



TENURE UNIT STANDARD ROUTING SHEET

In support of the following academic policy statements, tenure unit performance standards will be maintained and made publicly available by the Office of the Provost's Faculty Records Team. Per policy, each of these sets of standards will be reviewed every five (5) years, submitted to the Office of the Provost using this routing form for all signatures.

- APS [900417](#), Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty
- APS [980204](#), Performance Evaluation of Tenured Faculty (Post-Tenure Review)
- APS [820317](#), The Faculty Evaluation System of Tenured and Tenure-Track Faculty

Please note the following:

- Use a separate routing sheet for each set of tenure unit standards.
- Submit files in portable document format (PDF) only.
- Ensure the set of standards being submitted ***have been approved*** by the tenure unit ***and*** college dean.

Tenure Unit: Economics and International Business

College/Unit:

- | | | | | |
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| <input type="checkbox"/> CAM | <input type="checkbox"/> COCJ | <input type="checkbox"/> CHSS | <input type="checkbox"/> COM | <input type="checkbox"/> NGL |
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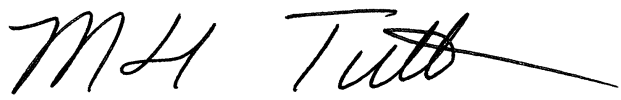
Standard:

- Promotion and Tenure Post-Tenure Review Faculty Evaluation System (FES)

Contact:

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Approved By:


 Department Chair


 Sharmistha Self (Nov 18, 2022 08:52 CST)
 College Dean

Provost & Sr. VP for Academic Affairs



**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 2022

Approved by:

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**Department of Economics and International Business
College of Business Administration**

Faculty Evaluation System (FES) Standards

Academic Policy Statement (APS) 820317 (Revised May 4, 2022) 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 1.03 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.



**Department of Economics and International Business
College of Business Administration**

Faculty Evaluation System (FES) Standards

FES 1 Performance Standards Evaluation Criteria

Broad Categories of Performance Standards	Brief Criteria	Criterion No.	Detailed Criteria Description	Scoring Categories
General	AACSB Faculty Qualification Status	1	In the current year, the faculty member must meet COBA's standards for faculty qualifications related to AACSB accreditation. In general, doctoral qualified faculty should meet the "Scholarly Academic" category. In rare instances, doctoral qualified faculty might be "Practice Academic." In no instance should a doctoral qualified faculty member be "Other."	Yes / No
		1	Course design and delivery contribute to successful learning objectives	
Teaching Effectiveness	Learning environment, course design, management, and rigor of assignments/quizzes/tests	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	
Communications	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	Yes/No
		2	Responds to emails in a timely manner	Yes/No
Compliance	Compliance with department, college, and university requirements	1	Submits vitae and syllabi by the due date	Yes/No
		2	Submits textbook selections by the deadline	Yes/No
		3	Submits Federal Aid Eligibility Verification	Yes/No
		4	Takes required HR and IT training	Yes/No
		5	Makes timely accommodation of a disability	Yes/No
		6	Adheres to the University Final Exam Schedule	Yes/No
		7	Submits final semester grades by the deadline	Yes/No
		8	Responds in a timely manner to meet deadlines for any other items that may be requested from the Department, College, or University	Yes/No
		9	Holds class at the scheduled time and for the appropriate duration	Yes/No
		10	Establishes and maintains office hours for student interaction	Yes/No
		11	Administers teaching evaluations and teaching-related policies	Yes/No
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.	Yes/No
		2	Adheres to the master syllabi	Yes/No

		3	Adheres to the syllabus	Yes/No
Professionalism		1	Displays professionalism in managing the class and classroom; displays professional behavior outside the classroom; helpful	
Grade Distribution		1	Unnatural patterns of grade distribution without any explanation from the faculty member	
Curriculum Development		1	Develops new course(s); contributes to the development of new programs, etc.	
Assessment		1	Performs and submits class assessments as required by the college and the university	Yes/No
Professional Development	Professional Development that supports teaching	1	Attends teaching workshops/training/conference	
Others	Awards, Honors, and Recognitions	1	Receives a teaching excellence/innovation award from the university or any recognized organization	
		2	Student(s) identifies (identify) as someone who makes a difference in life at SHSU	
	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.	

Evaluation Scores: Teaching effectiveness and communications are the most important categories. Start from an average score of 3 for these two categories and go up or down based on positive or negative evidence on these two and the remaining categories. The lowest score a faculty can get is 1. A faculty member receiving the SHSU Faculty Excellence in Teaching Award gets a 5 for that year.

Notes

- 1) If AACSB Faculty Qualification Status = "No," then automatically not eligible for merit increase.
- 2) 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.



**Department of Economics and International Business
College of Business Administration**

Faculty Evaluation System (FES) Standards

FES 2 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 "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, for members of the Department of Economics and International Business, a simple average of "Adjusted Averages" will be used to determine the evaluation of each faculty member.



**Department of Economics and International Business
College of Business Administration**

**Faculty Evaluation System (FES) Standards
Fall 2022**

FES 3 Performance Standards Evaluation Criteria

Journal Quality Categories

Journal Category	Criteria	Score
Highest Quality	A* of ABDC <i>or/ and</i>	5
	Q1 of SJR with Journal Rank Indicator score of 1.2 and above (about the top 10% of Q1 journals)	
Higher Quality	A of ABDC <i>or/ and</i>	4
	Q1 of SJR with Journal Rank Indicator score below 1.2	
Quality	B of ABDC <i>or/ and</i>	3
	Q2 of SJR	
Acceptable	C of ABDC <i>or/ and</i>	2
	Q3 of SJR	
Others	Q4, 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
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FES 3 Performance Evaluation Rubric

Score	Criteria
5	AACSB qualified plus....
4.5	AACSB qualified plus....
4	AACSB qualified plus....
3.5	AACSB qualified plus....
3	AACSB qualified plus....
2.5	AACSB qualified plus....
2	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	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 the publication 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 may 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 member 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 year 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.



**Department of Economics and International Business
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**Faculty Evaluation System (FES) Standards
Fall 2022**

FES 4 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.	1	<i>Must achieve one of the following</i> Won the SHSU Excellence in Service Award.
		2	OR Active participant in departmental service and at least two of the remaining four levels (i.e., students, college, university, AND professional organization). <i>And one of the following:</i>
		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) <i>plus</i> three or more Very Good activities.
			OR
		14	At least one of the above <i>plus</i> 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		<i>Must achieve at least two of the following:</i>
		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.

		18	OR At least one of the above (1 - 17) <i>plus</i> three or more Engaged activities.
		19	OR At least one of the above (1 - 17) <i>plus</i> five or more Engaged/Good activities.
4	Engaged: Impactful participant in service to students, department, college, university and/or professional organization.	1	<i>Must achieve at least three of the following:</i> 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).
		14	OR At least one of the above (1 - 13) <i>plus</i> four or more Good activities.
		15	OR At least one of the above (1 - 13) <i>plus</i> six or more Good/Average activities.
3.5	Good: Active participant in service to students, department, college,	1	<i>Must achieve at least three of the following</i> Active participant on one contributing committee.
		2	Engages students with clients; participates in ACE.
		3	Participating in round table discussions with the Dean.

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

	absence is documented and excused by the chair.	6	Serves on DPTAC Committee (if applicable).
2	Meets Minimum Expectations		Meets minimum expectations
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 may make a case for a service not included in the list but must establish its equivalence above
- 2) The Chair will make a list of mandatory activities for the faculty at the beginning of each semester.
- 3) 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.
- 4) In addition to documenting service as listed above, faculty must also provide support as to the impact of each of their service activities
- 5) Chairs of committees should report back to the department chair about the level of participation committee members provided.
- 6) If AACSB Faculty Qualification Status = "No" then automatically not eligible for merit increase.