

BYLAWS OF THE JIM MORAN COLLEGE OF ENTREPRENEURSHIP

Florida State University

Approved by majority vote of the Faculty, March 2019

Revised: August 2020

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SECTION 1: 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. They may not, in any way, contradict or supersede the constitution of the University.

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.

A. Jurisdiction

The faculty shall be the basic legislative body of the JMC. Subject to the Constitution of the University and the rules of the Board of Trustees, the faculty shall determine the bylaws, policies, requirements, curricula, and course offerings for the academic programs within the JMC.

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. The faculty and staff members are expected to be familiar with and follow Florida State University Substantive Change Policy as found on the University website.

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.

All meetings of the general faculty and committees are conducted in accordance with *Robert's Rules of Order Newly Revised*.

SECTION 2: Curriculum and Academic Matters

A. Mission Statement

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.

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.

B. Appointment to Graduate Faculty Status (GFS)

1. Membership in the Graduate Faculty authorizes faculty to teach all graduate-level courses, to sit on all graduate-level committees, to direct all thesis committees, and to participate fully in all components of graduate education, research, and service. Limitation or removal of any of these authorizations from individual GFS-faculty is delegated to the unit level authority where such assignments are made.

2. Tenured and tenure-earning faculty holding GFS are expected to actively engage in graduate education including teaching, mentoring, and research supervision. They should show evidence of research-based scholarship and/or creative work resulting in peer-reviewed publications or equivalent work, which should be updated in their curriculum vitae and the University Faculty Expertise and Advancement System (FEAS).
3. Specialized teaching faculty may be granted Graduate Teaching Faculty status (GTS) by the approval of the JMC Dean and Dean of Graduate School. Additionally, Specialized teaching faculty may be considered for GFS on a case-by-case basis. Specialized faculty approved by the JMC Dean and Dean of the Graduate School may serve as co-major professor along with a tenure-track faculty member and will be expected to fully participate in graduate education and have a role in all college decisions that affect graduate education in the college.
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.
5. Qualifications for Co-Master's Directive Status

A faculty member must have:

- a. Graduate Faculty Status;
- b. Served successfully on at least one Master's committee; and
- c. Approval of the Dean.

C. Summer Rotation Policies for Summer Supplemental Assignments

1. Summer teaching assignments will be based on:
 - a. The summer teaching budget allocated to the JMC;
 - b. Courses needed to facilitate the JMC programs and accommodate student course need;
 - c. Faculty availability; and
 - d. Qualified faculty members within the JMC who are willing to teach, before being offered to anyone who is not a faculty member within the JMC.
2. Before making summer teaching assignments, the Dean will consult (via e-mail or personal appointment) with each faculty member about his or her desire to teach and their expectations regarding other summer appointments.
3. Priority for summer teaching assignments will be given:
 - a. First to faculty who are qualified to teach needed courses. Qualified faculty are those who have completed at least 18 hours of graduate coursework in the discipline or have appropriate work experience in the discipline.
 - b. To faculty that have not taught in the summer in recent years but were otherwise qualified and eligible to teach.

D. Development of New Academic Programs

1. Graduate Curriculum Committee (GCC)
 - a. The Committee is chaired by the Director of Graduate Studies.
 - b. The GCC is responsible for curriculum development and review. The need for new or revised courses are discussed during JMC curriculum meetings and require approval by a simple faculty majority. The course syllabus is circulated to the GCC for evaluation and approval. The GCC will follow the quality

academic standards of courses approved by the JMC and committee approval is based upon input from the faculty. After approval by the Dean, the course is submitted to the University Curriculum Committee.

2. Undergraduate Curriculum Committee

- a. The Committee is chaired by the JMC Dean.
- b. The JMC Undergraduate Curriculum Committee is responsible for curriculum development and review. The need for new or revised courses are discussed during College faculty meetings and require approval by a simple faculty majority. The course syllabus is circulated to the JMC Undergraduate Curriculum Committee for evaluation and approval. The JMC Undergraduate Curriculum Committee will follow the quality academic standards of courses approved by the JMC and committee approval is based upon input from the faculty. After approval by the Dean, the course is submitted to the University Curriculum Committee.

E. Academic Policies

1. Faculty members are to fulfill their obligations toward students in a course with respect to such matters as contact hours, grading practices, posting and keeping of office hours, and final exams and/or evaluations.
2. Documentation for absences when research and services occasionally require an instructor to miss a class meeting include:
 - a. Notifying the Dean and the Academic Program Manager of the absence;
 - b. Finding a substitute instructor for the course that has been approved by the Dean; or
 - c. Providing for an alternate means of making up the contact hours.
3. For unanticipated absences such as illness, faculty should
 - a. Notify the Dean and Academic Program Manager as soon as possible so that arrangements can be made regarding classes and other scheduled activities.
4. Contact Hours

In all undergraduate and graduate courses (face-to-face and on-line), one semester hour of student credit represents fifty (50) minutes of faculty (instructor of record) - student contact per week, or two (2) or more hours of regularly-scheduled laboratory practice, directed independent study, or other formal course activity per week within the semester.

5. Final Exam Policy

All final examinations shall be given during the final examination schedule as published by the University.

- a. The scheduling of a final examination at any time other than the regularly scheduled final examination period is prohibited by University policy. The final exam schedule is found in the Registration Guide located on the FSU Registrar's website.
- b. University policy requires that examination papers of students be kept in the faculty member's file for one year after the examination date. If faculty members leave the University prior to the completion of the year, they must leave the examination papers in the JMC's files.

6. Office Hours

Every teaching faculty is expected to post in both their syllabi and outside their office, and to honor specific office hours during each semester in which he or she conducts classes. Faculty are to schedule a minimum of one office hour each week (virtually or in-person) for each course they teach for the entire semester. Faculty may schedule appointments online or in-person on an as-needed basis, but this is in addition to the posted office hours.

7. Course Syllabus

University policy requires that a course syllabus be made available to each student (either in hard copy, via university learning management system, or by email) at the beginning of each semester that includes the bulleted items below. All required and suggested statements can be found on the Faculty Senate website.

- a. written student learning outcomes;
- b. an evaluation (grading) statement that indicates what procedures will be used to evaluate students and should make it possible to discern the approximate weight of each grade component;
- c. an Americans with Disabilities Act (ADA) statement;
- d. a statement regarding academic integrity;
- e. class attendance policy, if applicable. Note that religious holy day observance requests must be accommodated in accordance with the Policy on Work-Restricted Holy Days;
- f. recommended that instructors include a statement of their policy and/or expectations regarding classroom conduct and missed work;
- g. recommended that instructors include a statement regarding the availability of tutoring on campus;
- h. recommended statement of syllabus change policy.

SECTION 3: Faculty Governance

A. Faculty Membership

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.

B. Procedures and Eligibility for Voting within the College

1. The Voting Membership of the College is defined as all the full-time faculty members (tenure-track, specialized, and visiting) 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.

C. College Organization

1. Appointment of the Dean of the JMC

The Dean is the chief administrative officer in the JMC. 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.

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.

Dean's responsibilities include:

- a. scheduling classes;
- b. evaluating faculty (including merit pay increases when available);
- c. budgeting;
- d. staffing JMC committees;
- e. outreach and development (fundraising);
- f. student relations (including student complaints);
- g. managing JMC staff;
- h. managing university re-accreditation efforts;
- i. other ad hoc duties necessary to maintain the JMC's operations.

2. Removal of the Dean

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.

3. Internship Coordinators

The Internship Coordinators manage and coordinate an established internship program that includes assisting students with placement and supervising undergraduate interns. The Coordinators also:

- a. Mentor, advise, and counsel students in preparation for internships;
- b. Conduct internship preparation meetings;
- c. Direct the field internships;
- d. Act as a liaison with established and potential internship businesses and the JMC and University Centers, while working closely with the Centers to benefit the program and student interns;
- e. Direct the management of the internship database;
- f. Network with current and potential industry partners and service organizations for internship and career opportunities for students; and
- g. Serve on appropriate committees.

4. Retail Innovation Center Director

The Dean of the JMC shall appoint a Director of the Retail Innovation Center who will:

- a. Manage the overall operation of the Center and work closely with Center members, faculty and students;
- b. Network with the community and related industries;
- c. Direct the Center's staff in the planning and execution of major Center events;
- d. Coordinate the production of the Center's Retail pages in the JMCbi-annual newsletter
- e. Manage the Center's website;
- f. Publicize the Center's achievements;
- g. Develop and update the Center's strategic plan and budget; and
- h. Work closely with the Internship Coordinators to benefit the Center with internship businesses while acting as a liaison with established and potential internship businesses.

5. Student Engagement Center

The Dean of the JMC shall appoint a Director of the InNOLEvation® Center for Student Engagement who will:

- a. Manage the overall operation of the Center and work closely with faculty, mentors and students;
- b. Network with the community and other entrepreneurship support organizations;
- c. Network with entrepreneurship programs and educators at other colleges and universities;
- d. Direct the Center's staff in the planning and execution of major Center events and competitions;
- e. Manage the Greenhouse incubation program and the Sprout @ Shaw co-working space;
- f. Manage the E-Clinic for student entrepreneur counseling and support;
- g. Manage the Center's website;
- h. Publicize the Center's achievements; and
- i. Be responsible for the development and updating of the Center's strategic plan and budget.

6. Director of Graduate Studies

The Dean of JMC shall appoint a Director of Graduate Studies who will:

- a. Serve as chair of graduate curriculum committee
- b. Serve as faculty advisor to graduate students, to include:
 - i. Monitoring student academic status and suggesting administrative actions when necessary
 - ii. Approving drop/add and grade change, and any other additional forms needed (will need to request dean signature approval)
 - iii. Communicating with prospective students
- c. Serve as a contact for the Graduate Program Coordinator
- d. Oversee grad welcome/orientation preparations, including assisting with the revision of the graduate handbook.
- e. Oversee events and work with administrative staff to plan programs
- f. Approval of graduate program-related media and communications

D. Faculty Meetings

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 e-mail 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 Voting Membership. These changes include course creation or deletion, and modification of requirements for majors and degree programs. The entire Voting Membership is eligible to vote on these issues. After faculty input, it is the responsibility of the curriculum committees to ensure that all curricula requests meet JMC quality standards, with the Dean having the final approval.

E. Recruiting of New Faculty

1. 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.
2. 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.

F. 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

- a. 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.
- b. The Committee shall be composed of all, full-time tenured and tenure-earning faculty members, and all Specialized II and III faculty members. Specialized faculty can only vote on specialized faculty member's dossiers. The Dean is eligible to be a member of the committee but is not eligible to vote. The Committee Chair will be selected by a majority vote of the committee. Additional members, from outside the JMC may be asked to join the committee, on an ad-hoc basis, as deemed necessary by the Dean and the Committee.
- c. Evaluations shall be conducted consistent with the promotion and/or tenure criteria and procedures of Florida State University, and the JMC. Teaching, research, and service will also 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).
- d. 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

- a. The Peer Evaluation Committee is responsible for providing input, in the form of an evaluation summary, to the Dean for annual peer evaluation for each faculty member's annual performance evaluation.

- b. This Committee shall consist of three (3) faculty members with at least one faculty member from each major and at least one member from each track (tenure-track and specialized faculty) represented.
- 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).

3. Graduate Curriculum Committee

The Committee is responsible for making recommendations to the faculty on policy, curricula, approval of new course proposals, modifications to existing courses, proposing degree program requirements, program review and implementing procedures for graduate study. The GCC shall consist of all faculty members who have graduate faculty status and/or graduate teaching status in the College. This committee must review all academic policy changes affecting the graduate program prior to their final consideration by the JMC faculty.

4. Undergraduate Curriculum Committee

The Committee is responsible for making recommendations to the faculty on policy, curricula, approval of new course proposals, modifications to existing courses, proposing degree program requirements, program review and implementing procedures for undergraduate study. The JMC Undergraduate Curriculum Committee shall consist of all faculty members of the JMC who teach undergraduate classes. This committee must review all academic policy changes affecting the undergraduate program prior to their final consideration by the JMC faculty.

5. Scholarship Committee

The Committee is composed of at least six faculty members to include members from each of the programs in the College. The program areas may meet jointly or separately to determine scholarship award winners. Members of the Scholarship Committee will volunteer and 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.
- e. *Ad Hoc* Committees

May be established and appointed by the Dean as deemed necessary for specific purposes.

SECTION 4: Evaluation Criteria

A. Criteria for Tenure-Track and Specialized Faculty

- 1. The criteria for Tenure-Track Faculty are specified in Appendix A. The criteria for Specialized Faculty are specified in Appendix B.

B. Assignment of Faculty Responsibilities

- 1. As indicated in the University Faculty Handbook, Section 5: Faculty Development, the Assignment of Faculty Responsibilities policy states:

“The professional responsibilities of faculty members are both scheduled and non-scheduled activities. All faculty members are assigned annually in writing their duties and responsibilities in teaching, research, and other creative activities, service, and any other specific duties and responsibilities. This assignment will be made at the beginning of

employment and thereafter, by the end of each Spring Semester for the coming year. This policy applies to those holding regular, visiting, provisional, research, affiliate, or joint appointments, regardless of the appointment FTE. It is not applicable to faculty on adjunct and courtesy appointments, who are typically given an employment contract or letter of agreement that outlines the assignment at the time of the appointment.” The Dean will work with each faculty member, to include in their Assignment of Responsibilities (AOR), a list of expected roles for the upcoming year.

2. Accordingly, by the end of the spring semester, for the upcoming year, the Dean will work with each faculty member to come to an agreement regarding his/her AOR based on the needs of the College, faculty strengths and goals, and the requirements of the professional discipline. The assignment will be made through a process in which faculty members indicate their preferences, and these are balanced with the needs of the College. The resulting assignment shall be detailed and based on clear communication and good faith negotiation, then will be documented in writing and will include a list of expected roles for the upcoming year.
3. Changes in the assigned responsibilities may be made if college or university needs arise. Such changes will be made only after consultation with the faculty member and such changes will be made a matter of written record for purposes of evaluation.
4. Assignments for summer teaching will be in accordance with the JMC’s Summer Teaching Rotation Policy.

C. Performance Evaluation Process

The procedure for annual Evidence of Performance Report is as follows (Appendix C & D).

1. All faculty are evaluated according to their individual AOR for the year.
 - a. Each faculty member will be evaluated annually by the Dean, who will be advised in this process by the Peer Evaluation Committee, when available. 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 is completed by the Dean and discussed with the faculty member in accordance with University policy. The Dean 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 Dean for inclusion in said file.
 - b. 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. Procedure for Sustained Performance Evaluation
 - a. The College adheres to the criteria and procedures outlined by the Office of Faculty Development and Advancement
3. Every regular tenured faculty member who has been in rank for at least seven years since being promoted or since achieving tenure 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.
 - a. Untenured faculty members, specialized faculty members, research associates, and other non-tenure earning members of the professional staff are not eligible for evaluation in this process.

D. Promotion and/or Tenure Criteria and Procedures

1. Tenure-Track. See Appendix A for specific criteria for promotion and tenure and the process which is in accordance with University and College policies.
2. Specialized Faculty. See Appendix B for specific criteria and processes which are in accordance with University and College policies.
3. Peer Review of Teaching, Research and Service
 - a. 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.
 - b. Peer Teaching Evaluation (**Suspended due to COVID-19**). All faculty members, both tenure-track (Assistant and Associate Professors) and specialized (Teaching 1 and Teaching 2), 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. 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.
 - c. Annual Letter Pertaining to Progress toward Promotion and/or Tenure
 - d. During the annual evaluation period, the Dean, 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.

E. Merit Criteria and Method for Distribution of Merit Salary Increases

1. Merit Pay
 - a. The Peer Evaluation Committee will provide input to the Dean. See Appendix C & D for annual evaluation and merit criteria.
 - b. Final merit determinations will be made by the Dean.
2. 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.

F. BOT-UFF CBA-Related Performance Evaluations

1. The College will comply with the most current BOT-UFF Collective Bargaining Agreement (CBA)
2. No evaluation process shall require a forced distribution of evaluation ratings.
3. Faculty performance shall be assessed using the approved FSU form.
4. The annual evaluation of faculty (see Appendix C & D) is performed each spring with input from the Peer Evaluation Committee. The input and review are based upon evidence of research, teaching and service submitted by faculty.
5. All eligible faculty members shall be reviewed for merit evaluations using procedures for annual evaluations.

6. Only faculty whose performance meets or exceeds the expectations for the position, classification and College will be eligible for meritorious performance.
7. Merit criteria may not mandate a merit pay award for all members of the College.
8. Merit criteria must reflect distinctive levels of merit reflecting the differences in performance as required by the BOT-UFF CBA.
9. All evaluations must contain a narrative explanation attached to the evaluation summary as required by the BOT-UFF CBA.

G. Amendments to the Bylaws

These Bylaws may be amended by a 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.

H. "Sunset" Provisions

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.

I. Election of Faculty Senate Representative

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.

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:

1. 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.
2. Research and other creative scholarship, including peer-reviewed publications and juried exhibitions.
3. 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 based on the following criteria:

- Research that is consistent with the University Guidelines for Promotion and Tenure (10.4.2 University Criteria for Promotion and Tenure).
- Research that is consistent with the Assignment of Responsibilities and College Mission Statement.
- Evidence of high-quality research publications and creative scholarship in one of the College's research disciplines, including articles in high-quality journals and/or creative works in juried exhibitions.
- Citations of the candidate's work.
- Submission of competitive grant proposals.
- Other indicators include:
 - Receipt of external grants or contracts
 - Receipt of fellowships
 - Invitations to publish or present research
 - The direction of graduate research

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:

- Student evaluations
- Peer Teaching evaluations
- Course development and improvement
- Publication of textbooks
- The faculty member's record of individual mentoring of students at the graduate and undergraduate levels
- Evidence of teaching scholarship. Examples would include instructional grants to enhance teaching and courses, articles published, and refereed publications focused on teaching and the development of teaching materials
- Teaching Awards (College, University, National or International)
- Evaluation of the teaching statement and materials provided by the faculty member
- Evidence of participation in programs to improve one's teaching, such programs at the college and university levels, as well as through one's profession.
- Directing students who publish peer-reviewed papers, submit creative scholarship or presentations, or earn student awards from professional organizations
- Educational 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 some 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.

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.
4. 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.

5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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

Please review the Collective Bargaining Agreement Article 14 and Appendix J.

Version: June 26, 2020

Jim Moran College of Entrepreneurship
Tenure-Track Faculty Annual Evaluation
Form Summary of Activities
Calendar Year 2020

In addition to submitting this Summary of Activities Form, *please electronically attach all materials listed below to your submission letter to Dr. Fiorito.*

- For all courses taught in the 2020 calendar year:
 - Course evaluation summaries (not student comments),
 - Course syllabi,
- Peer and/or administrators' review(s) of teaching, (where available),
- Notifications of research / creative / grant / award accomplishments (copies where available),
- Current vita highlighting your two-year record in research and/or creative achievements
- Any additional relevant material that will assist in the assessing of your work (e.g., reviews, unsolicited letter of nomination(s) for a teaching award, etc.).
- Copies of all manuscripts published in 2020

Note: When reporting class enrollments and grade distributions, official records can be found by the following:

- Logon to <https://feas.fsu.edu/> (FSUID and password needed)
- Click link "Generate a Grade Distribution Summary Report" (under the heading "Generation of My Evaluation Documents" on the Function Shortcut Menu)
- Change the date-range dropdowns (if needed) to "Spring 2020" and "Fall 2020"
- Click "Make Report."
- The system will generate a matrix in an .RTF file (with enrollment numbers and grade counts) for all of your classes that are in the system for the time interval

Annual Evaluation Form: The goal of this summary of activities is to present information that is appropriate and fair for all members of the Jim Moran College of Entrepreneurship. This summary will also help identify meritorious achievements in line with the University's annual evaluation system, the College's Evaluation Grid (**Appendix I**), and the College's promotion and tenure (P&T) guidelines. Faculty members are strongly encouraged to consult the P&T guidelines appearing in the

College's By-laws, (Appendix B).

Florida State University encourages progress, advancement, and sustained performance in rank for all faculty. Therefore, regardless of rank or years in rank, members of the Jim Moran College of Entrepreneurship are expected to continue developing in the areas of teaching, research/creative scholarship, and service. The College's Evaluation Grid and the College's promotion and tenure (P&T) guidelines represent the faculty's collective perspective on what activities and achievements reflect that development.

This form allows faculty members to both list and contextualize their activities. This is particularly important for the research / creative areas. Specifically, in addition to the quantity of the various research / creative activities and achievements, the review process, status of outlets, authorship, and scope and quality of work are important evaluation elements (**Appendices I & II**). In addition, providing context is strongly encouraged for collaborative projects (e.g., role, percent effort, etc.).

Please note that the College's Teaching, Research and Service Evaluation Grid is not an exhaustive listing of all activities in which faculty members may be involved. If an activity is not listed and the faculty member would like for it to be considered in the annual evaluation, a space is provided in which to make that case as well.

Finally, faculty members generally must earn high scores (resulting from the Promotion Tenure and Evaluation Committee members' evaluation scores) on at least two of the three categories (teaching, research/creative/grants, service) to be considered for merit. As indicated in the Jim Moran College of Entrepreneurship's Bylaws however, final determination of merit lies with the Dean based on the PT&E Committee/ Dean's rank ordered recommendations.

Jim Moran College of Entrepreneurship Annual Evaluation Form Summary of Activities

I. Faculty Member's Name:

II. Faculty Member's Assignment of Responsibilities - Most Recent Two Years (in %)

	<i>Teaching & Advising</i>	<i>Research/Creative Achievement</i>	<i>Service & Leadership</i>	<i>Other</i>	<i>Total</i>
Spring 2019					100%
Summer 2019					100%
Fall 2019					100%
Average 2019					100%
Spring 2020					100%
Summer 2020					100%
Fall 2020					100%
Average 2020					100%

III. Faculty Teaching, Research, Service Evaluation Grid

A. TEACHING:

Using the Faculty Teaching Evaluation Grid (ATTACHED BELOW), please list all activities and accomplishments under the appropriate headings.

COURSES TAUGHT IN SPRING SEMESTER 2020

Course #	Course Title		Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title	Enrollment						
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title	Enrollment						
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

COURSES TAUGHT IN SUMMER SEMESTER 2020 (Optional)

Course #	Course Title	Enrollment						
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title	Enrollment						
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

COURSES TAUGHT IN FALL SEMESTER 2020

Course #	Course Title	Enrollment						
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

ADDITIONAL TEACHING IN LAST CALENDAR YEAR

	Level of instruction	Spring 2020 List Student Names	Summer 2020 List Student Names	Fall 2020 List Student Names
DIS	Graduate			
	Undergraduate			
Supervised Research	Graduate			
	Undergraduate			
Supervised Teaching	Graduate			

	Undergraduate			
Internships	Undergraduate and Graduate			
Honor's Theses (UG)	Chair			
Honor's Theses (UG)	Member			
Master's Committee(s)	Chair			
	Member			
PhD Committee(s)	Chair			
	Member			
Outside Committee(s) (student name/ department)	Member			

Note: You do not need to use text boxes to insert items. If you prefer, you may copy and paste items. Please remember to insert your contextualization as needed.

Refereed Teaching Articles (published in 2020):

Refereed Teaching Presentations / Proceedings / Refereed Teaching Publications in 2020:

Non-refereed Teaching Articles and Presentations in 2020:

Teaching Award(s) and Nominations received in 2020:

Teaching Grant(s) funded in 2020 (Please list your role(s) in the proposals and the submission level national/federal, regional/state, local/university, internal/external):

Submitted/Pending/Denied Teaching Grant(s). (Please list your role(s) in the proposals and the submission level national/federal, regional/state, local/university, internal/external):

CONTEXTUALIZE YOUR TEACHING (Optional): In this section, if you think specific teaching activities and accomplishments you listed may be “under-valued,” please explain why this is the case. Furthermore, if you participated in additional teaching activities not previously listed, please provide details. In the case of teaching collaboration(s), please explain your role in the team as well as your specific contributions. (This area can be expanded as needed). Examples of activities include: 1) New course development or significant improvements in existing courses (please list); 2) Student mentoring (e.g. competitions, case studies); 3) Evidence of participation in program to improve teaching.

B. RESEARCH /CREATIVE/GRANTS/AWARDS ACTIVITIES AND ACHIEVEMENTS:

Refereed Journal Articles / Juried Designs or Exhibitions (published or exhibited in 2020):

Invited Articles or Publications / Designs or Exhibitions (published or exhibited in 2020):

Refereed Research and Juried Design Presentations/Proceedings in 2020:

Invited Research and Juried Design Presentations / Proceedings in 2020:

Non-refereed Research and Design Exhibitions / Creative Activities (published or exhibited in 2020):

Research or Creative Award(s) received in 2020:

Funded Contracts and Grants run through the University (Please list your role(s) in the Contract and Grants, the submission level (national/federal, regional/state, local/university), date of submission and date of notification of funding, and funding (if any) used to support graduate students):

Submitted/Pending/Denied Contracts and Grant proposals run through the University (Please list your role(s) in the proposals, the submission level (national/federal, regional/state, local/university), and the date of submission):

CONTEXTUALIZE YOUR RESEARCH / CREATIVE ACTIVITIES (Optional): In this section, if you think specific research and creative activities and accomplishments you listed may be “under-valued,” please explain why this is the case. Furthermore, if you participated in research and creative activities not previously mentioned, please provide details. In case of research and creative collaboration, please explain your role in the team as well as your specific contributions. (This area can be expanded as needed).

C.SERVICE:

Please list all activities and accomplishments under the appropriate headings for 2020.

Service-related activities within your program area:

Service-related activities at the College:

Service-related activities at the University:

Service-related activities within the discipline (journals; academic / professional organizations):

Service-related activities that are within the community (please identify if related to FSU/ JMC's strategic goals):

Service-related professional leadership activities at the state, national, and international level:

Service-related activities within the industry:

CONTEXTUALIZE YOUR SERVICE-RELATED ACTIVITIES (Optional): In this section, if you think specific service activities and accomplishments you listed may be “under-valued,” please explain why this is the case.

Furthermore, if you participated in additional service activities not previously mentioned, please provide details. In case of service collaboration, please explain your role in the team as well as your specific

IV. PROFESSIONAL DEVELOPMENT

Include any courses / workshops / webinars that you attended to remain knowledgeable in the field or to increase your teaching, research, or service performance.

V. ADDITIONAL COMMENTS

VI. LAST CALENDAR YEAR GOALS REVIEWED

Cut and paste your goals from last year's Summary of Activities here. Briefly reflect here in what ways you accomplished or did not accomplish those goals.

Teaching goals from last calendar year:

Teaching goals reviewed:

Research /Creative/Grants/Awards achievement goals from last calendar year:

Service goals from last calendar year:

Service goals reviewed:

VII. NEXT CALENDAR YEAR GOALS

Teaching goals for the next calendar year:

Research and Creative goals for the next calendar year:

Service goals for the next calendar year:

APPENDIX I

**FSU Jim Moran College of Entrepreneurship
Tenure-Track Faculty: Teaching, Research and Service Evaluation Grid**

Approved by the Jim Moran College of Entrepreneurship Faculty: XX/XX/XXXX

TEACHING	Meets	Exceeds	Substantially Exceeds
SPCI: Ratings of 4 or 5 on SPCI item # 13:	70 - 79% student ratings of 4 or 5 on SPCI item # 13 across all classes	80 - 89% student ratings of 4 or 5 on SPCI item # 13 across all classes	90 - 100% student ratings of 4 or 5 on SPCI item # 13 across all classes
TEACHING PRESENTATIONS (where applicable)		1-2 teaching presentations at the university, regional, or national level	3-4 or more presentations at the national or international level
TEACHING AWARDS:		Nominated for teaching award (s)	Received teaching award(s)

	Meets	Exceeds	Substantially Exceeds
RESEARCH / CREATIVE WORK	1-2 refereed journal articles / juried designs or exhibitions	2-3 refereed journal articles / juried designs or exhibitions	4 or refereed journal articles / juried designs or exhibitions
CONTRACTS AND GRANTS * External contracts and grants will be contextualized		PI or Co-PI of contract / grant proposal <u>submitted</u>	Served as PI or Co-PI on <u>funded contract</u> / grant run through University
RESEARCH PRESENTATIONS	1 oral or poster research presentation at the university, regional, or national/international level	2 oral or poster presentations, including at least 1 at the national, or international level.	3 or more oral or poster presentations including at least 2 at the national, or international level.
RESEARCH & CREATIVE DESIGN AWARDS:		Nominated for research or creative award(s)	Received research or creative award(s)

	Meets	Exceeds	Substantially Exceeds
SERVICE	2 service-related activities per year	3-4 service-related activities per year, at least two within the College	5 or more service- related activities per year, at least two within the College OR 1 academic or professional leadership activity at the state, national, or international level AND at least 1 service activity within the College.

APPENDIX II

(See Jim Moran College of Entrepreneurship Bylaws)

A continued record of accomplishment in research and creative work, showing a positive and sustained pattern of professional development, is demonstrated through the following:

- a. **Quantity of the Work:** The binder of a typical candidate for tenure and promotion is expected to reflect an average of two publications and/or creative works for every year the candidate is in rank at FSU.
- b. **Process of Review:** Works should be blind, peer-reviewed; juried; non-blind, peer-reviewed; or invited. Generally, those works which are blind, peer-reviewed, and/or juried (i.e., with a reasonable chance of being rejected) will be afforded the greatest weight.
- c. **Status of Outlet:** Status can be demonstrated through reporting of (when appropriate or available) acceptance rates for journals, festivals, and exhibits; reviews of or acknowledged reputation of the outlet or venue; significance of the work to the field; indexing (for scholarly journals, particularly ISI); and acknowledged reputation of the press (for books and book chapters) and editor(s) (for book chapters).
- d. **Authorship:** The role of the candidate in each project should be clearly reported. In general, a candidate must demonstrate the ability to be an independent scholar/artist who has over time moved away from his/her dissertation work. Also, (s)he should be a significant contributor to a majority of the works listed.
- e. **Scope and Quality of Work:** Scope and quality can be established in a variety of ways including favorable critical reviews, citations, repeated showings of videos, repeated performances, circulation or audience figures, etc.

Version: June 26, 2020

*Jim Moran College of Entrepreneurship
Specialized Faculty Annual Evaluation Form
Summary of Activities*

Calendar Year 2020

In addition to submitting this Summary of Activities Form, *please electronically attach all materials listed below to your submission letter to Dr. Fiorito.*

- For all courses taught in the 2020 calendar year:
 - Course evaluation summaries (not student comments),
 - Course syllabi,
- Peer and/or administrators' review(s) of teaching, (where available),
- Notifications of research / creative / grant / award accomplishments (copies where available),
- Current vita highlighting your two-year record in research and/or creative achievements
- Any additional relevant material that will assist in the assessing of your work (e.g., reviews, unsolicited letter of nomination(s) for a teaching award, etc.)

Note: When reporting class enrollments and grade distributions, official records can be found by the following:

- Logon to <https://feas.fsu.edu/> (FSUID and password needed)
- Click link "Generate a Grade Distribution Summary Report" (under the heading "Generation of My Evaluation Documents" on the Function Shortcut Menu)
- Change the date-range dropdowns (if needed) to "Spring 2020" and "Fall 2020"
- Click "Make Report."
- The system will generate a matrix in an .RTF file (with enrollment numbers and grade counts) for all of your classes that are in the system for the time interval

Annual Evaluation Form: The goal of this summary of activities is to present information that is appropriate and fair for all members of the Jim Moran College of Entrepreneurship. This summary will also help identify meritorious achievements in

line with the University's annual evaluation system, the College's Evaluation Grid (**Appendix I**), and the College's promotion and tenure (P&T) guidelines. Faculty members are strongly encouraged to consult the P&T guidelines appearing in the

College's By-laws (Appendix B).

Florida State University encourages progress, advancement and sustained performance in rank for all faculty. Therefore, regardless of rank or years in rank, members of the Jim Moran College of Entrepreneurship are expected to continue developing in the areas of teaching, research/creative scholarship, and service. The College's Evaluation Grid and the College's promotion and tenure (P&T) guidelines represent the faculty's collective perspective on what activities and achievements reflect that development.

This form allows faculty members to both list and contextualize their activities. This is particularly important for the research / creative areas. Specifically, in addition to the quantity of the various research / creative activities and achievements, the review process, status of outlets, authorship, and scope and quality of work are important evaluation elements (**Appendices I & II**). In addition, providing context is strongly encouraged for collaborative projects (e.g., role, percent effort, etc.).

Please note that the College's Teaching, Research and Service Evaluation Grid is not an exhaustive listing of all activities in which faculty members may be involved. If an activity is not listed and the faculty member would like for it to be considered in the annual evaluation, a space is provided in which to make that case as well.

Finally, faculty members generally must earn high scores (resulting from the Promotion Tenure and Evaluation Committee members' evaluation scores) on at least two of the three categories (teaching, research/creative/grants, service) to be considered for merit. As indicated in the Jim Moran College of Entrepreneurship's Bylaws however, final determination of merit lies with the Dean based on the PT&E Committee/ Dean's rank ordered recommendations.

Jim Moran College of Entrepreneurship Annual Evaluation Form Summary of Activities

I. Faculty Member's Name:

II. Faculty Member's Assignment of Responsibilities - Most recent two years (in %)

	<i>Teaching & Advising</i>	<i>Research/Creative Achievement</i>	<i>Service & Leadership</i>	<i>Other</i>	<i>Total</i>
Spring 2019					100%
Summer 2019					100%
Fall 2019					100%
Average 2019					100%
Spring 2020					100%
Summer 2020					100%
Fall 2020					100%
Average 2020					100%

III. Faculty Teaching, Research, Service Evaluation Grid

A. TEACHING:

Using the Faculty Teaching Evaluation Grid (ATTACHED BELOW), please list all activities and accomplishments under the appropriate headings.

COURSES TAUGHT IN SPRING SEMESTER 2020

Course #	Course Title	Enrollment						
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title	Enrollment						
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title	Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:	I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:		
	A-'s:	B-'s:	C-'s:	D-'s:			
SPCI #13 (by %)	5:	4:	3:	2:	1:		

Course #	Course Title	Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:	I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:		
	A-'s:	B-'s:	C-'s:	D-'s:			
SPCI #13 (by %)	5:	4:	3:	2:	1:		

COURSES TAUGHT IN SUMMER SEMESTER 2020 (Optional)

Course #	Course Title	Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:	I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:		
	A-'s:	B-'s:	C-'s:	D-'s:			
SPCI #13 (by %)	5:	4:	3:	2:	1:		

Course #	Course Title	Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:	I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:		
	A-'s:	B-'s:	C-'s:	D-'s:			
SPCI #13 (by %)	5:	4:	3:	2:	1:		

COURSES TAUGHT IN FALL SEMESTER 2020

Course #	Course Title	Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:	I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:		
	A-'s:	B-'s:	C-'s:	D-'s:			
SPCI #13 (by %)	5:	4:	3:	2:	1:		

Course #	Course Title		Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

Course #	Course Title		Enrollment					
Grade distributions (by %)		B+'s:	C+'s:	D+'s:		I's:	S's:	W's:
	A's:	B's:	C's:	D's:	F's:			
	A-'s:	B-'s:	C-'s:	D-'s:				
SPCI #13 (by %)	5:	4:	3:	2:	1:			

ADDITIONAL TEACHING IN LAST CALENDAR YEAR

	Level of instruction	Spring 2020 List Student Names	Summer 2020 List Student Names	Fall 2020 List Student Names
DIS	Graduate			
	Undergraduate			
Supervised Research	Graduate			
	Undergraduate			

Honor's Theses (UG)	Chair			
Honor's Theses (UG)	Member			
Master's Committee(s)	Member			
PhD Committee(s)	Member			
Outside Committee(s) (student name/ department)	Member			

Note: You do not need to use text boxes to insert items. If you prefer, you may copy and paste items. Please remember to insert your contextualization as needed.

Teaching Award(s) and Nominations received in 2020:

Teaching Grants (Please list your role(s) in the proposals and the submission level national/federal, regional/state, local/university, internal/external):

Teaching Presentations / Proceedings/ Refereed Teaching Publications for 2020:

Professional Development related to Teaching:

CONTEXTUALIZE YOUR TEACHING (Optional): In this section, if you think specific teaching activities and accomplishments you listed may be “under-valued,” please explain why this is the case. Furthermore, if you participated in additional teaching activities not previously listed, please provide details. In the case of teaching collaboration(s), please explain your role in the team as well as your specific contributions. (This area can be expanded as needed). Examples of activities include: 1) New course development or significant improvements in existing courses (please list); 2) Student mentoring (e.g. competitions, case studies); 3) Evidence of participation in program to improve teaching.

CONTEXTUALIZE YOUR ENTREPRENEURIAL ACTIVITIES (Optional):

B. SERVICE

Please list all activities and accomplishments under the appropriate headings for 2020.

Service-related activities within your program area:

Service-related activities at the College:

Service-related activities at University:

Service-related activities within the discipline (journals; academic / professional organizations):

Service-related activities that are within the community (please identify if related to FSU/ JMC's strategic goals):

CONTEXTUALIZE YOUR SERVICE-RELATED ACTIVITIES (Optional): In this section, if you think specific service activities and accomplishments you listed may be “under-valued,” please explain why this is the case. Furthermore, if you participated in additional service activities not previously mentioned, please provide details. In case of service collaboration, please explain your role in the team as well as your specific contributions. (This area can be expanded as needed).

IV. PROFESSIONAL DEVELOPMENT

Include any courses / workshops / webinars that you attended to remain knowledgeable in the field or to increase your teaching, research, or service performance.

V. ADDITIONAL COMMENTS

VI. LAST CALENDAR YEAR GOALS REVIEWED

Cut and paste your goals from last year's Summary of Activities here.
Briefly reflect here in what ways you accomplished or did not accomplish those goals.

Teaching goals from last calendar year:

Teaching goals reviewed:

Entrepreneurial and Creative/Grants/Award goals from last calendar year:

Entrepreneurial and Creative/Grants/Award goals reviewed:

Service goals from last calendar year:

Service goals reviewed:

VII. NEXT CALENDAR YEAR GOALS

Teaching goals for the next calendar year:

Entrepreneurial and Creative goals for the next calendar year:

Service goals for the next calendar year:

APPENDIX I

**FSU Jim Moran College of Entrepreneurship
Specialized Faculty: Teaching and Service Evaluation Grid**

Approved by the Jim Moran College of Entrepreneurship Faculty: XX/XX/XXXX

	Meets	Exceeds	Substantially Exceeds
TEACHING			
SPCI: Ratings of 4 or 5 on SPCI item # 13	70 - 79% student ratings of 4 or 5 on SPCI item # 13 across all classes	80 - 89% student ratings of 4 or 5 on SPCI item # 13 across all classes	90 - 100% student ratings of 4 or 5 on SPCI item # 13 across all classes
PEER EVALUATIONS NOTE: Not everyone will be peer reviewed.	Peer Evaluation, if any: Average ratings of 3 or higher on relevant items-- excluding items that are "NOT APPLICABLE"	Peer Evaluation, if any: Average ratings of 4 or higher on relevant items-- excluding items that are "NOT APPLICABLE"	Peer Evaluation, if any: Average ratings of 5 on relevant items-- excluding items that are "NOT APPLICABLE"
TEACHING PRESENTATIONS /Workshops: (where applicable)	If faculty chooses not to present	1-2 teaching presentations at the university, regional, or national level.	3-4 or more presentations at the national or international level.
SERVICE	2 service-related activities per year.	3-4 service-related activities per year, at least two within the College.	5 or more service- related activities per year, at least two within the College OR 1 academic or professional leadership activity at the state, national or international level AND at least 1 service activity within the College.

APPENDIX II

(See Jim Moran College of Entrepreneurship Bylaws)

A continued record of accomplishment in research and creative work, showing a positive and sustained pattern of professional development is demonstrated through the following:

- a. **Quantity of the Work:** The binder of a typical candidate for tenure and promotion is expected to reflect an average of two publications and/or creative works for every year the candidate is in rank at FSU.
- b. **Process of Review:** Works should be blind, peer-reviewed; juried; non-blind, peer-reviewed; or invited. Generally, those works which are blind, peer-reviewed, and/or juried (i.e., with a reasonable chance of being rejected) will be afforded the greatest weight.
- c. **Status of Outlet:** Status can be demonstrated through reporting of (when appropriate or available) acceptance rates for journals, festivals, and exhibits; reviews of or acknowledged reputation of the outlet or venue; significance of the work to the field; indexing (for scholarly journals, particularly ISI); and acknowledged reputation of the press (for books and book chapters) and editor(s) (for book chapters).
- d. **Authorship:** The role of the candidate in each project should be clearly reported. In general, a candidate must demonstrate the ability to be an independent scholar/artist who has over time moved away from his/her dissertation work. Also, (s)he should be a significant contributor to a majority of the works listed.
- e. **Scope and Quality of Work:** Scope and quality can be established in a variety of ways including favorable critical reviews, citations, repeated showings of videos, repeated performances, circulation or audience figures, etc.