Department of Economics and International Business
College of Business Administration

Faculty Evaluation System (FES) Standards

Prepared by the Tenured and Tenure-Track Faculty of
the Department of Economics and International Business

Fall 2025

Approved by:

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Introduction

Academic Policy Statement (APS) 820317 (Revised January 2025) establishes the guiding principles and process for the Faculty Evaluation System (FES) of Tenured and Tenure-Track Faculty at Sam Houston State University (SHSU). The **Department of Economics and International Business** follows the principles and guidelines in APS 820317 to develop the department-specific standards for the annual performance evaluation of tenured and tenure-track faculty members.

Section 1.04 of APS 820317 identifies three categories for purposes of evaluation: teaching effectiveness, scholarly and/or creative accomplishments, and service … Teaching effectiveness is comprised of two (2) inputs, the chair's/department's rating of teaching effectiveness (FES 1) and the students' rating of teaching effectiveness (FES 2)". It further stipulates that "the individual departments (the tenure-granting units) and respective colleges are responsible for the determination and development of specific performance standards to be evaluated in FES 1, FES 3, and FES 4 … Faculty members at the department level set the specific performance standards for their given department or program. The FES performance standards for each department or unit are subject to the approval of the chair and dean". Accordingly, the tenured and tenure-track faculty members of the Department of economics and International Business discussed and determined the following standards for the annual evaluation of tenured and tenure-track faculty members.

Unique to the College of Business Administration (COBA)

COBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB, International). One of the categories reviewed by AACSB is the qualifications of the college's faculty. COBA defines the criteria for various levels of faculty qualifications and outlines these requirements in the Guidelines for COBA *Faculty Qualifications Sufficiency and Research* document.

In general, doctoral qualified faculty should meet the "Scholarly Academic" category. Faculty with significant administrative duties may instead be allowed to meet the standards for the "Practice Academic" category in accordance with the college's faculty qualification criteria and approval of the Dean. In no instance should a doctoral qualified faculty member be listed as "Additional Faculty." In any year, faculty classified as "Additional Faculty" will not be awarded merit pay in the Department of Economics and International Business.

Documentation of teaching scholarly and service activities, and their associated impact should be entered into the University's official repository (currently Watermark Faculty Success) and further described in the narrative included in the annual review.

FES 1 Chair's Evaluation of Teaching Effectiveness - Performance Standards Evaluation Criteria

Categories of Performance Standards	Brief Criteria	Criterion No.	Detailed Criteria Description	Scoring Categories
General	Faculty Qualification Status.	1	In the current year, faculty members must meet COBA's standards for faculty qualifications related to AACSB accreditation. In general, doctoral qualified faculty should meet the "Scholarly Academic" or "Practice Academic" category. Faculty classified as "Additional Faculty" are not eligible for merit pay.	Yes / No **Weight for FES 1: N/A**
Teaching Effectiveness	Learning environment, course design, management, and rigor of assignments/ quizzes/tests	1	Course design and delivery contribute to successful learning objectives	Scale of 1 – 5 5 = Far exceeds expectations 4 = Exceeds expectations 3 = Meets expectations 2 = Meets minimum expectations 1 = Does not meet minimum expectations **Weight for FES1: 30%**
		2	Course materials are engaging/stimulating/challenging	
		3	Student attention, interaction, engagement, and participation contribute to successful courses	
		4	Clear evidence of efforts to engage students in online courses	
		5	Uses appropriate technology	
		6	Assignments and/or activities used for assessing student work (e.g., projects, exams) contribute to the course, program, college, and university-level learning goals or outcomes	
		7	Provides real-world applications to further prepare the students for their careers.	

Communication	Timely and Effective Communication with Students	1	Communicates and provides high-quality feedback related to instruction to students in a timely manner for all exams, assignments, projects, etc. typically within one week of the due date	Scale of 1 – 5 5 = Far exceeds expectations 4 = Exceeds expectations 3 = Meets expectations 2 = Meets minimum expectations 1 = Does not meet minimum expectations **Weight for FES1: 30%**
		2	Responds to emails in a timely manner.	
Compliance	Compliance with department, college, and university requirements	1	Submits vitae and syllabi by the due date	Scale of 1 – 5 5 = Consistently meets expectations 4 = Meets most expectations 3 = Meets some but not all expectations 2 = Partially meets some but not all expectations 1 = Does not meet expectations **Weight for FES1: 10%**
		2	Submits textbook selections by the deadline	
		3	Submits Federal Aid Eligibility Verification	
		4	Takes required HR and IT training	
		5	Makes timely accommodation of a disability	
		6	Adheres to the University Final Exam Schedule	
		7	Submits final semester grades by the deadline	
		8	Responds in a timely manner to meet deadlines for any other items that may be requested from the Department, College, or University.	
		9	Holds class at the scheduled time and for the appropriate duration	
		10	Establishes and maintains office hours for student interaction.	
		11	Administers teaching evaluations and teaching-related policies	
	Syllabi	1	Provides clear and comprehensive information about the course, structure, evaluation methods, course-level student learning outcomes, and any required departmental, college, or university policy Statements, including APS 240430 Course Structure and Management.	
		2	Adheres to the course and master syllabi	

Others	Professionalism	1	Displays professionalism in managing the class and classroom; displays professional behavior outside the classroom; helpful	Scale of 1 – 5
	Grade Distribution	1	Unnatural patterns of grade distribution without any explanation from the faculty member	5 = Far exceeds expectations
	Curriculum Development	1	Develops new course(s); contributes to the development of new programs etc.	4 = Exceeds expectations
	Assessment	1	Performs and submits class assessments as required by the college and the university	3 = Meets expectations
	Professional Development that supports teaching	1	Attends teaching workshops/training/conference	2 = Meets minimum expectations
	Awards, Honors, and Recognitions	1	Receives a teaching excellence/innovation award from the university or any recognized organization	1 = Does not meet minimum expectations
		2	Student(s) identifies (identify) as someone who makes a difference in life at SHSU	**Weight for FES1: 30%**
	Course materials	3	Writes own course materials/exams/assignments	
		4	Uses up-to-date materials	
		5	Frequently changes exams	
		6	Teaching innovation	
		7	New preparations	
	Mentoring that contributes to learning outcomes	8	Mentors students in academic research	
		9	Teaches study abroad courses	
	Faculty Attendance, Participation, and Involvement.	10	Attends, participates, and is involved in out-of-class activities designed to engage students or contribute to the success of the department, college, and university. Examples include graduation, convocation, faculty meetings, college-wide presentations, student events, etc., as appropriate.	

Notes

1) FES 1 is computed as a weighted average using the scoring scales and associated weights from the table above.

2) A faculty member receiving the SHSU Faculty Excellence in Teaching Award is assigned a FES 1 score of 5.

3) If AACSB Faculty Qualification Status = "No" then a faculty member is automatically not eligible for merit increase.

4) The table above is meant to serve as a guide but is not an exhaustive list of all activities that count for teaching. A faculty member can make a case for an activity not included in the list but must establish its equivalence above.

5) Non-compliance with university policy, including APS 240430 (Course Structure and Management), when occurring in repeated or severe instances, grant the Department Chair the right to modify, amend, or otherwise adjust the final evaluation score (FES 1), with the extent of such adjustment being solely dependent upon a determination of the severity of the said non-compliance and the refusal of the faculty member to comply. The Department Chair shall, as a prerequisite to any formal disciplinary action, engage in a good-faith effort to implement corrective measures through direct consultation with the faculty member determined to be in non-compliance.

Sample Scoring for FES 1:

Weight	Categories of Performance Standards	Scoring Category	Score Awarded
30%	Teaching Effectiveness		4.0
30%	Communication		3.0
10%	Compliance		4.0
30%	Others	Scale of 1 – 5 provided above	4.0
FES 1 score = 30% x 4.0 + 30% x 3.0 + 10% x 4.0 + 30% x 4.0 =			**3.7**

FES 2 Student Evaluations - Performance Standards Evaluation Criteria

Per the university's *Faculty Evaluation System of Tenured and Tenure-Track Faculty* Academic Policy Statement (APS 820317), the Department of Economics and International Business will use the instrument selected by SHSU for students to evaluate teaching effectiveness for FES 2. Currently, that instrument is the IDEA Evaluation System.

As defined by section 3.01 of policy APS 820317, for each faculty, an average of the "Combined Averages of Summative Ratings" score for each class taught within the evaluation period (year) shall be used as the faculty's FES 2 score. IDEA does not report downward adjustments in the report to faculty, only upward adjustments. The Department of Economics and International Business will use the Adjusted Summative Evaluation Scores when calculating FES2.

Summary Evaluation of Teaching Effectiveness		
	View: Adjusted Averages ⌄ ❷ Compare to: IDEA Discipline ⌄	

Sample Scoring for FES 2

Course	IDEA Score
Course$_1$	4.5
Course$_2$	4.4
Course$_3$	4.6
Course$_4$	4.3
Course$_5$	4.4
Course$_6$	4.6
Course$_7$	4.7
Average = FES 2 =	**4.5**

FES 3 Scholarly Accomplishments - Performance Standards Evaluation Criteria

AACSB Faculty Qualification Status - In the current year, faculty members must meet COBA's standards for faculty qualifications (SA or PA) related to AACSB accreditation. Faculty not meeting these standards are not eligible for merit pay.

Journal Category	Criteria	Score
Highest Quality	A* of ABDC *or/and* Q1 of SJR with Journal Rank Indicator score of 1.2 and above (about the top 10% of Q1 journals)	5
Higher Quality	A of ABDC *or/and* Q1 of SJR with Journal Rank Indicator score below 1.2	4.25
Quality	B of ABDC *or/and* Q2 of SJR	3.5
Acceptable	C of ABDC *or/and* Q3/Q4 of SJR	3
Others	Cabell's Journalytics, Editor Reviewed Publication	1
Other publications		
	Book (refereed)	3.5
	New edition of existing book	1.5
	Book (non-refereed, editor-reviewed)	2
	Book Chapter (refereed)	1.5
	Book Chapter (editor reviewed)	1
	Practitioner journals (points vary depending on readership and impact)	1 - 4
	Discipline-appropriate publications (points vary depending on readership and impact)	1 - 4
Grants		
	NSF or NSF-type grant	5
	External Grant > 5,000 (depending on level of grant)	2 - 4
	External Grant <5,000 (depending on level of grant)	1.5 - 2

SHSU Research Grant	1.5
COBA Research Grant	1

Awards

SHSU Faculty Excellence in Research Award	5
Other research awards	Depends on prestige

Others

Scholarly activities such as conference presentations, journal submissions, revise and resubmits that can be added to publications	0.5 - 1

FES 3 Performance Evaluation Rubric

Score	Criteria
5.0	AACSB qualified plus….
4.5	AACSB qualified plus….
4.0	AACSB qualified plus….
3.5	AACSB qualified plus….
3.0	AACSB qualified plus….
2.5	AACSB qualified plus….
2.0	For faculty without any publications in the current year or publications/grants/awards that have a total value of 2 or less: AACSB qualified plus a paper at a major conference
1.5	For faculty without any publications in the current year or publications/grants/awards that have a total value of 1.5 or less: AACSB qualified plus some scholarly activity such as working papers/submissions/revise and resubmit/conference presentations etc.
1.0	Not AACSB qualified and no scholarly activities

Notes

1) Faculty members are required to map their publication(s) to this evaluation rubric using the scoring guidelines above. If it is not on this list, the faculty member is expected to make a case for the inclusion of the publication based on impact and readership, and which level/value it maps to. Scores can be adjusted downward based on a lack of information.

2) Faculty members are expected to make a case to show impact and have a research agenda. Faculty members can make a case for an adjustment (upward of points) based on the quality/quantity of work involved and its impact.

3) For publications with a total value equal to or less than 1.5, other scholarly accomplishments can be considered to calculate the final score.

4) Since by this system a faculty member could technically score >5, such a score would automatically qualify a faculty as a candidate for the COBA research award. COBA is looking into providing additional professional development funds as well.

5) Faculty members cannot carry forward their current publications. However, they can choose among the year of acceptance, the year of online publication, and the year of assignment to a volume and issue (if they are different) to be counted

FES 4 Service - Performance Standards Evaluation Criteria

The department identifies five levels of service engagement for faculty with potential overlaps. That creates the following areas for FES 4 performance standards evaluation
1) Service to the Students
2) Service to the Department
3) Service to the College
4) Service to the University
5) Service to the Profession
6) Others

Score	Brief Criteria	Criterion No.	Detailed Criteria
5	**Exceptional**: Recognized, Significant, and Impactful participant in service to students, department, college, university and/or professional organization.		*Must achieve one of the following*
		1	Won the SHSU Excellence in Service Award.
			OR
		2	Active participant in departmental service and at least two of the remaining four levels (i.e., students, college, university, AND professional organization).
			And one of the following:
		3	Service award from a very reputable organization (e.g., national or international association)
		4	Service award from college or department.
		5	Service award from an academic or professional organization (e.g., regional association).
		6	Actively contributing to a COBA initiative.
		7	Serving as dissertation committee member outside of COBA or SHSU.
		8	Serving on multiple editorial boards for journals.
		9	Conducting workshops or joint workshops or training workshops.
		10	Serving as editor of a journal.
		11	Organizing/hosting a conference.
		12	Program chair or program planner for a conference.
			OR
		13	At least one of the above (2- 12) *plus* three or more Very Good activities.
			OR

		14	At least one of the above *plus* five or more Good / Engaged activities.
4.5	**Very Good**: Significant and Impactful participant in service to students, department, college, university and/or professional organization		*Must achieve at least two of the following:*
		1	Chair of an impactful committee.
		2	Elected or appointed officer or board member in a professional/academic organization.
		3	Serving as the faculty leader of study abroad
		4	Taking students to conferences or field trips
		5	Serving in other official capacities in a professional or academic organization besides what is listed above.
		6	Active participant in service at multiple levels, not exclusive to committee work.
		7	Service award from an academic or professional organization at the local level.
		8	Contributing to the success of a task force addressing an issue facing the college or the university.
		9	Chairing a search committee for faculty, staff, or administrative positions.
		10	Serving on an accreditation or assessment committee.
		11	Refereeing manuscripts for a journal on one of the four COBA-approved lists.
		12	Refereeing grant proposals or external funding applications.
		13	Serving as an executive committee member or scientific committee member at a professional organization.
		14	Serving as proceedings editor for an academic or professional organization.
		15	Associate Editor of a journal.
		16	Editorial Board Member of a journal.
		17	Faculty advisor to a student organization.
			OR
		18	At least one of the above (1 - 17) *plus* three or more Engaged activities. *OR*
		19	At least one of the above (1 - 17) *plus* five or more Engaged/Good activities.
			Must achieve at least three of the following:

4	**Engaged**: Impactful participant in service to students, department, college, university and/or professional organization.	1	Serving as a mentor to students (e.g., writing recommendation letters, reviewing their job materials, assisting in job/internship/graduation school applications).
		2	Chair of a contributing committee
		3	Committee member of an impactful committee.
		4	Committee member of two non-impactful committees.
		5	Division program planner in a professional/academic organization.
		6	Division Chair in a professional/academic organization.
		7	Active participant in two or more committees at multiple levels.
		8	Active participant in a search committee for faculty, staff, or administrative positions.
		9	Participating in accreditation or assessment activities (e.g., MAT or GAT leader).
		10	Refereeing conference submissions or internal funding applications.
		11	Serving as an appointed or elected head of any academic group (e.g., division, department, college, university levels).
		12	Chairing or serving on a faculty senate or division committee.
		13	Chairing a peer review committee (e.g., DPTAC).
			OR
		14	At least one of the above (1 - 13) *plus* four or more Good activities.
			OR
		15	At least one of the above (1 - 13) *plus* six or more Good/Average activities.
3.5	**Good**: Active participant in service to students, department, college, university and/or professional organization.		*Must achieve at least three of the following*
		1	Active participant on one contributing committee.
		2	Engages students with clients; participates in ACE.
		3	Participating in round table discussions with the Dean.
		4	Participation in college/university-wide governance bodies or related activities.
		5	Serving as a mentor for faculty (e.g., assisting in their professional development and/or assisting in their IC contributions but not as an author).
		6	Organizer or leader of workshops, panels, or meetings.
		7	Assistance to Student Affairs initiatives.

		8	External tenure and promotion review
		9	Writing letters of recommendation/support for colleagues
		10	Giving presentations or performances for the public.
		11	Presenting seminars on problems, issues, and/or concerns for the general public or trade groups.
			OR
		12	At least one of the above (1 - 11) *plus* four or more Average activities.
3	**Average**: Participant in service to students, department, college, university and/or professional organization.		*Must achieve at least three of the following:*
		1	Volunteers for events to represent department or COBA (e.g., Saturdays at Sam, Operation Freshman, Bearkat Camp Faculty).
		2	Member of one non-impactful committee (e.g., parking).
		3	Serving as a track chair or session chair at a conference.
		4	Service on conference committee.
		5	Promoting SHSU, COBA, or Department through promotional material or media.
		6	Promoting the image, prestige, and/or perceived value of a discipline or profession.
		7	Participation in community affairs as a representative of the University.
		8	Representing the college or university in a public forum.
		9	Active participant in a professional or academic organization.
2.5	**Fair:** Completion of service activities required by the chair.		*Examples*
		1	Attendance at the biannual Dean's meetings.
		2	Department meetings and any other department-specific events (e.g., seminar series, job talks).
		3	Attendance at graduation.
		4	Attendance at COBA Scholarship Award Night.
		5	Contributor to committees assigned by Department Chair or Dean.
		6	Serves on DPTAC Committee (if applicable).
2	**Meets Minimum Expectations**		Attends all mandatory meetings unless absence is documented and excused by the chair..

1.5	Needs Improvement		The level of service engagement is below minimum expectations.
1	Unacceptable		The level of service engagement is well below minimum expectations.

Notes

1) The table above is meant to serve as a guide but is not an exhaustive list of all activities that count for service. A faculty member can make a case for a service not included in the list but must establish its equivalence above.

2) An activity classified at a higher impact level in the above table may, at each individual faculty's election, be formally recorded at any lower impact level.

3) The Chair will make a list of mandatory activities for the faculty at the beginning of each semester.

4) The Chair will also make a list of activities he/she considers impactful in an evolving document. This document should be provided to faculty at least once per academic year.

5) In addition to documenting service as listed above, faculty must also provide support as to the impact of each of their service activities

6) Chairs of committees should report back to the department chair about the level of participation committee members provided.

7) If AACSB Faculty Qualification Status = "No" then the faculty member is automatically not eligible for merit increase.