



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

Post Tenure Review (PTR) Standards

Prepared by the Tenured and Tenure Track Faculty of the Department

Effective Calendar Year **2026**

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Department of Analytics, Information Systems, and Supply Chain
College of Business Administration
Post-Tenure Review Standards
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Academic Policy Statement (APS) 980204 (May 2022), “*Performance Evaluation of Tenured Faculty*” is the university policy that guides the Performance Evaluation of Tenured Faculty (PEFT) at Sam Houston State University (SHSU). The SHSU Department of Analytics, Information Systems, and Supply Chain uses *APS 980204* to guide the Department in process of reviewing tenured faculty every five (5) years.

Section 2.01 of APS 980204 allows the tenured faculty in consultation with the tenure-track faculty of the Department of Analytics, Information Systems, and Supply Chain to develop departmental specific standards of performance for tenured faculty within the department subject to the approval of the department chair, college dean, and university provost.

Section 4.02b of the policy (980204) states “...initial review shall make use of FES records for the five (5) most recent years.” During the Fall 2025 semester, the tenured faculty in consultation with the tenure-track faculty of the Department of Analytics, Information Systems, and Supply Chain met and developed the departmental standards for post-tenure review. These standards are based on FES scores and AACSB requirements.

Minimum performance standards for the five-year period under review:

1. Faculty should maintain a rolling average FES 1 score of at least 3.0 over the preceding five years, based on the scale provided below. If the average falls below 3.0, the DPTAC will conduct a further evaluation to determine justification before a PEFT request is initiated.

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.

AND

2. The lowest FES2 score from the previous five years will be excluded, and the average of the remaining four scores not less than 3.9, subject to the following exceptions:
 - a. Consistently low performance with one high score resulting in a four-year average of not less than 3.9. For example, if four scores are below 3.9 and one is significantly higher (e.g., 4.5), resulting in an average marginally above 3.9 after the lowest is dropped, a development plan may be initiated to uphold fairness and standards.
 - b. Consistently acceptable performance with one low score resulting in a four-year average below 3.9. For example, if four scores are around 4.0 and one is significantly lower (e.g., 3.3), the average may still marginally exceed 3.9. This pattern may warrant a discussion from the DPTAC to address the outlier.

AND

3. Faculty should maintain a rolling average FES 3 score of at least 3.0 over the preceding five years. If the average falls below 3.0, the DPTAC will conduct a further evaluation to determine justification before a PEFT request is initiated.

AND

Faculty member must be either Scholarly Academic (SA) or Practice Academic (PA) by COBA's definition of the AACSB category.

SA

Six Academic Engagement Activities, including at least two publications in peer-reviewed journals, in the last six years. 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.

PA

Six Academic or Professional Engagement Activities in the last six years. 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, they need to meet at least 50% of PA Maintenance standards. Attending conferences/workshops related to accreditation counts as engagement activities.

AND

4. Faculty must maintain a rolling average FES 4 score of at least 3.0 over the preceding five years, based on the scale provided below. If the average falls below 3.0, the DPTAC will conduct a further evaluation to determine justification before a PEFT request is initiated.

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.