

03.FAC.05

FACULTY ANNUAL EVALUATION

(Approved by COB Faculty on April 22, 2016)

(Section A. Amended by email Approval of COB Faculty October 4, 2016)

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A. OVERALL ANNUAL EVALUATION

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.

In general, faculty are evaluated on scholarly and creative activity, 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% scholarly and creative activity, 40% teaching, 20% service.
- Tenure-track faculty: 45% scholarly and creative activity, 45% teaching, 10% service.

Weights for tenured faculty 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. Weights for other faculty classifications (e.g., professional assistant professor) are determined in consultation with the Dean and/or Department Chair.

Faculty evaluations are based solely on activities documented in the faculty activity database (e.g., Digital Measures). Faculty are responsible for documenting scholarly and creative activity, 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 Digital Measures) for the evaluation period to summarize accomplishments in scholarly and creative activity, teaching, and service activities.
- Completing and attaching a self-evaluation document to the Annual Report (under “Goals & Accomplishments” in Digital Measures) for the evaluation period that specifies the ratings for scholarly and creative activity, evaluation, and service (form to be provided).
- Creating an Annual Report (under “Goals & Accomplishments” in Digital Measures) for next evaluation period to specify scholarly and creative activity, teaching and service goals/objectives.

Once appropriate weightings on individual components have been assigned, the weighted total evaluation scores are translated into an overall annual evaluation outcome according to the following table:

Weighted total score	Overall Annual Evaluation
1.0 – 1.500	Unsatisfactory
1.501 – 2.000	Standard
2.001 – 3.000	High
3.001 – 4	Excellent

As stated in University Procedure 33.99.99.C0.02: Performance Reviews of Full-Time Faculty Members, merit eligibility requires (1) an above standard overall rating and (2) standard or better ratings in at least 2 evaluation areas (which add up to at least a 0.5 weighting in the overall faculty evaluation).

**B. SCHOLARLY AND CREATIVE ACTIVITY EVALUATION
RATING SCALE 1-4**

The primary objective of the Scholarly and Creative activity 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. Scholarly and Creative activity 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. If no agreement can be reached, then if deemed appropriate, the chair of the FQC can be invited to participate in the process. If no agreement is reached between the parties, the final decision will be made by the Dean.

B1 AACSB Classification Maintained Through Scholarly Activities (SA/SP)

Scholarly activity evaluation will be according to the guidelines and list of journals adopted by the Faculty Qualifications Committee (FQC). Typically, this will include the list developed by the Australian Business Deans Council (ABDC), list of the Association of Business Schools (ABS) commonly known as the International Guide to Academic Journal Quality list, and any other list provided by FQC. This is summarized below in Table B-1.

Table B-1

Quality Rating	Criteria	Points assigned
Elite (E)	Journal rating of A* by the Faculty Qualification Committee (FQC)	30
Very High Quality (VHQ)	Journal rating of A by the Faculty Qualification Committee (FQC)	25
High Quality (HQ)	Journal rating of B by the Faculty Qualification Committee (FQC)	20
Quality (Q)	Journal rating of C by the Faculty Qualification Committee (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.	16-25
Other intellectual contributions B (OIC-B)	Conference presentations or proceedings at international, national or regional levels. Other output, including anthologies, book chapters, trade publications, magazine and newspaper articles, etc. as detailed in Table 1 in the document “Faculty Qualifications and Engagement Standards ” in consultation with the Department Chair	1-15

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

Scholarly activity rating would be based on -most recent 3-year total points according to the following table:

3-Year Total Scholarly Activity Score	Scholarly Activity Rating	COB Performance Category
At least 30 total points: must include at least one HQ or better publication*	4.0	Excellent
At least 22 total points: must include at least one Q or better publication*	3.0	High
At least 15 total points: must include at least one Q or better publication*	2.0	Standard
Below 15 total points recognizing that scholarly activities are in progress	1.0	Unsatisfactory

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

New Faculty:

For annual evaluation purposes, newly hired faculty members will receive a minimum of 2.0 (*Standard*) for their first year. The Scholarly Activity performance for the second year will be evaluated by the direct supervisor.

Articles Accepted for Publication:

Articles accepted for publication can be used, at faculty request, on the year the acceptance letter is received; however, those articles will only be considered for annual evaluations for a total of three years.

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 chair of the department, in consultation with the faculty member, will determine the quality rating of any books or scholarly 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)

Minimum Expectations to be Rated Standard (2.0):

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.

The minimum expectations for a PA/IP to be rated Standard (2.0) in Engagement Activities are *significant* contributions in one (1) Engagement Activity Category listed in Table B-2 during the most recent five-year period:

Table B-2 Engagement Activity Categories	
1)	Consulting activities that are material in terms of time and substance.
2)	Relevant, active service on corporate or non-profit boards of directors.
3)	Significant participation in business professional associations (leadership roles).
4)	Documented continuing professional education experiences (includes acquisition of and regular maintenance of professional certifications or licenses).
5)	Faculty internships.
6)	Professional work (employment).
7)	Invited professional public speaking engagements to reputable business organizations and/or associations.
8)	Production and delivery of substantial professional development activities.
9)	Practice-oriented or scholarly intellectual contributions.
10)	Other appropriate professional activities as approved by the Faculty Qualifications Committee and the College of Business Administrative Council.

Criteria to be Rated High (3.0):

The PA/IP faculty member rated “high” must have accomplished or demonstrated *significant* contributions in at least one additional Engagement Activity Category listed in Table B-2, resulting in a total of two (2) separate Engagement Activity Categories during the most recent three-year period.

Criteria to be Rated Excellent (4.0):

The PA/IP faculty member rated “excellent” must have accomplished or demonstrated either (a) during the evaluation year at least one 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 during the most recent three-year period.

C. TEACHING EVALUATION RATING SCALE 1-4

In addition to the TAMUCC guidelines for teaching as stated in university rule 12.01.99.C1.03 for full-time faculty members, the College of Business developed a standard set of criteria for teaching evaluation. 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.

Minimum Expectations to be Rated Standard (2.0):

Faculty members are expected to satisfactorily perform **all** of the following 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
Participation in accreditation assessment activities when requested and in a timely manner (i.e., AACSB, SACS)
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 text book orders
Conduct class with course content representative of course description in University catalog
Attend and hold scheduled class sessions except for extenuating circumstances
Arrange for appropriate notification and class coverage when an absence occurs
Administration of appropriate exams and other appropriate exercises
Publication and maintenance of appropriate office hours
Return of grades and other feedback on exams and assignments to students in a timely manner
Timely submission of copies of course exams as requested by the Dean's office
Timely submission of mid-term and final grades and other student-related reports required by the university and college
Utilization of appropriate technology
Maintain currency in course content and methods
Maintain a plan for the continuity of learning in all courses in the event of a natural disaster
Update faculty activity database (e.g. Digital Measures) as needed for teaching related activities

(Note: failure to meet **any one** of the minimum standards will result in an “**unsatisfactory**” (1.0) rating)

Additional Criteria to be Rated High (3.0):

In addition to the minimum expectations for a standard rating, faculty members rated “high” must have an overall mean score of 4.0 or higher for current year on student evaluations and accomplish or demonstrate at least **two of the additional criteria listed in Table C-2.**

Additional Criteria to be Rated Excellent (4.0):

In addition to the minimum expectations for a standard rating, faculty members rated “excellent” must have an overall mean score of 4.3 or higher for current year on student evaluations and accomplish or demonstrate at least **three of additional criteria listed in Table C-2.**

Table C-2 Additional Criteria Related to Teaching (Meet two or more for “High” Rating Meet three or more for “Excellent” Rating)
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, within the last three years, an external agency award or honor for teaching excellence (e.g., TAMU System, Case, Minnie Piper, TSCPA)
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 studies
Supervise internships
Teach at least one large class of at least 80 students or teach at least 150 students total in either 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 method (e.g., converting a face-to-face course to either a hybrid or fully online course)
Receive at least one satisfactory peer evaluation for a course as assigned by the department chair
Develop and/or deliver at least one high impact practice (as described in a college or university document)
Complete all three levels of ODELT certification within the last three years
Develop and/or deliver a teaching-related conference presentation or workshop (if not counted as a research activity)
Teach in a learning community, honors, or innovative course (as designated by the department chair and/or Dean)
Teach at least one stacked undergraduate/graduate course
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	4.0	Excellent
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	High
Meet all minimum expectations in Table C-1	2.0	Standard
Failure to meet any one of the minimum expectations detailed in Table C-1	1.0	Unsatisfactory*

* Faculty with Unsatisfactory category will be required to meet with supervisor to discuss methods for improvement.

Student Evaluation of Teaching:

The average score across all questions in the student evaluation will be calculated using all the student evaluations received during the fall and spring semester within the calendar year.

D. SERVICE EVALUATION RATING SCALE 1 – 4

1. Minimum University Requirements for Service

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

- A. Serve as an advisor/mentor to undergraduate or graduate students as assigned.
- B. Participate in assessment activities related to assigned courses.
- C. Attend fall or spring commencement ceremony.
- D. Attend college and department faculty meetings (except as excused by chair for schedule conflicts, illness or other reasons).
- 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 as specified through TrainTraq.

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

2. College of Business Expectations for Service

Beyond the minimum expectations above, University Procedure 33.99.03.C1.02, *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:

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

Chairing a university or college/department committee, council, task force or working group increases the standard weight by one. For example, serving as chair of a university or college/department committee with a standard weight of “*Significant*” (2) increases the weight to “*Exceptional*” (3).

Standard weights for activities involving extraordinary tasks may be increased to a higher weight at the discretion of the department chair and/or Dean.

The College of Business recognizes five categories of service activities: (1) Service to Students, (2) Service to the University (3) Service to the College/Department, (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 standard weight for each activity in each category.

The College of Business expects all full-time faculty members with service responsibilities to engage in service activities in more than one category.

3. College of Business Minimum Service Requirements

To receive a rating of Standard or higher, all full time faculty members with service responsibilities must satisfy the following minimum College requirements:

- A. Meet all of the University minimum requirements for service specified in section 1 of this document.
- B. Document at least six 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 service activity from Table D-2 (Service to the University) or Table D-3 (Service to the College/Department) with a weight of 2 (*Significant*) or 3 (*Exceptional*). Non-tenured faculty may instead document three separate activities from Tables D-2 or D-3 with a weight of 1 (*Accepted*) to satisfy this requirement.

4. College of Business Performance Ratings

Each faculty member receives a rating for service on a scale of 1 to 4 as follows: (1) Unsatisfactory, (2) Standard, (3) High, and (4) Excellent. The college defines each performance rating for service as follows:

- A. Unsatisfactory (1.0) – A deficiency in any of the College of Business Minimum Service Requirements in Section 3.
- B. Standard (2.0) – Meets all of the College of Business Minimum Service Requirements in Section 3.
- C. High (3.0) – Meets the College of Business Minimum Service Requirements in Section 3 plus both of the following additional requirements for tenured faculty:
 1. Document at least one additional service activity from Tables 1 through 5 (seven or more activities in total).
 2. Document at least one activity from Tables D-1 through D-5 with a weight of 3 (*Exceptional*); OR document at least three activities from Tables D-1 through D-5 with a weight of 2 (*Significant*). Activities used to satisfy requirements for Standard performance are included in this count.

Non-tenured faculty may instead document eight different activities from Tables D-1 through D-5 with a weight of 1 (*Accepted*) or higher for both of the requirements above. Activities used to satisfy requirements for Standard performance are included in this activity count.

- D. Excellent (4.0) – Meets the College of Business Minimum Service Requirements in Section 3 plus both of the following additional requirements for tenured faculty:

1. Document at least two activities from Tables D-1 through D-5 with a weight of 3 (*Exceptional*); OR, document at least four activities from Tables D-1 through D-5 with a weight of *Significant (2)* or higher. Activities used to satisfy requirements for Standard performance are included in this count.
2. Document at least one activity in three different categories (Tables D-1 through D-5). Activities used to satisfy requirements for Standard performance and requirement C.2 above are included in this count.

Non-tenured faculty may instead document ten different activities from Tables D-1 through D-5 with a weight of 1 (*Accepted*) or higher for both of the requirements above. Activities used to satisfy the requirements for Standard performance are included in this activity count.

5. Summary

Count activities in each service category and enter the number of documented activities for each weight in the table below.

	Accepted	Significant	Exceptional	Total
Table D-1: Service to Students	1-1	1-2	1-3	1-4
Table D-2: Service to University	2-1	2-2	2-4	2-4
Table D-3: Service to College/Department	3-1	3-2	3-3	3-4
Table D-4: Service to Profession	4-1	4-2	4-3	4-4
Table D-5: Service to Community	5-1	5-2	5-3	5-4
Total	6-1	6-2	6-3	6-4

Ratings Calculations: Tenured Faculty:

For Standard or Higher:

1. Cell 6-4 \geq 6
2. AND, Cell 3-2 OR Cell 3-3 \geq 1
3. AND, Cell 1-4 OR Cell 2-4 OR Cell 4-4 OR Cell 5-4 \geq 1

For High (Requirements for Standard plus the following)

1. Cell 6-2 \geq 3 OR Cell 6-3 \geq 1
2. AND, at least TWO cells out of Cell 1-4, Cell 2-4, Cell 4-5 and Cell 5-5 \geq 1

For Excellent (Requirements for Standard plus the following)

1. Cell 6-2 \geq 4 OR Cell 6-3 \geq 2
2. AND, at least TWO cells out of Cell 1-4, Cell 2-4, Cell 4-5 and Cell 5-5 \geq 1

Option for Non-tenured Faculty:

For Standard or Higher

1. Cell 6-4 \geq 6
2. AND, Cell 3-1 \geq 3
3. AND, Cell 1-4 OR Cell 2-4 OR Cell 4-4 OR Cell 5-4 \geq 1

For High (Requirements for Standard plus the following)

1. Cell 6-4 \geq 8

For Excellent (Requirements for Standard plus the following)

2. Cell 6-4 \geq 10

Appendix: Service Activities and Weights

Tables D-1 to D-5 list the specific activities associated with each service category and identify the standard/ordinary rating 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 the Digital Measures report and to negotiate adjustments to the standard rating with the faculty member's department chair during the annual review process.

Table D-1: Service to Students

Activity	Weight
Faculty advisor to active student organization	3
Director of senior honors project ²	3
Attend additional college or department event honoring students ¹	1
Attend additional commencement ceremonies ¹	1
Attend events for prospective students (e.g., Islander Days) ³	1
Attend meetings of professional organization associated with a student organization ³	1
Attend student-focused activities (e.g., Aloha Days, Trunk-or-Treat, Island Lights, Late-Night Breakfast) ³	1
Attend university events for students (e.g., freshman/new student orientation, Island Waves, convocation, award ceremonies) ³	1
Participate in student field experience (does not plan/sponsor activity) ³	1
Sponsoring/supervising internships ²	1
Substantial one-time service to student group on campus (e.g., invited talk, panelist, discussion leader) ³	1
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	1 to 3

¹Credit for activities in excess of 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 University

Activity	Weight
Faculty Senate (including sub-committees)	3
Senate executive committee member	3
Senate speaker	3
University Promotion & Tenure Committee	3
Faculty Athletic Representative	3
Graduate Council	3
Institutional Review Board	3
Center for Faculty Excellence (CFE) Committee	2
Core Curriculum Committee	2
Council of Principal Investigators and Research Administrators (CPIRA)	3
Faculty Hearing Committee/Advisory Committee	2
Intercollegiate Athletics Committee	2
Research Enhancement Committee	2
Scholarship Committee	2
Undergraduate Admissions Committee	2
Undergraduate Council	2
University Search Committee	2
Peer-evaluator for distance education courses ¹	1
Academic Integrity Committee	1 to 2
Student Hearing & Appellate Board Panel Member	1 to 2
Other Standing University Committees and Councils ²	1 to 3
Other University Working Groups, Task Forces, and Special Projects ²	1 to 3

¹Each course counts as a separate activity

²Each group, committee, task force or project counts as a separate activity.

Table D-3: Service to the College/Department

Activity	Weight
Faculty Qualifications Committee	3
Program or Course Coordinator	2 to 3
Curricula Management Committee	2 to 3
College Promotion and Tenure Committee ¹	0 to 3
Post-Tenure Review Committee ¹	0 to 3
Academic Scholarship Committee	2
Faculty Search Committee Member	2
Library Committee	2
Research Enhancement and Faculty Development Committee	2
Department Promotion and Tenure Committee ¹	0 to 2
Strategic Planning Committee	1 to 2
Leading Study Abroad Program	1 to 2
Participating in Accreditation-Related Assessment of Other Classes	1 to 2
Student Grade Appeal Committee	1 to 2
Assigned Faculty Mentoring	1
Attend Faculty Research Seminars ²	1
Attend College-Sponsored Events (e.g., Kirkland) ²	1
Attend Faculty Candidate Presentations and Related Events ³	1
Participate in alumni events or activities ²	1
Participation in Faculty Exchange Program	1
Participation in peer teaching evaluation	1
Other College/Department Activities and Events	1
Other College/Department Committees, Working Groups, Task Forces and Special Projects	2 to 3

¹Worth 0 points if no one in the College/department is being reviewed that year

²Each event counts as a separate activity.

³Each candidate counts as a separate activity.

Table D-4: Service to the Profession/Professional Organizations¹

Activity ²	Weight
Conference Program Chair for Tier 1 conference	3
Conference Track Chair for Discipline/Topic for Tier 1 conference	3
Editor/Assoc. Editor of a Refereed Journal	2 to 3
Conference Program Chair or Track Chair for Discipline/Topic for other conference	2
Session Chair/Discussant for Tier 1 academic conference	2
Serving as external reviewer for Ph.D. candidates at another college/university	2
Review textbook or supplement package for recognized publisher	1
Serving as external reviewer for promotion/tenure candidates at another institution	1
Paper reviewer for Tier 1 academic conference	1 to 2
Review of articles for A/A+ journals	1 to 2
Discussant/session chair for other academic conference	1 to 2
Editorial Board membership for refereed journal	1 to 2
Membership/participation in professional organizations related to teaching discipline(s)	1 to 2
Paper reviewer for other academic conference	1 to 2
Review of articles for other refereed journals or edited volumes	1 to 2
Serving local, state, regional or national professional organizations as elected or appointed officer	1 to 3
Other discipline-specific service to professional organizations	1 to 3

¹Some activities in this table may be counted as scholarly/creative activities, teaching activities, or as 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}

Activity	Weight
Consulting associated with Coastal Bend Business Development Center projects	2
Elected officer or unpaid member of the board of directors of a community service organization	2
Serving on city or county advisory board	2
Participating in media interviews related to institution, discipline, or teaching area	1
Public speaking at community organizations (e.g., Chamber of Commerce)	1
Representing university/college at community events	1
Provide significant business or economic information to community (e.g., <i>Economic Pulse</i> publication)	1 to 3
Publish professionally-relevant article in community magazine/newspaper/e-zine/blog	1 to 3
Discipline-specific consulting /project work for community organization	1 to 3
Other discipline-specific service to community	1 to 3

¹Some activities in this table may be counted as scholarly/creative activities or as service activities but not as both.

²Community refers to all communities external to the university including local, regional, state, national, and international entities.

[See COB website or COB Handbook 06.DOC.03 \(Faculty Self-Evaluation Template for SA-SP Faculty\) for the current Faculty Self-Evaluation Template.](#)

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

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

[See University Procedure 12.99.99.C0.02 - Responsibilities of Part-Time Faculty Members.](#)

[See University Procedure 33.99.99.C0.02 - Performance Reviews of Full-Time Faculty Members.](#)

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