

BYLAWS OF THE JIM MORAN COLLEGE OF ENTREPRENEURSHIP

AT Florida State University

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Record of Substantive Revisions and Amendments to the Bylaws

September 2021 – Adjusted to match the University Bylaws Template

Fall 2025 – Adjusted to update Appendix C (Tenure/Tenure-track faculty evaluation), Graduate Faculty Status, and other minor revisions.

Spring 2026 – Full faculty vote to re-ratify totality of the all bylaws; major updates made to Appendix D (Specialized Faculty Annual Evaluation Guidelines), the addition of include Appendix E (Peer Teaching Observation template), and other minor changes and clarifications (e.g., peer evaluation committee structure and process, use of peer teaching observations for annual evaluations, etc.).

Sunset /Renewal Provision

These Bylaws must be approved by a simple majority vote of the Faculty of the JMC in a secret ballot voting process, and by the Vice President for Faculty Development and Advancement. The College adheres to the scheme of organization and operating procedures as defined by these Bylaws. In every calendar year ending in 5 or 0 the College Faculty shall be appointed to an Ad Hoc committee to review and update these Bylaws. Therefore, the bylaws shall cease to apply unless they are recommended for approval again by the Bylaws Committee and are passed by a ballot vote of a simple majority of the voting members of the faculty.

These are the bylaws for the College of Entrepreneurship at Florida State University. These bylaws were last approved April 24, 2026 by a majority of the applicable voting members of the college and April 27, 2026 by the Office of Faculty Development and Advancement.

Preamble

The faculty of Florida State University Jim Moran College of Entrepreneurship (JMC) has drafted and adopted these Bylaws to define a set of principles, organizational structures, and procedures that will enable the effective and efficient operation and governance of the College in furtherance of its mission. The Bylaws will assist faculty and the Dean in conducting business with fairness to all concerned.

We are committed to honoring the legacy of Jim Moran by transforming the lives of our undergraduate and graduate students through leveraging our resources to provide a gateway to success through experiential learning, professional development, and rigorous academic learning experiences. This focus will encourage our entrepreneurial students from across the entire Florida State University campus to develop innovative ideas and become respectable leaders in industry and global business as well as society. As such, the **mission** of the Jim Moran College of Entrepreneurship is: ***To inspire innovation, instill compassion and ignite an entrepreneurial mindset in the next generation of leaders.***

Each faculty member is responsible for making significant contributions to the JMC's continual pursuit of academic excellence and professional matters such as instructional and programmatic excellence, active scholarly endeavors, and public service. These contributions will be achieved in an atmosphere of collegiality and constructive cooperation. College faculty responsibilities include but are not limited to curricular matters; recommendation to the Dean for allocation of resources (travel, foundation dollars); recruitment and hiring of new faculty; and matters relating to promotion, tenure, faculty merit, and faculty evaluations.

I. Bylaws

- A. Adherence with Other Governing Documents.** At all times, college policy shall adhere to and be consistent with all university policies found in the FSU Constitution, the BOT-UFF Collective Bargaining Agreement, the Faculty Handbook, and the Annual Memorandum on the Promotion and Tenure Process issued by the Office of Faculty Development and Advancement.
- B. Bylaws Revision.** These Bylaws may be amended by a simple majority vote of the College faculty. Proposed amendments must be circulated at least one week in advance of a College faculty meeting at which the change will be considered. The vote on the amended Bylaws will take place one week following the College meeting discussion. The vote will be by secret ballot. The faculty may reflect and deliberate on any issue of general interest to the University, or the JMC, and make recommendations to the appropriate officer or body.
- C. Substantive Change Statement.** Faculty and staff members are expected to be familiar with and follow the Florida State University Substantive Change Policy as found on the university website <https://sacs.fsu.edu/substantive-change-policy/>.

II. Membership and Voting Rights

- A. Faculty Membership.** The faculty of the College of Entrepreneurship shall consist of those persons holding full-time and adjunct appointments at the rank of Professor, Associate Professor, Assistant Professor, Teaching Faculty I, II, and III, and Instructional Specialist I, II, and III. Specifically, the JMC's Faculty is defined as follows:

1. Tenure-track faculty are those faculty members having tenure or those who are earning time creditable towards tenure in the JMC.
2. Specialized Faculty are those full-time faculty members holding rank in the Specialized Faculty Classification as defined by the University and determined by the faculty member's focus in teaching, research, or other activities.
3. Graduate Faculty status establishes the eligibility of faculty to participate in graduate education. The appropriate status must be approved prior to the teaching of a graduate course, supervising a graduate student, or serving on a student's committee. There are three different categories of membership: Graduate Faculty Status (GFS); Graduate Teaching Status (GTS), and Co-Doctoral Directive Status (CDDS).
 - a) Graduate Faculty Status (GFS)
 - i. *Definition of GFS:* Graduate Faculty Status (GFS) in the Jim Moran College establishes the eligibility of faculty to teach graduate courses at all levels; to sit on graduate student committees; to chair or co-chair graduate student theses, treatise, and dissertation committees; and to participate fully in all components of graduate education, research, and service. Faculty holding GFS are expected to actively engage in graduate education through teaching, mentoring and research supervision, and service. They should demonstrate current evidence of research-based scholarship and/or creative work resulting in peer-reviewed publications or equivalent work in top-quality outlets.
 - ii. *GFS Nomination Criteria:* The minimum qualifications for GFS in the Jim Moran College are: (1) completion of the doctorate or its equivalent terminal degree in a relevant field, (2) proven expertise in the teaching area, and (3) an active program of high-quality, peer-reviewed research commensurate with the expectations of a leading R1 institution.
 - iii. Appointment to Graduate Faculty Status (GFS) is reserved for members of the faculty who hold tenured or tenure-earning appointments, but no presumption of entitlement for GFS status should be presumed by tenured or tenure-earning faculty. Specialized faculty may be considered for GFS on a case-by-case basis. In all cases, individuals granted GFS must (1) hold a doctorate or equivalent terminal degree in a relevant field, (2) have proven expertise in the teaching area, and (3) demonstrate an active program of high-quality, peer-reviewed research commensurate with the expectations of a leading R1 institution.
 - iv. Appointment to GFS must be by affirmative super majority (2/3) vote of all individuals who hold GFS in the Jim Moran College, as well as approval by the academic dean or designee and the Dean of the Graduate School.
 - v. *GFS Limitations and Restrictions:* Faculty members holding GFS who are not actively involved in graduate training and/or who do not have an active program of research may be denied the right to participate in graduate education activities within the college. Activities that may be restricted include serving as a doctoral major professor, participating in doctoral supervisory committees, and teaching graduate courses. A super majority (2/3) vote of the faculty with GFS status is required to

certify restrictions on a faculty member's GFS status. A review and vote of GFS faculty are triggered by any of the following: (a) a less than 'meets expectations' rating in either research or teaching in the faculty member's annual evaluation, (b) a request submitted in writing to the Dean or designee by two or more faculty holding GFS status, or (c) at the request of the Dean. The same process will be used to restore GFS rights when faculty whose status has been restricted makes a petition to the Dean or designee for reconsideration. A minimum one-year period must elapse from when a restriction is implemented before a petition for reconsideration will be considered.

b) Graduate Teaching Status (GTS)

- i. Graduate Teaching Status (GTS) establishes the eligibility of faculty to teach graduate-level courses for which they meet the University's standards for credentialing (see FSU Policy 3A-2). A person must be appointed to Graduate Teaching Status (GTS) to be eligible to teach graduate courses. Members of the Specialized (and non-tenure track) Faculty holding GTS must be separately appointed for Co-Doctoral Directive Status to serve on graduate student committees as either a member and/or to co-direct graduate dissertations and treatises.

1) *Minimum qualifications are: (1) completion of the doctorate or its equivalent and/or (2) proven expertise in the teaching area. Appointments to GTS must be approved by the academic dean or designee and the Dean of the Graduate School.*

c) Co-Doctoral Directive Status (CDDS)

- i. Co-Doctoral Directive Status (CDDS) establishes the eligibility of Specialized (and Non-Tenure Track) and Courtesy Faculty to serve as the co-major professor for a given graduate student or to be an additional member of such students' committee.
- ii. Members of the Specialized and non-tenure-earning Faculty not holding GFS must be appointed to Co-Doctoral Directive Status (CDDS) to serve as an additional member or co-major professor of a doctoral dissertation or treatise committee. An FSU tenure-track faculty member (Assistant, Associate, Full, Eminent Scholar) with GFS must serve as the other co-major professor and the committee must include at least four members with GFS (including the university representative).
- iii. The minimum qualifications for appointment are: (1) completion of a doctorate or its equivalent, and (2) attainment of recognized professional stature in the discipline by virtue of substantial post-doctoral or equivalent scholarly or creative work. Appointment to CDDS must be by affirmative super majority (2/3) vote of all individuals who hold GFS in the Jim Moran College, as well as approval by the academic dean or designee and the Dean of the Graduate School.

4. Qualifications for Graduate Faculty Status. A faculty member must have:

- a) Earned a doctoral degree or its equivalent from a recognized university; or
- b) A Master's degree plus proven expertise in the teaching area; and
- c) Approval of the Dean.

B. College Membership. In addition to the faculty defined in II.A. above, the following are members of the College of Entrepreneurship: Entrepreneurs in Residence (EIRs), JMC professional staff, staff and affiliates of the Jim Moran Institute for Global Entrepreneurship (JMI), visiting scholars, visiting faculty, post docs, and affiliate faculty and staff (those supported for the execution of grants programs).

C. Faculty Voting Rights.

1. The Voting Membership of the College is defined as all the full-time faculty members (tenured, tenure track and specialized) of the JMC.
2. The faculty shall be the basic legislative body of the JMC. Subject to the Constitution of the University, the rules of the Board of Trustees, the faculty shall determine the policies, requirements, curricula, and course offerings for the academic programs within the JMC.

D. Non-faculty Voting Rights. All other members of the JMC will not have any voting rights with the college.

III. College Organization and Governance

A. Jurisdiction.

1. The basic legislative body of the College of Entrepreneurship shall consist of the full faculty in the College, defined in II.A above. Subject to state law, the regulations of the Florida Board of Governors, and the Constitution of FSU, this legislative body shall have full authority to develop policy and decide matters of curriculum, program offerings, admissions, grading, and any other academic matters of concern to the college.
2. The full faculty in the College may resolve on any issue of general interest to the University or College and make recommendations to the appropriate officer or body.

B. Faculty Meetings. The following are the expectations for meetings within the JMC:

1. The JMC faculty shall meet with the Dean at least once every fall and spring semesters.
2. Special meetings may be called by the Dean, or at the written request of three voting members of the College.
3. The Dean shall normally preside at meetings of the College. The Dean shall assign another faculty member to preside, if necessary.
4. A simple majority of the faculty shall constitute a quorum. All faculty members shall be notified of College meetings, and an agenda for the meeting distributed, at least 24 hours in advance. Any faculty member who cannot reasonably expect to attend shall be provided the opportunity to vote by proxy on any item of business scheduled for the regular or special meeting.
5. Minutes shall be kept by a JMC staff member.
6. All meetings shall be conducted in accordance with *Robert's Rules of Order Newly Revised*, except as otherwise provided by these Bylaws.
7. Except where the Bylaws specify a different procedure, decisions made by the faculty will be a vote conducted:
 - a) At a faculty meeting,
 - b) By written ballot, or

- c) By electronic ballot.
- 8. Passage of a measure requires a simple majority of the Voting Membership eligible to vote on the measure.
- 9. Curricula changes shall be subject to approval by a majority vote of the Undergraduate Curriculum Committee (for undergraduate courses and programs) and the Graduate Curriculum Committee (for graduate courses and programs). These changes include course creation or deletion, and modification of requirements for majors and degree programs. These committees are tasked with ensuring relevant faculty input is received and that all curricula requests meet JMC quality standards.

C. Director/Other Administrator Selection. N/A

D. College Leadership.

- 1. Dean: The Dean is the chief administrative officer in the College of Entrepreneurship. The Dean is appointed by the Provost in consultation with the JMC faculty and serves at the Provost's pleasure. The term of this appointment shall also be at the discretion of the Provost. The Dean is evaluated by the Provost for the purposes of the annual evaluation.
 - a) The Dean will consult with the proper committees on such matters as appointments, selection of new faculty, promotion and tenure recommendations, curriculum, and general questions concerning the allocation of JMC resources. The Dean's responsibilities include:
 - i. Scheduling classes
 - ii. Evaluating faculty (including merit pay increases when available)
 - iii. Budgeting
 - iv. Staffing JMC committees
 - v. Outreach and development (fundraising)
 - vi. Student relations (including student complaints)
 - vii. Managing JMC staff
 - viii. Managing university re-accreditation efforts
 - ix. Other ad hoc duties necessary to maintain the JMC's operations
 - b) The faculty may recommend to the Provost that a Dean be removed from office. A petition calling for removal must be signed by at least one-half of the voting members and submitted to the Provost. The Provost or the Provost's Representative shall preside at a meeting of the faculty to consider the petition. Two weeks' notice shall be given of this meeting. To be adopted, a motion for removal must be supported by two-thirds of the voting members in a secret ballot. This ballot shall be conducted by an *ad hoc* Elections Committee selected by the Provost, who shall report the result to the Provost.
- 2. In addition to the Dean, the JMC has the following core leadership positions:
 - a) Associate Dean for Research and External Relations
 - b) Assistant Dean for Graduate Studies
 - c) Assistant Dean for Academic and Student Services
 - d) Senior Director, Jim Moran Institute for Global Entrepreneurship

E. College Committees. Standing Committees are: Promotion and Tenure Committee; Peer Evaluation Committee; Graduate Curriculum Committee; Undergraduate Curriculum

Committee; and Scholarship Committee. Any nominee that agrees to be a candidate should be prepared to fulfill any and all responsibilities of the committee for which they are a member. All standing committee members will be selected by a simple majority vote of and from the voting faculty members of the College.

1. **Promotion and Tenure Committee:** The Promotion and Tenure Committee shall implement policies and procedures concerning promotion and tenure. The Promotion and Tenure Committee shall consider all faculty members below the rank of full professor for promotion and/or tenure for tenure-track faculty or below the rank of Specialized Faculty III, if applicable, each year.
 - a) The Committee at large shall be composed of all, full-time tenured and tenure-earning faculty members, and all Specialized II and III faculty members. Subcommittees, one for tenured/tenure track and one for specialized faculty, may be formed to review candidates separately. Specialized faculty can only vote on specialized faculty member's dossiers. Tenure-track faculty can only vote on dossiers up to the rank they currently hold. The Committee Chair or Subcommittee Chairs will be selected by a majority vote of the committee(s) and must be a Full Professor or Specialized Faculty III. Additional members, from outside the JMC may be asked to join the committee, on an ad-hoc basis, as deemed necessary by the Committee.
 - b) Evaluations shall be conducted consistent with the promotion and/or tenure criteria and procedures of Florida State University, and the JMC. Performance will be evaluated in accordance with the current standards in the profession (see Appendix A for criteria/procedures for promotion and tenure of tenured/tenure-track faculty and Appendix B for criteria/procedures for promotion of specialized faculty).
 - c) The Promotion and Tenure Committee will review the complete dossiers of assistant professors in their third year of tenure-earning employment at Florida State University and will follow college/university policies. Specialized faculty will be reviewed in the Spring semester prior to their possible promotion and at the request of the Dean or specialized faculty member.
2. **Peer Evaluation Committee:** The Peer Evaluation Committee is responsible for providing input, in the form of an evaluation summary, to the evaluator designated by the Dean for annual peer evaluation and merit for each faculty member's annual performance evaluation. Members of the committee shall be elected by the faculty.
 - a) Subcommittees, one for tenured/tenure track and one for specialized faculty, may be formed to review candidates separately.
 - b) Each subcommittee shall consist of a minimum of three (3) faculty members.
 - c) The term of the committee members will be for one (1) year. Committee members can have repeat appointments.
 - d) Evaluations shall be conducted following the evaluative criteria and procedures of the College (Appendix C & D).

The committee members will be provided with the annual evaluation materials submitted to the evaluator. Upon reviewing the materials, the committee members will be prompted to provide their feedback, which may be collected electronically. A copy of the advisory peer evaluation will be provided to the dean and/or designee. Peer teaching observations are not considered as part of the peer evaluation process.

3. **Graduate Curriculum Committee (GCC):** The Committee is chaired by the Assistant Dean for Graduate Studies. The GCC is responsible for graduate curriculum development and review. This committee shall consist of three (3) faculty members with GFS or GTS status, with at least one faculty member from each major represented. JMC's curriculum review and approval process is facilitated through Coursedog, the approved university system, or its replacement. Faculty input should be solicited from all GFS and GTS faculty as part of the GCCs review process. After approval by the Dean, the course is submitted to the University Curriculum Committee.
 4. **Undergraduate Curriculum Committee (UCC):** The JMC Undergraduate Curriculum Committee is responsible for curriculum development and review. This committee shall consist of at least three (3) faculty members, with at least one faculty member from each major represented. The committee chair is elected by the committee. Faculty input should be solicited from all faculty within the major in which a course or program change is proposed. JMC's curriculum review and approval process is facilitated through Coursedog, the approved university system, or its replacement. After approval by the Dean, the course is submitted to the University Curriculum Committee.
 5. **Scholarship Committee:** The Committee is composed of at least three faculty members elected by the voting members of the college. The Committee will elect the Chair of this scholarship committee. The Committee is responsible for:
 - a) Promoting JMC scholarships to students majoring in the JMC
 - b) Reviewing student scholarship applications
 - c) Determining the scholarship winner(s) specific to the faculty members major
 - d) Attending the scholarship event
 6. **Ad Hoc Committees:** May be established and appointed by the Dean as deemed necessary specific purposes.
- F. Faculty Senators.** The College adheres to the guidelines outlined in Section 3: Faculty Governance of the FSU Faculty Handbook regarding the election of Faculty Senate representatives. JMC has been apportioned one representative to the Faculty Senate.
- G. Faculty Recruitment.** The Dean shall appoint a Faculty Recruiting Committee that is charged with identifying, recruiting, and evaluating potential specialized and tenure-track faculty candidates when open faculty lines exist within the JMC. Recommendations from the Faculty Recruiting Committee are advisory in nature. All hiring decisions are vetted with the Dean.
1. Faculty searches will be informed by the guidelines and procedures of the Florida State University Search and Screening Guide as found on the Office of Human Resources website, as well as other University resources.

H. Unit Reorganization. N/A

IV. Curriculum and Degree Approval

A. Curriculum Review. Refer to sections III.E.3 & 4 above for control over the development and review of curriculum within the JMC.

B. Degree Approval. Candidates are approved for final degree clearance through a two-stage process. First, the academic unit reviews candidates to ensure that the candidate complies with all degree requirements set by the academic unit. Second, the Mapping Coordinator within the College works with the academic units and the University Registrar's office to ensure that candidates have successfully completed all degree requirements set by the University.

V. Annual Evaluation of Faculty on Performance and Merit

A. Peer Involvement in Annual Performance and Merit Evaluation. Each faculty member's performance will be evaluated relative to his or her assigned duties. Each faculty member's performance will be rated annually using the following university rating scale:

- Exceeds expectations
- Meets expectations
- Official concern
- Does not meet expectations

1. **Performance Evaluation Process.** The procedure for annual Evidence of Performance Report is as follows (see Appendix C & D).

- a) All faculty are evaluated according to their individual AOR for the year.
- b) Each faculty member will be evaluated annually. Tenured and tenure-track faculty will be evaluated by the Associate Dean for Research and External Relations; specialized faculty will be evaluated by the Dean. In both cases, the evaluation will be advised by the Peer Evaluation Committee. The results of this evaluation are used for the Annual Faculty Evaluation Summary and as the basis for recommendations for merit pay increases (see Merit Pay below). The evaluation will be discussed with each faculty member in accordance with University policy. The evaluator writes an accompanying narrative explanation for all evaluated faculty. These documents become a part of the faculty member's permanent file. Individual faculty member responses to this evaluation can be submitted to the evaluator for inclusion in said file.
- c) The evaluation will be conducted by the end of April, after the submission deadline for the Faculty Annual Review, and will be based upon performance over the prior calendar year (January 1st to December 31st). Research, teaching and service will be evaluated separately, and their relative contributions to the overall assessment will be weighted in accordance with the faculty member's AOR. See Appendix C & D for specific criteria for annual evaluation of academic performance in teaching, research, and service.

2. **Merit Criteria and Method for Distribution of Merit Salary Increases.** The Peer Evaluation Committee will provide input to the Dean. See Appendix C & D for annual evaluation and merit criteria.

- a) Final merit determinations will be made by the Dean.
- b) Only faculty whose performance meets or exceeds the expectations for the position, classification and College will be eligible for meritorious performance.
- c) Merit criteria may not mandate a merit pay award for all members of the College.

- d) Merit criteria must reflect distinctive levels of merit reflecting the differences in performance as required by the BOT-UFF CBA.
 - e) All evaluations must contain a narrative explanation attached to the evaluation summary as required by the BOT-UFF CBA.
3. **Procedure for Sustained Performance Evaluation.** The College adheres to the criteria and procedures outlined by the Office of Faculty Development and Advancement:
- a) Every specialized faculty member shall be reviewed once every seven years to document sustained performance during the previous six years of assigned duties and to encourage continued professional growth and development.
 - b) Tenure-track/tenured faculty members, visiting faculty, research associates, and other members of the professional staff are not eligible for evaluation in this process.
4. **Appeals Policy and Procedures.** An appeals process is available to a faculty member who believes that an evaluation or merit recommendation does not accurately reflect his/her accomplishments:
- a) The faculty member should prepare and submit to the Dean and the Peer Evaluation Committee a written statement with any supporting evidence indicating his/her reasons for appealing the merit evaluation. The written statement should be submitted to the College Dean.

B. Criteria for Evaluation of Tenure-Track Faculty. The criteria for evaluation of Tenure-Track Faculty are specified for the JMC in Appendix A for areas of teaching, scholarship/research, service, and other areas as appropriate.

C. Criteria for Evaluation of Specialized Faculty. The criteria for evaluation of Specialized Faculty are specified for the JMC in Appendix B for areas of teaching, scholarship/research, service, and other areas as appropriate.

VI. Promotion and Tenure

A. Progress Toward Promotion Letter. During the annual evaluation period, the evaluator, with input from the Promotion and Tenure Committee, will include a section within their annual evaluation summary apprising all faculty below the rank of full professor of their progress toward promotion and/or tenure.

B. Third Year Review for Tenure-track Faculty. Tenure-track faculty in their third year of service will receive an evaluation of their progress in meeting the college's expectation for promotion and tenure. The JMC's Promotion and Tenure Committee will use the College's approved criteria (see Appendix A and B) and will provide input to the Dean on tenured, tenure-track and specialized faculty progress for promotion and tenure based upon a review of teaching, research and/or service.

C. Peer Involvement in Evaluation of Promotion and Tenure of Faculty. The JMC's Promotion and Tenure Committee (III.D.1) will use the College's approved criteria (Appendix A and B) and will provide input to the Dean on tenured, tenure-track and specialized faculty progress for promotion and tenure based upon a review of their teaching, research, service, or other criteria.

1. **Peer Teaching Evaluation.** All faculty members, both tenure-track (Assistant and Associate Professors) and specialized (Teaching 1, Teaching 2, and Teaching 3), will have their teaching observed as necessary by a tenured or specialized faculty member of the JMC. The evaluation will be based upon the teaching evaluation criteria in Appendix A or Appendix B. Any faculty member may request a teaching evaluation at any time. In cases where there is evidence that a faculty member is encountering problems with his/her teaching, the Dean can require that his/her teaching be evaluated. Any faculty member being evaluated must be given at least two weeks' notice of an upcoming classroom visitation and a copy of the teaching evaluation must be submitted to the faculty member and the Dean within ten working days of the classroom visitation. Peer teaching evaluations should be conducted using the Peer Teaching Observation Form found in Appendix E.

D. Criteria for Promotion and Tenure of Tenure-track Faculty. See Appendix A for specific criteria for promotion and tenure and the process which is in accordance with University and College policies.

E. Criteria for Promotion of Specialized Faculty. See Appendix B for specific criteria and processes which are in accordance with University and College policies.

Appendix A: Criteria/Procedures for Promotion and Tenure of Tenure-Track and Tenured Faculty

The Jim Moran College of Entrepreneurship (JMC) embraces a professional view of teaching, research, and service that takes into account the individual, including position, rank, and years of service, as well as the goals of the JMC.

The University's criteria for promotion or for granting tenure recognize three broad categories of academic endeavors as follows which is reflected in the College's annual Faculty Performance Evaluation:

- a. Teaching, including regular classroom teaching, the direction of theses and dissertations, academic advisement, and all preparation for this work including a study to keep abreast of one's field.
- b. Research and other creative scholarship, including peer-reviewed publications and juried exhibitions.
- c. Institutional, discipline, and external constituent service.

The criteria used to determine recommendations for promotion and award of tenure for faculty are designed to be consistent with statutory requirements, the *Faculty Handbook (University Policies and Procedures 10.4.2)*, and the Collective Bargaining Agreement. Any given item of evidence is not in itself a guarantee for promotion/tenure, but it is the overall whole and sum of the parts as evaluated by the Promotion and Tenure committee.

Research

Candidates for promotion and tenure should develop and maintain a strong program of independent research, with a clearly articulated intellectual stream of work that is evident in publications, presentations, and grants. The scholarly effort should be of sufficient quality and quantity to indicate a national/international reputation in the candidate's discipline. A productive research program is evidenced by criteria including:

- Peer-reviewed publications published in high-quality outlets commensurate with standards at R1 institutions.
- Creative scholarship exhibitions in high-quality outlets commensurate with standards at R1 institutions.
- Competitive, peer-reviewed conference presentations in the faculty member's core discipline.
- Evidence of scholarly impact (citations, awards, patents, invention disclosures, licensing, and other commercialization efforts, and high-profile media coverage specific to the faculty member's research efforts).
- Receipt of grants, contracts, or fellowships. The size, sponsor, and magnitude of the award, and the prestige of the fellowship, are focal criteria.
- Recognition within relevant scholarly communities at regional, national, or international levels specific to the faculty member's scholarship.
- Peer and/or editorially reviewed publications and presentations relating to pedagogical research may count in this category, but the development, publication, and presentation of pedagogical materials (teaching cases, case studies, experiential exercises, etc.) will be considered under the teaching and instructional activity category, as will all internal and external educational teaching grants.

Assistant Professor:

The research efforts should demonstrate growing intellectual independence from prior mentors and should be a focused stream of research.

Promotion to Associate Professor and Tenure:

A record of effective scholarship which shows the candidate's promise of becoming a leading scholar in a focused area of expertise is required for promotion and tenure to associate professor. The scholarly effort should be of sufficient quality and quantity to indicate a national reputation in the candidate's discipline and a high probability of continued growth.

Promotion to Full Professor:

An outstanding record of scholarship that has established national and international stature is required for promotion to professor. The scholarly activity will be in a focused area of research and include citations by other researchers.

Teaching

A major function of the university is teaching. Candidates for promotion and tenure should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching. Effective college teaching is based on competence in subject areas taught, learning practices, a commitment to student learning, and skill in promoting a productive learning environment. Candidates should contribute to improving the educational outcomes of students in the College and the profession. It is incumbent upon the candidate to provide evidence of distinction. Distinction in teaching may be evidenced in a number of ways, including:

- Student and peer evaluations of teaching.
- Development or revision of courses and curricula.
- Mentoring of students in research or creative activity.
- Evidence of teaching scholarship (receipt of instructional grants, publication of teaching cases and experiential exercises, etc.).
- Teaching awards (college, university, national, international).
- Student success indicators (awards, publications, creative work, outreach).

Assistant Professor:

Growth in teaching expertise and effort in continuous improvement is expected in response to student and faculty feedback.

Promotion to Associate Professor and Tenure:

A sustained record of effective teaching is expected as indicated by required student evaluations and peer evaluations, as well as involvement in advising and mentoring undergraduate and graduate students. Other indicators suggested for distinction can be included as applicable to show teaching competence.

Promotion to Full Professor:

A sustained record of effective teaching at the undergraduate and graduate levels is expected as indicated by required student evaluations and peer evaluations, as well as involvement in advising undergraduate and graduate students. Evidence of mentorship and leadership in course/curriculum development is expected. Other indicators suggested for distinction can be included as applicable to show teaching competence.

Service

Evidence of meaningful professional service as a member of committees at the JMC, or the university level and/or extramural committees related to scholarly achievement or the administration of professional associations is expected.

Service is of three types: (a) service to the institution that embraces activities which sustain the University and enable it to carry out its academic goals; (b) service to the discipline contributes to the function and effectiveness of the faculty member's profession; (c) service to external communities reaches out to constituencies such as government agencies, industry, and other entities where academic knowledge intersects with practical affairs and problem-solving. Distinction in service may be evidenced in a number of ways, including:

- Committee participation at the College or University level.
- Leadership in committees, task forces, or professional organizations.
- Service to the profession (editorial boards, conference organizing, peer review).
- Community engagement consistent with professional expertise.
- Other efforts that, at the request of the Dean, serve to enhance the reputation of the College or University.

Assistant Professor:

During the first year of appointment, beginning assistant professors are not expected to perform service activities. During the second and subsequent years, faculty members are expected to assume limited JMC service responsibilities, such as committee membership and participation. Focused participation in and contribution to a scholarly and professional organization is recommended.

Promotion to Associate Professor and Tenure:

An associate professor is assumed to accept not only participation in JMC activities, but also to assume a leadership role in a limited number of these activities and to accept responsibility for the performance of service at the university level. Focused national contribution via a scholarly and professional organization is expected. Limited and focused contribution to other service activities, as outlined in the Collective Bargaining Agreement are recommended in so far as the professional reputation of the faculty member and College is enhanced.

Promotion to Full Professor:

The individual at the level of a full professor has a wide range of opportunities for service that are expected to shift with time and career advancement. The assumption of leadership roles is a basic expectation. Leadership contributions may be performed in JMC and university committees, in community, state, national, and international organizations, and in professional journal editorial boards.

Appendix B: Criteria/Procedures for Promotion of Specialized Faculty

Promotion Criteria

Promotion to Specialized Faculty II or III shall be based on recognition of demonstrated effectiveness in the areas of:

- Teaching
- Professional Activity
- Service

All promotion decisions shall take into account:

1. Annual evaluations.
2. Annual assignment of responsibility (AOR).
3. Fulfillment of the College/unit written promotion criteria in relation to the assignment. (All College/units must have written promotion criteria and procedures for all applicable Specialized Faculty available in the College/unit, posted on a single publicly accessible University Website, and on file in the Office of the Vice President for Faculty Development and Advancement.)
4. Evidence of sustained effectiveness relative to opportunity and according to assignment
5. Evidence of well-planned and delivered courses as evidenced by continued use of high-quality syllabus, evaluations, and teaching materials.
6. Summaries of data from Student Perception of Courses and Instructors (SPCI).
7. Letters from faculty members who have conducted peer evaluations of the candidate's teaching.
8. Proven ability to teach multiple courses within a discipline/major.
9. Other teaching-related activities, such as instructional innovation, involvement in curriculum development, statement of teaching philosophy related to the area of instruction.
10. All actions are effective at the beginning of the next academic year.

Promotion Process

1. Recommendations for promotion begin with the faculty member's supervisor and are submitted to the appropriate officials for review.
2. The supervisor may not withhold a faculty member's materials from the review should the faculty member wish to be considered.
3. Each College considers all faculty members who are eligible for promotion each year. The period of time in a given rank is normally five years. Demonstrated merit, not years of service, is the guiding factor. Promotion shall not be automatic, nor may it be regarded as guaranteed upon completion of a given term of service. Early promotion is possible when there is sufficient justification. Specialized faculty members who have been assigned an administrative code shall be subject to the normal promotion criteria and procedures for the applicable rank. They may not substitute the performance of their administrative duties for qualifications in teaching or research. The duty assignments of such employees shall accord them an opportunity to meet the criteria for promotion; however, the number of years it takes a faculty member to meet the criteria in teaching or research and scholarly accomplishments may be lengthened by reduced duty assignments in those areas; the number of years over which such accomplishments are spread shall not be held against the faculty member when the promotion case is evaluated.
4. All faculty members are informed of their prospective candidacy. If they wish to proceed, they also have an opportunity to assist in preparing their eBinder prior to review. The faculty member shall have the right to review the contents of the promotion eBinder and may attach a brief response to any material therein. Once the JMC committee has reviewed the eBinder, no material may be added

to it or deleted from it except under the conditions specified in the Collective Bargaining Agreement under Articles 14 and 15.

5. The promotion committee for specialized faculty must include one or more peers (i.e. specialized faculty). The promotion committee of the JMC reviews the eBinders of prospective candidates in that College, recommends action on the nomination of each candidate by secret vote, and prepares a report of the committee's recommendations.
6. Prospective candidates will be informed of the results of the recommendations at each level of review. A candidate may withdraw his or her file from consideration within five working days of being informed of the results of the consideration at a given level. If a candidate chooses to withdraw, he or she must notify in writing, through the Dean and the Office of the Vice President for Faculty Development and Advancement.
7. Once the JMC committee and JMC Dean have reviewed the eBinder, and the candidate meets the appropriate promotion criteria it is submitted to the Office of the Vice President for Faculty Development and Advancement.
8. The Office of the Vice President for Faculty Development and Advancement confirms that the candidate meets the eligibility requirements and then forwards its recommendation to the Provost.
9. The Provost considers the previous recommendations, independently reviews the binders, and then forwards his or her recommendation to the President for a final decision.

Promotion eBinder

Promotion eBinders shall include:

1. Professional vita
2. Assigned duties
3. Annual evaluations
4. Dean's annual letter of appraisal toward promotion
5. Two or three letters from faculty members, other than the College/unit Dean, who have conducted a peer evaluation of the candidate's teaching.
6. May also include evidence of the other considerations specified in College/unit promotion criteria
7. A list of courses taught since appointment to the rank from which being considered for promotion, with the percentage of effort assigned, enrollment, and grade distribution for each course.
8. A summary of the results of the polls of student perceptions of teaching shall also be included for each course.
9. College Committee Narrative
10. Dean's Letter
11. Instructional Support Activities
12. Other evidence in Promotion Criteria

Appendix C: Tenure-Track Faculty Annual Evaluation Instructions and Guidelines

The JMC has adopted use of FSU's FEAS system (feas.fsu.edu) for compiling the requisite information needed to complete faculty (tenure, tenure-track, and specialized) annual evaluations. All faculty should ensure their FEAS profiles accurately reflect their research, teaching, and service contributions by the end of each calendar year. FEAS is the central, collective repository for all research, teaching, and service activity. The evaluator completing faculty evaluations will look at the following FEAS reports:

- Assignment of Responsibility
- Course Evaluations / Student Perception of Courses and Instructor (SPCI) and grade distributions
- CVs (scholarly output, service contributions, professional development, etc.)

Many of these reports can be self-run within FEAS, but if you need a specific report run to verify it's accuracy and completeness, or you need support or training on the FEAS system, please contact the Associate Dean for Research and External Affairs at least two weeks in advance of the evaluation deadline so that draft reports can be generated and/or appropriate staff support can be allocated.

Important: It is the responsibility of each faculty member to ensure their FEAS accounts and corresponding reports contain complete and accurate information.

If a faculty member feels they have additional contributions relevant to their annual performance that are not well captured in FEAS, they are encouraged to submit those in writing to their evaluator by the deadline set by the JMC for that year.

Annual Evaluation Guidelines (*Applicable to all tenure-track and tenured faculty; independent of rank.*)

Preamble:

The below criteria are designed to provide a framework for annual tenure/tenure-earning faculty evaluations across research, teaching, and service. It is designed to align with the College's mission and values and to be synergistic with the College's standards for tenure and promotion, while remaining independent of faculty rank. The goal is to support fair, consistent, and constructive evaluations that recognize diverse contributions. In all areas, evaluations should emphasize quality and impact over quantity, and in the case of research, also consider the rigor and trajectory of the faculty member's scholarly program. Not all indicators listed are expected of every faculty member each year; they serve as examples to guide evaluation.

1. Research & Scholarly Activity

Expectation:

Faculty are expected to demonstrate a sustained and coherent program of scholarly activity that contributes to the advancement of knowledge and the reputation of the College. Research should reflect intellectual independence, methodological rigor, and align with the standards in a faculty member's discipline/field. Evaluations should emphasize the quality, rigor, impact, and trajectory of the work more than raw counts of outputs. A strong research profile is evidenced by regular publication in peer-reviewed and highly ranked journals or selection for highly recognized exhibitions, competitive selection for refereed conference presentations, and the successful pursuit of research funding.

Indicators include:

- Peer-reviewed publications published in high-quality outlets commensurate with standards at R1 institutions.

- Creative scholarship exhibitions in high-quality outlets commensurate with standards at R1 institutions.
- Competitive, peer-reviewed conference presentations in the faculty member's core discipline.
- Evidence of scholarly impact (citations, awards, patents, invention disclosures, licensing, and other commercialization efforts, and high-profile media coverage specific to the faculty member's research efforts).
- Receipt of grants, contracts, or fellowships. The size, sponsor, and magnitude of the award, and the prestige of the fellowship, are focal criteria.
- Recognition within relevant scholarly communities at regional, national, or international levels specific to the faculty member's scholarship.
- Peer and/or editorially reviewed publications and presentations relating to pedagogical research may count in this category, but the development, publication, and presentation of pedagogical materials (teaching cases, case studies, experiential exercises, etc.) will be considered under the teaching and instructional activity category, as will all internal and external educational teaching grants.

2. Teaching & Instructional Activity

Expectation:

Faculty are expected to deliver high-quality, student-centered instruction that reflects disciplinary expertise, sound pedagogy, and a commitment to continuous improvement. Evaluations should emphasize the quality and impact of teaching more than the number of courses taught or activities undertaken. Faculty should demonstrate responsiveness to feedback, adapt to diverse learner needs, and foster student growth and achievement. Contributions to the College's educational mission include designing rigorous learning experiences, mentoring students, and preparing them for professional, academic, or civic success.

Indicators include:

- Student and peer evaluations of teaching.
- Development or revision of courses and curricula.
- Mentoring of students in research or creative activity.
- Evidence of teaching scholarship (receipt of instructional grants, publication of teaching cases and experiential exercises, etc.).
- Teaching awards (college, university, national, international).
- Student success indicators (awards, publications, creative work, outreach).

3. Service & Engagement

Expectation:

Faculty are expected to contribute actively to the governance and advancement of the College, University, profession, and/or broader community. Service should be meaningful, consistent, and represent service commensurate with the faculty member's career stage. As faculty move into tenured roles, there is a greater expectation for them to serve in internal and/or external service leadership roles (chairs of significant college/university committees, leadership positions in leading academic organizations, editor and editorial board roles in well-regarded journals within the faculty member's core discipline, etc.). Evaluations should emphasize the quality and impact of service rather than the number of roles or committees. Effective service strengthens institutional effectiveness, advances the discipline, and builds community and professional partnerships that enhance the College's reputation.

Indicators include:

- Committee participation at the College or University level.
- Leadership in committees, task forces, or professional organizations.

- Service to the profession (editorial boards, conference organizing, peer review).
- Community engagement consistent with professional expertise.
- Other efforts that, at the request of the Dean, serve to enhance the reputation of the College or University.

Appendix D: Specialized Faculty Annual Evaluation Instructions and Guidelines

The JMC has adopted use of FSU's FEAS system (feas.fsu.edu) for compiling the requisite information needed to complete faculty (tenure, tenure-track, and specialized) annual evaluations. All faculty should ensure their FEAS profiles accurately reflect their research, teaching, and service contributions by the end of each calendar year. FEAS is the central, collective repository for all research, teaching, and service activity. The evaluator completing faculty evaluations will look at the following FEAS reports:

- Assignment of Responsibility
- Course Evaluations / Student Perception of Courses and Instructor (SPCI) and grade distributions
- CVs (scholarly output, service contributions, professional development, etc.)

Many of these reports can be self-run within FEAS, but if you need a specific report run to verify its accuracy and completeness, or you need support or training on the FEAS system, please contact the Associate Dean for Research and External Affairs at least two weeks in advance of the evaluation deadline so that draft reports can be generated and/or appropriate staff support can be allocated.

Important: It is the responsibility of each faculty member to ensure their FEAS accounts and corresponding reports contain complete and accurate information.

If a faculty member feels they have additional contributions relevant to their annual performance that are not well captured in FEAS, they are encouraged to submit those in writing to their evaluator by the deadline set by the JMC for that year.

Specialized Faculty: Teaching, Professional Activity, and Service Evaluation Guidelines

Applicable to all specialized faculty; independent of rank.

Preamble:

The below criteria are designed to provide a framework for annual evaluations of Specialized Faculty across teaching, professional activity, and service. It is designed to align with the College's mission and values and to be synergistic with the College's standards for tenure and promotion, while remaining independent of faculty rank. The goal is to support fair, consistent, and constructive evaluations that recognize diverse contributions. In all areas, evaluations should emphasize quality and impact over mere quantity. Not all indicators listed are expected of every faculty member each year; they serve as examples to guide evaluation.

1. Teaching

Expectation:

Faculty are expected to deliver high-quality, student-centered instruction that reflects disciplinary expertise, sound pedagogy, and a commitment to continuous improvement. Evaluations should emphasize the quality and impact of teaching more than the number of courses taught or activities undertaken. Faculty should demonstrate responsiveness to feedback, adapt to diverse learner needs, and foster student growth and achievement. Contributions to the College's educational mission include designing rigorous learning experiences, mentoring students, and preparing them for professional, academic, or civic success.

Indicators include:

- Student and peer evaluations of teaching.
- Development or revision of courses and curricula.
- Evidence of teaching scholarship (receipt of instructional grants, publication of teaching cases and experiential exercises in peer-reviewed, academic outlets, support for student-research resulting in competitive poster presentations and exhibitions, etc.).
- Teaching awards (college, university, national, international).
- Student success indicators (awards, publications, creative work, outreach) that directly connect to the faculty member's course and instruction.
- Course certification through Quality Matters or other equivalent (for online courses).

2. Professional Activity

Expectation:

Specialized Faculty are expected to maintain currency in their field and engage in professional activities that enhance teaching effectiveness, program relevance, and the College's external reputation. Professional activity should be applied, practice-oriented, or pedagogically focused, and aligned with the faculty member's assigned role. Evaluations should emphasize relevance, engagement, and impact, rather than volume of activities.

Indicators include:

- Participation in professional development activities (workshops, certifications, continuing education).
- Engagement with industry, practice, or professional communities relevant to teaching area.
- Contributions to teaching scholarship (e.g., presentations, publications related to pedagogy or practice).
- Participation in conferences, practitioner forums, or academic meetings aligned with instructional responsibilities.
- Maintenance of professional credentials, licenses, or certifications (where applicable).
- Involvement in externally facing initiatives (e.g., executive education, training programs, community-based instruction).
- Contributions that enhance program visibility or reputation (e.g., invited talks, media engagement, industry partnerships, publications, thought leadership).

3. Service

Expectation:

All Faculty are expected to contribute actively to the governance and advancement of the College, University, profession, and/or broader community. Service should be meaningful, consistent, and represent service commensurate with the faculty member's career stage. Evaluations should emphasize the quality and impact of service rather than the number of roles or committees. Effective service strengthens institutional effectiveness, advances the discipline, and builds community and professional partnerships that enhance the College's reputation.

Indicators include:

- Committee participation at a variety of levels within FSU.
- Faculty leadership and mentorship of student organizations.
- Active engagement in FSU's entrepreneurship ecosystem (competitions, pitch events, mentoring programs, etc.).
- Involvement in student success initiatives (recruitment, internship placement, career readiness efforts).
- Support for onboarding and mentoring of adjunct or new faculty.
Support of, or integration with, the research activities of doctoral students and tenure/tenure-track faculty.
- Other efforts that, at the request of the Dean, serve to enhance the reputation of the College or University.

Appendix E: Peer Teaching Observation Form

Peer Teaching Observation Form

Overview: The Jim Moran College of Entrepreneurship has adopted a semi-structured peer teaching observation approach in which each observer identifies three areas of excellence and three recommendations for consideration and/or areas of concern. All evaluations will consist of these six elements. Observers may include a brief closing narrative (up to one paragraph), if desired.

Instructor:

Observer:

Date of Observation:

Time of Observation:

Course Title:

Course Code:

Section:

Modality:

- In-person
- Online Synchronous
- Online Asynchronous
 - If Online Asynchronous, please briefly list the modules, lectures, assignments, etc. that were selected to be reviewed.

For online courses:

- Is course Quality Matters (or equivalent) Certified – Yes / No
- If yes, what year was certification attained?

3 Areas of Excellence:

-
-
-

3 Recommendations for Consideration and/or Causes for Concern:

-
-
-

Final overarching comments (if any):