



Sam Houston State University

COLLEGE OF BUSINESS ADMINISTRATION
FES Guidelines for 2020

COBA FES Scoring Guidelines - 2020

FES 1 - Chairs Evaluation of Faculty Teaching Effectiveness

5.0	Extraordinary. Rare. Reserved for extraordinary achievement or recognition (e.g., SHSU or professional teaching award; significant teaching achievements; achievement of standards to a greater degree as compared to others).
4.5	Exceptional. Maintains very high standards for students and themselves. Outstanding innovation/motivation in the classroom promoting student success. Substantial evidence of teaching effectiveness (e.g., nomination for a teaching award, specifically a semi-finalist or finalist).
4.0	Very good. Maintains high standards for students and themselves. Innovative in the classroom.
3.5	Engaging. Motivates students.
3.0	Good. Accessible to students; generally well-regarded.
2.5	Average. Above minimum expectations; acceptable; normal.
2.0	Meets All <u>Minimum</u> Expectations. See rubric below for minimum expectations.
1.5	Needs Improvement. Below expectations, or ineffective teacher.
1.0	Substandard. Lowest score possible. Needs substantial, immediate improvement.

Chair makes use of written comments from IDEA, type of assignments, type of exams, number of instructor preps, does the class meet as scheduled, Instructor's timely feedback on assignments/exams, number of students, student's verbal comments, grade distribution, percentage of drops, etc. What is done to maintain academic honesty? Look at final to ensure rigor.

Suggestions for Chairs:

- Chair should not use FES2 alone, but should use multiple factors (as indicated in the Chair's Teaching Evaluation Rubric), when evaluating FES1.
- Chair may make a case for an adjustment to the score (up or down) in extenuating circumstances.
- Chair should use multiple inputs (e.g., BB pages, class visits, comments, faculty teaching portfolios, etc.)
- Chairs may consider factors such as:
 - new preps
 - number of preps
 - faculty overloads
 - modalities, locations, and pedagogies
 - overall number of students
 - instructor's timely feedback on assignments/exams
 - grade distribution
 - percentage of drops.
- Chair should consider multiple outlets for student feedback (e.g., letters from Office of Student Affairs saying a faculty member made an impact, verifiable student emails, verbal messages to the chair, comments from IDEA, etc.).
- Chairs should be able to penalize a faculty member if there is evidence of a pattern of inflated grade distribution.
- Chair should consider the rigor of the course and course materials:
 - How does the faculty maintain academic honesty?
 - Do assignments maintain rigor? (e.g., type of exams, type of assignments, final exam)

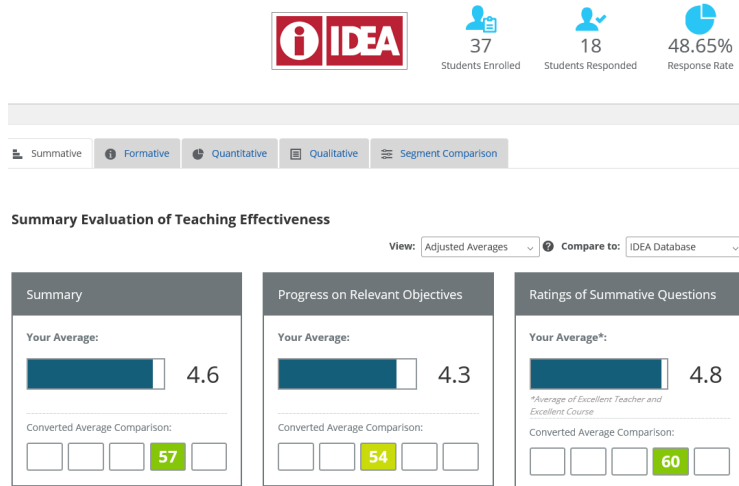
Chair's Teaching Evaluation Rubric (sample)

Minimum Criteria:	Yes	No	Comments from the Chair:
Holds classes and administers the final exam, as deemed by the university schedule			
Reasonably accommodates students with office hours that meet expectations from the faculty handbook			
In compliance with House Bill 2504 (vita and syllabi)			
In compliance with Master Syllabi			
Contributed to assessment, if applicable			
Complies with Attendance Initiative			
Faculty maintains professionalism during student interactions			
Comments/Notes			

Recommended instructions for use of the Rubric:

- A faculty member must meet all of the minimum criteria to reach a 2.0 and to be considered for merit. (Temporarily not being enforced, pending review of university FES policy)
- Additional Criteria are considered to adjust a faculty member's FES 1 score, increase or decrease as applicable.
- Faculty should document their work (including all minimum expectations and additional considerations) rather than the chair having to chase down evidence.

FES 2 - Student Evaluations (IDEA Student Surveys)



IDEA provides scores based on “Summary”, “Progress on Relevant Objectives”, and “Ratings of Summative Questions”. COBA uses the Converted Average for the “Summary” score.

IDEA provides three comparison types for “Summary Scores”.

1. IDEA Database, 2. Discipline, 3. Institution

COBA is using the “**discipline**-adjusted summary score” for calendar year 2020. IDEA modified the instrument in Fall 2016, resulting in too small a sample to validate data for all disciplines and the Objectives chosen. COBA decided to use the “**IDEA-database** adjusted summary score” until data was available for each discipline.

Scores are based on a normalization (mean = 50, standard deviation = 10) of the student evaluation scores. The Average IDEA scores are weighted by the number of students completing IDEA forms in each course taught.

$$Z\text{-score} = (\text{weighted_avg} - 50)/10$$
$$\text{Percentile from Normal distribution} * 5$$

<https://www.ideaedu.org/>

FES 3 - Research

5.0	Extraordinary. Rare. For extraordinary publications, achievement, or recognition.
4.5	Exceptional. One higher quality IC and one quality IC, or three quality ICs.
4.0	Very good. One higher quality IC or two quality ICs.
3.5	Quality Contributor. At least one quality IC or significant externally funded research grant (\$5,000 or more).
3.0	Good. Peer/Editor Reviewed IC that does not rise to the level of quality, or discipline appropriate textbooks, or business, scholarly, or professional books, or chapters of books, or a non-significant externally funded research grant.
2.5	Active. Two peer-reviewed paper presentations or one peer review paper presentation plus an invited presentation outside of SHSU or full paper conference proceedings or a significant university level research grant (e.g., not COBA; \$5,000 or more)
2.0	Meets <u>Minimum Expectations</u> / Contributor. A non-peer/editor reviewed IC that does not rise to the level of quality, or textbook supplements/ancillaries published through a legitimate book publisher, or one peer-reviewed paper presentation, or submission of one or more ICs but no acceptance, or a non-significant internal research grant.
1.5	Developing. Evidence of some research activity (e.g., working papers, drafts).
1.0	Non-Active. Lowest score possible. No evidence of IC activity.

Using the below listed sites, a “Higher Quality” publication is an “A or B” on ABDC, or in the top two quartiles of SJR.

<http://www.abdc.edu.au/master-journal-list.php>

<http://www.scimagojr.com/>

<https://jcr-incites-thomsonreuters-com.ezproxy.shsu.edu>

<http://www.cabells.com/>

SHSU COBA Higher Quality and Quality ICs

<u>Basic Contributions*</u>	
<i>Higher Quality</i>	<i>Quality</i>
IC outlet is any of the college’s approved lists (e.g., ABDC, Cabell’s, JCR, SJR, or Scopus) <u>and</u> is rated A/B or in the top two quartiles.	IC outlet is listed on any of the college’s approved lists (e.g., ABDC, Cabell’s, JCR, SJR, or Scopus) with any rating.
<u>Applied Contributions*</u>	
<i>Higher Quality</i>	<i>Quality</i>
Sustained applied discipline-specific research validated by peers addressing a real-world case, problem, or organizational advancement that also rises to a level of prominence or recognition.	Applied discipline-specific research validated by peers addressing a real-world case, problem, or organizational advancement.

SHSU COBA Definitions of Higher Quality and Quality are based on the AACSB Definition of Research.

- Definition of IC: “original works intended to advance the theory, practice, and/or teaching of business and management. Further, they may have the potential to address issues of importance to broader society. They are scholarly in the sense that they are based on generally accepted research principles, are validated by peers, and are disseminated to appropriate audiences. Intellectual contributions are a foundation for innovation.”
- Under the AACSB definition, Intellectual Contributions (ICs) may fall into one of the following categories:
 - Basic contributions are directed toward increasing the knowledge base and the development of theory. The main audience for basic research is academia.
 - Applied draws from basic research and uses accumulated theories, knowledge, methods, and techniques to solve real-world problems and/or issues associated with practice. The main audiences for applied research are business, industry, the professions, and government.

Additional Notes about Research Categories:

- Chairs can make a case for an adjustment to the score (up or down) in extenuating circumstances.
- Faculty should provide support for every IC they document, as to the level of quality.
 - For Basic Contributions: Faculty should document placement on the above-mentioned lists and any given metrics. When an IC outlet is not on the above-mentioned lists, the faculty member should provide evidence that an IC outlet is of Quality or Higher Quality on a respected list outside of the aforementioned lists, and they should submit that documentation to their chair for evaluation.
 - For Applied Contributions: If a faculty member is participating in applied research endeavors, they can make the case for how their work should be considered by providing evidence of impact to their chair. Examples of applied research and considerations about quality are listed below:
 - Examples of applied research include, but are not limited to the following:
 - Briefs to appellate courts or the Supreme Court in the state of Texas.
 - Publishing in discipline-specific practitioner journals.
 - Participating in collaborative endeavors with schools, industry, or civic agencies.
 - Providing public policy analysis for local, state, inter/national government agencies.
 - Publishing/disseminating in non-academic media (e.g., newsletters, radio, television, magazines).

- Independent consulting work (e.g., products, documentation, scales, workbooks, workshops).
- Patents: Full and Provisional
- When determining quality, there should be consideration of the sponsoring organization, how long the sponsoring organization has existed, and/or audience size.
 - EX: Practitioner journals with a national or international audience that are published by a highly visible and well-known organization may be deemed higher quality (e.g., ISACA, Internal Auditor, Fraud Magazine, The Futurist, The Fed, Law Review Journal).
 - EX: Regional publications would be a quality outlet (e.g., Today's CPA).

All of the above is contingent on the following Prerequisites to FES 3 Merit Evaluation:

- All tenured and tenure-track faculty must meet the minimum standards for AACSB qualification (See AACSB Handbook).
- **Faculty are required to update Sedona, at least annually, by the FES submission deadline set by their chair. ICs will only be counted if they are submitted to Sedona.**

FES 4 - Service

5.0	Extraordinary. Rare. Reserved for extraordinary achievement or recognition (e.g., a service award)
4.5	Exceptional. Outstanding service participant. Made significant contributions in at least two areas at the departmental, college, university, or professional level. Was majorly involved in achieving at least two of the college's initiatives.
4.0	Very Good.
3.5	Engaged. Active service participant. Made significant contributions at the departmental, college, university, or professional level. Is actively involved in the achievement of the college's initiatives.
3.0	Good.
2.5	Average. A Participating Faculty Member. Meets expectations; acceptable; normal. Attends but rarely leads or becomes heavily involved. Contributes towards meeting the college's initiatives in a minimal manner.
2.0	<p>Meets <u>Minimum Expectations</u> / Fair. Completion of 100% of the minimum service requirements required by the chair (i.e., specified by the chair as a "mandatory" event) unless absence is documented and excused by the chair.</p> <ul style="list-style-type: none"> • Attendance at the biannual Dean's meetings. • Department meetings and any other department specific events (e.g., seminar series, job talks). • Attendance at graduation. • Contributor to committees assigned by Department Chair or Dean. • Serves on DPTAC Committee (if applicable).
1.5	Needs Improvement. Well below expectations. Is NOT a team player. Blocks the college's initiatives.
1.0	Unacceptable. Lowest score possible. Needs substantial, immediate improvement.

Notes about implementation of the FES 4 Table:

- As before, service must have impact. To establish more clearly the impact of activities, the Chairs and the faculty must all work together.
 - In addition to documenting service as listed above, faculty must also provide support as to the impact of each of their service activities.
 - Chairs of committees should report to department chairs about the level of participation committee members provided.

FES 5 - Overall Average

The scores for each of the four areas are weighted to produce an overall FES score. FES 5 scores for faculty on the research track (normal teaching load of 3-3) are averaged as follows:

$$\mathbf{FES1 \times 20\% + FES2 \times 20\% + FES3 \times 40\% + FES4 \times 20\%}$$

Unusual: FES 5 scores for faculty on the teaching track (normal teaching load of 4-4) are averaged as follows:

$$\mathbf{FES1 \times 25\% + FES2 \times 25\% + FES3 \times 25\% + FES4 \times 25\%}$$