



**College of Business Administration
Department of Business Administration &
Entrepreneurship
Faculty Evaluation (FES) Standards**

Prepared by the Non-Tenure-Track, Tenure-Track, and Tenured Faculty
of the Department of Business Administration & Entrepreneurship
Effective January 2026

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Academic Policy Statement (APS) 890301 (December 2024), "Hiring, Evaluation, Promotion, and Merit for Non-Tenure Track Faculty," is the university policy that guides the evaluation of non-tenure track faculty performance at Sam Houston State University (SHSU). The SHSU Department of Business Administration & Entrepreneurship (BAE) 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 Business Administration & Entrepreneurship adheres to those requirements.

Section 4 of APS 890301 allows the tenured, tenure-track, and non-tenure track faculty of the Department of Business Administration & Entrepreneurship to develop department-specific standards of performance 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 (the department substitutes the title "Service/Scholarly/Professional Engagement"). Evaluation of Teaching consists of both a Chair 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. Therefore, there are a total of three (3) individual scores for each faculty member. They are Chair Evaluation of Teaching Effectiveness (FES 1), Student Evaluations (FES 2), and Service/Scholarly/Professional Engagement (FES 4). The proportions assigned to these categories are

- FES 1 = 40%
- FES 2 = 30%
- FES 4 = 30%

During the Fall 2025 semester, the tenured, tenure-track, and non-tenure track faculty of the Department of Business Administration & Entrepreneurship met and developed the departmental standards and scoring process for the three (3) categories. The standards were reviewed during the Fall 2025 semester by the BAE faculty. The standards are attached hereto.

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 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 Business Administration & Entrepreneurship, faculty members must meet COBA's standards for faculty qualifications related to AACSB accreditation to qualify for merit pay, as described in the subsequent table. In general, doctoral-qualified faculty should meet the "Scholarly Academic" (SA) or

"Practice Academic" (PA) category. In no instance should a doctoral-qualified faculty member be "Additional." In any year, doctoral-qualified faculty classified as "Additional" will not be awarded merit pay in the Department of Business Administration & Entrepreneurship.

COBA's AACSB Qualification Criteria for SA & PA, 2024-2025

Category	Initial Preparation	Ongoing Activities
Scholarly Academic (SA)	<p>Expected to possess a terminal degree or be ABD in the teaching discipline (or in a closely related field). Faculty members holding a terminal degree outside of business, but whose primary teaching responsibilities are in business will be considered to have met the criteria for SA status if they have completed a minimum of 18 hours of graduate coursework in their teaching/related field or have prior college-level teaching experience in their teaching/related field, or have research experience in their teaching/related field, or professional development or have industry experience in the field of teaching sufficient enough to provide a basis for participation in the mix of teaching, intellectual contribution, and service required by the college and the university. Recognized professional certifications or licenses may be used to demonstrate training and expertise in a primary teaching field.</p> <p>Per AACSB, a variety of terminal degrees may be related to the faculty member's field of teaching. Some examples of commonly accepted terminal degrees in business include; 1) doctoral degrees in business or closely related business discipline (PhD or DBA); 2) a law degree (JD) for those teaching courses or modules related to law or aspects related to the legal environment of business (e.g., ethics, negotiations, real estate, business contracts, human resource</p>	<p>Six Academic Engagement Activities, including at least two publications in peer-reviewed journals¹ (Level 1 Academic Engagement Activity) in the last six years.² Doctoral faculty with SA status hired to serve as an administrator: To maintain the SA status during his/her tenure, an administrator must meet at least 50% of the SA maintenance standards. Attending conferences / workshops related to accreditation counts as engagement activities.</p>

	<p>laws, international business law, or entrepreneurial law). Additional terminal degrees may also be appropriate for SA status when the degree is closely related to the faculty member's field of teaching and the faculty member sustains currency through scholarly activities in that field consistent with this standard.</p>	
Practice Academic (PA)	<p>Expected to possess a terminal degree in the teaching discipline (or in a closely related field). PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement.</p>	<p>Six Academic or Professional Engagement Activities in the last six years.³ Doctoral faculty with PA status hired to serve as an administrator: To maintain PA status during his/her tenure, an administrator must meet at least 50% of the PA maintenance standards. Attending conferences/workshops related to accreditation counts as engagement activities. If an administrator fails to meet SA status during his/her tenure as an administrator, he/she may be re-classified as PA and they need to meet at least 50% of PA maintenance standards. Attending conferences / workshops related to accreditation counts as engagement activities.</p>
Scholarly Practitioner (SP)	<p>Expected to possess a master's degree related to their field of teaching⁴; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through scholarship and activities related to their professional background and experience in their field of teaching. SP faculty are normally expected to produce practice, applied, or pedagogical publications related to their field of teaching as part of their portfolio of scholarship. In addition to publications related to their field of teaching, SP faculty may produce other publications outside their field of teaching in support of other mission related components of the</p>	<p>Six Academic or Professional Engagement Activities in the last six years supporting qualification status.</p>

	school and reflective of the faculty member's role at the school.	
Instructional Practitioner (IP)	Expected to possess a master's degree related to their field of teaching; have professional experience substantial in duration and responsibility at the time of hire; and who sustain currency and relevancy through continued professional experience and engagement related to their professional background and experience in their field of teaching.	Six Academic or Professional Engagement Activities in the last six years supporting qualification status.

¹Articles must be in non-predatory journals (with active links) listed under ABDC, SJR, or Cabell's or included in the academic or professional journals list maintained by COBA Faculty Research Committee. Department committees are responsible for identifying externally validated standards for evaluating practitioner journals. Once a practitioner journal has received a quality equivalence rating, this information is to be shared with COBA Faculty Research Committee that maintains the Quality Practitioner Journals list.

²Newly hired faculty who have earned a terminal degree in the teaching discipline in the last six years or are ABD in the last three years are classified as SA faculty.

³Faculty hired as SA (or earlier as academically qualified (AQ)) are expected to maintain their SA status unless there is a compelling justification to allow for reclassification as PA.

⁴ In limited cases, IP or SP status may be appropriate for individuals without master's degrees if the depth, duration, sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degree qualifications. A case must be made for IP or SP status in such cases.



College of Business Administration
Department of Business Administration & Entrepreneurship
FES 1 – Chair’s Evaluation of Teaching Standards

FES 1

Initial Evaluation Criteria (to be adjusted by Required Minimum Expectations score, as appropriate):

5.0	Exceptionally Engaged educator. Rare. Reserved for extraordinary achievement or recognition. (e.g., teaching award, paid teaching fellowship). Engages with students and provides timely feedback on assignments. Demonstrates high levels of innovation and impact in multiple ways (e.g., course design, curriculum enhancements, assignments, course management, etc.). Makes significant contributions supporting the mission of the University, college, and department.
4.5	Outstanding educator. Maintains very high standards for students and themselves. Outstanding innovation/motivation in promoting student success in and outside of the classroom. Substantial evidence of teaching effectiveness and impact (e.g., nomination for a teaching award). Actively supports the mission of the University, college, and department. Engages with students and provides timely feedback on assignments.
4.0	Very Good educator. Made significant contributions toward departmental, college, university, or professional teaching, curricular, and/or program initiatives. Actively involved in teaching innovation, training, and/or professional development. Actively supports the mission of the University, college, and department. Evidence of teaching effectiveness. Engages with students and provides timely feedback on assignments. Demonstrates a moderate level of impact.
3.5	Engaged educator. Course design, content, and delivery contribute to successful learning objectives and active student engagement. Contributes to departmental, college, university, or professional teaching initiatives and mission. Involved in teaching innovation, training, or development. Engages with students and provides timely feedback on assignments. At least one piece of evidence of impactful teaching.
3.0	Competent educator. Communicates with students and provides timely feedback on assignments. Completes all activities required by the chair/dean/president (i.e., specified as “mandatory”) unless documented excuse is submitted. Supports the mission of the University, college, and department. See list below. Interacts with students, colleagues, and all stakeholders with integrity and respect.
2.5	Adequate educator. Provides adequate instruction but only involved to a minimal degree in departmental, college, university, or professional teaching initiatives.
2.0	Participating faculty member. Provides instruction but is rarely involved in departmental, college, university, or professional teaching initiatives.
1.5	Needs improvement. Below expectations, or ineffective teacher.
1.0	Unacceptable. Substandard. Needs substantial, immediate improvement.

Evidence of engagement, innovation, and impact will be added into Watermark, as appropriate.

Examples of teaching innovation, training, or development activities include, but are not limited to:

- New course preparation or redesigns
- New pedagogy or teaching activity
- Guest speakers or embedded writing tutors
- Substantial use of educational technology (e.g., Blackboard, GroupMe, TopHat, Flipgrid, InterviewStream)
- Pedagogical course certifications, fellowships, or programs completed

Evidence of teaching effectiveness and/or impact includes, but is not limited to:

- Positive feedback, emails, or letters from students or administration
- Mentoring students and/or helping students with professional or academic advancement (e.g., letters, advising students, thesis or dissertation committee, honors contracts, independent studies, extra evaluation of student documents)
- Nomination or receipt of teaching or mentoring award

The chair has discretion to make an adjustment to the FES 2 rating for specific courses for exceptional conditions that are outside of the professor's control. The burden of requesting such an adjustment and the provision of documentation to support such action rests solely with the faculty member. This information must be included as part of the faculty member's supporting materials and narrative submitted via Watermark.

Examples include but are not limited to:

- The chair asking the professor to take a new class that they have never taught with less than a month notification.
- The chair asking the professor to take on another professor's course using a book they are unfamiliar with due to the professor leaving or being unable to teach.
- The bookstore not having the book for the course in a timely fashion when the professor ordered the text correctly.

It is the obligation of the faculty member to provide a narrative about and evidence of the impact, innovativeness, and/or effectiveness of their teaching, as well as initiatives taken to encourage student engagement. Faculty are encouraged to highlight innovative and engaging professional development activities and impactful contributions to their field. It is not the responsibility of the department chair to track down this information. It is the obligation of the faculty member to ensure all information is entered into Watermark.

Required Minimum Expectations for use in adjusting FES 1 Initial Evaluation scoring, as appropriate.

Minimum Expectations and Activities	Scoring	Example
AACSB Faculty Qualification Status.	Yes / No	SA or PA required for all doctoral-qualified faculty members
Administers teaching-related policies consistently and in accordance with university policies and the mission of the department/college	Yes/No	3
Adheres to APS 240430 Course Structure and Management, including expectations regarding <ul style="list-style-type: none"> • Syllabus development • Use of the university LMS • Final exam schedule for exams or equivalent projects • Office hours and communication • Scheduled class meetings (see also APS 021120, Face-to-Face, Online, and Hybrid Education) 	Yes / No	3
Submits vita/syllabi by due date	Yes/No	3
Submits textbook requests (including “No book” and “OER” use) by the due dates	Yes/No	3
Complies with federal aid eligibility verifications timeline	Yes/No	3
Submits final grades by university due dates	Yes/No	3
Contributes to assessment, as applicable	Yes/No	3
Maintains appropriate and reasonable grade distribution for the course(s)	Yes/No	3
Completes all required trainings by assigned deadlines	Yes/No	3

Faculty who do not meet the minimum requirements established by the University’s Course Structure and Management policy (APS 240430) will not be eligible for merit in the teaching category. Full merit consideration requires evidence of teaching effectiveness beyond these baseline expectations.



**College of Business Administration
 Department of Business Administration & Entrepreneurship
 FES 2 – Students’ Evaluation of Teaching Standards**

Per the university’s *Faculty Evaluation System of Tenured and Tenure-Track Faculty Academic Policy Statement (APS 820317)*, the Department of Business Administration and Entrepreneurship 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, 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 Business Administration & Entrepreneurship department, “**Adjusted Averages**” compared to the “**IDEA Discipline**” scores will be used to determine how each faculty member is evaluated.

It is the obligation of the faculty member to ensure all information is entered into Watermark.

Summary Evaluation of Teaching Effectiveness

View: Adjusted Averages 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



College of Business Administration
Department of Business Administration & Entrepreneurship
FES 4 – Service/Scholarly/Professional Engagement Standards

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, and/or professional engagement.

Service: 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.

Scholarly Contributions/Professional Engagement: Faculty may demonstrate evidence of continued professional development through current professional experience and/or impactful, quality intellectual contributions as defined in the COBA Department of Business Administration & Entrepreneurship 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 innovation, engagement, and impact efforts made in their scholarly contributions and/or professional development.

It is the obligation of the faculty member to provide a narrative about and evidence of the impact, innovativeness, and/or effectiveness of their efforts and contributions for this FES category (and all others). It is not the responsibility of the department chair to track down this information. It is the obligation of the faculty member to ensure all information is entered into Watermark.

FES 4 PERFORMANCE STANDARDS EVALUATION CRITERIA

5.0	<p>Exceptionally Engaged: Recognized, significant engagement and/or impact to students, department, college, university and/or professional organization. Meets "Adequate" attendance expectations and achieves at least one of the following: Must achieve one of the following:</p> <ul style="list-style-type: none"> • Win the COBA or SHSU Award (Ex: Service, Teaching, Research) • Active participant in service in at least two levels (e.g., students, department, college, university, professional organization) PLUS one of the following: <ol style="list-style-type: none"> 1. Win award from a reputable organization 2. Win award from college or department. 3. Win award from academic or professional organization 4. Teach an independent study course 5. Actively contribute to a COBA initiative. 6. Serve as dissertation committee member outside of COBA or SHSU. 7. Serve on multiple editorial boards for journals.
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	<ul style="list-style-type: none"> 8. Conducting workshops or joint workshops or training workshops. 9. Serve as editor of a journal. 10. Organize/host a conference. 11. Serve as Program Chair or Program Planner for a conference. 12. Publish one IC (higher quality)
4.5	<p>Outstanding: Significant engagement with and/or impact on students, department, college, university and/or professional organization. Meets “Adequate” attendance expectations and achieves at least one of the following:</p> <ul style="list-style-type: none"> • Chair of a committee. • Serve as a mentor to students (e.g., writing recommendation letters, reviewing their job materials, assisting in job/internship/graduation school applications). • Elected or appointed officer or board member in a professional/academic organization. • Chair or serve on a faculty senate. • Work with student for Honors Contract • Serve as the faculty leader of study abroad • Take students to conferences or field trips • Serve in other official capacities in a professional or academic organization besides what is listed above. • Active participant in service at multiple levels, not exclusive to committee work. • Contribute to the success of a task force addressing an issue facing the college or the university. • Chair a search committee for faculty, staff, or administrative positions. • Serve on an accreditation or assessment committee. • Referee manuscripts for a journal on one of the four COBA approved lists. • Referee grant proposals or external funding applications. • Serving as executive committee member or scientific committee member at a professional organization. • Serving as proceedings editor for an academic or professional organization. • Associate Editor of a journal. • Editorial Board Member of a journal. • Faculty advisor to a student organization. • Publish one IC (at least Quality) • At least one of the above PLUS one or more Very Good activities. • At least one of the above PLUS two or more Engaged activities.
4.0	<p>Very Good: Note-worthy impact and engagement in service to students, department, college, university and/or professional organization. Meets “Adequate” attendance expectations and achieves at least two of the following:</p> <ul style="list-style-type: none"> • Committee member of an impactful committee. • Committee member of two non-impactful committees. • Division program planner in a professional/academic organization. • Division Chair in a professional/academic organization. • Active participant in two or more committees at multiple levels.

	<ul style="list-style-type: none"> • Active participant in a search committee for faculty, staff, or administrative positions. • Participate in accreditation or assessment activities (e.g., MAT or GAT leader). • Referee conference submissions or internal funding applications. • Serve as reviewer for textbook chapter(s) • Service as an appointed or elected head of any academic group (e.g., division, department, college, university levels). • Publish in conference proceedings • Publish one IC (acceptable quality) • Chair or serve on division committee. • Chair a peer review committee (e.g., NTT equivalent of DPTAC). • At least one of the above PLUS one or more Engaged activities. • At least one of the above PLUS two or more Competent activities.
3.5	<p>Engaged: Active engagement/impact in service to students, department, college, university and/or professional organization. Meets “Adequate” attendance expectations and achieves at least two of the following:</p> <ul style="list-style-type: none"> • Volunteer for event to represent department or COBA (e.g., Saturdays at Sam, Operation Freshman, Bearkat Camp Faculty). • Participate in round table discussions with the Dean. • Participate in ACE • Active engagement and impact on one contributing committee. • Participate in college/university wide governance bodies or related activities. • 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). • Organize or lead workshops, panels, or meetings. • Assist with Student Affairs initiatives. • Write letter of recommendation/support for colleagues or students • Giving presentations or performances for the public. • Present seminars on problems, issues, and/or concerns for general public or trade groups. • Present at a conference • Complete professional development which leads to a certification • Participation in a professional or academic organization
3.0	<p>Competent: Engagement with students, department, college, university and/or professional organization. Meets “Adequate” attendance expectations and achieves at least one of the following:</p> <ul style="list-style-type: none"> • Member of one committee • Serving as a track chair or session chair at a conference. • Service on conference committee. • Promoting SHSU, COBA, or Department through promotional material or media. • Promoting the image, prestige, and/or perceived value of a discipline or profession.

	<ul style="list-style-type: none"> • Attend 1 commencement ceremony per year. • Participation in community affairs as a representative of the University. • Representing the college or university in a public forum. • Membership in a professional or academic organization.
2.5	<p>Adequate: Attended at least 60% of the minimum activity attendance requirements required by the chair (i.e., specified by the chair as a “mandatory” event) unless absence is documented and excused by the chair and provided minimal additional service and/or professional development. Mandatory events commonly but not exclusively include required college and department meetings.</p>
2.0	<p>Participating. Meets Minimum Expectations.</p> <ul style="list-style-type: none"> • Attended at least 50% of the minimum activity attendance requirements required by the chair (i.e., specified by the chair as a “mandatory” event) without documented excuse granted by the chair. • Provided some service. • Completed some professional development.
1.0	<p>Unacceptable. Below Minimum Expectations.</p> <ul style="list-style-type: none"> • Attended less than 50% of the minimum activity attendance requirements required by the chair (i.e., specified by the chair as a “mandatory” event) without documented excuse granted by the chair. • Blocks or hinders university, college, or department initiatives.

The table above is meant to serve as a guide but is not an exhaustive list. A faculty member can make a case for service not included in the list.

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

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

In addition to documenting service as listed above, it is the obligation of the faculty member to provide evidence of the impact of their service activities, including service to any and all of the following levels: students, the department, the college, the university, the profession, and others.

It is the obligation of the faculty member to provide a narrative about and evidence of the impact, innovativeness, and/or effectiveness of their service contributions (ICs). It is not the responsibility of the department chair to track down this information. It is not the responsibility of the department chair to determine this information. It is the obligation of the faculty member to ensure all information is entered into Watermark.

If AACSB Faculty Qualification Status = “No,” then the faculty member is automatically not eligible for merit increase.