

03.FAC.05 – Faculty Annual Evaluation

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

[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

College faculty members are evaluated on research, scholarship and creative activity (RSCA), teaching, and service performance consistent with the faculty member's status as tenured, tenure-track, or fixed term. 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.

The weights for a tenured faculty member may be modified by the Dean and/or Department Chair to reflect different performance expectations associated with faculty development leave, administrative duties, and other forms of leave/reassignment.

A fixed-term faculty member (i.e., Instructors, Clinical Professors, and Professional Professors) will be evaluated on service performance and RSCA, teaching, or professional engagement in accordance with the fixed-term faculty member's letter of appointment and documented consultation with the Dean and/or Department Chair. Fixed-term faculty members 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, and 10% service).

Fixed-term faculty members are expected to meet the same annual evaluation requirements in their primary area as tenured and tenure-track faculty. They will also be expected to meet the same service requirements as tenure-track faculty. Fixed-term faculty may have reduced requirements to achieve higher ratings in their secondary performance area.

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). This self-evaluation document will include a narrative on each evaluation area (teaching, RSCA, and service). The narrative

should be supported by the appropriate worksheet cataloging the faculty member's accomplishments during the review period.

- Creating an Annual Report (under "Goals & Accomplishments" in Interfolio) for the next evaluation period to specify RSCA, teaching, and service goals in alignment with 12.01.99.C0.06, *Performance Reviews of Full-Time Faculty Members*.

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 higher.

The weighted total evaluation scores will be translated into an overall annual evaluation outcome according to the following table:

Weighted Total Score	Overall Annual Evaluation
1.00 -- 1.99	Unsatisfactory
2.00 – 2.49	Meets Expectations
2.50 – 3.00	Exceeds Expectations

Pursuant to University Procedure 12.01.99.C0.06, *Performance Reviews of Full-Time Faculty Members*, 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.

Pursuant to University Procedure 12.99.01.C0.01, *Faculty Development Leave*, a faculty member who is awarded faculty development leave (FDL) will include the FDL accomplishments in the faculty member's annual review for the year in which the leave was taken. The annual review will also state whether the faculty member has completed objectives as outlined in the Faculty Development Leave proposal. The annual evaluation will state whether changes to the Faculty Development Leave objectives were requested by the faculty member and approved by the Department Chair and the Dean. The annual review will state whether the revised objectives were completed.

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 faculty performance 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 Dean will make the final decision if no agreement is reached between the faculty member and the department chair.

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

Scholarship activity evaluation will be according to the guidelines and list of journals adopted by the Faculty Qualifications Committee (FQC). This will include 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 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 or monograph published by a leading internationally recognized publisher, as agreed upon in consultation with the Department Chair.	15-25
Other intellectual contributions B (OIC-B)	Conference presentations or proceedings at international, national, or regional levels. Other output, including grants, 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	1-10

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. A journal that is not included in these lists must meet specific requirements before being added to the internal list of Accepted Journals maintained by the College of Business. 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. Each Work in Progress entry will count only towards one annual evaluation. A prior Work in Progress entry may be

counted in a future annual evaluation when it is accepted/published in an accepted journal or accepted/presented in a recognized academic conference presentation.

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

5-Year Total Scholarship Activity Score	Scholarship Activity Rating	COB Performance Category
At least 100 total points: must include at least one HQ or better publication*	3.0	Exceeds Expectations
At least 50 total points: must include at least one Q or better publication*	2.0	Meets Expectations
Below 50 total points recognizing that scholarship activities are in progress	1.0	Unsatisfactory

* To receive a Scholarship Activity Rating of 2.0 or above, a faculty member must maintain AACSB Faculty Qualification status (as Scholarly Academic (SA) or Scholarly Practitioner (SP)).

New Faculty: A newly hired faculty member will receive a minimum of 2.0 (Meets Expectations) for annual evaluation purposes for the annual evaluation for the first two (2) years. The Scholarship Activity performance for the second year will be evaluated by the direct supervisor.

Fixed-term Faculty (Secondary Performance Area): Fixed-term faculty may utilize the most recent 6-year point totals according to the table above.

Articles Accepted for Publication: Articles accepted for publication can be used, at faculty request, on the annual evaluation for the year the acceptance letter is received; however, those articles will only be considered for annual evaluations for the five (5) consecutive years from the acceptance date.

Change of Ratings: Journal lists are updated from time to time. Evaluation will be made using the journal ranking at the time of publication/acceptance.

Other Circumstances: The Department Chair, in consultation with the faculty member, will 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.

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-2.

Table B-2 – 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 (includes 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 to be rated Meets Expectations (2.0) in Engagement Activities are *significant* contributions in one (1) Engagement Activity Category listed in Table B-2 each year during the most recent five-year period.

Criteria to be Rated Exceeds Expectations (3.0): A PA/IP faculty member rated “exceeds expectations” must have accomplished or demonstrated either (a) during the evaluation year at least one (1) consulting or service activity in Table B-2 for a national or international level business or professional organization, such as a Fortune 500 company, or (b) *significant* contributions in at least three (3) 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) additional Engagement Activity Category listed in Table B-2 each year during the most recent three-year period, and one (1) additional Engagement Activity Category that year.

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, as 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 goals of the College to provide a high level of student learning and engagement.

Student Evaluation of Teaching

The student evaluation score for a mirrored/cross-listed course will be the weighted average based on student evaluation responses of student evaluation ratings per cross-listed section versus the total evaluation responses for all cross-listed sections. The average student evaluation score across all courses will be calculated using all the student course evaluations received within the calendar year.

Minimum Expectations to be Rated Meets Expectations (2.0)

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

Table C-1 - Minimum Expectations for Teaching
Receive a minimum overall mean score of 3.0 or higher on student evaluations during the current year
Receive two peer observations for assigned courses within a five (5) year period (new faculty should follow Promotion & Tenure Guidelines in 03.FAC.07 & 03.FAC.08 in the COB handbook). Observations should be completed in different calendar years. (Effective for the 2029 annual review).
Participation in accreditation assessment activities when requested and in a timely manner (i.e., AACSB, SACSCOC)
Provide on a timely basis a complete syllabus for each course that includes appropriate course objectives and meets university requirements
Timely and accurate submission of textbook orders
Conduct class with course content representative of course description in the University catalog
Attend and hold scheduled class sessions, in accordance with the University schedule and official course instructional method designation, except for extenuating circumstances
Arrange for appropriate notification and class coverage when an absence occurs
Administration of appropriate exams and/or other appropriate assignments
Be available to students for consultation on coursework during office hours based on the modality of the course in accordance with university and academic unit guidelines
Return grades and other feedback on exams and assignments to students in a timely manner
Timely submission of mid-term and final grades and other student-related reports required by the university and college
Utilize the university's approved learning management system to post syllabi, instructor contact information, course grades (via the grade book) at a minimum
Maintain currency in course content and methods
Online courses need to include substantive instructor interaction with students and/or original instructional materials, and not be solely based on materials developed by outside sources
Maintain a continuity learning plan in all courses in the event of a disaster or emergency
Update faculty activity database (e.g., Interfolio) as needed for teaching-related activities
Maintain current electronic curriculum vitae
Comply with all applicable College, University, State, and Federal regulations.

Note: A faculty member's failure to meet **any one** of the minimum standards will result in an **"unsatisfactory"** (1.0) rating for teaching.

Additional Criteria to be Rated Exceeds Expectations (3.0)

A faculty member is rated Exceeds Expectations in Teaching if the faculty member meets the minimum expectations for a Meets Expectation rating, has an overall mean student evaluation score of 4.3 or above for the current year (including summer courses), and satisfies at least **three of the additional criteria listed in Table C-2**. Each criterion may only be applied up to two (2) times.

Table C-2 - Additional Criteria Related to Teaching
Receive 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 (e.g., TAMU System, Case, Minnie Piper, TSCPA) within the last three years
Participate in specific and significant professional development activities designed to improve teaching effectiveness
Engage 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)
Supervise directed individual study
Supervise internship
Teach at least one large class of at least 80 students or teach at least 150 students total in a semester
Teach four (4) or more course preparations in the nine (9) month academic year (fall and spring)
Coordinate student service-learning projects, as part of a class
Develop a new course or new program
Significantly modify course materials or delivery methods (e.g., converting a face-to-face course to either a hybrid or fully online course)
Receive peer observations for assigned courses beyond the minimum requirements
Develop and/or deliver at least one high-impact practice (as described in a college or university document)
Complete a teaching certification or training program (e.g., DLAI, ACUE, QM)
Develop and/or deliver a teaching-related conference presentation or workshop (if not counted as a research activity)
Incorporate an experiential learning project into a course in collaboration with the Coastal Bend Business Development Center and/or its clients
Incorporate Junior Achievement activities into a course
Incorporate an experiential learning project into a course in collaboration with a local company/organization
Incorporate 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 three or more criteria from Table C-2 with an overall mean score of at least 4.3 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 with an Unsatisfactory rating will be required to meet with the faculty member's Department Chair to discuss methods for improvement.

D. Service Evaluation (Rating Scale 1-4)

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. Participate in commencement ceremonies in accordance with university procedure 12.99.99.C0.02, *Faculty Attendance at University Commencement*
- B. Actively participate 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. Participate in assessment activities
- E. Attend at least one college/department ceremony or event honoring students per academic year.
- F. Complete 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

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 beyond the minimum expectations above. 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.

The College uses the following classification system to address variations in workload and impact associated with specific service activities.

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

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 workload level from serving as a member of that group.

The Dean and/or Department Chair has the discretion to increase the workload classification category for activities involving extraordinary tasks.

The College of Business recognizes five (5) categories of service activities: (1) Service to Students/Department, (2) Service to the College, (3) Service to the University, (4) Service to the Profession/Professional Organizations, and (5) Service to the Community. Tables D-1 through D-5 at the end of this document identify the activities and workload classification category for each activity in each category.

College of Business Minimum Service Requirements

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

Assistant Professor and Fixed-Term Faculty

- A. Meets all University minimum requirements for service specified above.
- B. Documents 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 service activity in two different service categories.
 2. At least one (1) service activity from Table D-1 (Service to Students and the Department), Table D-2 (Service to the College), or Table D-3 (Service to the University) in the Significant or Exceptional Workload Classification Category. Non-tenured faculty may substitute three (3) activities from Tables D-1, D-2, or D-3 in the Basic Workload Classification Category to satisfy this requirement. Activities used to satisfy this requirement count toward the eight (8) required service activities.
- C. Completes annual Faculty Accreditation Compliance Report by the scheduled submission date.
- D. Attends at least two (2) research seminars per calendar year.

Associate Professor

- A. Meet all the minimum service requirements for Assistant Professor, AND
- B. At least two (2) additional service activities from Tables D-1 through D-5 at the Significant Workload Classification Category. One (1) additional service activity from Tables D-1 through D-5 at the Exceptional Workload Classification Category can substitute for two (2) additional service activities in the Significant Workload Classification Category.

Professor

- A. Meet all the minimum service requirements for Associate Professor, AND
- B. At least two (2) additional service activities from Tables D-1 through D-5 at the Significant Workload Classification Category. One (1) additional service activity from Tables D-1 through D-5 at the Exceptional Workload Classification Category can substitute for two (2) additional service activities in the Significant Workload Classification Category.

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, (3) Exceeds Expectations. The college defines each performance rating for service as follows:

- A. Unsatisfactory (1.0) – Does not meet one or more College of Business Minimum Service Requirements listed above.
- B. Meets Expectations (2.0) – Meets all College of Business Minimum Service Requirements listed above.
- C. Exceeds Expectations (3.0) – Meets all College of Business Minimum Service Requirements listed above for the appropriate rank plus meets the following additional requirements for tenured faculty shown below:
 1. Document at least two (2) additional Exceptional-level activities from Tables D-1 through D-5, OR document at least four (4) additional Significant-level or higher activities from Tables D-1 through D-5.
 2. Non-tenured faculty may instead document ten (10) different Basic-level or higher activities from Tables D-1 through D-5 for both requirements above. Activities used to satisfy the requirements for Meets Expectations performance may be included in this activity count.

Service Activities and Workload Activity Levels

Tables D-1 to D-5 list the specific activities associated with each service category and identify the standard workload activity level for each activity within a calendar year. The College acknowledges that a faculty member's workload on 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 workload activity level with the faculty member's Department Chair during the annual review process.

Table D-1 – Service to Students/Department (Service to Department in Interfolio)

D-1 Activities	Workload Activity Level
Assigned Faculty Mentoring	Basic
Attend a College-Sponsored Event (e.g., Kirkland) ¹	Basic
Attend a Faculty Candidate Presentation and Related Event ²	Basic
Attend additional commencement ceremonies ³	Basic
Attend an additional event honoring students ³	Basic
Attend meetings of professional organizations associated with a student organization ¹	Basic
Attend student-focused activities (e.g., Aloha Days, Island Lights, Late-Night Breakfast) ¹	Basic
Attend university/college events for students (e.g., freshman/new student orientation/mixer, Island Waves, convocation, award ceremonies, the Major Event, Meet the CPAs) ¹	Basic
Participate in an alumni event or activity ¹	Basic
Participate in student field experience (does not plan/sponsor activity) ¹	Basic

D-1 Activities	Workload Activity Level
Sponsoring/supervising internships ⁴	Basic
Substantial one-time service to a student group on campus (e.g., invited talk, panelist, discussion leader) ¹	Basic
Other Department Activities and Events	Basic
Advisor and/or sponsor of students in paper or project competitions	Basic to Significant
Member of graduate or doctoral thesis/dissertation committee ³	Significant to Exceptional
Faculty advisor to active student organization	Exceptional
Full-time Faculty Search Committee Member	Exceptional
Mentor for University honors project ³	Exceptional
Other Service to Students	Basic to Exceptional
Other Department Committees, Working Groups, Task Forces and Special Projects	Basic to Exceptional

¹ Each event counts as a separate activity.

² Each candidate visit counts as a separate activity.

³ Credit for activities in excess of university minimum requirements for service.

⁴ Each student paper/project counts as a separate activity.

Table D-2 – Service to the College

D-2 Activities	Workload Activity Level
Completing a peer observation of teaching for another COB instructor per class	Basic
Participating in an accreditation-related assessment of other classes per class	Basic
Other college activities and events	Basic
Attend five (5) or more faculty research seminars ¹	Significant
Program or course coordinator	Significant
College Promotion and Tenure Committee ²	Exceptional
Curricula Management & Assessment Committee	Exceptional
Post-Tenure Review Committee ²	Exceptional
All Other Standing College Committees	Significant
Other College Committees, Working Groups, Task Forces and Special Projects	Basic to Exceptional

¹ Research Seminar Steering Committee members do not receive workload activity level credit for attending individual presentations. Research Seminar Steering Committee members, except the committee chair, who attend six (6) or more research seminar presentations may count that attendance as an additional Significant workload activity.

² Does not count as service if no one in the College is being reviewed that year.

Table D-3: Service to the University

D-3 Activities	Workload Activity Level
Peer-evaluator for distance education courses evaluated through DLAI ¹	Basic
Completing a peer observation of teaching for an instructor outside the COB ¹	Basic
All University and TAMU System Committees (Including Faculty Senate and each sub-committee)	Exceptional

¹ Each course/evaluation counts as a separate activity

Table D-4: Service to the Profession/Professional Organizations^{1 2}

D-4 Activities²	Workload Activity Level
Membership/participation in professional organizations related to teaching discipline(s)	Basic
Paper reviewer for an academic conference	Basic
Review of an article for a refereed journal on the COB List of Accepted Journals or for an edited volume	Basic
Review textbook or supplement package for recognized publisher	Basic
Serving as an external reviewer for promotion/tenure candidates at another institution	Basic
Session Chair/Discussant for academic conference	Basic
Other discipline-specific service to professional organizations	Basic to Exceptional
Serving local, state, regional, or national professional organizations as elected or appointed officer	Basic to Exceptional
Conference Program Chair or Track Chair for Discipline/Topic for academic conference	Significant
Editor/Assoc. Editor of a Refereed Journal	Significant
Editorial Board membership for a refereed journal on ABDC or other COB-approved lists.	Significant
Review of an article for Elite journals	Significant
Serving as an external reviewer for Ph.D. candidates at another college/university	Significant
Conference Program Chair for Tier 1 conference	Exceptional

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 Community¹ (Service to Public in Interfolio)

D-5 Activities^{2,3}	Workload Activity Level
Participating in media interviews related to institution, discipline, or teaching area	Basic
Public speaking at community organizations (e.g., Chamber of Commerce)	Basic
Unpaid professional/academic presentations for companies or professional organizations	Basic
Representing the college at Coastal Bend Business Innovation Center activities	Basic
Representing university/college at community events	Basic
Publishing a professionally relevant article in a community magazine/newspaper/e-zine/blog	Basic to Significant
Consulting associated with Coastal Bend Business Innovation Center projects	Basic to Exceptional
Consulting associated with South Texas Economic Development Center projects	Basic to Exceptional
Discipline-specific consulting /project work for community organization	Basic to Exceptional
Participating in the college’s VITA activities	Basic to Exceptional
Providing significant business or economic information to the community (e.g., <i>Economic Pulse</i> publication)	Basic to Exceptional
Supporting other discipline-specific service to the community	Basic to Exceptional
Additional community service activities aligned with the COB mission	Basic to Exceptional
Elected officer or unpaid member of the board of directors of a community service or charitable organization	Significant
Serving on city, county, or non-profit advisory board	Significant

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

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

³Each 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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