Conference Program Chair or Track Chair for a Discipline/Topic for an academic conference	2
Conference Program Chair for Tier 1 conference	3

¹Some activities in this table may be counted as scholarship/creative activities, teaching activities, or service activities. Individual activities may only be counted toward one evaluation criterion (no double-counting).

²Each event/conference/journal/candidate counts as a separate activity.

Table D-5 – Service to the Community^{1,2,3} (Service to Public in Interfolio)	Weight
Media interview participant related to the institution, discipline, or teaching area	1
Public speaker at community organizations (e.g., Chamber of Commerce)	1
Unpaid professional/academic presenter for a company or professional organization	1
Represent the college at Coastal Bend Business Innovation Center activities	1
Represent the university or the college at community events	1
Publish a professionally relevant article in a community media outlet	1 to 2
Consulting associated with Coastal Bend Business Innovation Center projects	1 to 3

Table D-5 – Service to the Community¹²³ (Service to Public in Interfolio)	Weight
Consulting associated with South Texas Economic Development Center projects	1 to 3
Discipline-specific consulting /project for a community organization	1 to 3
Participant in the college’s VITA activities or similar student service projects	1 to 3
Provide significant business or economic information to the community	1 to 3
Support other discipline-specific service to the community	1 to 3
Other community service activities aligned with the COB mission	1 to 3
Elected officer or unpaid member of the board of directors of a community service or charitable organization	2
Serve on a city, county, or non-profit advisory board	2

¹ Community refers to all communities external to the university, including local, regional, state, national, and international entities.

² Some activities in this table may be counted as scholarship/creative activities or as service activities and not as both (no double counting).

³ Each event counts as a separate activity.

Related Policies & Information

For more information about faculty evaluations, please visit the following:

[University Procedure 12.01.99.C0.06 - Performance Reviews of Full-Time Faculty Members](#)

[University Procedure 12.99.01.C0.01 - Faculty Development Leave](#)

[University Procedure 12.01.99.C0.03 - Responsibilities of Faculty Members](#)

[COB 03.FAC.04 - Faculty Qualifications and Engagement Standards](#)

[COB 06.DOC.03 - Faculty Self-Evaluation Template](#)

Revision History

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- Revised and Approved by COB Faculty (January 8, 2024)
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- Revised and Approved by COB Faculty (December 5, 2024)
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