



Department of Analytics, Information Systems, and Supply Chain
College of Business Administration

Faculty Evaluation System (FES) Standards

Prepared by the Tenured and Tenure Track Faculty of the Department

Effective Calendar Year **2026**

Approved by:

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**Department of Analytics, Information Systems, and Supply Chain
College of Business Administration**

Faculty must be classified under one of the following AACSB qualification categories: Scholarly Academic (SA) or Practice Academic (PA). Those who do not meet AACSB qualification standards do not fulfill the expectations outlined in FES1 and FES4.

FES 1 Performance Standards Evaluation Criteria for Teaching

Category	Detailed Criteria Description	Scoring Categories	Weight
Class Design, Materials, and Assignments	<p>Course design, materials and assignments are aligned with course objectives, level of class, and are relevant to current business practices. Assignments and/or activities used for assessing student work contribute to course, program, college, and/or university level goals. Faculty actively develops and uses current and timely course material.</p> <p>Related to Teaching, faculty should report in Watermark, any course innovations, engagement activities and the impact of their teaching.</p>	<p>5 – Outstanding performance 4 – Exceeds expectations 3 – Meets expectations 2 – Needs Improvement 1 – Unsatisfactory performance</p>	40%
Mandatory Policy Driven Activities	<p>Courses are held at 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. The university's semester schedule, final exam schedule, and any other calendar items are maintained, including submitting vita and syllabi at appropriate time. Course structure must comply with APS 240430 – Course Structure and Management. Requests for accommodations for Services for Students with Disabilities (SSD) office are responded to appropriately.</p>	<p>5 – Outstanding performance 4 – Exceeds expectations 3 – Meets expectations 2 – Needs Improvement 1 – Unsatisfactory performance</p>	30%
Communication	<p>Responds to students in a timely manner: Communicates to students the timeframe for responding to emails and for grading assignments including exams and projects. Sets a professional tone in and out of the classroom. Course structure must comply with APS 240430 – Course Structure and Management.</p>	<p>5 – Outstanding performance 4 – Exceeds expectations 3 – Meets expectations 2 – Needs Improvement 1 – Unsatisfactory performance</p>	30%
Class Outcomes	<p>Has reasonable grade distributions and/or class drop rates based on specific course.</p>	<p>At the discretion of the chair.</p>	Overall score may increase or decrease at chair's discretion.
Teaching Award	<p>Awarded a teaching award from a reputable organization (e.g., university, college, regional, national, or international association). Faculty can receive an award or be nominated.</p>	<p>Automatically receives a 5.0 on FES for being awarded the University Teaching Award. All other teaching awards receive 1 to 5 points at the discretion of the chair (e.g., college, regional, national, or international).</p>	
Teaching Enhancements	<p>Other significant teaching enhancement, activities, events, study abroad, and/or grants.</p>	<p>At the discretion of the chair.</p>	

Note: Faculty must be either SA or PA to “Meet Expectations”.

Explanation of Scoring Criteria. Chair has discretion to give scores between current scales.

5 – **Outstanding Performance**

The instructor consistently demonstrates exceptional teaching practices. Lessons are engaging, well-structured, and promotes learning and comprehension. Uses innovative methods and technologies to enhance student understanding. Actively mentors students and contributes to curriculum development. Sets a standard for teaching excellence within the department.

4 – **Exceeds Expectations**

The instructor frequently goes beyond basic teaching responsibilities. Lessons are clear, well-prepared, and often include creative or interactive elements. Shows strong commitment to student success through timely feedback, availability, and support. Incorporates effective teaching strategies and demonstrates continuous improvement.

3 – **Meets Expectations**

The instructor fulfills all teaching responsibilities satisfactorily. Lessons are organized and cover required content. Maintains a supportive learning environment and communicates effectively with students. Uses appropriate assessment methods and provides adequate feedback.

2 – **Needs Improvement**

The instructor's teaching occasionally lacks clarity, organization, or engagement. May struggle with classroom management, timely feedback, or adapting to student needs. Improvement is needed in planning, delivery, or responsiveness to student concerns.

1 – **Unsatisfactory Performance**

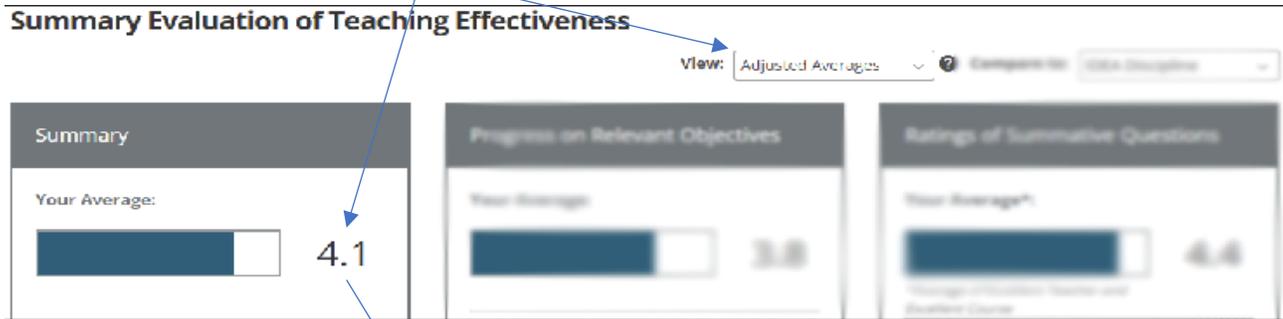
The instructor consistently fails to meet basic teaching standards. Lessons may be poorly prepared, disorganized, or ineffective. Limited interaction with students and inadequate feedback. Immediate and sustained improvement is necessary to meet teaching expectations.

Department of Analytics, Information Systems, and Supply Chain

FES 2 Performance Standards Evaluation Students Evaluation of Teaching

Per the university's *Faculty Evaluation System of Tenured and Tenure-Track Faculty Academic Policy Statement* (APS 820317), the Department of Analytics, Information Systems, and Supply Chain 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, 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. Per policy, the Department shall specify whether to use the "**Raw**" or "**Adjusted**" **Summary Evaluation Scores**. IDEA does not report downward adjustments in the report to faculty, only upward adjustments. The Department of Analytics, Information Systems, and Supply Chain will use the Adjusted Summary Evaluation Scores.



Sample Scoring for FES 2

Course	IDEA Score
Course ₁	4.1
Course ₂	4.4
Course ₃	4.6
Course ₄	4.3
Course ₅	4.4
Course ₆	4.6
Average = FES 2 =	4.4

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FES 3 Performance Standards Evaluation Criteria for Research

Category	Detailed Criteria Description	Scoring Categories
AACSB Faculty Qualification Status	In the current year the faculty member must meet COBA's standards for faculty qualifications. 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 be "Other".	Yes/No
Research Article	Published a research article/case study/technical note in a peer reviewed academic journal, which is recognized on one of the four journal lists: ABDC, SJR, Cabell's Journalytics, and/or JCR.	<p>With publication (additive with totals 5+ rounding to 5):</p> <p>5.0 = "A*" publication from the ABDC list or top 10% of discipline specific SJR list. To encourage cross disciplinary research faculty can publish form any discipline specific SJR top 10% list.</p> <p>4.25 = "A" publication from the ABDC list or a Q1 publication from the SJR, Cabell's, or JCR</p> <p>3.5 = "B" publication from the ABDC list or Q2 publication from the SJR, Cabell's, or JCR</p> <p>3.0 = "C" publication from the ABDC list or Q3/Q4 publication from the SJR, Cabell's or JCR</p> <p>3.5 = Book (refereed)</p> <p>2.0 = Book (non-refereed, editor reviewed)</p> <p>1.5 = New edition of existing book</p> <p>1.5 = Published full conference proceedings (refereed) at a conference.</p> <p>1.5 = Book chapter (refereed)</p> <p>1.0 = Book chapter (editor reviewed)</p> <hr/> <p>No publication (not additive)</p> <p>2.0 = For faculty without a publication in the current year, published conference, full-paper proceedings (refereed)</p> <p>1.5 = For faculty without any publications in the current year, some scholarly activity such as conference presentation or working paper submitted to a peer reviewed academic journal</p> <p>1.0 = Not AACSB qualified and no scholarly activity</p>
Practitioner Journal	1 - 4 points.	1 - 4 points. At the discretion of the chair.
Research Award	Awarded a research award from a reputable organization (e.g., university, college, regional, national, or international association).	Automatically receives a 5.0 on FES 3 for being awarded the University Research Award. All other research awards receive 1 to 5 points at the discretion of the chair (e.g., college, regional, national, or international).
Research Grant	Awarded a research grant from a reputable organization (e.g., university, college, regional, national, or international association).	At the discretion of the chair.
Patent	Awarded a Patent.	At the discretion of the chair.
Software	Developed/deployed software that served organizational needs with evidence of functionality and impact.	At the discretion of the chair.

Note: Chair has discretion to give scores between current scales.

**Department of Analytics, Information Systems, and Supply Chain
FES 4 Performance Standards Evaluation Criteria for Service***

Category	Detailed Criteria Description	Scoring Categories
Service to the Department	Actively and professionally engaged as a chair or participant in department committees. Contributes to department-level initiatives with integrity, respect, and collaboration. Regularly attends department meetings and fulfills required activities (e.g., assessment, curriculum development, DPTAC) with a constructive attitude. Demonstrates reliability, responsiveness, professionalism, and ethical conduct in all departmental interactions.	<p>5 – Outstanding performance 4 – Exceeds expectations 3 – Meets expectations 2 – Needs Improvement 1 – Unsatisfactory performance</p>
Service to the College	Active and engaged as a chair or participant of college committee(s), working on college level initiatives, attending college activities and meetings, and college-level required activities (e.g., assessment, center position, curriculum, teaching, research, advisory, mentorship, CBBP, tailgate, etc.) with a spirit of cooperation and institutional pride. Maintains respectful communication, punctuality, and accountability in all college service roles.	
Service to the University	Active and engaged as a chair or participant of university committee(s), working on university level initiatives, attending university activities and meetings, and university-level required activities (e.g., serving on faculty senate and/or advisory committees, center position, attending commencement, integrating ACE, etc.). Upholds high standards of conduct, collaboration, and institutional citizenship.	
Service to the Students	Provides professional and supportive service to students through advising, mentoring, and involvement in student organizations. Assists with student competitions, conferences, and study abroad programs with enthusiasm and care. Maintains respectful boundaries, timely communication, and a student-centered approach that fosters growth.	
Service to the Profession	Actively contributes to the profession through editorial roles, peer review, leadership in professional organizations, consulting, or conference organization. Conducts all professional service with integrity, fairness, and a commitment to advancing the discipline. Represents the university with professionalism and ethical standards in all external engagements.	
Service Awards	Awarded a service award from a reputable organization (e.g., university, college, regional, national, or international association).	

Explanation of Scoring Criteria. Chair has discretion to give scores between current scales.

5 – Outstanding Performance

Consistently provides exceptional service to the university, profession, or community. Demonstrates leadership in committees, task forces, or professional organizations. Initiates and leads impactful service projects or programs. Contributions are widely recognized and set a standard for excellence in faculty service.

4 – Exceeds Expectations

Frequently contributes beyond standard service requirements. Plays an active and reliable role in departmental, college, or university committees. Demonstrates initiative and commitment to institutional goals.

3 – Meets Expectations

Fulfills expected service responsibilities effectively. Participates in assigned committees and departmental activities. Contributes to the functioning of the institution through dependable and consistent service.

2 – Needs Improvement

Service contributions are inconsistent or minimal. May not fully engage in assigned responsibilities or committee work. Needs to increase involvement and reliability to meet institutional expectations.

1 – Unsatisfactory Performance

Does not meet job expectations. Performance is consistently below standard and requires immediate and sustained improvement.

* Faculty must be SA or PA to “Meet Expectations”.