



**College of Business Administration  
Department of Accounting  
Non-Tenure Track Faculty Evaluation System (FES) Standards**

Prepared and Adopted by the Non Tenure-Track Faculty of the Department of Accounting

Fall 2025

Approved by:

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Cassy Henderson, Ph.D.  
Professor  
Department Chair

A handwritten signature in black ink, written in a cursive style as 'Sharmistha Self'.

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Shar Self, Ph.D.  
Dean  
College of Business Administration



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Department of Accounting  
Non-Tenure Track Faculty Evaluation System (FES) Standards**

*Academic Policy Statement (APS) 890301 (July 2023), "Hiring, Evaluation, Promotion, and Merit for Non-Tenure Track Faculty" is the university policy that guides the evaluation of all non-tenure track faculty performance at Sam Houston State University (SHSU). The SHSU Department of Accounting uses APS 890301 to guide the Department in processes, timelines, definitions, and requirements of the non-tenure track faculty evaluation procedures. These items apply universally across the university and the Department of Accounting adheres to those requirements.*

*Section 4 of APS 890301 allows the tenure and tenure-track faculty of the Department of Accounting to develop department-specific standards of performance for conducting the evaluation of non-tenure track faculty within the department subject to the approval of the department chair, college dean, and university provost.*

The policy (890301) lists two overall categories for purposes of evaluation. They are 1) Evaluation of Teaching, and 2) Evidence of Continued Professional Development. Evaluation of Teaching consists of both a Chair (assisted by the faculty) evaluation and Student Evaluations of Teaching; however, no more than 50% of the Evaluation of Teaching may be based on surveys of student perceptions of teaching. Other evaluation of teaching criteria may come from section 2.02 of The Faculty Evaluation System of Tenured and Tenure-Track Faculty (820317).

During the Fall 2024 semester, members of tenured and tenure-track faculty and members of the non-tenure track faculty of the Department of Accounting met and developed the departmental standards and scoring process for both categories. They were updated in Fall 2025 by members of tenured and tenure-track faculty and members of the non-tenure track faculty. The standards and scoring process are provided on the following pages.

**Unique to the College of Business Administration (COBA)**

COBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB). One of the categories reviewed by AACSB is the faculty qualifications of the college's faculty. COBA determines the requirements for the various status levels of faculty qualifications.

One of the primary usages of FES scores is the determination of merit pay allocations. In the Department of Accounting, faculty members must meet COBA's standards for faculty qualifications related to AACSB accreditation in order to qualify for merit. In general, non-tenure track faculty should meet the "Scholarly Academic", "Practice Academic", "Scholarly Practitioner, or "Instructional Practitioner" category. Non-tenure track classified as "Other or Additional Faculty" will not be awarded merit pay in the Department of Accounting. Faculty qualifications are defined in COBA's Guidelines for Faculty Sufficiency/Qualifications and Research Quality/Impact Metrics document and posted in the COBA College Level File in Microsoft Teams.



**College of Business Administration  
Department of Accounting  
FES 1 - Chair's Evaluation of Teaching Effectiveness**

Faculty will be evaluated based on the criteria listed below. Faculty should make their case for scoring in their FES 1 submission by emphasizing effectiveness in below criteria. Emphasis may include innovative teaching methods, integration of current/relevant course materials, continuous improvement efforts, faculty development efforts, use of current technology, engagement and impact, among other efforts. IDEA student comments may be included, but IDEA scores are NOT to be used in assigning FES 1 scores.				
Section 1 Performance Criteria	Detailed Criteria Description	Suggested Scoring	Score Awarded	Weight
AACSB Faculty Qualification Status	In the current year, the faculty member must meet COBA's standards for faculty qualifications related to AACSB accreditation. In general, non-tenured qualified faculty should meet the "Scholarly Practitioner" or "Instructional Practitioner" category. Faculty not meeting AACSB Faculty Qualification Status are assigned an FES 1 score of 1.	Yes / No		N/A
Course Structure and Management Compliance	In the current year, the faculty member must meet the minimum requirements established by the University's Course Structure and Management policy (APS 240430). Faculty not meeting the minimum requirements will receive a score of 1 on FES 1. Faculty must demonstrate evidence of teaching effectiveness beyond these baseline expectations.	Yes / No		N/A
Course Syllabi	Course syllabi provide clear and comprehensive information about the course structure, objectives, evaluation methods, course-level student learning outcomes, and any required departmental, college, or university policies. A detailed semester schedule of assignments and due dates is provided. Syllabi align with APS 240430 and the mission of department/college and are provided on a timely basis.	1.0 = meets expectations 0.5 = minor improvements needed 0.0 = does not meet minimum expectations or no evidence		5%
Professional Development	Seeks to improve teaching through appropriate professional development activities such as continuing education, seminars, conferences, workshops, etc. Development includes acquiring and maintaining an active state approved license (CPA) in a discipline related field. Development also includes acquiring and maintaining an active professional certification from a recognized professional organization in an appropriate discipline-related field (e.g., CFE, CMA, CIA). Faculty are encouraged to highlight innovative and engaging professional development activities and impactful contributions to their field.	1.0 = meets expectations 0.5 = minor improvements needed 0.0 = does not meet minimum expectations or no evidence  <i>Score awarded is multiplied by 2</i>		10%
Assessments of Student Learning	Faculty member performs and submits all university, college, and department required assessments of student learning (including results, reports, forms, and other requirements) on a timely basis.	1.0 = meets expectations 0.5 = minor improvements needed 0.0 = does not meet minimum expectations or no evidence  <i>Score awarded is multiplied by 2</i>		10%
<i>Provide reason(s) for not being awarded 1 = Meets Expectations on any criteria above</i>				
<b>Section 1 Criteria Total Points/Weight</b>				<b>25%</b>
Total Points = Course Syllabi Score + (Professional Development Score*2) + (Assessments of Student Learning Score*2)				
Section 2 Performance Criteria	Detailed Criteria Description	Suggested Scoring	Score Awarded	Weight
Course Design and Materials	Course design and material are aligned with course objectives, level of the class, and are relevant to current business / accounting practices. Course design and materials reflect appropriate standards, academic integrity, student preparation for future courses, and the skills and knowledge needed for future business careers including analytical and problem-solving skills. Faculty are encouraged to incorporate technology and innovative teaching methods and materials to impact student learning and implement strategies to engage students in real-world applications. Course materials are up-to-date and reflect rich content knowledge of the discipline. Appropriate techniques and strategies are used to achieve learning objectives. The course is delivered in a manner which encourages active learning, engagement, interaction, and participation as appropriate. Quality enrichment resources such as guest speakers, field trips, case studies, special projects, and other resources are used to enhance the learning environment where appropriate. Faculty are encouraged to evaluate and improve course design and materials to enhance teaching effectiveness.	5.0 = far exceeds expectations -- exceptional 4.0 = exceeds expectations 3.0 = meets expectations 2.0 = below minimum expectations 1.0 = far below minimum expectations or no evidence		18.75%
Assignments	Assignments include any activity used for assessing student work including homework, projects, exams, etc. Assignments are aligned with course learning objectives as well as college and university level goals (technology, writing, etc.) as appropriate. Assignments have clear instructions and due dates and hold students to appropriate standards. Students have access to timely, clear, and constructive feedback on all assignments/assessments (typically within one week of the due date) and their academic progress. Faculty are encouraged to evaluate, develop, improve, and implement innovative assignments that will engage students, foster learning, and support course learning objectives.	5.0 = far exceeds expectations -- exceptional 4.0 = exceeds expectations 3.0 = meets expectations 2.0 = below minimum expectations 1.0 = far below minimum expectations or no evidence		18.75%
Course Management	Classes are held at the scheduled time, location, and for the proper length of time. Instructor is organized, prepared, and conducts class in an orderly manner. The faculty member establishes and maintains office hours and/or other appropriate means for student interaction and replies to student communications in a timely and responsive manner to foster relationships and engage students in the learning process. The Chair or Dean's office does not receive excessive complaints about faculty members not being available or responding to emails. The university's semester schedule, final exam schedule, and any other calendar items are maintained. Requests for accommodations from Services for Students with Disabilities (SSD) office are responded to appropriately. There is no extreme pattern of grade inflation or deflation in courses. Faculty are encouraged to evaluate and improve course management practices to foster effective learning environment.	5.0 = far exceeds expectations -- exceptional 4.0 = exceeds expectations 3.0 = meets expectations 2.0 = below minimum expectations 1.0 = far below minimum expectations or no evidence		18.75%



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Instructor Professionalism	Faculty member is respectful in interactions with students, colleagues, and all university stakeholders. Faculty member is honest and maintains unquestionable integrity. Faculty member adheres to all university, college, and department policies, requests, and deadlines (e.g., CV submissions, syllabi submissions, textbook selections, federal aid eligibility, final grade submissions, and Watermark updates). Faculty member completes required training (e.g., sexual violence training and cybersecurity) sessions by established due dates. Faculty member adheres to the syllabus. Faculty member responds in a timely manner to departmental, college, or university requests.	5.0 = far exceeds expectations -- exceptional 4.0 = exceeds expectations 3.0 = meets expectations 2.0 = below minimum expectations 1.0 = far below minimum expectations or no evidence	18.75%
<b>Section 2 Criteria Average/Weight</b>			<b>75%</b>
<u>NOTE:</u> The above criteria descriptions are not exhaustive or all inclusive.		<u>NOTE #1:</u> All Scores above are suggestions only and may be adjusted slightly up or down depending on quality, quantity, impact, engagement, reputation, or other appropriate factors related to teaching. <u>NOTE #2:</u> Receiving the University Teaching Award will result in a FES score of 5. <u>NOTE #3:</u> It is the faculty member's responsibility to fully document their teaching effectiveness activities, providing evidence entered into the Watermark Faculty Success Activities portal where possible.	
<b>Section 1 score * .25 + Section 2 average * .75 = Current Year FES 1 Score:</b>			<b>100%</b>



**College of Business Administration  
Department of Accounting  
FES 2 - Student Evaluation of Teaching**

Per the university's Faculty Evaluation System of Tenured and Tenure-Track Faculty Academic Policy Statement (APS 820317), the Department of Accounting will use the instrument selected by SHSU for students to evaluate teaching effectiveness for FES 2. Currently, that instrument is the IDEA Evaluation System. The same process shall be used to evaluate non-tenure track faculty.

As defined by section 3.01 of policy APS 820317, for each faculty, a simple average of the "Summary Evaluation of Teaching Effectiveness" score for each class taught within the evaluation period (year) shall be used as the faculty's FES 2 score. Specifically, "Adjusted Averages" compared to the "IDEA Discipline" scores will be used to determine the FES 2 score.

**Sample Scoring for FES 2**

<b>Course</b>	<b>IDEA Score</b>
Course1	4.5
Course2	4.4
Course3	4.6
Course4	4.3
Course5	4.4
Course6	4.6
Course7	4.7
<b>Average FES 2</b>	<b>4.5</b>



**College of Business Administration  
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FES 4 - Proposed Service/Scholarly/Professional Engagement Standards**

<p>Non-tenured faculty are required annually to engage in service activities that meet the goals of the department, college, and university. In addition, non-tenured faculty must maintain COBA's standards for faculty qualifications related to AACSB accreditation. These requirements are evaluated under the Service/Scholarly/Professional Engagement Standards, which comprise 30% of the annual faculty evaluation system. The Service/Scholarly/Professional Engagement Standards provides flexibility in meeting these two requirements as non-tenured faculty members may focus on any combination of activities to meet their service and AACSB Faculty Qualification Status. Non-tenured faculty should provide evidence of service, scholarly contributions, or professional engagement.</p> <p><b>Service:</b> Faculty may demonstrate service through contributions to departmental, college, university, and external committees and organizations that support the college's mission. Faculty should emphasize innovative efforts made toward increasing engagement with students, the university, the college, the department, and the community, and highlight the impact made through those efforts.</p> <p><b>Scholarly Contributions/Professional Engagement:</b> Faculty member demonstrates evidence of continued professional development through current professional experience and/or impactful, quality intellectual contributions as defined in the COBA Department of Accounting Faculty Evaluation System (FES 3 - Intellectual Contributions Standard) that is clearly linked to the field in which the person is expected to teach. Faculty should emphasize innovative, engagement, and impact efforts made in their scholarly contributions and/or professional development. Scholarly contributions are original works intended to advance the theory, practice, and/or teaching of accounting and business. Impactful quality intellectual contributions are those that are accepted, disseminated, and recognized for their intrinsic merit and impact within the academic, professional, and/or business communities. Professional Engagement will consider substantial contributions made to the accounting profession, which may be impacted the size of company, position, and average hours per week.</p>			
AACSB Faculty Qualification Status		In the current year, the faculty member must meet COBA's standards for faculty qualifications related to AACSB accreditation. In general, non-tenured qualified faculty should meet the "Scholarly Practitioner" or "Instructional Practitioner" category. Under these categories, non-tenured faculty should sustain current and relevant professional experience through continued professional experience and engagement related to their professional background and experience in their field of teaching. This criteria can be met through impactful quality intellectual contributions or professional engagement that is consistent with the college's mission. Faculty not meeting AACSB Faculty Qualification Status are assigned an FES 1 score of 1.	
Service	Scholarly Contributions/Professional Engagement	Suggested Scoring	Score Awarded
<p><b>Types of Service Activities:</b></p> <p><b>Awards Received</b> Special consideration should be given to a faculty member receiving a service award from university, college, department, academic, professional or community organization, and/or reputable organization.</p> <p><b>Faculty Advisor of University-Related Organizations</b> Serving as a faculty advisor/sponsor for a university-related organization or club (e.g., ACPE, ALPFA, BGS, BAP, NABA, VITA, Recreational Sports Teams).</p> <p><b>Chair of Academic/Professional/Community Committee</b> Serving as chair of an active university, college, department, and/or academic/professional/community organization committee (e.g., Chair of the Houston CPA Society, Chair of Faculty Senate).</p> <p><b>Officer/Board Member of an Academic/Professional/Community Organization</b> Significant, active leadership role in a discipline-related academic, business, professional or community organization (e.g., Chapter Advocate for BAP, Serving on Board of Directors for AAA, BAP, NABA, ACPE, TX CPA Society, Officer/Board Member of a Company/Non-Profit Organizations).</p> <p><b>Other Service</b> Involvement in the creation of student-centered presentations including the planning of speakers, panels, and industry/firm specific events aimed at exposing students to professional knowledge and trends in the workforce (e.g., Accounting Informational). Significant contributions as course coordinator.</p> <p><b>Committee Service</b> Serving on an active committee of a university, college, department and/or academic, professional or community organization (e.g., Member of the Social Media Committee of the Department of Accounting).</p> <p><b>Professionalism/Engagement</b> Faculty are professional and collegial when interacting and engaging with fellow faculty and staff, students, and all internal and external stakeholders. Attendance at mandatory events of the university, college and department (e.g., departmental meetings, Meet the Firms, Dean's meetings). Additional recognition may be given for attendance/contributions to non-mandatory events (e.g., graduation, advising/mentoring students, Bearkat camp, New Student Convocation, Saturday at SAM, student organization meetings, career panels, faculty recruitment efforts, and writing letters of recommendation.)</p> <p><b>NOTE:</b> The above criteria and descriptions are not exhaustive or all inclusive. A faculty member may offer other items for consideration by providing an explanation and justification for an item to be considered as a service activity.</p>	<p><b>Types of Intellectual Contributions:</b></p> <ul style="list-style-type: none"> <li>- Peer Reviewed Journals</li> <li>- Editorial Reviewed Journals</li> <li>- Academic/Professional Meeting Proceedings</li> <li>- Academic/Professional Meeting Presentations</li> <li>- Competitive Research Awards Received</li> <li>- Textbooks (full or chapters)</li> <li>- Cases</li> <li>- Computer Software</li> <li>- Other Published and Peer Reviewed Teaching Materials</li> </ul> <p><b>Types of Professional Engagement:</b></p> <ul style="list-style-type: none"> <li>- President, CEO, CFO, CAO, Senior Partner</li> <li>- CPA Firm Owner</li> <li>- Controller, Junior Partner, Treasurer, VP of Finance, CPA Sole Proprietor</li> <li>- Accounting Manager, Assistant Controller, Public Accounting Manager (Audit / Tax / etc.)</li> <li>- Senior/Staff Accountant</li> <li>- CPE instructor</li> <li>- Additional Certifications (according to difficulty to obtain)</li> </ul>	<p>5.0 -- Extraordinary/Rare - extraordinary service and professional development (e.g., received award, served as a faculty advisor, and provided an intellectual contribution during the year)</p> <p>4.5 -- Exceptional - extraordinary service and professional development (e.g., major award; Faculty Advisor) Major certification</p> <p>4.0 -- Very Good/Notable - (e.g., noteworthy award; Faculty Advisor met baseline, hosted impactful events and attended meetings or conferences; served as conference chair/program chair, host, or chair of academic/professional/community committee; served as non-executive officer of an academic/professional/community organization)</p> <p>3.5 -- Quality. (e.g., Faculty Advisor met baseline and hosted an impactful event [e.g., JCP Suit Up event, community/professional service event]; conference chair/program chair, host, or chair of academic/professional/community committee; member of five or more committees), additional certification</p> <p>3.0 -- Good. (e.g., Faculty Advisor [baseline] advises and attends all organization's local events; member of three to four committees; met active expectations and attended other SHSU events and/or contributed to three or more other events)</p> <p>2.5 -- Active. (e.g., met expectations and minimal additional service and/or professional development)</p> <p>2.0 -- Meets Minimum Expectations. (e.g., provided some service and some professional development)</p> <p>1.0 -- Below Minimum Expectations. (e.g., attended approximately half of mandatory events)</p> <p>0 -- Does Not Meet Minimum Expectations. (e.g., provided no service or professional development; no attendance at mandatory events)</p> <p><b>NOTE # 1:</b> Scores above 2.0 may be adjusted upward to include service covered in scales below the particular score (excluding service items listed lower than 2.0).</p> <p><b>NOTE # 2:</b> All Scores above are suggestions only and may be adjusted slightly up or down depending on quality, quantity, impact, engagement, reputation, or other appropriate factors related to the service.</p>	
If AACSB Faculty Qualification Status = "No," faculty will be awarded a FES 4 score of 1.			Yes
<b>Current Year Score:</b>			