

**Accreditation Plan
For the School of Business*
Minnesota State University Moorhead**

April 16, 2007

**Submitted by Faculty, Staff, and Administration
Of the School of Business**

***Subject to Review, Evaluation, Revision, and Improvement**

**Minnesota State University Moorhead
School of Business Accreditation Plan
Table of Contents**

	Page
Chapter 1: Introduction to MSUM, The College of Business & Industry, and The School of Business.....	3
Chapter 2: Scope of Accreditation.....	10
Chapter 3: Evaluation Against the Strategic Management Standards For Business Accreditation.....	13
Standard 1: Mission Statement.....	13
Standard 2: Mission Appropriateness.....	15
Standard 3: Student Mission.....	22
Standard 4: Continuous Improvement Objectives.....	24
Standard 5: Financial Strategies.....	26
Chapter 4: Evaluation Against Participant’s Standards For Business Accreditation.....	29
Standard 6: Student Admission.....	29
Standard 7: Student Retention.....	31
Standard 8: Staff Sufficiency – Student Support.....	33
Standard 9: Faculty Sufficiency.....	36
Table 9-1: Summary of Faculty Sufficiency in Discipline and School.....	38
Standard 10: Faculty Qualifications.....	41
Table 10-1: Summary of Faculty Qualifications, Intellectual Contributions and Professional Responsibilities.....	44
Table 10-2: Calculations Relative to Deployment of Qualified Faculty.....	46
Standard 11: Faculty Management and Support.....	49
Standard 12: Aggregate Faculty and Staff Educational Responsibility.....	54
Standard 13: Individual Faculty Responsibility.....	57
Standard 14: Student Educational Responsibility.....	58
Chapter 5: Evaluation Against Assurance of Learning Standards For Business Accreditation.....	60
Standard 15: Management of Curricula.....	60
Standard 16: Undergraduate Learning Goals.....	62
Standard 17: Undergraduate Education Level.....	68
Chapter 6: Summary—Gap Analysis	70
Appendix I: Scholarly Achievement Plan.....	76
Appendix II: Minnesota State Colleges and Universities Code of Ethics.....	81
Appendix III: School of Business Integrity Oath	84
Attachments:	
School of Business Strategic Plan	
School of Business Faculty Data Forms	

CHAPTER 1: INTRODUCTION TO MINNESOTA STATE UNIVERSITY MOORHEAD, THE COLLEGE OF BUSINESS AND INDUSTRY, AND THE SCHOOL OF BUSINESS

THE UNIVERSITY

Minnesota State University Moorhead (MSUM), established in 1887, is located in Moorhead, Minnesota. MSUM offers more than 120 programs to 7,500 undergraduate and graduate students annually. Declared business majors account for 14% of the university's undergraduate student population.

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits MSUM to offer baccalaureate, masters and specialist degrees. Programs with additional accreditation include teacher education, social work, art, music, nursing, paralegal, speech/language/hearing science, athletic training, construction management, and industrial technology. Chemistry is on the ACS approved list and the paralegal program is approved by the American Bar Association. School psychology and community counseling and student affairs practice in higher education have specialized accreditation. The following degree and certificate programs are approved for online accreditation: Nursing RN to Bachelor of Science in Nursing Program, Master of Science degree in Educational Leadership: General Leadership with Educational Technology, Certificate Program: Teaching and Learning with Technology, and Bachelor of Science in Technical Management. The North Central Association of Colleges and Schools has continuously accredited MSUM since 1948. In 1997, the Commission conducted a comprehensive evaluation of MSUM for continuing accreditation of the institution. The Commission conducted its 10-year evaluation in March of 2007. The report of their visit will be received in June of 2007.

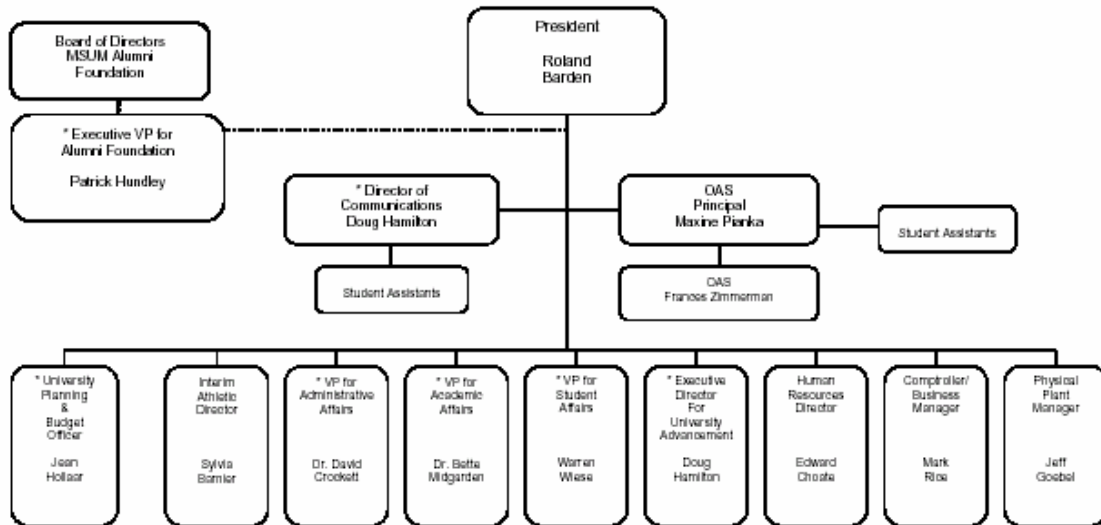
The State of Minnesota authorizes Minnesota State University Moorhead to grant degrees. MSUM is part of the Minnesota State Colleges and Universities system, which was created in 1995. The Minnesota State Colleges and Universities system currently has 32 institutions and MSUM is one of seven four-year universities in the system. A 15-member Board of Trustees appointed by the governor governs the System. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The Board appoints the system's chancellor and the presidents of the state colleges and universities. The Office of the Chancellor serves all the colleges and universities in the system. The chancellor and the system office represent the 32 colleges and universities at the Legislature, review and coordinate educational programs, oversee the credit transfer process, negotiate labor contracts, coordinate presidential searches and carry out the policies of the Board of Trustees. The present chancellor is Dr. James McCormick, who began his term with the Minnesota State Colleges and Universities system on July 1, 2001.

The President of MSUM is responsible for oversight necessary to carry out the mission of the institution. The academic operation of the University is the responsibility of the Vice President for Academic Affairs. Included in academic operations are Instructional Resources, Academic Support, Graduate Studies, and four colleges: College of Arts and Humanities, College of Business and Industry, College of Education and Human Services, and College of Social and Natural Sciences. Each college is a separate administrative unit managed by a Dean. The Dean of each college reports to the Vice President for Academic Affairs, who reports to the President. The figures on pages 5 and 6 contain organizational charts of the academic and administrative operations of MSUM.

The College of Business and Industry consists of five departments: School of Business, Mass Communications, Paralegal, Technology, and Computer Science. The College also houses the Small Business Development Center. Figures on pages 7 and 8 contain organizational charts for the College of Business and Industry and the School of Business.

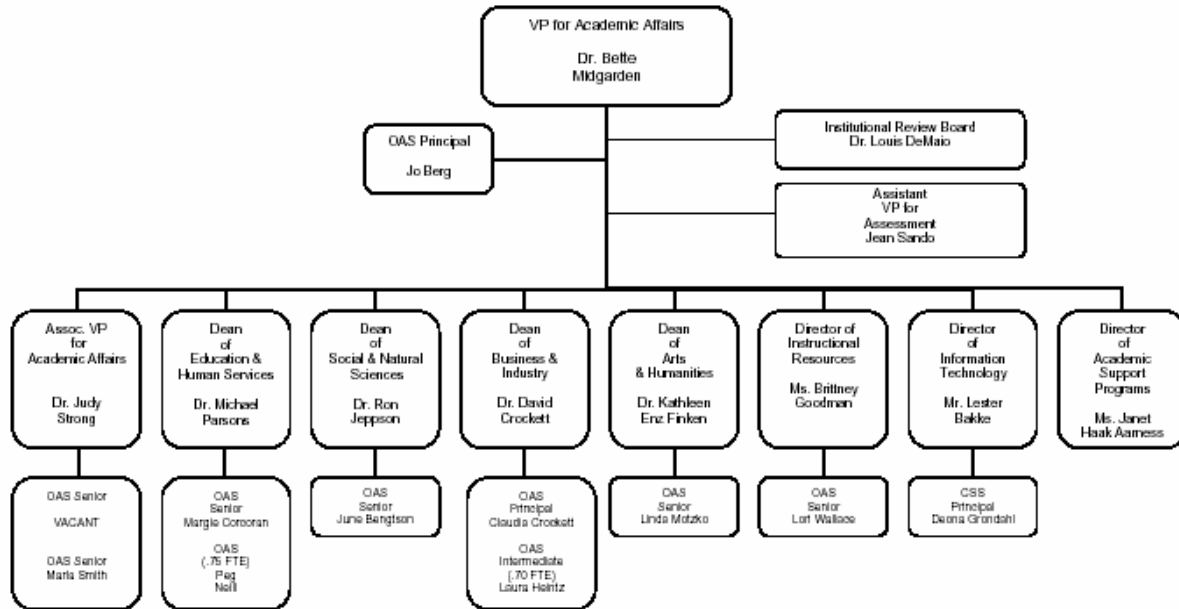
Faculty members at MSU Moorhead are members of a collaborative bargaining organization, the Inter Faculty Organization. The collective bargaining agreement requires that faculty members teach 12 credit hours per semester, hold 10 hours per week of office hours, and engage in scholarly activity and service work. Faculty members prepare professional development plans which must include goals in the following areas: 1) effectiveness in teaching and performing other related duties, 2) scholarly or creative achievement or research, 3) continuing preparation and study, 4) contribution to student growth and development, and 5) university and community service. The School of Business expects that faculty members' goals in their professional development plans will lead to excellence in teaching and scholarship and ultimately to the graduation of highly qualified business students.

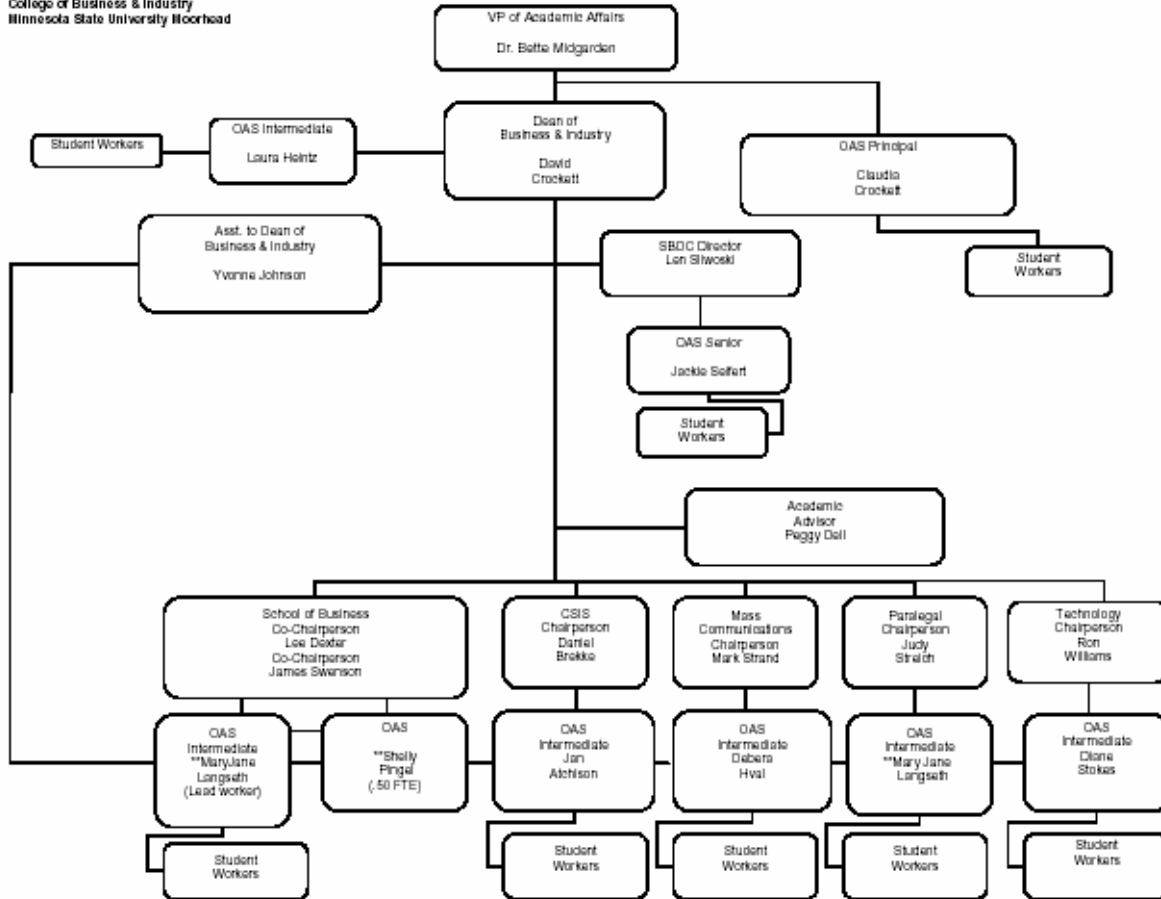
**Administrative Staff
Minnesota State University Moorhead**



* Designates Cabinet Member

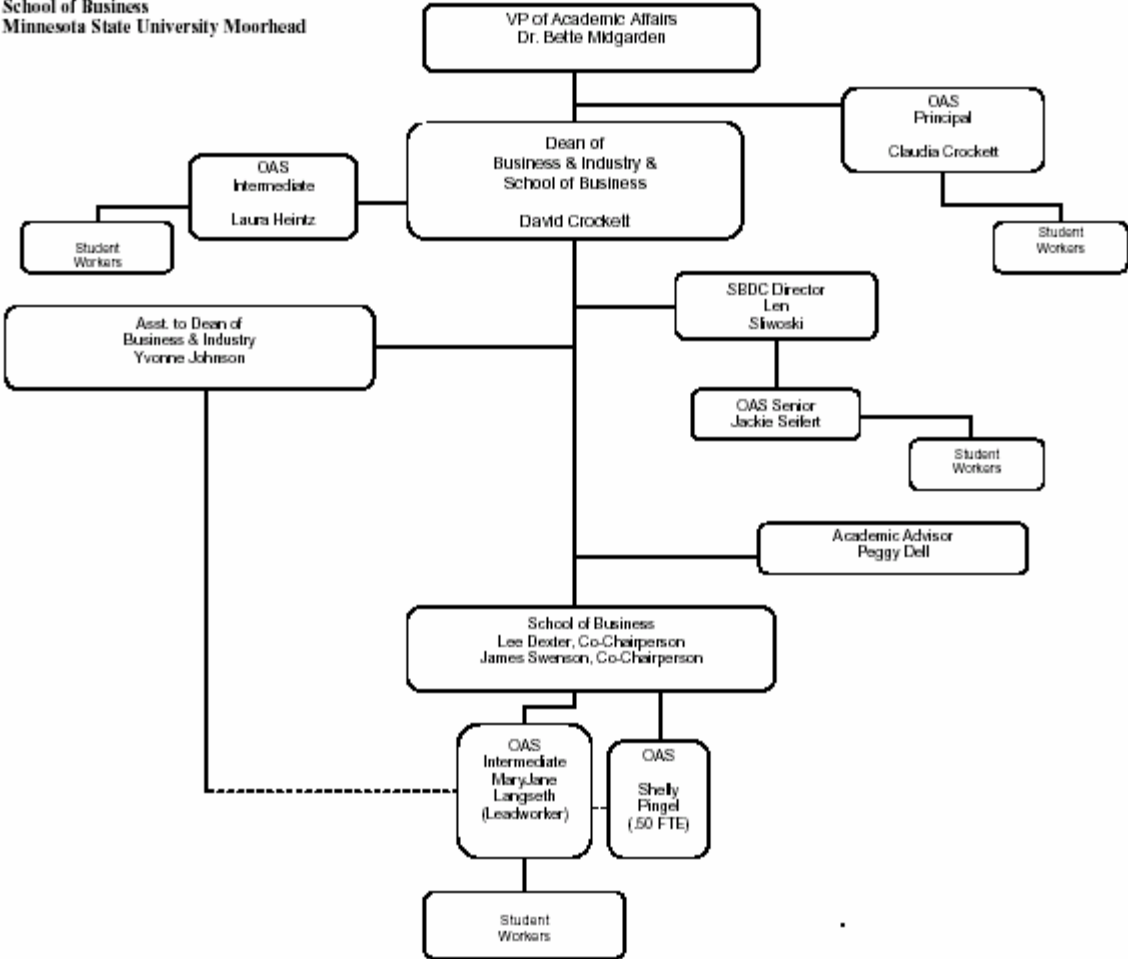
Academic Affairs (1)
 Minnesota State University Moorhead





---Dotted line indicates Administrative Assistants are to report to Assistant to the Dean when the Chair is absent.
 ** Responsibilities are shared for School of Business & the Paralegal Department.

School of Business
Minnesota State University Moorhead



THE SCHOOL OF BUSINESS

The first courses in business at MSUM were taught in 1949 as part of the business education major. The major in business administration began in 1956. The school added majors in accounting, management, and marketing in 1958. The finance major began in 1969 and the school added a major in international business in 1983. For many years the business unit operated as two separate departments: Accounting and Business Administration. For purposes of mission fulfillment and strategic planning, the two departments voted to become the School of Business in 2005. For over 50 years, MSUM's business curriculum has evolved to meet the changing needs of the business community in our service region. The business program at MSUM has a long, rich history of providing quality business education to our community.

The School of Business offers one Bachelor of Science degree and no master's level programs. Bachelor of Science majors offered by the School of Business are in Accounting, Business Administration, Finance, International Business, Management, and Marketing.

The School of Business has 23 participating faculty members. There are 10 positions budgeted for accounting and law faculty, 4 positions in finance, 3 positions in marketing, and 6 positions for management faculty. Participating faculty members teach over 90% of the courses in the School of Business. Twenty one (21) faculty members have earned a Ph.D. or equivalent, one faculty member is professionally qualified, and one part-time faculty member has earned a Masters degree. There are seven supporting faculty positions assigned and budgeted for the School of Business. This group of participating and supporting faculty provides a quality undergraduate business learning experience to approximately 1,000 pre-business and upper division business students each year. The curricula are designed to prepare students for successful and responsible careers.

The School of Business has excellent physical, technological, and university library facilities available to meet the needs of students and faculty. The School offers rigorous and relevant curricula in an environment that is conducive to student success.

THE AACSB ACCREDITATION PROCESS

In May, 2005 the School submitted its Eligibility Application and was accepted as being eligible for accreditation. The Mentor visited the School to review how the School satisfies the accreditation standards. After the visit, the Mentor responded to the School's Eligibility Application and indicated in his judgment the School's programs, faculty, students, staff, and resources are of sufficient quality for the School to complete the Accreditation Plan.

CHAPTER 2: SCOPE OF ACCREDITATION

The School of Business has carefully considered the scope of accreditation in accordance with the AACSB accreditation dimensions.

The School of Business offers one Bachelor of Science degree. Bachelor of Science majors offered by the School of Business are in Accounting, Business Administration, Finance, International Business, Management, and Marketing.

The School of Business offers one off-campus program for academic credit. MSUM has an Academic Program Agreement with Fergus Falls Community College (FFCC) in Fergus Falls, Minnesota. Under the MSUM/FFCC 4.0 Business Program, MSUM admits students who complete an A.A. degree with an emphasis in Business under the provisions of the FFCC and MSUM Joint Admission Agreement. Upon admission to MSUM, students must satisfy all MSUM degree requirements and must register for course work as MSUM students. Students take the first two years of coursework at FFCC as part of their A.A. degree requirements. MSUM School of Business faculty offer the upper-level MSUM courses at FFCC through a combination of on-site instruction and interactive television during the students' third and fourth academic years. Students completing the MSUM/FFCC 4.0 Business Program earn a Bachelor of Science with a major in Business Administration from MSUM. The Academic Program Agreement, the schedule of interactive courses offered at FFCC, and the MSUM School of Business faculty teaching in the MSUM/FFCC 4.0 Business Program are available for review.

The School of Business offers all undergraduate programs under AACSB review. There are a number of other undergraduate degree programs offered at MSUM which include business courses. However, none of the programs currently offered include a business or management component of more than 25% or convey any connotation of a program in business administration or management.

Our Mentor expressed some concerns that we clarify the scope of accreditation for the School of Business at MSUM before the arrival of the visitation team. Below is our response.

Scope Issues

Mass Communications, Industrial Distribution and Operations Management Majors

Academic programs in Mass Communications, Industrial Distribution, and Operations Management do not utilize sufficient business school courses to provide breadth or depth in business education. These programs seek to develop graduates with knowledge and skills that are necessary for entry level positions in their designated professions. A very significant difference exists in the prerequisites for the programs. The School of Business has admission standards that require a minimum GPA and successful completion of coursework in economics, sociology or psychology, computer science and mathematics. The computer science course and the two mathematics courses are designed specifically for business school majors. In addition, business majors are required to take a business ethics course which is unique to their field of study.

The students majoring in the advertising and public relations sequences in the Mass Communication Department do not have the specific prerequisites listed above. Their programs are communications focused while our courses are representative of business school marketing programs. The Mass Communications 423 Marketing Communications course is cross-listed and serves as an elective for business students. Dr. C.T. Hanson teaches the course with an emphasis on organizational communications. This course is in line with national trends in public relations courses as accredited by

the Public Relations Society of America (PRSA). The Mass Communications Department intends to apply for national accreditation of its public relations emphasis.

The National Association of Industrial Technology (NAIT) accredits both the Industrial Distribution and Operations Management programs. These programs are designed to prepare students to be successful in a technical management setting. MSU Moorhead's Operations Management program is ideally suited for students with an Associate's Degree from a Technical College. These students do not have the academic prerequisites to matriculate into the School of Business.

Fergus Falls Program

The School of Business offers its Business Administration major via interactive television at Fergus Falls, Minnesota. There is an articulation agreement with Minnesota State Community and Technical College (MSCTC) in Fergus Falls which details the MSCTC courses that are accepted in transfer by the School of Business. MSUM faculty teach all upper division courses. There is a coordinator at the MSCTC Fergus Falls campus that is responsible for coordination and logistics issues. MSUM faculty members originate a few of their classes from the MSCTC campus. ETS field exam results are similar to the exam results for on-campus students.

Scope of Accreditation

Therefore, we offer our Bachelor of Science degree majors—Accounting, Business Administration (including the Fergus Falls program), Finance, International Business, Management, and Marketing for AACSB accreditation.

The School of Business is submitting the appropriate programs for inclusion on the grounds that:

- 25% or more of the undergraduate program is comprised of business courses taught by business faculty.
- Program advertising takes place in catalogs, brochures, web sites and other materials as distinguishable programs.
- The School exercises a significant level of control of the program through program design; faculty hiring, development, and promotion; student selection and services; curriculum design; and awarding of degrees.

The Bachelor of Science degree requires 128 credit hours for degree completion.¹ The degree program design allows students to complete the program in 4 years (8 academic semesters of 16 weeks each). All courses offered in the School of Business are 3 credits, which means that there are 45 instructional hours required for each course (15 hours per credit). Some courses in the Liberal Studies (Dragon Core) program are 4 credits and require 60 instructional hours. The table on the following page lists all business degree programs at MSUM. MSUM submitted a request to exclude the Bachelor of Science in University Studies with its pre-accreditation application.

¹ Students pursuing an Accounting major who wish to sit for the CPA exam must take 150 credit hours to be eligible for the exam.

MSUM BUSINESS DEGREE PROGRAMS

<i>Degree Programs</i>	Location	Level: Bachelor's Masters Doctoral	Date program was established	# of courses required for degree completion	Program Length (# of academic terms)	Length of each academic term (# of weeks)	# of instructional hours for each course	# students graduated in		
								2002	2003	2004
Bachelor of Science in all Business majors	MSU Moorhead	Bachelor's	1956	42	8	16	45	173	204	217
Bachelor of Science in Business Admin.	MSCTC FF*	Bachelor's	April, 2001	42	8	16	45	4	3	5
Bachelor of Science in University Studies**	MSU Moorhead	Bachelor's (all majors)	1997	42	8	16	45	17	27	20
Bachelor of Science in University Studies**	MSU Moorhead	Bachelor's (with business)	1997	42	8	16	45	7	7	2

* Minnesota State Community and Technical College – Fergus Falls

**University Studies programs must have less than 25% of their course work in Business

CHAPTER 3: EVALUATION AGAINST THE STRATEGIC MANAGEMENT STANDARDS FOR BUSINESS ACCREDITATION

Standard 1: Mission Statement

The school publishes a mission statement or its equivalent that provides direction for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.

School of Business Mission Statement:

We provide a quality undergraduate business learning experience designed to prepare students for successful and responsible careers. Our qualified faculty engages in instructional, applied and basic research while serving the community.

School of Business Vision

Our vision is to continue our tradition of excellence in undergraduate teaching. To accomplish this vision, our faculty will be academically or professionally qualified. Our faculty will be dedicated to continuous improvement in their academic discipline, and will be active scholars, who will serve students, the University and community. We will cultivate an environment within the School that supports this vision.

The School of Business exists to prepare students for successful and responsible careers. We provide a quality undergraduate business experience through excellence in teaching. Faculty members understand that intellectual scholarship leads to excellence in teaching at the baccalaureate level. In a constantly changing business environment, the majors we offer must be appropriate. We also recognize the importance of faculty service to our community. Our mission and vision contemplate and strive for continuous improvement, which is appropriate to higher education for business and management.

The mission of the School of Business guides its decisions. Our vision for the School of Business is to continue our tradition of excellence in undergraduate teaching. To accomplish this, our faculty will be academically or professionally qualified and will continue to be dedicated to continuous improvement in their academic disciplines. The faculty will be active scholars who serve students, the University, and the community. The School of Business mission guides faculty hiring decisions as well as decisions concerning renewal, tenure, and promotion.

The mission statement of the School of Business is published on the School of Business web page and in the University Bulletin. The mission statement is also posted in the main office and throughout the Center for Business. All instructors are strongly encouraged to include the mission on their syllabi.

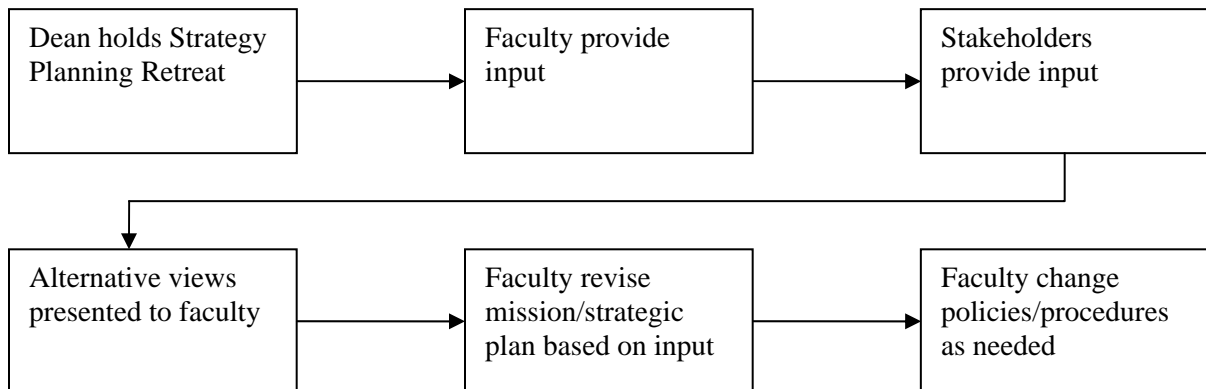
School of Business stakeholders review its mission statement every two years to monitor its relevance and appropriateness to the current business environment. Stakeholders (including students, employers, alumni, and community leaders) provide input in the school's mission statement. If appropriate, mission revision takes place. A revision of the School of Business mission statement took place during the 2004-2005 academic year. One half of a faculty retreat day was dedicated to discussion and revision of the mission. Stakeholders provide input when review of the mission takes place. The Dean of the College of Business and Industry has a School of Business Advisory Board (consisting of alumni, community leaders, and employers) and a Student Advisory Board in place. Each board meets once per term with the

Dean to discuss School of Business issues. Input from these boards provides the Dean with current concerns of stakeholders and ways in which we can be responsive to their changing needs. During Fall Semester 2006 and Spring Semester 2007, the Dean met with the School of Business Advisory Board to solicit input on the School's mission. Faculty of the School, with the input of the advisory boards and other stakeholders, revised the School's mission in February of 2007. The missions of the College of Business and Industry and of MSUM must guide any changes in the School of Business mission so the missions remain consonant. The School's strategic planning process supports our vision and ensures periodic review and revision of our mission. The School's strategic planning process is illustrated in Figure 1 below.

The School's mission guides its processes. For example, in order to better serve students of the region, the MSUM/FFCC 4.0 Business Program was implemented (see discussion on page 10). This program allows students who complete an A.A. degree at Fergus Falls Community College to complete their 4-year degree without relocating to another campus. Another example is the recent revision of our mission, which led to discussions concerning our current number of majors and whether we are serving our students in the best way by offering six majors in the School of Business. To address this issue the School plans to implement a plan to reconfigure the structure of majors offered. The School plans to offer majors in Accounting, Finance, and Business Administration. The Business Administration major will offer concentrations in Marketing, Management, and International Business.

FIGURE 1

STRATEGIC PLANNING PROCESS



Evaluation of Performance against Standard 1

The School of Business believes that it complies with the requirements of Standard 1 in that:

- The school's mission statement, which provides an understanding of the program, guides its programs and activities.

- Our mission statement undergoes regular review (every two years) to monitor its relevance and appropriateness to the current business environment. The school gathers input for the review process from students, employers, alumni, and community leaders in addition to faculty and staff.
- The School disseminates its mission statement to interested parties through a wide variety of media.
- The School has demonstrated that it regularly evaluates and revises its mission statement.

Standard 2: Mission Appropriateness

The school's mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The mission includes the production of intellectual contributions that advance the knowledge and practice of business and management.

The mission and vision of the School of Business are appropriate for a regional state-supported institution. Our mission and vision focus on three basic concepts: excellence in teaching, faculty intellectual contributions, and service to the community. The School of Business mission statement drives the educational objectives of the School of Business. The resources allocated to the School of Business by MSUM are sufficient for achievement of the School's mission and vision.

CONSONANCE WITH THE MISSIONS OF THE COLLEGE OF BUSINESS AND INDUSTRY AND THE UNIVERSITY

The mission of the School of Business is derived from the mission of the College of Business and Industry and from the mission of MSUM. The mission statements of the College of Business and Industry and the University are set forth below.

Minnesota State University Moorhead: College of Business and Industry Mission Statement:

The College of Business and Industry, building on a strong foundation of liberal studies, provides professional career and leadership preparation through student-centered learning that incorporates technology, experiential learning, and interaction with industry and community.

Goals of the College of Business and Industry:

- To prepare students for fulfilling and productive careers.
- To encourage and support faculty development in teaching, advising, service, scholarship, and creative activity.
- To employ resources to enhance and complement the academic experience.
- To provide service and educational outreach to the region
- To engage in an ongoing process that achieves and maintains high professional standards.
- To contribute to a strong liberal studies foundation for undergraduate programs.
- To embrace diversity and base relationships on tolerance, civility, and affirmation.

Minnesota State University Moorhead - Mission Statement
[Condensed version; Approved by the University Planning and Budgeting, April 2003.]

We develop knowledge, talent, and skills for a lifetime of learning, service, and citizenship.

Minnesota State University Moorhead - Mission Statement [Extended version]

The mission of Minnesota State University Moorhead is to foster excellence in teaching and learning. The University strives to provide an educational environment that supports intellectual development that welcomes diversity and that develops the skills and talents of women and men so that they have the capacity to live usefully, act responsibly, and be learners all their lives. The academic programs at the University include a common liberal studies experience and emphasize developing the unique talents of each person. The University provides baccalaureate-level programs in the liberal arts, natural and social sciences, teacher education, business and technology, the fine arts, and professional areas. It provides selected graduate programs in response to regional needs.

The University encourages scholarly and creative endeavors that promote a commitment by faculty and students to their disciplines, to continuing professional development, and to excellence in learning.

The University enhances the quality of life in the region with the professional, cultural, and recreational services offered by its students, faculty, and staff.

Minnesota State University Moorhead is one of seven comprehensive Minnesota state universities established to provide the citizens of Minnesota access to quality educational programs at moderate cost. Minnesota State University Moorhead's primary responsibility is to provide baccalaureate programs to residents of northwest and west central Minnesota. Through tuition reciprocity agreements, the University also provides educational services to residents of several regional states and one province.

The missions of the School of Business, the College of Business and Industry, and the University all focus on providing students with a quality undergraduate business experience. Faculty intellectual contributions and service to the university's community are also important components of the School's mission.

RELATIONSHIP BETWEEN THE SCHOOL'S MISSION STATEMENT AND FACULTY INTELLECTUAL CONTRIBUTIONS

The School of Business recognizes intellectual contribution as a core responsibility of higher education. As such, although the School of Business mission statement acknowledges teaching as a primary focus, a secondary focus concerning scholarly activity is also recognized. In support of its mission, the School of Business expects its faculty to maintain a continuous program of scholarly work. This expectation results in intellectual contributions available for public scrutiny by academic peers and practitioners.

Specifically, the School of Business recognizes that a critical component of its commitment to undergraduate teaching is creating and maintaining a culture which encourages investigation of business issues and facilitates interaction with academics and practitioners. The School of Business understands that regular scholarly activity allows faculty to remain current in their academic disciplines, to be intellectually stimulated, to contribute to evolving bodies of knowledge, and to assess appropriateness of curriculum components. In addition, scholarly activities enhance faculty knowledge and critical thinking skills. As a result of scholarly activities, teaching becomes more relevant and interesting for undergraduate students.

The School of Business recognizes that there is a wide variety of scholarly activities in which faculty members may engage. The faculty understands that the primary scholarly emphasis will be on instructional, applied and basic research. The School of Business considers peer-reviewed publication a critical component of meeting its mission.

The School expects that faculty scholarly activities will result in intellectual contributions published in refereed academic journals, in professional journals utilized by academics and practitioners, and in conference proceedings. A variety of other intellectual contribution activities, including published cases, papers presented at professional meetings, textbooks, articles published in non-refereed journals, and other items, provide evidence of additional scholarly activity.

The School of Business Scholarly Achievement Plan (included in Appendix I) recognizes that achieving faculty intellectual contribution goals requires appropriate resource allocation. The Scholarly Achievement Plan indicates that the School of Business will provide the following types of support to faculty:

- Time for scholarly activity using a combination of reassign time, summer research stipends, efficient scheduling of teaching to allow time for research, and sabbaticals.
- Financial support for scholarly activity using a combination of funding from Peer Review Grants, Professional Improvement Funds, and the Dean's Discretionary Fund.

The Scholarly Achievement Plan provides for School of Business faculty to achieve our intellectual contribution goals. Specifically, the plan encourages and rewards School of Business faculty engaged in intellectual contribution activities which result in publication in peer-reviewed applied or instructional journals.

PORTFOLIO OF INTELLECTUAL CONTRIBUTIONS

The result of the expectations for intellectual contributions outlined in the Scholarly Achievement Plan is a portfolio of intellectual contributions that is consistent with the missions of the School of Business, the College of Business and Industry, and MSUM. This portfolio results in a group of faculty that are current in their disciplines and provide students with a high quality educational experience. The portfolio of intellectual contributions will include a majority of outputs from instructional and applied research.

The table and the charts on the following pages show the number of publications per year from 2002-2007 (to date) according to type of scholarly activity and total intellectual contributions. The total column shows a steady increase in the number of peer reviewed publications during this time period, from 8 total in 2002 to 17 total in 2006. The School's mission states that our faculty engages in instructional (learning and pedagogical), applied (contributions to practice), and basic (discipline based) research. The data in the table support our mission in that we have a substantial number of intellectual contributions in each of the areas. The total number of learning and pedagogical publications from 2002-April 2007 was 24, while there were 31 in the category of contributions to practice. There were 14 categorized as discipline based research.

The portfolio of intellectual contributions clearly indicates that faculty are engaged in projects that support the learning process. For example, several faculty members have peer reviewed publications that encourage use of technology in the classroom, including personal response systems, electronic portfolios, Blackboard, and simulations. Several papers describe projects that faculty members have developed for use in their courses and include teaching notes. Peer reviewed articles in the contributions to practice

category include topics such as taxation and valuation, which help the instructor bring current industry issues to the forefront of the students' educational experience. Faculty members in each discipline engage in discipline based (basic) research which also supports the learning process by allowing faculty to contribute to the body of knowledge in their discipline and to make the topics more relevant for the students.

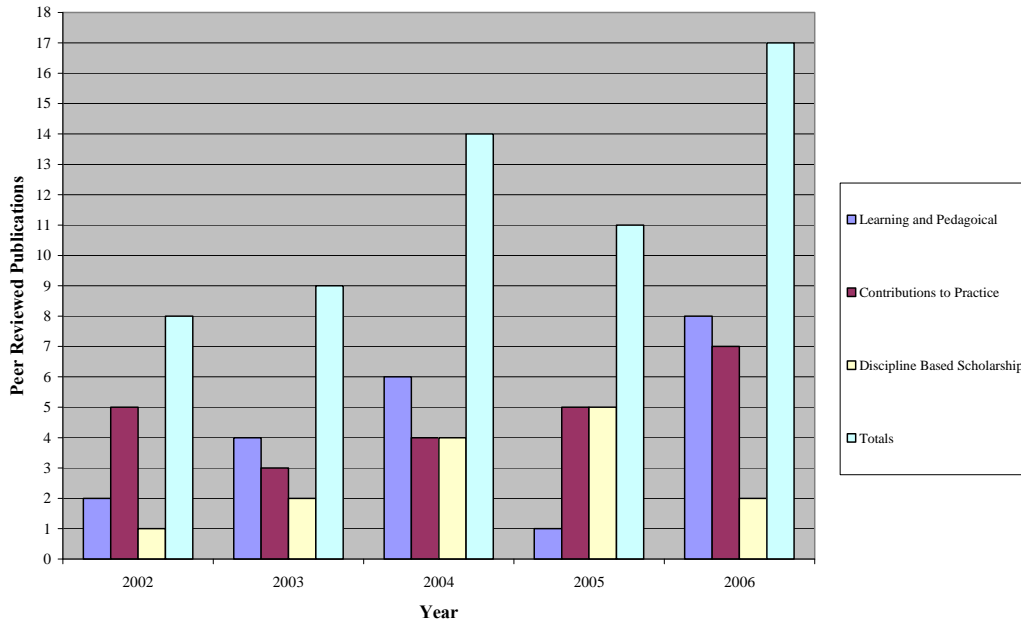
The data in this table (and accompanying charts) shows that, through a change in the culture in the School of Business, the number of peer reviewed intellectual contributions has increased significantly during the past 5 years. For example, the annual productivity has doubled from eight publications to seventeen publications from 2002-2006.

**Minnesota State University Moorhead
School of Business
Total Peer Reviewed Journal Contributions
By Type of Scholarship
2002-2007***

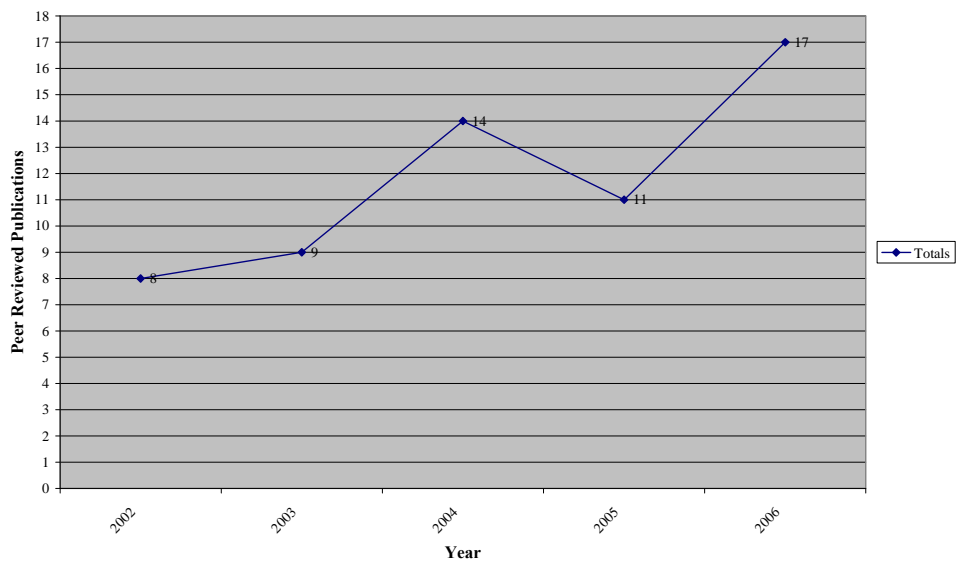
***all joint publications with other School of Business faculty members counted once**

	Learning & Pedagogical	Contributions to Practice	Discipline Based Scholarship	Totals
2002	2	5	1	8
2003	4	3	2	9
2004	6	4	4	14
2005	1	5	5	11
2006	8	7	2	17
2007 (to date)	3	7		10
Total 2002-2007	24	31	14	69

Peer Reviewed Journal Contributions by Type of Scholarship



Total Peer Reviewed Journal Contributions 2002 - 2006



Minnesota State University Moorhead
School of Business
Total Intellectual Contribution by Type
2002-2007

	Peer Reviewed Journal	Peer Reviewed Proceeding	Other Publications	Peer Reviewed Presentations	Other Presentations	Product Development	Total
Accounting Faculty							
Mary Bader	6						6
Lee Dexter	1	7					8
Sheri Erickson	6	11					17
James Hansen	6	3	2				11
Cynthia Phillips					4		4
George Sanderson	2	2		1			5
Marlane Sanderson							
Joann Segovia	10	21	2	16			49
Leonard Sliwoski	5		6		3		14
William Violet	3	3			1		7
Finance Faculty							
Ben Clapp				1			1
Rajiv Kalra	3	1	10				13
Olgun Sahin	5	2	1				8
Marsha Weber	8	1			4		14
Marketing Faculty							
Wayne Alexander	2	7		3			12
Ruth Lumb	3	4			10		17
Management Faculty							
Peter Geib	8	13			1		22
Ashish Gupta	2	11	7				20
Jerome Kuperman	6			3			9
Vinod Lall	2	1		3			6
Thomas Pearce	1	1				2	4
James Swenson	3	1			1		5
Sunantha Teyarachakul	2	1		3			6

The table above indicates that nearly all faculty members engage in some form of intellectual activity. Twenty faculty members have at least one peer reviewed publication, while 17 faculty have publications in proceedings. The faculty have made 54 presentations over the past 5 years. During the past five years, we have moved from extensive use of presentations and proceedings as our primary form of scholarly activity to a focus on peer reviewed journal articles. Data in this table indicate that the School of Business faculty engages in scholarly activities on a regular basis and that the School culture has changed to the point where scholarly activities are an expectation for all faculty.

Evaluation of Performance against Standard 2

The School of Business believes that it complies with the requirements of Standard 2 in that:

- The School's mission statement is appropriate for undergraduate business students.
- The School's mission is consonant with the missions of the College of Business and Industry and the University.
- The mission statement includes the school's emphasis regarding faculty contributions of faculty members. The School's Scholarly Achievement Plan reinforces this emphasis.
- The School's Scholarly Achievement Plan guides the development of faculty intellectual contributions and sets guidelines for faculty qualifications (AQ/PQ) and clearly requires a minimum of two peer reviewed publications every five years.

Gap:

The portfolio of intellectual contributions includes contributions from a substantial cross-section of faculty in each discipline. Currently, we do not meet the 90% threshold for academically and professionally qualified faculty. We have developed the following strategies to close the gap.

Strategies: 1) The School recently hired an Academically Qualified person for a tenure track position in Marketing. 2) Those faculty members who are not Academically or Professionally Qualified have active research agendas and have papers submitted for publication in peer reviewed journals. 3) One of the School's strategies is to continue to support and encourage faculty who are pursuing active research agendas in an attempt to become Academically Qualified. This strategy also involves AQ faculty mentoring and collaborating with those faculty who are not AQ or PQ to assist them in developing and submitting intellectual contributions. 4) Another strategy is to provide continuing support to faculty who are currently Academically or Professionally Qualified to maintain their status. Support includes summer research stipends for active scholars, reassign time according to the Scholarly Achievement plan, and financial support according to the School of Business Procedure for Distribution of Professional Study and Travel Funds. These strategies will help existing faculty create and maintain a portfolio of intellectual contributions sufficient to meet Standard 2.

Completion date: By July 1, 2007 a substantial cross-section of faculty in each discipline will maintain a sufficient portfolio of intellectual contributions and we will meet the 90% threshold for academically and professionally qualified faculty.

Standard 3: Student Mission

The mission statement or supporting documents specifies the student populations the school intends to serve.

As a public university, Minnesota State University Moorhead (and its academic units) does not recruit students based on particular characteristics. However, MSUM provides non-traditional students (adult learners) with many opportunities to successfully complete their program of study by offering many programs at night and on weekends. Entrance exam scores and academic merit determine admission to

the university and to its academic programs. The School of Business has a process for admission to its programs that includes achievement of a minimum GPA, completion of a specific list of prerequisite courses, and agreement to abide by the School's Integrity Oath. (Discussion of specific admission processes and the School's Integrity Oath are found in Standard 6).

MSUM developed and approved a ten-year strategic plan in 2004, Enlarging MSUM's Racial and Ethnic Diversity, and the Minnesota State Colleges and Universities approved the plan in 2004. In the strategic plan, MSUM has set forth goals and strategies for recruiting and retaining students of color.

The table below sets forth the percentage of international, minority, and women students enrolled at MSUM from 1997 through 2006. From 1997 to 2006, the makeup of the student body was consistent with the population ethnicity of the service region of the University.

Student Diversity (% of total enrollment)			
Year	International Students	Minority Students	Women Students
Fall 1997	1.4%	3.5%	64.2%
Fall 1998	1.5%	3.1%	63.7%
Fall 1999	1.7%	3.3%	62.7%
Fall 2000	2.0%	3.5%	62.8%
Fall 2001	1.8%	3.5%	63.0%
Fall 2002	3.0%	4.3%	62.8%
Fall 2003	3.1%	4.6%	61.8%
Fall 2004	3.3%	5.1%	61.0%
Fall 2005	3.4%	4.9%	59.5%
Fall 2006	3.9%	5.6%	58.3%
Source: MSUM Registrar			

From Fall 2001 to Fall 2006 the percentages of students who are international and minority increased. MSUM's efforts to increase diversity appear to have a positive effect on the diversity of the student population.

MSUM is actively working to increase student diversity. As a strategy for increasing student diversity, MSUM has received approval from The Minnesota State Colleges and Universities System for out-of-state students from non-reciprocity states to pay in-state tuition. The School of Business is aware that its graduates will be employed in multicultural and global work places. In an attempt to improve the cultural awareness and sensitivity of our graduates, the School has re-emphasized transfer and articulation agreements with community colleges in the Minneapolis/St. Paul metropolitan area. In addition, faculty members from the School of Business, the Political Science Department, and the Anthropology Department are developing an upper division globalization course for students in the School of Business. This interdisciplinary course addresses issues involved with globalization and migration. Historical patterns of migration are compared and contrasted with contemporary international migration. The effect that globalization has had on shaping international migration is discussed. The interconnection of economic, social, political, cultural, artistic, and environmental issues at the global, regional, and local levels, which are a result of globalization, is considered. These topics will be examined with the goal of acquiring a better understanding of diversity within the global context.

Evaluation of Performance against Standard 3

The School of Business believes that it complies with the requirements of Standard 3 in that:

- It supports the university plan to increase student diversity.
- It has well-defined and consistent processes for admitting students to its programs.

- In consideration of the demographic factors in the region we serve, we are developing curricula that will improve the cultural awareness and sensitivity of our graduates.

Standard 4: Continuous Improvement Objectives

The school specifies action items that represent high priority continuous improvement efforts.

The School has specified a series of priority goals that flow directly from the School's mission and represent high priority continuous improvement efforts.

Goals and strategies used to attain these goals are listed in the table on the following page.

Evaluation of Performance against Standard 4

The School believes it complies with the requirements of Standard 4 in that it explicitly identifies action items in order to enhance the fulfillment of the School's mission

School of Business Goals and Strategies for Continuous Improvement*

Goal	Strategies
1. Continue to offer a quality undergraduate learning experience through excellence in teaching	<ul style="list-style-type: none"> a. Maintain quality curricula for business majors which are responsive to stakeholder needs b. Promote excellence in teaching c. Provide a supportive, caring, and efficient learning environment for students
2. Increase the quality and quantity of faculty scholarly activity. Primary emphasis will be on publishing in peer-reviewed journals. Additionally, faculty will make other intellectual contributions which are available for public scrutiny by academic peers or practitioners	<ul style="list-style-type: none"> a. Maintain a culture that supports and reinforces the importance of scholarly activity b. Administer the Scholarly Achievement Plan which defines scholarly output expectations c. Continue to recruit new faculty who adequately demonstrate the ability to meet teaching and scholarly output expectations d. Continue to grant faculty reassign time and summer research stipends for scholarly activity
3. Build new relationships and strengthen existing relationships with stakeholders of the School	<ul style="list-style-type: none"> a. Increase student involvement in School processes b. Increase employer involvement in School processes c. Provide employers with an opportunity to financially support our students d. Increase alumni involvement in School processes e. Increase alumni contributions designated for School f. Increase community awareness of the School g. Strengthen recruiting relationships with local high schools and community colleges from Bismarck, ND to the Twin Cities
4. Effectively enhance the image and market the business program offered by the School primarily by meeting AACSB Accreditation Standards	<ul style="list-style-type: none"> a. Create a five-year School marketing plan in conjunction with the University marketing plan b. Enhance School presence on the Internet c. Highlight School and its faculty, majors and alumni d. Enhance the image of the Business program

*For each of the goals and strategies listed above, the School has identified action plans, accountability measures, and time frames for completion. These are all included in the School's Strategic Plan.

Standard 5: Financial Strategies

The School has financial strategies to provide resources appropriate to, and sufficient for, achieving its mission and action items.

MSUM initiated a two-step budget approach in FY 2003. The process starts with the development of a forecast of revenues. General university expenses reduce the total anticipated revenue fund to an amount that is then distributed among the President's Office and the Vice Presidents of Academic Affairs, Administrative Affairs, and Student Affairs. Distribution is based on the previous year's percentage that each division received of the distributed revenues. Academic Affairs currently receives 71.7 percent of distributed revenues. In 2005, MSUM's academic program budget was \$35.9 million. The business academic unit's allocation was approximately \$3 million (8.4%) of the budget.

Academic Affairs builds a budget for faculty needs based on expected student credit hours. When a faculty position opens up, the academic department normally retains the position unless student credit hours decline. The Vice President of Academic Affairs, Dr. Bette Midgarden, works toward a base budget for each of the colleges and institutional services. Both the President and the VP for Academic Affairs are committed to providing qualified faculty for all disciplines. Once funding temporary staffing needs takes place, the remaining academic funds move to the academic reserve. The reserve is used primarily for unexpected expenditures during the year such as unexpected enrollment increases, sick leave, etc.

The Strategic Staffing Plan and Financial Strategies Plans for 2007-2011 follow.

STRATEGIC STAFFING PLAN (1)

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Faculty Replacements (2)					
Accounting		.5		1	
Finance		.5			
Management				2	
Marketing		1		1	

(1) Existing salaries will meet new hire salary requirements

(2) Based on projected retirements in each discipline area

The School of Business has a history of successfully filling open faculty positions. Under normal budget conditions, the School has reasonable expectations that vacant faculty positions will be retained in the School. MSUM and the Minnesota State College and University System recognize "market disciplines" and our salaries are competitive for a public regional undergraduate program.

In addition, the Minnesota State College and University System has a salary equity program. Every two years, salaries are compared by length of service, rank, final degree and other factors including "market" considerations to determine if a faculty member's salary is appropriate compared to peers within the system. Market disciplines are included in the process and will help to minimize salary compression.

Additional faculty lines are allocated on a competitive basis through the University Planning and Budgeting process.

FINANCIAL STRATEGIES PLAN 2007-2011

	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Reassign time (adjuncts)	\$29,700	\$29,700	\$29,700	\$29,700	\$29,700
Student help	12,000	12,000	12,000	12,000	12,000
Faculty Summer Research Program	30,000	32,500	35,000	37,500	40,000
Faculty Professional Improvement Funding	24,530	24,530	24,530	24,530	24,530
Database & software programs	3,000	22,000*	22,000	22,000	22,000
Equipment – Replace 8 laptops per year	15,000	15,000	15,000	15,000	15,000
Submission fees & miscellaneous costs	7,000	7,000	7,000	7,000	7,000
Other Research and Travel Funding	16,000	16,000	16,000	16,000	16,000
Total Funds	\$137,230	\$158,730	\$161,230	\$163,730	\$166,230

*The School will purchase the Compustat database for scholarly research and for upper division courses that have been identified as appropriate for usage of the database. Funding for Compustat will come from the School's equipment budget.

The School of Business deploys its resources to meet projected course offerings through careful scheduling of courses to effectively use faculty resources and the use of adjunct (supporting) faculty. The School of Business has excellent physical, technological, and university library facilities available to meet the instructional responsibilities created by its undergraduate business program. The Center for Business was specifically designed and built to serve business students and faculty. It contains 13 classrooms in several configurations to meet the needs of all types of teaching and learning environments. Most classrooms are equipped with multimedia computers, overhead projectors, VCRs, and Internet access. Computers and TV/VCR combinations are available on portable carts for those rooms without built-in equipment. There are two computer instruction classrooms and a computer lab available to School of Business students. There are also two ITV classrooms, used to transmit and receive ITV classes to and from our campus to our remote campus at Fergus Falls. Each School of Business faculty member has a separate office equipped with a computer with access to Internet, e-mail, and electronic library resources. MSUM provides its faculty and students with technological support through the Computer Center, Instructional Media, and the Center of Instructional Technology. The Fergus Falls campus has computer labs available to students enrolled in the MSUM program.

Livingston Lord Library has adequate in-house collections (volumes and periodicals) as well as extensive interlibrary loan agreements with other libraries and on-line resources available to faculty and students. Fergus Falls students have full access to the on-line resources available at the MSUM Library. The Fergus Falls campus also has library resources available to the students. Students in the School of Business make extensive use of computers, the library, and the Internet. The Write Site, Mathematics Learning Center, Supplemental Instruction, and tutoring programs are additional resources available to students.

The professional development of faculty in the School of Business is a key component of achieving our mission. The University, College of Business and Industry, and School of Business provide continuing support for the intellectual development of School faculty. The following programs support the intellectual development of SB faculty.

- Professional Improvement Funds—allocated under the Minnesota State Colleges and Universities/IFO Agreement
- The Minnesota State Colleges and Universities System Center for Teaching and Learning—conferences and seminars to promote and support collaborative professional development to improve student learning through enhanced teaching effectiveness

- MSUM Faculty Development—coordinates activities to provide resources to support faculty teaching and intellectual development
- Center of Instructional Technology—technology workshops and instruction
- Peer Review Grants for Professional Development--\$8,000-\$10,000 budgeted annually to the College of Business and Industry for faculty research or professional improvement
- Dean’s Discretionary Fund—funds worthy faculty academic or professional activities
- Sabbatical Leaves
- Reassign Time for intellectual contribution activities
- Summer Research Stipends for intellectual contribution activities

The Dean of the College of Business and Industry actively seeks out and secures alternative sources of funding to supplement university budgets. This money has been dedicated to student scholarships and accreditation activities, particularly to encourage additional scholarly activities.

Availability of Curriculum and Career Advising

Student academic advising in the School of Business takes place on an individual basis. Upon admission to MSUM, all School of Business majors receive advising from the School of Business Academic Advisor until their admission to the School of Business. Upon admission to the School of Business, these students are assigned an academic advisor who is a faculty member in their major area of study. At the Fergus Falls campus, the School of Business has a program administrator who provides the students with academic advising. Fergus Falls students also have access to MSUM faculty via telephone or e-mail.

MSUM and the School of Business take an active role in student career planning and placement. The University has a centralized career planning and placement office, Career Services, which serves all students. Clearly, the off-campus Fergus Falls students have different academic advising and career planning and placement needs. Many students on the Fergus Falls campus are place bound and pursue their degree for purposes of seeking promotion within their current organizations. Students on the main campus are primarily concerned with obtaining their first career job. There is more detailed discussion about academic advising and career planning and placement in the materials for Standard 8.

Evaluation of Performance against Standard 5

The School of Business believes that it complies with the requirements of Standard 5 in that:

- The School has a well-defined process to analyze costs and potential revenues for initiatives associated with its mission and action items.
- The School has excellent physical, technological, and university library facilities to support high quality operations.
- Extensive support services are available to students and faculty.
- The School identifies realistic financial support resources for current and planned activities.
- The School recognizes that state funding for higher education has not kept up with the rising costs of higher education and has implemented an external fund-raising effort to raise funds for student scholarships and faculty development.

CHAPTER 4: EVALUATION AGAINST PARTICIPANT'S STANDARDS FOR BUSINESS ACCREDITATION

Standard 6: Student Admission

The policies for admission to business degree programs offered by the School are clear and consistent with the School's mission.

Students must apply for Admission to the School of Business to enroll in most upper-level (300 or above) School of Business courses.

To be admitted to the School of Business, students must:

- complete the Application for Admission; and
 - sign a School of Business Integrity Oath (beginning 2005 fall semester); and
 - meet the following requirements:
1. The student's overall GPA is at least 2.25 at the time of application for admission. (The GPA calculation for purposes of admission will include all MSUM courses and all courses accepted by MSUM in transfer.)
 2. The student has either completed 60 semester credits or is currently enrolled in the 60th credit.
 3. The student has completed (or is currently enrolled in) the following MSUM related requirements or equivalent courses accepted by MSUM in transfer:

Course Rubric	Course Name
ACCT 230 & 231	Principles of Accounting I & II
CSIS 104	Spreadsheet/Database Applications
ECON 202 & 204	Principles of Micro & Macro Economics
ENGL 101 & 102*	Composition and Literature I and II
MATH 229	Fundamentals of Applied Math
MATH 234	Introduction to Probability and Statistics
PSY 113 or	General Psychology or
SOC 110	Introduction to Sociology
CMST 100	Speech Communications

*Effective Fall 2007 all students will follow the new Dragon Core. The requirement changes to English 101. Students will be required to take three more writing intensive courses beyond the English 101 before they graduate from MSUM.

Note: The admission process and requirements are the same for the students on the Fergus Falls campus.

The Dragon Core, the new Liberal Studies program for MSUM students, was implemented Fall Semester 2006. This is a "signature curriculum providing a broad foundation of skills, knowledge, and perspectives that go beyond students' chosen academic fields. Students learn to apply and extend foundational skills in written and oral communication, mathematics, and critical and multicultural thinking in an array of disciplinary areas, as they formulate their perspectives and explore their values." (*Dragon Core Requirements: A Signature for Lifelong Learning, Fall 2006*). Complete information on the Dragon Core is available at <http://dragoncore.mnstate.edu>.

The student's academic advisor signs the Application for Admission and sends the application to the Assistant to the Dean for approval. Once the Assistant to the Dean approves the Application for Admission she notifies the Registrar so that the student may enroll in upper-level business classes.

Students who have not yet taken all the courses required for admission to the School of Business may apply for a one-semester enrollment privilege. The one-semester enrollment privilege allows students to take a limited number of upper-level business courses at the same time they are completing the School of Business admission requirements. School of Business academic advisors may grant the one-semester enrollment privilege to each student one time for one term (Fall, Spring, or Summer). The one-semester enrollment privilege allows transfer or other students who are “off sequence” to make progress in their academic studies even though they have not completed all courses required for admission to the School of Business. The one-semester enrollment privilege gives the School of Business the flexibility to deal with individual student circumstances. Students who receive the one-semester enrollment privilege must still complete and submit an Application for Admission to the School of Business.

The School of Business has a well-defined process that is consistently applied. The policy is contained on the School’s website and academic advisors make students aware of the policy. The admission policy supports the School’s mission by giving students who enter the School of Business every chance of succeeding in the program.

Student Selection:

The degree programs at MSUM attract quality students. The quality of the students is consistent with MSUM degree program objectives. The table below shows that approximately 60% of entering freshmen were in the top half of their high school class from 2002-2006.

High School Rank of Entering Freshmen					
High School Rank	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
75 – 99 percentile	29%	26%	27%	26%	26%
50 – 74 percentile	33%	33%	33%	33%	31%
25 – 49 percentile	21%	25%	26%	26%	26%
0 – 24 percentile	11%	8%	7%	8%	12%
Rank unknown	6%	8%	7%	7%	5%
Total new entering freshmen	100%	100%	100%	100%	100%

Source: MSUM Institutional Research

The next table shows the high school rank of entering freshmen who declare a major in the School of Business from 2002-2006. The data in this table show that a greater percentage of students declaring a School of Business major were in the top half of their high school class than the percentage for the university as a whole.

School of Business High School Rank of Entering Freshmen					
High School Rank	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
75 – 99 percentile	37%	33%	35%	29%	27%
50 – 74 percentile	39%	30%	37%	40%	38%
25 – 49 percentile	14%	25%	16%	11%	15%
0 – 24 percentile	4%	5%	6%	6%	9%
Rank unknown	6%	7%	6%	14%	11%
Total new entering freshmen	100%	100%	100%	100%	100%

Source: MSUM Institutional Research

The table below shows the five-year average ACT score of students entering the MSUM was 21.7 and the five-year average of freshmen entering the School of Business was 22.0.

Average ACT Score of Entering Freshmen						
College	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	5-Year Average
College of Arts and Humanities	23.0	23.4	22.9	23.6	23.3	23.2
College of Business and Industry	22.0	22.1	22.4	22.6	22.2	22.3
School of Business	21.6	21.5	22.6	22.4	22.2	22.0
College of Education & Human Services	21.5	21.5	21.3	21.6	21.9	21.6
College of Social and Natural Sciences	22.7	22.6	22.4	22.4	23.2	22.7
Corrick Center	17.6	18.0	18.1	17.8	17.7	17.8
No College (undeclared)	21.9	22.3	21.8	22.4	22.1	22.1
All MSUM Entering Freshmen	21.6	21.8	21.6	21.8	21.6	21.7

Source: MSUM Institutional Research

The table below shows the number of School of Business majors for each year from 2002-2006.

School of Business Majors (Fall 2002-Fall 2006)

School of Business Major	2002	2003	2004	2005	2006
Accounting	232	228	238	233	234
Business Administration	373	417	402	364	377
Finance	138	123	134	134	129
International Business	54	65	52	51	45
Management	89	108	107	124	113
Marketing	86	81	98	91	76
Total School of Business Majors	972	1,022	1,031	997	974

The number of majors grew slightly in 2003 and 2004, and then fell in 2005 and 2006. Overall, the number of majors in the School of Business has remained steady over the past five years. The number of Accounting majors has stayed very steady from 2002-2006. Enrollment in the Business Administration major peaked in 2003 and has fallen with the total number of students enrolled in the School of Business. The largest increase has taken place in the Management major, with a 21% change in enrollment since 2002. Decreases in enrollment have taken place in Finance (-6.5%), Marketing (-16.7%) and International Business (-16.7%). The School will analyze these trends to determine the causes of the changes in enrollments.

Evaluation of Performance against Standard 6

The School of Business believes that it complies with the requirements of Standard 6 in that:

- It has clearly stated admission policies and follows these policies in making admission decisions.
- The admission policy includes all criteria used in making decisions and is understood by all participants.
- The policy results in student populations that are capable of meeting the academic expectations of the faculty in the School of Business.

Standard 7: Student Retention

The school has academic standards and retention practices that produce high quality graduates. The academic standards and retention practices are consistent with the school's mission.

Admission to the School of Business requires students to have a cumulative GPA of at least 2.25 at the time of application for admission, which includes all MSUM courses and all courses accepted by MSUM in transfer. The general MSUM standards for satisfactory academic progress apply to students admitted to the School of Business. To graduate with a School of Business major, students must have a 2.25 cumulative GPA, based solely on courses taken at MSUM. All School of Business minors must have a 2.0 GPA in courses comprising the minor.

Retention/exclusion

Satisfactory Academic Progress at MSUM and the School of Business

Students at MSUM must maintain satisfactory academic progress. The minimum GPA required for demonstration of satisfactory academic progress is:

- at 16 or more attempted credits, a 1.6 cumulative GPA is necessary.
- at 40 or more attempted credits, a 1.9 cumulative GPA is necessary.
- at 72 or more attempted credits, a 2.0 cumulative GPA is necessary.

Students with cumulative GPAs below the standard necessary to demonstrate satisfactory academic progress are placed on academic probation. Students on academic probation will be suspended at the end of the current semester unless they raise their cumulative GPA to the appropriate minimum standard by the end of the semester or they attain a current semester GPA of 2.0. Students remain on academic probation until their cumulative GPA reaches the minimum standard to demonstrate satisfactory academic progress. Students on academic probation may not pre-register for any semester.

A student on academic probation who does not raise his/her cumulative GPA or attain a current semester GPA of 2.0 is suspended for one semester, not including the summer term. A second suspension is for one calendar year. A third suspension is for two calendar years. Students may appeal to the Suspension Appeals Committee. Students in the Corrick Center have different standards to measure satisfactory academic progress.

Retention rates for full-time MSUM freshmen are set forth below.

University Retention Rates	
Year	Percent of full-time entering freshmen returning to MSUM for sophomore year
Fall 1999	71%
Fall 2000	68%
Fall 2001	70%
Fall 2002	67%
Fall 2003	66%
Fall 2004	67%
Fall 2005	69%
Source: MSUM Institutional Research	

Data obtained from the Office of Institutional Research indicate that the five year average percent of full-time entering freshmen declaring a major in the School of Business returning for their sophomore year is 69.9% (Fall 2002-Fall 2004). This corresponds with a rate of 67.5% for the university. The five year average retention rates (freshman returning for sophomore year) for each major are:

Accounting	81.8%
Business Administration	77.2%
Finance	76.9%
International Business	50.0%
Management	64.4%
Marketing	68.3%

Overall, the five year average retention rate for students declaring a major in the School of Business is slightly higher than that of the overall university average. The rate is higher than the School average for Accounting, Business Administration, and Finance. The rate is below the School average for International Business, Management, and Marketing.

Our campus recognizes that retention rates need to improve. It has put in place the following programs to improve retention: Supplemental Instruction, Mathematics Learning Center, the Write Site, increased support from the Counseling Center, and a Summer Institute program that focuses on identifying specific areas for improvement of student retention. (See discussion in Standard 8 for detailed descriptions of these programs.) In addition, the School of Business recognizes that it does not have academic contact with freshmen students. The Curriculum Committee is in the process of designing a one-credit freshman year course for students who have declared a major in the School. This course will allow students to be exposed to professors and professionals from their proposed area of study, including members of the Dean's Advisory Board. Professionals from advising, the Career Center, the Counseling Center, and other offices will be invited to speak to students in the class about their services. Students will also learn more about the university and strategies for success as a college student.

Evaluation of Performance against Standard 7

The School of Business believes that it satisfies the requirements of Standard 7 in that:

- It has clearly established academic standards consistent with its mission.
- It has clearly articulated processes that evaluate student progress.
- It has obtained retention rates and information for tracking the progress of School of Business students.
- It has processes that identify retention issues.
- Its retention practices and support services produce high quality graduates consistent with the mission.

Gap: The School recognizes that it must take steps to improve student retention rates.

Strategy: Tracking procedures are being implemented to identify those students whose grade point averages put them at risk of having their graduation delayed or denied. To better track student retention and to improve retention rates, the School plans to implement one-credit freshman course. This course will allow students to be exposed to professors and professionals from their proposed area of study, including members of the Dean's Advisory Board. Professionals from advising, the Career Center, the Counseling Center, and other offices will be invited to speak to students in the class about their services. Students will also learn more about the university and strategies for success as a college student.

Completion Date: The Freshman course will be in place by Fall 2008.

Standard 8: Staff Sufficiency—Student Support

The school maintains a staff sufficient to provide stability and ongoing quality improvements for support activities. Student support activities reflect the school's mission and programs and the students' characteristics.

SUPPORT ACTIVITIES

The following paragraphs contain information about support activities available to MSUM students.

University student support for academic counseling

When students come on campus to register for classes for the first time, they are oriented to the MSUM academic environment, take assessment tests to determine proper placement in English and Mathematics, decide upon an academic major (which may change), and plan and register for their first semester classes.

College Survival Workshops

The Counseling Center offers weekly College Survival Workshops during the fall semester. Topics covered include time management, financial management, study skills, and stress management. These workshops may be incorporated into the Freshman course described above.

The Write Site

The Write Site is a writing resource center for MSUM students and faculty. The mission of the Write Site is to assist students in improving their writing proficiency. The Write Site works with faculty to help students learn to write and write to learn. The Write Site provides a supportive environment where writers and readers can efficiently work together. Tutors are upper-class students who possess strong composition skills, demonstrate a mastery of English, and are accomplished writers. Tutors provide one-on-one guidance to students with writing projects by offering feedback on drafts of papers, suggesting writing strategies, and diagnosing writing problems. School of Business faculty refer their students to the Write Site as appropriate and work with Write Site tutors.

Mathematics Learning Center

Students who, based on placement test results, need assistance with their math skills may receive one-on-one tutoring in the Mathematics Learning Center. The Mathematics Learning Center offers drop in tutoring for students enrolled in Elementary Algebra (Math 090), Intermediate Algebra (Math 099), and College Algebra (Math 127).

Supplemental Instruction

The University offers Supplemental Instruction (SI) sessions every week for students taking selected challenging courses. All students who want to improve their understanding of course material can participate in SI sessions. SI sessions offer students an opportunity to compare notes, discuss important concepts, develop strategies for studying, and test themselves on course material with other students in the course. Attendance at SI sessions is voluntary. Students who have successfully completed the course and have the appropriate training lead SI sessions.

SI sessions are offered for Principles of Accounting I and II (ACCT 230 and 231), for Fundamentals of Applied Mathematics (MATH 229), and for Introduction to Probability and Statistics (MATH 234). Many School of Business majors take advantage of SI sessions to supplement their understanding of course material.

Free Tutoring

The Counseling Center offers free tutoring for many School of Business core classes.

Availability of Curriculum Advising:

Student academic advising in the School of Business takes place on an individual basis. Upon admission to MSUM, all School of Business majors are assigned to the School of Business Academic Advisor until they have been admitted to the School of Business. Upon admission to the School of Business, these students are assigned an academic advisor who is a faculty member in their major area of study. Fergus Falls students are advised by a general advisor who handles the Business Administration majors at this location.

Prior to registering for classes each term, students meet with their academic advisors. During the meeting, students discuss with their academic advisor classes they should take, academic progress to date, and they have an opportunity to ask questions about their academic studies or solicit their academic advisor's guidance on professional career decisions. Academic advisors also frequently counsel younger students about academic services available on campus. As students progress in their academic careers,

academic advisors, in conjunction with Career Services, assist them with resume writing, provide interview advice, and write letters of recommendation. All students are encouraged to meet with their academic advisors as frequently as necessary to obtain appropriate academic and career guidance.

Periodically, students are informally surveyed regarding their satisfaction with their academic advisor and the academic advising process in the School of Business. Survey results indicate that students generally are satisfied with the availability of their academic advisors and the time their academic advisors spend with them. Students also appear to be satisfied with the quality of their academic advising sessions. While students generally believe that their academic advisors are knowledgeable about academic requirements, they would like more career advice from their advisors. Overall, students appear satisfied with their academic advisors, the advice they receive, and the academic advising process of the School of Business.

Facilities

The School of Business has excellent physical, technological, and university library facilities available to meet the instructional responsibilities created by its undergraduate business program. The Center for Business was specifically designed and built to serve business students and faculty. It contains 13 classrooms in several configurations to meet the needs of all types of teaching and learning environments. Most classrooms are equipped with multimedia computers, overhead projectors, VCRs, and Internet access. Computers and TV/VCR combinations are available on portable carts for those rooms without built-in equipment. There are two computer instruction classrooms and a computer lab available to School of Business students. There are also two ITV classrooms, which are used to transmit and receive ITV classes to and from our campus to remote campuses. Each School of Business faculty member has a separate office equipped with a computer with access to Internet, e-mail, and electronic library resources. MSUM provides its faculty and students with technological support through the Computer Center, Instructional Media, and the Center of Instructional Technology. The Fergus Falls campus has computer labs available to students enrolled in the MSUM program.

Livingston Lord Library has adequate in-house collections (volumes and periodicals) as well as extensive interlibrary loan agreements with other libraries and on-line resources available to faculty and students. Fergus Falls students have full access to the on-line resources available at the MSUM Library. The Fergus Falls campus also has library resources available to the students. Students in the School of Business make extensive use of computers, the library, and the Internet.

Career Planning and Placement

The University and the School of Business take an active role in student career planning and placement. MSUM has a centralized career planning and placement office, Career Services, which serves all students.

The mission of Career Services is to assist students and alumni with the transition from the University to meaningful employment, graduate school and/or other life experiences. Career Services offers orientation sessions to senior School of Business majors seeking jobs and junior and senior School of Business majors seeking internships in business. During the orientation session, students receive materials to support them in their search for employment or an internship. In addition, Career Services provides workshops to all registered students on resume writing, interviewing, and on-line job searches. Career Services has an online service for students and employers called Dragon Careers. Dragon Careers allows students, once they have registered with Career Services, to post their resumes and conduct job and internship searches online. Registered employers and internship providers can also search for qualified employees or interns online. Dragon Careers allows students, alumni, and employers to engage in job search activities through Career Services 24/7 every day of the year. Career Services operates a satellite location in the Center for Business for students who are not active in using the central location in the Comstock Memorial Union.

School of Business faculty work closely with Career Services to assist School of Business majors and alumni who are seeking employment. Faculty members regularly write letters of reference for students

and alumni and frequently give career advice. In addition, School of Business faculty members have contacts in the business community that benefit students and alumni. Employers who come to campus to recruit frequently make it a point to contact and visit with School of Business faculty as part of their campus visit. Career Services provides a central location for employer and student recruitment activities. Career Services has placement rates for School of Business students available and the School tracks the data.

Evaluation of Performance against Standard 8

The School of Business believes that it satisfies the requirements of Standard 8 in that:

- It provides an extensive array of student support services by both academic and non-academic staff
- The staff is sufficient to provide students with academic assistance, academic advice and career advice.

Standard 9: Faculty Sufficiency

The school maintains a faculty sufficient to provide stability and ongoing quality improvement for the instructional programs offered. The deployment of faculty resources reflects the mission and programs. Students in all programs, majors, areas of emphasis, and locations have the opportunity to receive instruction from appropriately qualified faculty.

The School's goal to recruit and retain culturally diverse, academically or professionally qualified faculty determines its faculty resource planning process. Consistent with our mission, we prioritize teaching excellence, scholarly research, and service to the community, in that order, when recruiting faculty.

Faculty resource planning takes into account the School of Business mission, vision, strategic plan, current faculty size and composition, resources, and AACSB standards. Faculty staffing needs are determined based on: 1) student enrollments, 2) program and major curricular changes, 3) feedback from assessment activities, 4) administrative reassign time, 5) research reassign time, 6) service responsibilities, and 7) vacancies due to retirement, relocation, sabbaticals, and leaves of absence. The Vice President for Academic Affairs takes a number of factors into account in deciding whether to authorize a School of Business faculty position, including total University resources, budget, needs, and plans.

Currently, the School of Business employs 23 participating faculty and 7 supporting faculty who serve approximately 1,000 pre-business and upper division Business students. Only academically or professionally qualified applicants are considered for tenure track or probationary positions, with academically qualified applicants preferred over professionally qualified applicants. Academically qualified applicants are those with a Ph.D. or ABD in the discipline or related field in the programs they will be teaching. During the 2006-2007 academic year, 21 of the 23 participating faculty members have a Ph.D. or a law degree, one faculty member is professionally qualified, and one part-time faculty member has a Master's degree in Business.

Participating faculty members are those who have responsibilities to the School beyond teaching responsibilities. They are evaluated according to the five criteria set forth in the Minnesota State Colleges and Universities/IFO Agreement. These include:

1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments. This is the primary emphasis of the School of Business mission.
2. Scholarly or creative achievement or research. We consider peer-reviewed publications critical to achieving our mission. We reward all types of faculty research and encourage collaborative efforts of faculty.
3. Evidence of continuing preparation and study.

4. Contribution to student growth and development.
5. Service to the University and community.

Participating faculty members are actively engaged in the School. Beyond their basic teaching and research responsibilities, these faculty actively pursue continuing preparation and study in their discipline; they contribute to student growth and development by serving as academic advisors and student organization advisors; and they serve the university and community by serving on committees, boards, and through consulting activities.

Supporting faculty members are those hired for instructional responsibilities. They do not participate in School activities beyond their classroom duties. Though some supporting faculty members may have a long-term relationship with the School, they are hired for one term or academic year at a time and are not expected to carry out any duties beyond normal responsibilities of an instructor.

All tenured, probationary, and fixed-term faculty in the School of Business are generally employed on a full-time basis. Adjunct faculty are hired on a part-time basis to teach classes offered by the School of Business when student enrollment is high or full-time faculty are on leave or reassign time for research or administrative duties. Adjuncts typically teach one course per term. The Table 9-1 below summarizes the School of Business faculty sufficiency by discipline. During the 2006-2007 academic year, participating faculty taught 92.2% of courses in the School of Business.

TABLE 9-1
SUMMARY OF FACULTY SUFFICIENCY IN DISCIPLINE AND SCHOOL
(RE: Standard 9 - Using Courses)--2006-2007

Name ¹	Participating or Supporting (P or S)	Amount of teaching if P (blank if S) ²	Amount of teaching if S (blank if P) ²	
Acct.				
Mary Bader*	P	7 co		
Constance Cleveland	S		2 co	
Lee Dexter	P	5 co		
Sheri Erickson	P	7 co		
James Hansen	P	7 co		
Lori Johnson	S		2 co	
Cynthia Phillips	P	2 co		
George Sanderson	P	8 co		
Marlane Sanderson	P	4 co		
Joann Segovia	P	7 co		
Leonard Sliwoski*	P	4 co		
William Violet	P	7 co		
TOTAL ACCOUNTING		58 co	4 co	58/(58+4) = 93.5%
Finance				
Ben Clapp*	P	8 co		
Rajiv Kalra*	P	7 co		
Olgun Sahin (on leave)*	P	0 co		
Marsha Weber	P	5 co		
TOTAL FINANCE		20 co	0 co	20/20 = 100%
Mkt				
Wayne Alexander	P	8 co		
Charles Chadwick	S		2 co	
Harley Danielson	S		1 co	
Jeremy Johnson	S		2 co	
Ruth Lumb*	P	8 co		
TOTAL MARKETING		16 co	5 co	16/(16+5) = 76.2%
Mgmt.				
Peter Geib*	P	7 co		
Ashish Gupta	P	6 co		
Jerome Kuperman*	P	7 co		
Vinod Lall	P	7 co		
Thomas Pearce*	P	8 co		
Jane Pettinger	S		3 co	
James Swenson*	P	6 co		
Sunantha Teyarachakul*	P	7 co		
TOTAL MANAGEMENT		48 co	3 co	48/(48+3) = 94.1%
OVERALL TOTAL FOR SCHOOL		142 co	12 co	142/(142+12) = 92.2%

*Indicates faculty members who have taught in the Fergus Falls program since 2005. Note that all courses taught via interactive television to Fergus Falls are delivered by participating faculty. English 387, Technical Report Writing, has been offered twice in the past four years and is taught by faculty from the English Department.

As indicated in the table above, participating faculty members deliver 92.2% of the teaching in the School of Business. The percentages of teaching delivered by participating faculty in each discipline are as follows:

• Accounting and Business Law	93.5%
• Finance	100.0%
• Management	94.1%
• Marketing	76.2%

The relatively low coverage of Marketing classes by participating faculty is a result of a last minute resignation of a non-renewed academically qualified/participating Marketing faculty member in August of 2006. The School has hired an academically qualified/participating faculty person for the 2007-2008 academic year.

School faculty determine teaching assignments and service workloads through a democratic process and in a manner consistent with University procedures and Minnesota State Colleges and Universities/IFO Agreement. The following considerations guide faculty in the School of Business in establishing teaching assignments and service workloads:

- Mission and vision of the School of Business
- Limits on teaching loads under the Minnesota State Colleges and Universities/IFO Agreement
- School of Business scholarly activities
- Student enrollments and demand for classes
- Administrative assignment
- Community service needs

Teaching assignments and service workloads emphasize teaching, research, and service, in that order, which is consistent with the mission and vision of the School of Business. School chairs, in consultation with the Dean, schedule faculty teaching assignments to minimize the number of course preparations and maximize use of faculty time. This balanced approach enables School of Business faculty to be excellent teachers, engage in scholarly and professional activities, and provide service to the School of Business, College, University, and community.

Curriculum Design/Course development

The School of Business faculty continuously review and improve the curriculum to accomplish our mission to provide a quality undergraduate business learning experience. One of the main goals of the School of Business is to continue to offer a quality undergraduate business learning experience through excellence in teaching. Three areas focused on as part of this goal are curriculum, faculty, and students. The School of Business Curriculum Committee, made up of participating faculty from the School of Business, the Assistant to the Dean, and alumni, reviews the business core and related area requirements and School of Business policies related to curriculum issues to ensure that the business curricula are up-to-date and appropriate for students enrolled in MSUM's School of Business. Results of assessment activities play an important role in Curriculum Committee recommendations. The faculty meet regularly to deal with curriculum issues, such as curriculum review for each of the majors. Proposed curriculum issues and changes are brought to the Curriculum Committee for review. The committee makes recommendations to the School and faculty vote on the committee's recommendations.

Curriculum function

Curricula in the Discipline Areas

The faculty review curriculum proposals and review existing School of Business curricula (majors and minors). Each of the discipline areas makes recommendations to the faculty on any curriculum proposals. If the faculty approves the proposal, the proposal is sent to the Dean for approval. Once approved by the Dean, other University departments likely affected by the curriculum proposal are asked to comment. The curriculum proposal and other University department's comments are then submitted to the Academic Policy and Advisory Council (APAC) for approval. If the proposal is approved by APAC, it is sent to the President for final action.

Core and Related Area Requirements

The Curriculum Committee reviews the School of Business related requirements and business core for appropriateness and effectiveness. The Curriculum Committee relies heavily on assessment information in completing their comprehensive review of the School of Business curriculum. The Curriculum Committee makes recommendations for changes to the Business Core and Related Area Requirements after consulting with affected departments. The committee submits these changes to the School faculty for approval.

Assurance of Learning

Assessment (Assurance of Learning) has played an important role in School of Business continuous improvement efforts for several years. The School of Business Assessment Committee uses assessment information gathered via assessment activities outlined in the School of Business Assessment Plan. The plan includes assessment activities and instruments designed to measure instructional effectiveness as they relate to the School's goals and objectives. The School of Business Assessment Plan also includes assessment tools designed to measure student achievement in the business core and related area requirements. The School of Business Assessment Committee uses reported assessment information as a basis for curriculum changes and planning. Information obtained through assessment activities provides the committee with information on curriculum strengths and weaknesses. The committee makes recommendations to the faculty regarding curriculum action items revealed by the assessment activities. This process allows faculty to consider all relevant curriculum information in a systematic way for comprehensive review, assessment, and eventual action. The process provides the opportunity for faculty members to review curriculum information and to establish action plans to address curriculum shortcomings and build upon curriculum strengths.

The School of Business assessment strategies adhere to the MSUM institutional framework described in the MSUM Assessment Plan submitted to the North Central Accrediting Association. The Assistant Vice President for Assessment coordinates the university's assessment activities. The Student Learning Outcomes Assessment Committee supervises the University's assessment activities and is responsible for measurement of University effectiveness and for guiding departments with their assessment plans and processes. Under current guidelines, departments must submit assessment plans for approval and must prepare assessment reports on a two-year cycle.

Evaluation of Performance against Standard 9

The School of Business believes that it complies with the requirements of Standard 9 in that:

- The staffing is sufficient in terms of presence and numbers to perform all of the necessary functions associated with the School's programs.
- Participating faculty members deliver well in excess of 75% of the School's teaching.
- Participating faculty members deliver well in excess of 60% of the teaching in each discipline.

- All academic staff have access to the full range of administrative and professional support processes.

Standard 10: Faculty Qualifications

The faculty has, and maintains, intellectual qualifications and current expertise to accomplish the mission and to assure that this occurs, the school has a clearly defined process to evaluate individual faculty member's contribution to the mission.

The School of Business recognizes intellectual contribution as a core responsibility of higher education. As such, although the School of Business mission statement acknowledges teaching as a primary focus, a secondary focus concerning scholarly activity is also recognized. In support of its mission, the School of Business expects its faculty to maintain a continuous program of scholarly work. This expectation results in intellectual contributions available for public scrutiny by academic peers and practitioners.

Specifically, the School of Business recognizes that a critical component of its commitment to undergraduate teaching is creating and maintaining a culture which encourages investigation of business issues and facilitates interaction with academics and practitioners. The School of Business understands that regular scholarly activity allows faculty to remain current in their academic disciplines, to be intellectually stimulated, to contribute to evolving bodies of knowledge, and to assess the appropriateness of curriculum components. In addition, scholarly activities enhance faculty knowledge and critical thinking skills. As a result of scholarly activities, teaching becomes more relevant and interesting for undergraduate students.

The School of Business recognizes that there is a wide variety of scholarly activities in which faculty members may engage. Faculty understand that the primary scholarly emphasis will concern instructional, applied and basic research. The School of Business considers peer-reviewed publication a critical component of the scholarly achievement plan.

The expectation is that faculty scholarly activities will result in intellectual contributions published in refereed academic journals, in professional journals utilized by academics and practitioners, and in conference proceedings. A variety of other intellectual contribution activities, including published cases, papers, presented at professional meetings, textbooks, articles published in non-refereed journals and other items, provide evidence of additional scholarly activity.

The School of Business Scholarly Achievement Plan (attached as Appendix I) outlines criteria for academically and professionally qualified faculty that are rigorous and demand excellence. The plan states that a top priority is to recruit and retain faculty who are academically or professionally qualified. The Plan clearly defines the School of Business expectations for academically qualified and professionally qualified faculty. These expectations include intellectual contribution activities. In order to be academically qualified, a faculty member must possess a doctoral degree in his/her teaching field or a related field and must have completed at least two (2) peer-reviewed publications over the past 5 years in a subject area related to the faculty member's teaching area. A professionally qualified faculty member must have at least a masters degree in business, must be currently working full-time (or recently retired from full-time employment) in a business with job responsibilities related to the field in which s/he is teaching, and must have completed two (2) peer-reviewed publications over the past 5 years and one (1) validating professional experience of the past 5 years. (The Plan provides definitions of validating experiences.)

The implementation of the Scholarly Achievement Plan has led to a culture in which scholarly activity is valued and rewarded. The Plan provides for support for scholarly activity in the form of reassign time and summer research stipends to encourage faculty to develop and maintain active research agendas. Sixteen faculty members will have reassign time for scholarly activity because of their intellectual contribution activities during the 2007-2008 academic year. The tables and discussion in Standard 2 illustrate the increased productivity of the faculty in terms of scholarly activity since 2002. Our faculty has a tradition of collaborating with others on intellectual contributions. The School encourages this type of activity as it leads to a greater level of peer reviewed publications. Collaboration is an important part of the culture because it allows for relationships where an academically qualified faculty acts as a mentor for other, non-qualified faculty. This collaborative activity also provides currently qualified faculty opportunities to maintain their qualifications. Since 2002, collaborative efforts among School faculty have resulted in 12 peer reviewed publications.

The School of Business has been very successful in hiring academically and professionally qualified faculty during the period of 2002 to the present. Data from Tables 10-1 and 10-2 indicate that all eight hires made since 2002 have been academically or professionally qualified. All of these faculty members have active research agendas that will result in maintaining their qualified status.

Evaluation of Performance against Standard 10

The School of Business believes that it satisfies the following requirements of Standard 10 as evidenced by:

- The School has a clearly defined process by which it reviews how faculty members contribute to the mission and maintain their qualifications.
- Well over 50% of the School's faculty resources will be academically qualified in each discipline area and in total in the 2007-2008 academic year. (See Table 10-2B page 46 and strategy below)
- The school has developed a culture in which scholarly achievement is encouraged and rewarded. This has resulted in an increase in the number of peer reviewed publications in the past 5 years and a number of non-qualified faculty have become academically qualified.

However, the School does not meet the 90% threshold for academically and professionally qualified faculty.

Gap: Out of 22.25 full time faculty positions, we have three full time, one half time, and one quarter time faculty who are not academically or professionally qualified. Given the size of our faculty, these non-academically or professionally qualified faculty members bring us below the 90% threshold for qualified faculty in Standard 10.

Strategy: The School recently hired an Academically Qualified person for a tenure track position in Marketing. Those faculty members who are not Academically Qualified have active research agendas and have papers submitted for publication in peer reviewed journals. One of the School's strategies is to continue to support and encourage faculty who are pursuing active research agendas in an attempt to become Academically Qualified. This strategy also involves AQ faculty mentoring and collaborating with those faculty who are not AQ or PQ to assist them in developing and submitting intellectual contributions. Another strategy is to provide continuing support to faculty who are currently Academically or Professionally Qualified to maintain their status. Support includes summer research stipends for active scholars, reassign time according to the Scholarly Achievement plan, and financial support according to the School of Business Procedure for Distribution of Professional Study and Travel

Funds. These strategies will help existing faculty create and maintain a portfolio of intellectual contributions sufficient to meet Standard 10.

Completion Date: By July 1, 2007, the School will meet the 90% threshold for academically and professionally qualified faculty. Three full time faculty members are currently not academically qualified. Two of these faculty members (one in accounting and one in management) each have two papers submitted for publication consideration at peer reviewed journals at this time. The third non-academically qualified faculty member (a marketing faculty) has a stream of research that includes several presentations and published proceedings along with peer reviewed journal publications. However, many of the intellectual contributions do not directly relate to the person's teaching area. So, all three faculty are actively contributing to the portfolio of intellectual contributions and all have potential to become academically qualified in the very near future.

**TABLE 10-1: SUMMARY OF FACULTY QUALIFICATIONS, INTELLECTUAL CONTRIBUTIONS
AND PROFESSIONAL RESPONSIBILITIES
(RE: Standards 2 & 10)¹
Fall 2006**

Name ²	Highest Earned Degree & Year	Date of First Appointment to School	Percent of Time Dedicated to the School's Mission ³	Acad Qual	Prof Qual	Other	Number of Contributions during the last five years						Normal Professional Responsibilities ⁶	
							Learning & Pedagogical Scholarship ⁵		Discipline-Based Scholarship ⁵		Contributions to Practice ⁵			
							PRJ	OIC	PRJ	OIC	PRJ	OIC		
Acct.														
Mary Bader	LLM 1991	08/00	100%	Yes								6		UG, RES, SER
Constance Cleveland	JD 1988	08/96	20%		Yes									UG
Lee Dexter	PhD 1986	07/88	100%			Yes	1	7						UG, RES, SER, ADM
Sheri Erickson	PhD 2006	08/05	100%	Yes			5	7	1	4				UG, RES, SER
James Hansen	PhD 1993	08/02	100%	Yes			2	4			4	1		UG, RES, SER
Lori Johnson	MBA	01/00	30%		Yes									UG
Cynthia Phillips	JD 1976	09/79	25%			Yes						4		UG, RES, SER
George Sanderson	PhD 1985	09/76	100%	Yes			2	3						UG, RES, SER
Marlane Sanderson	MBA 1981	09/83	50%			Yes								UG, RES, SER
Joann Segovia	PhD 2003	08/02	100%	Yes			10	34				5		UG, RES, SER
Leonard Sliwoski	PhD 1988	09/82	100%	Yes							5	9		UG, RES, SER
William Violet	JD 1997	09/81	100%	Yes							3	4		UG, RES, SER

Finance													
Ben Clapp	MBA	08/06	100%		Yes		1						UG, RES, SER
Rajiv Kalra	PhD 1989	09/89	100%	Yes			1				2	12	UG, RES, SER
Olgun Sahin	PhD 2002	08/02	100%	Yes					5	3			UG, RES, SER
Marsha Weber	PhD 1997	06/89	100%	Yes			5	2	3	2		1	UG, RES, SER, ADM
Mkt													
Wayne Alexander	PhD 1974	07/77	100%			Yes	2	6		4			UG, RES, SER
Charles Chadwick	MBA	08/06	20%		Yes								UG
Harley Danielson	MS 1973	08/90											UG
Jeremy Johnson	MBA 2003	08/06	20%			Yes							UG
Ruth Lumb	PhD 1996	08/04	100%	Yes							3	14	UG, RES, SER
Mgmt.													
Peter Geib	PhD 1972	07/82	100%	Yes							8	14	UG, RES, SER
Ashish Gupta	PhD 2007	08/06	100%	Yes					1	18	1		UG, RES, SER
Jerome Kuperman	PhD 2000	08/98	100%	Yes			1	1	3		2	2	UG, RES, SER
Vinod Lall	PhD 1991	08/00	100%	Yes							2	4	UG, RES, SER
Thomas Pearce	PhD 1985	09/88	100%			Yes		3			1		UG, RES, SER
Jane Pettinger	MBA 1988	08/89	30%		Yes								UG
James Swenson	PhD 1971	09/72	100%	Yes				2			3		UG, RES, SER, ADM
Sunantha Teyarachakul	PhD 2003	08/03	100%	Yes					1	4	1		UG, RES, SER
Admin.													
David Crockett, Dean	PhD	07/93	67%		Yes								UG, ADM

**TABLE 10-2. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY
(RE: Standard 10)¹**

NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) (FROM TABLE 10-1)	AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10- 1)	OTHER ² FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
Acct.					
Mary Bader ¹	AQ	100			
Constance Cleveland	PQ		20 ⁴		
Lee Dexter	O			100	
Sheri Erickson ¹	AQ	100			
James Hansen ¹	AQ	100			
Lori Johnson	PQ		20		
Cynthia Phillips	O			25	
George Sanderson ¹	AQ	100			
Marlane Sanderson ²	O			50	
Joann Segovia ¹	AQ	100			
Len Sliwoski	AQ	100			
William Violet ¹	AQ	100			
TOTAL ACCOUNTING		700	40	175	700/915 = 76.5% 740/915 = 80.9%
Finance					
Ben Clapp	PQ		100		
Rajiv Kalra ¹	AQ	100			
Olgun Sahin ¹	AQ	100			
Marsha Weber ¹	AQ	100			
TOTAL FINANCE		300	100		300/400 = 75% 400/400 = 100%
Mkt					
Wayne Alexander	O			100	
Charles Chadwick	PQ		20		
Harley Danielson	PQ		10		
Jeremy Johnson	O			20	
Ruth Lumb ¹	AQ	100			
TOTAL MARKETING		100	30	120	100/250 = 40% 130/250 = 52%³
Mgmt.					
Peter Geib ¹	AQ	100			
Ashish Gupta ¹	AQ	100			
Jerome Kuperman ¹	AQ	100			
Vinod Lall ¹	AQ	100			
Thomas Pearce	O			100	
Jane Pettinger	AQ		30		
James Swenson ¹	AQ	100			
Sunantha Teyarachakul ¹	AQ	100			
TOTAL MANAGEMENT		600	30	100	600/730 = 82.2% 630/730 = 86.3%

Administration					
David Crockett, Dean	PQ		67		
Total Administration			67		67/67 = 100%
OVERALL TOTAL FOR SCHOOL		1700	267	395	1700/2362=72% 1967/2362=83.3%

¹indicates faculty with reassign time for the 2007-2008 academic year given the provisions of the Scholarly Achievement Plan.

²will retire in May 2007 and will be replaced with an academically or professionally qualified faculty member

³ full time non-renewed AQ faculty member resigned in August of 2006 and was replaced by supporting faculty members. A full time Academically Qualified faculty member has been hired for 2007-2008. Gupta and Lall, both academically qualified faculty, teach Supply Chain Management, which is required of both Management and Marketing majors.

⁴Each course a supporting faculty member teaches counts as 10% of time devoted to mission.

TABLE 10-2B. CALCULATIONS RELATIVE TO DEPLOYMENT OF QUALIFIED FACULTY
(RE: Standard 10)¹
PROJECTED 2007-2008
(no supporting faculty in this calculation)

NAME	QUALIFICATION (ACADEMIC-AQ, PROFESSIONAL-PQ OTHER-O) (FROM TABLE 10-1)	AQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	PQ FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	OTHER ² FACULTY- % OF TIME DEVOTED TO MISSION (FROM TABLE 10-1)	QUALIFICATION RATIOS PER STD 10
Acct.*					
Mary Bader	AQ	100			
Lee Dexter	O			100	
Sheri Erickson	AQ	100			
James Hansen	AQ	100			
Cynthia Phillips	O			25	
George Sanderson	AQ	100			
Joann Segovia	AQ	100			
Len Sliwoski	AQ	100			
William Violet	AQ	100			
Total Accounting		700		125	700/825 = 84.8% 700/825 = 84.8%
Finance*					
Rajiv Kalra	AQ	100			
Olgun Sahin	AQ	100			
Marsha Weber	AQ	100			
Total Finance		300			300/300 = 100% 300/300 = 100%
Mkt					
Wayne Alexander	O			100	
Ruth Lumb	AQ	100			
Anthony Lowrie (new hire)	AQ	100			
Total Marketing		200		100	200/300 = 67.7% 200/300 = 67.7%
Mgmt.					
Peter Geib	AQ	100			
Ashish Gupta	AQ	100			
Jerome Kuperman	AQ	100			
Vinod Lall	AQ	100			
Thomas Pearce	O			100	
James Swenson	AQ	100			
Sunantha Teyarachakul	AQ	100			
Total Management		600		100	600/700 = 85.71% 600/700 = 85.71%
Administration					
David Crockett, Dean	PQ		67		
Total Administration			67		67/67=100.0%
OVERALL TOTAL FOR SCHOOL		1800	67	325	1800/2192=82.1% 1867/2192=85.2%

*The plan is for a new professionally faculty member to be appointed to a joint position between Accounting and Finance

Standard 11: Faculty Management and Support

The School has well-documented and communicated processes in place to manage and support faculty members over the progression of their careers consistent with the School's mission.

School faculty determine teaching assignments and service workloads through a democratic process and in a manner consistent with University procedures and the Minnesota State Colleges and Universities/IFO Agreement. The following considerations guide the faculty in the School of Business in establishing teaching assignments and service workloads.

- Mission and vision of the School of Business
- Limits on teaching loads under Minnesota State Colleges and Universities/IFO Agreement
- School of Business scholarly activities
- Student enrollments and demand for classes
- Administrative assignments
- Regional service needs

Teaching assignments and service workloads emphasize teaching, research, and service, in that order, which is consistent with the mission and vision of the School of Business. Chairs, in consultation with the Dean, schedule faculty teaching assignments to minimize the number of course preparations and maximize use of faculty time. This balanced approach enables School of Business faculty to be excellent teachers, engage in scholarly and professional activities, and provide service to the School of Business, College, University, and community.

Teaching

Under the Minnesota State Colleges and Universities/IFO Agreement, a faculty member's teaching load cannot exceed 14 undergraduate credit hours per semester or 24 undergraduate credit hours per academic year. School of Business faculty normally teach 12 credits per semester, unless they are granted reassign time for administrative duties or scholarly activities by the Dean. The School chairs each teach 6 hours per semester and have 6 hours per semester of reassign time to coordinate and administer School activities.

The Scholarly Enhancement Committee has developed a Scholarly Activity Reassign Time Plan and process based on the mission and vision of the School. The Accounting and Business Administration Departments approved the plan in April of 2002 and implemented the plan during academic year 2002-2003. The Scholarly Activity Reassign Time Plan became part of the revised Scholarly Achievement Plan, approved by School of Business faculty during Spring Semester 2005. As a result of reassign time (including administrative reassign time), faculty members in the School taught an average of 18 credit hours during academic year 2006-2007. Sixteen faculty members will have reassign time for scholarly activities during 2007-2008.

Service

The Minnesota State Colleges and Universities/IFO Agreement provides that service to the University and community is one of five faculty evaluation criteria. Departments equitably distribute School of Business, College, and University service workloads based on faculty interests, other assignments, and time constraints. For example, new faculty may have few or no advisees and serve on a limited number of School of Business committees.

Guidance

New probationary faculty members annually prepare a Professional Development Plan (PDP). Each fall, new faculty meet with the Dean to discuss the development of their PDP's. Each PDP includes specific objectives, methods, and expected achievements related to the five criteria for faculty evaluation under the Minnesota State Colleges and Universities/IFO Agreement. At this meeting, the Dean sets expectations for new faculty, and provides guidance and consultation to them before they develop their PDP. Faculty members then develop their PDP's.

Once the PDP is completed, the faculty member provides a copy to the chairs, and through the chairs, to all faculty members in the School. Faculty members provide written comments to the faculty member on the PDP to assist in his or her professional development. The Dean consults with the chairs and other School faculty to determine how the PDP relates to the School's goals and objectives. Then the Dean provides written comments to the faculty member to assist in the faculty member's professional development. Tenured faculty prepare a PDP every four years.

Mentoring

Mentoring occurs in the School of Business on an informal basis because of our small size. School chairs and other faculty regularly assist new faculty in their professional development and help new faculty understand the evaluation criteria and process under the Minnesota State Colleges and Universities/IFO Agreement.

Support

The School of Business provides the following resources and offers the following incentives to support faculty scholarly achievement goals:

- The School provides time and funding to faculty for scholarly activity using a combination of reassign time, summer research stipends, efficient scheduling of teaching, and sabbaticals.
- The School provides financial support to faculty for scholarly activity using a combination of funding from Peer Review Grants, Professional Improvement Funds, and the Dean's Discretionary Fund.
- The School provides faculty with a computing workstation.
- The School provides faculty with access to databases.
- The University's library facilities are available to faculty.
- The Scholarly Achievement Committee assists in the coordination of faculty research efforts, disseminates research-related information, and advises the Dean in matters relating to scholarly activity.
- The School attempts hires faculty who have a scholarly orientation and who understand how regular intellectual contributions by faculty contribute to achieving the School's mission.
- The Dean's office catalogs and coordinates faculty intellectual contribution activities.
- The School has an annual \$1,000 student research award for a paper of publishable quality. Faculty are encouraged to collaborate with students to enhance student development and stimulate intellectual activity.

Professional Development

The professional development of faculty in the School of Business is a key component of achieving our mission. The University, College of Business and Industry, and School of Business provide continuing support for the intellectual development of School faculty. The following programs support the intellectual development of School of Business faculty.

- **Professional Improvement Funds**
 Under the Minnesota State Colleges and Universities/IFO Agreement, the amount allocated to each department is \$1,115 in FY 2006 for the professional improvement of each 1.00 FTE faculty. The School of Business Procedure for Distribution of Professional Study and Travel Funds calls for each full time faculty member to receive \$1,115 less \$300. The \$300 reduction from each faculty member is allocated to a pool that is used to reward faculty members who have a refereed journal article with \$900. Faculty may use these funds to attend professional conferences, pay professional membership dues, pay for journal submissions, and purchase books, journals, and software.
- **Minnesota State Colleges and Universities Center for Teaching and Learning (CTL)**
 The Minnesota State Colleges and Universities CTL promotes and supports collaborative professional development for Minnesota State Colleges and Universities faculty to improve student learning through enhanced teaching effectiveness. The Minnesota State Colleges and Universities CTL holds seminars and conferences, funds faculty development grants, and publishes the CTL Update, an electronic newsletter. The Minnesota State Colleges and Universities CTL offers two workshops each year for CTL Campus Leaders.
- **MSUM Faculty Development**
 The MSUM Faculty Development Committee coordinates campus seminars, conferences, forums, networking, and other activities designed to provide resources to support faculty teaching and intellectual development. The Faculty Development Committee works closely with the Minnesota State Colleges and Universities CTL. The School of Business typically has one representative who serves on the MSUM Faculty Development Committee.
- **Minnesota State Colleges and Universities Office of Instructional Technology (OIT)**
 The Minnesota State Colleges and Universities OIT supports Minnesota State Colleges and Universities faculty as they work to improve their teaching and learning through creative uses of technology. The Minnesota State Colleges and Universities OIT provides resources for faculty using technology in teaching; including technology grant opportunities, conferences, and online technology training.
- **MSUM Center of Instructional Technology (CIT)**
 The MSUM CIT supports MSUM faculty by providing faculty technology workshops, sponsoring conferences on campus, providing technology equipment for faculty to use, and providing one-on-one technology instruction through the student technology team. The Lead Faculty Group coordinates the faculty technology efforts on campus. The School of Business typically has one representative who serves on the Lead Faculty Group.
- **MSUM Peer Review Grants for Professional Improvement (allocated under Minnesota State Colleges and Universities/IFO Agreement)**
 The Academic Affairs Office awards grants on a competitive basis for faculty research or professional improvement. Each college has a Peer Review Committee made up of faculty from that college. The Peer Review Committee reviews the grant proposals and makes a funding recommendation to the College Dean, who makes the final recommendation to the Vice President for Academic Affairs. Approximately \$8,000 to \$10,000 is budgeted annually for faculty in the College of Business and Industry.

- **Dean's Discretionary Fund**

The Dean has discretionary funds allocated from Academic Affairs to fund worthy faculty academic or professional activities. Approximately \$3,000 to \$5,000 is budgeted annually for the Dean's Discretionary Fund. Faculty must submit a written request to the Dean for funding describing the proposal. Funding is determined based on worthiness of the proposal. School of Business faculty may receive up to \$500 of funding per proposal.

- **Sabbatical Leaves**

The Minnesota State Colleges and Universities/IFO Agreement supports faculty renewal through sabbatical leaves. Faculty are eligible after seven years of service for either a fully-paid semester or partially-paid year of renewal. Faculty apply for sabbatical leave by submitting a written plan, which outlines how a sabbatical leave will enhance their professional development. After ten years of continuous service, the University grants a faculty member's request for a sabbatical, provided a satisfactory written plan is submitted. During the last five academic years, six School of Business faculty have been granted sabbatical leaves.

- **Reassign Time Plan and Summer Research Stipend Plan for Intellectual Contribution Activities**

The School of Business Scholarly Achievement Plan describes the process for allocation of reassign time and summer research stipends for intellectual contribution activities. The Dean may grant reassign time to faculty members at his/her discretion with guidelines from the Plan. Normally reassign time is granted to faculty who have had a refereed journal article in the past two years. Faculty members apply for Summer Research Stipend funds, which are granted subject to review by the Scholarly Achievement Committee and the Dean. As stated in the discussion for Standard 2, the number of peer reviewed intellectual contributions of the School's faculty more than doubled between 2002 and 2006.

Criteria for Appointment, Promotion, and Tenure Decisions

The process used for all MSUM faculty reappointment, promotion, and tenure decisions is set forth in the Minnesota State Colleges and Universities/IFO Agreement. The School of Business mission determines how the evaluation process applies to School of Business faculty. The faculty member who has applied for reappointment, promotion, or tenure prepares a Professional Development Plan (PDP). The faculty and Dean make comments and the faculty member begins working on achieving the specific objectives under the PDP. At the end of the evaluation period, the faculty member prepares a progress report, which documents the achievement of specific objectives under the PDP. The chairs send the progress report to the rest of the School faculty. The faculty and the chairs each evaluate the faculty member's performance and each makes a recommendation to the Dean. The Dean evaluates the faculty member's performance and makes a recommendation to the Vice President for Academic Affairs. The Vice President evaluates the faculty member's performance and makes a recommendation to the President, who makes the renewal, tenure, or promotion decision and notifies the faculty member.

Evaluation for renewal takes place every year for probationary faculty. Tenure decisions are generally made in the fifth year of employment of probationary faculty. Normally, faculty members serve in rank for a minimum of three years before applying for promotion. Post-tenure review of faculty below the rank of full professor occurs every four years, with a summary progress report due annually. Post-tenure review of full professors occurs every four years, with a summary progress report due after the second year of the four-year period.

The process described above guides all MSUM faculty renewal, tenure, and promotion decisions. The mission of the School of Business determines how the evaluation process applies to School of Business

faculty. School faculty members may prepare their PDP's with different emphasis on the five evaluative criteria so long as such emphases are consistent with School goals and university policy. The Dean communicates the mission-based expectations to new School of Business faculty early in the employment relationship and reinforces those expectations during the evaluation process. The discussion below contains the five evaluation criteria for School of Business faculty the mission-driven emphasis on each.

1. Demonstrated ability to teach effectively and/or perform effectively in other current assignments. This is the primary emphasis of the School of Business mission.
2. Scholarly or creative achievement or research. We consider peer-reviewed publications critical to achieving our mission. We reward all types of faculty research and encourage collaborative efforts of faculty.
3. Evidence of continuing preparation and study.
4. Contribution to student growth and development.
5. Service to the University and community.

To have their contract renewed, faculty must demonstrate achievement in all five areas of evaluation. To be tenured, a faculty member must demonstrate a cumulative record of positive performance and professionally competent achievement consistent with the goals of the University over the duration of the probationary period. To qualify for promotion, a faculty member must demonstrate a cumulative requisite record of professional performance and high achievement appropriate to the rank sought.

The formalized, well-defined evaluation process for MSUM faculty protects the rights of faculty and allows the University, College, and School of Business to achieve their missions. The MSUM faculty evaluation process is applied to School of Business faculty with the School's mission in mind. The expectations of School of Business faculty are driven by our mission, are well communicated to the faculty, and are understood by faculty.

Faculty Resource Plan

The School's Faculty Resource Plan clearly outlines the process for hiring of new faculty or reassignment of existing faculty. Each area (Accounting, Business, Finance, International Business, Management and Marketing) within the School of Business reviews faculty resources at least once each year. This review identifies whether changes need to be made in the number of faculty or their qualifications in order to accomplish the mission of the School of Business. The examination includes consideration of both anticipated enrollment and expected faculty departures due to leaves of absence, retirement, resignation, sabbaticals, and denial of tenure. Both immediate and long-term needs are considered.

Concurrently, each area views, with the cooperation of the Dean, the numerical measures per accreditation standards and determine any needed changes in the number of faculty required along with qualification deficiencies. If the examination shows that no changes are required, the process ends for that cycle.

When the need arises in a given area, the current faculty consult the School of Business Dean to identify the nature of the faculty adjustment, and whether that adjustment involves hiring of new faculty or reassignment of current faculty. If the requirement relates to the hiring of new faculty the position must be classified as tenure track or fixed term. The rest of the process follows the MSUM hiring guidelines.

As previously discussed, the School of Business has been successful in filling its open faculty positions. The recognition and authorization to offer competitive salaries in "Market Discipline" has been instrumental in hiring qualified faculty members.

Evaluation of Performance against Standard 11

The School of Business believes that it complies with the requirements of Standard 11 in that:

- The School has clear policies and procedures for determining appropriate teaching assignments, intellectual expectations, and service workloads.
- There is sufficient support for faculty in meeting the expectations the School holds for them on all mission-related activities.
- Review, promotion, and tenure processes are systematic and support the School's mission.
- Processes are in place for orientation, guidance, and mentoring of faculty.
- The School has a faculty resource plan for determining and allocating for faculty resource needs.

Standard 12: Aggregate Faculty and Staff Educational Responsibility

The business school's faculty in aggregate, its subunits, and individual faculty, administrators, and staff share responsibility to:

- **Ensure adequate time is devoted to learning activities for all faculty members and students.**
- **Ensure adequate student-faculty contact across the learning experiences.**
- **Set high expectations for academic achievement and provide leadership toward those expectations.**
- **Evaluate the instructional effectiveness and overall student achievement.**
- **Continuously improve instructional programs.**
- **Innovate in instructional processes.**

The faculty in the School of Business are responsible for creating, delivering, evaluating and continuously improving the business program at MSUM. Our mission, assessment data, resources, and AACSB standards guide School of Business faculty in this process.

Ensuring adequate time is devoted to learning activities and student-faculty contact

Participating faculty teach approximately 92 percent of School of Business classes. These faculty members are accessible to students outside of the classroom in the following ways.

- Pursuant to the Minnesota State Colleges and Universities/IFO Agreement, full-time School of Business faculty members are available for ten hours per week outside of the classroom for student contact.
- School of Business course syllabi contain information for students on how to contact faculty members outside of the classroom including office visits, e-mail, or telephone.
- School of Business faculty, staff and administrators advise School of Business student organizations including Financial Management Association, Delta Mu Delta, Pi Sigma Epsilon, and Society for Human Resources Association.
- School of Business faculty provide student academic advising.
- School of Business faculty teaching via interactive television to Fergus Falls students deliver at least one class per semester at the Fergus Falls site. This allows additional opportunity for student-faculty contact with those students. Fergus Falls students interact with students on the main campus during class using the ITV equipment.

Evaluating the quality of teaching

The Inter Faculty Organization (IFO) represents the faculty at MSUM, along with the faculty at all seven of the Minnesota State Colleges and Universities four-year institutions. Article 22 of the Master Agreement between Minnesota State Colleges and Universities and IFO sets forth five criteria upon which faculty are evaluated (see page). The first of these is Criterion 1: *“Demonstrated ability to teach effectively and/or perform effectively in other current assignments.”*

The mission of the School of Business builds upon the Minnesota State Colleges and Universities/IFO Agreement by establishing teaching as our primary focus. We expect School of Business faculty (participating and supporting) to provide a quality undergraduate business learning experience through excellence in teaching. Faculty may provide evidence of teaching excellence and effectiveness in the following ways:

- Student's Evaluation of Course and Instruction (University student evaluation form)
- Peer reviews
- Innovative teaching techniques
- Teaching awards
- New course development
- Curriculum update and revision

All participating faculty, except those below .75 FTE, prepare Professional Development Plans (PDP's) which include specific objectives, methods, and expected achievements related to the five faculty evaluation criteria, including Criterion 1.

Probationary (participating) faculty members annually prepare a PDP with input from the Dean. Chairs and faculty provide feedback with respect to the goals and objectives of the School. The Dean consults with each faculty member during PDP preparation and comments on each plan. During the process, participating faculty provide written comments to the faculty member on the PDP to assist in his or her professional development. At the end of the evaluation period, the faculty member prepares a progress report, which documents the achievement of specific objectives under the PDP. The chairs send the progress report to the participating faculty. The faculty and chairs evaluate the faculty member's performance and each makes a recommendation to the Dean. The Dean evaluates the faculty member's performance and makes a recommendation to the Vice President for Academic Affairs, who evaluates the faculty member's performance and makes a recommendation to the President. The President makes the renewal, tenure, or promotion decision and notifies the faculty member. Probationary (participating) and non-tenure track (fixed term) faculty are evaluated every year for renewal. Post-tenure review of faculty below the rank of full professor occurs every four years, with a summary progress report due annually. Post-tenure review of full professors occurs every four years, with a summary progress report due after the second year of the four-year period.

Substantially all faculty include student teaching evaluations in their reports, using a form approved by the University and the IFO. If faculty members choose not to use the approved form, the Dean may interview students from the faculty member's classes to assess teaching effectiveness. Supporting faculty members are strongly encouraged to use student teaching evaluations each semester. The Dean uses these evaluations to determine the feasibility of hiring the supporting (adjunct) faculty member in subsequent terms.

Development and evaluation of the business academic unit's educational programs

The School of Business faculty continuously reviews and improves the curriculum to accomplish our mission to provide a quality undergraduate business learning experience. One of the main goals of the School of Business is to continue to offer a quality undergraduate business learning experience through excellence in teaching. The School of Business Curriculum Committee reviews the business core and related area requirements and School of Business policies related to curriculum issues to ensure that the business curricula are up-to-date and appropriate for students enrolled in MSUM's School of Business. Results of assessment activities also play an important role in Curriculum Committee recommendations. Faculty meet regularly to deal with curriculum issues, such as curriculum review for each of the majors. Proposed curriculum issues and changes are brought to the Curriculum Committee for review. The committee makes recommendations to the School faculty who vote on the committee's recommendations.

Curriculum function

Curricula in the Discipline Areas

The faculty review curriculum proposals and review existing School of Business curricula (majors and minors). Each of the discipline areas makes recommendations to the faculty on any curriculum proposals. If the faculty approves the proposal, the proposal is sent to the Dean for approval. Once approved by the Dean, other University departments likely affected by the curriculum proposal are asked to comment. The department submits the curriculum proposal and other University department's comments to the Academic Policy and Advisory Council (APAC) for approval. If APAC approves the proposal, it is sent to the President for final action.

Core and Related Area Requirements

The Curriculum Committee reviews the School of Business related requirements and business core for appropriateness and effectiveness. The Curriculum Committee relies heavily on assessment information in completing their comprehensive review of School of Business curriculum.

Assessment (Assurance of Learning) Function

Assessment (Assurance of Learning) has played an important role in School of Business continuous improvement efforts for several years. The School of Business Assessment Committee uses assessment information gathered via assessment activities outlined in the School of Business Assessment Plan. The plan includes assessment activities and instruments designed to measure instructional and institutional effectiveness as they relate to School goals and objectives. The School of Business Assessment Plan also includes assessment tools designed to measure student achievement in the business core and related area requirements. The School of Business Assessment Committee uses reported assessment information as a basis for curriculum changes and planning. Information obtained through assessment activities provides the Committee with information on curriculum strengths and weaknesses. The Committee makes recommendations to the faculty regarding curriculum action items revealed by the assessment activities. This process allows faculty to consider all relevant curriculum information in a systematic way for comprehensive review, assessment, and eventual action. The process provides the opportunity for faculty members to review curriculum information and to establish action plans to address curriculum shortcomings and build upon curriculum strengths.

The School of Business assessment strategies adhere to the MSUM institutional framework described in the MSUM Assessment Plan submitted to the North Central Accrediting Association. The Assistant Vice President for Assessment coordinates the university's assessment activities. MSUM's Student Learning Outcomes Assessment Committee (SLOAC) supervises the University's assessment activities and is responsible for measurement of University effectiveness and for guiding departments with their assessment plans and processes. Under current SLOAC guidelines, departments must submit assessment plans for SLOAC approval and must prepare assessment reports on a two-year cycle.

Innovation

The faculty in the School of Business engage in many innovative instructional techniques in order to effectively deliver the curriculum to students. Many of these innovations involve the use of technology in the delivery and management of classes. Many faculty members use personal response systems to encourage students to be more active learners and to participate more regularly in classes. Also, several faculty members in the School use a class management system called Desire to Learn. Through the system students can access course materials, take quizzes, submit assignments, use discussion and chat rooms and more. Many accounting faculty use Financial Accounting Research System (FARS) which provides efficient and effective access to accounting literature, including FASB and AICPA pronouncements and a comprehensive topical index. Several other faculty members use simulation software in their courses to make the course material more realistic. During Summer 2006, the two principals of Accounting courses were offered online for the first time. The School of Business submitted a proposal during Spring Semester 2007 to obtain funding to put the entire Business Core (except Business Policy and Strategy) online.

The new globalization interdisciplinary course being developed by School of Business faculty members, as well as a faculty member from Political Science and one from Anthropology, will be an innovative way to present diversity issues to business students. (This course is described on page 23 of this plan)

Evaluation of Performance against Standard 12

The School of Business believes that it complies with the requirements of Standard 12 in that:

- All participants understand the expectations for the investment of time by students and faculty members in learning activities. Syllabi have been collected and will be analyzed to determine the adequacy of student faculty interaction.
- The process for evaluation of effectiveness of instruction is well-defined and consistently administered.
- The school and its faculty members use established processes to evaluate and guide instructional improvement.
- The school and its faculty members participate in the development and evaluation of innovations in teaching and learning.

Standard 13: Individual Faculty Responsibility

Individual teaching faculty members:

- **Operate with integrity in their dealings with students and colleagues;**
- **Keep their own knowledge current with the continuing development of their teaching disciplines;**
- **Actively involve students in the learning process;**
- **Encourage collaboration and cooperation among participants;**
- **Ensure frequent, prompt feedback on student performance**

Operate with integrity

The State of Minnesota and the Minnesota State Colleges and Universities system have developed a State Employee Code of Ethics, which applies to all faculty at MSUM and in the School of Business. This Code of Ethics provides a source of guidance on ethical behavior for faculty members in the following areas: acceptance of gifts, use of confidential information, use of state property and conflicts of interest. The Minnesota State Colleges and Universities “Code of Ethics: Outside Employment” is presented in Appendix II.

Currency in instructional fields

To stay current in their instructional fields, individual members of the School of Business faculty engage in a number of academic and professional activities, which are summarized below. (Faculty Data Forms indicate levels of participation in these types of activities for each faculty member). Individual faculty members:

- Participate in the reappointment, promotion, and tenure process
- Engage in intellectual development and renewal activities
- Participate in academic and professional organizations
- Engage in collaboration with academic peers and business professionals to remain current in their instructional fields
- Make intellectual contributions on a continuing basis
- Provide consulting services as their time and the Minnesota State Colleges and Universities/IFO Agreement permit
- Teach and present papers overseas on a regular basis

When faculty engage in the above-mentioned activities, they are exposed to new ideas and theories in their discipline as well as in teaching effectiveness. These ideas and theories translate into new course proposals and new ideas for effectively delivering the material to students.

Active Involvement of Students in the Learning Process/Collaboration and Cooperation in the Learning Process

Faculty in the School of Business use a wide variety of teaching methods that actively involve students in the learning process; these activities are outlined in course syllabi. Students also have the opportunity to work in teams or groups and to learn from these group activities. Faculty members use case studies, course projects, and other types of assignments to promote collaboration and cooperation among students. Course syllabi indicate the level at which instructors use group activities in their courses.

Students participate in several active learning experiences offered by School of Business faculty including an annual competition in Winnipeg for marketing students, a trip to China offered as a marketing course, a trip to Minneapolis for accounting students to visit accounting firms, a trip to Mexico each year for International Business students taking Spanish courses, participation in the Student Academic Conference, and student submissions for the Business and Economics Research Prize.

Feedback

School of Business faculty provide regular and consistent feedback to students. Course syllabi indicate the graded assignments for each course.

Evaluation of Performance against Standard 13

The School of Business believes that it complies with the requirements of Standard 13 in that:

- School faculty are subject to the State of Minnesota Employee Code of Ethics.
- The School has well-defined processes to encourage, support, and assess faculty in their knowledge development.
- The school's programs actively involve students in the learning process and involve collaboration and cooperation among participants.
- The School's programs involve feedback.

Standard 14: Student Educational Responsibility

Individual students:

- **Operate with integrity in their dealings with faculty and other students**
- **Engage the learning materials with appropriate attention and dedication**
- **Maintain their engagement when challenged by difficult learning activities**
- **Contribute to the learning of others**
- **Perform to standards set by faculty**

All MSUM students are to follow the Student Conduct Code as described in the Student Handbook. The Student Conduct Code includes a section concerning Academic Honesty. Students applying for admission to the School of Business sign an Integrity Oath that describes the ethical standards they must follow as School of Business students. The Integrity Oath describes cheating, plagiarism, and computer misuse explicitly. When students sign the oath, they acknowledge that they have read the oath, they agree to abide by its ethical behavior standards, and they accept the consequences for failing to adhere to its ethical behavior standards. The School of Business Integrity Oath is attached as Appendix III. University regulations concerning student conduct can be found on the University website at http://www.mnstate.edu/sthandbook/policies_student_conduct_code/conduct%20code/conductmain.htm.

The process for Admission to the School of Business (for both main campus students and those who attend at Fergus Falls) makes the expectations for students explicit and students are required to commit to meeting those expectations. The course syllabi communicate expectations for specific courses to the students. The discussion for Standard 6 describes the requirements for Admission to the School of

Business. Copies of course syllabi that describe course content, levels of student engagement, and expectations for student performance are available.

Evaluation of Performance against Standard 14

The School of Business believes that it complies with the requirements of Standard 14 in that syllabi, course project descriptions, examples of student projects, and other materials show how students engage in challenging learning experiences and how they satisfy learning goals.

CHAPTER 5: EVALUATION AGAINST ASSURANCE OF LEARNING STANDARDS FOR BUSINESS ACCREDITATION

Standard 15: Management of Curricula

The School uses well documented, systematic processes to develop, monitor, evaluate and revise the substance and delivery of curricula of degree programs and to assess the impact of the curricula on learning. Curriculum development includes input from all appropriate constituencies which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the School.

Our curriculum is designed to further the missions of the University, College, and School of Business, which all place excellence in teaching and learning as their top priority. The School of Business offers one Bachelor of Science undergraduate degree in business. The School offers six undergraduate majors: Accounting, Business Administration, Finance, International Business, Management, and Marketing. The School of Business also offers minors in each of the six major areas.

The School of Business curriculum provides students with a good understanding of perspectives that form the context for business. Students gain breadth and depth of understanding by taking courses in the University's Liberal Studies program (the Dragon Core), courses related to business (related requirements), courses in the business core, and courses in their major.

The School of Business faculty continuously review and improve the curriculum to accomplish our mission to provide a quality undergraduate business learning experience. One of the main goals of the School of Business is to continue to offer a quality undergraduate business learning experience through excellence in teaching. The School of Business Curriculum Committee reviews the Business Core and Related Area Requirements, School of Business Policies related to curriculum issues, and assessment results to ensure that the Business curricula are up-to-date and appropriate for students enrolled in MSUM's School of Business. The faculty meets regularly to deal with curriculum issues, such as curriculum review for each of the majors. Faculty vote on changes in requirements for the majors and recommended by the School of Business Curriculum Committee.

Curriculum function

Curricula in the Discipline Areas

The faculty review curriculum proposals and review existing School of Business curricula (majors and minors). Each of the discipline areas makes recommendations to the faculty on any curriculum proposals. If the faculty approves the proposal, the proposal is sent to the Dean for approval. Once approved by the Dean, other University departments likely affected by the curriculum proposal are asked to comment. The curriculum proposal and other University department's comments are then submitted to the Academic Policy and Advisory Council (APAC) for approval. If the proposal is approved by APAC, it is sent to the President for final action.

Approval of two new courses took place during 2004-2005 for courses offered during academic year 2005-2006. An Advanced Financial Planning course, which provides students interested in becoming financial planners a broad background in appropriate areas, is offered as a Finance elective. An entrepreneurship course, which will prepare students to start their own business, is a Business elective. School faculty also approved a Supply Chain Management course required of all management and marketing majors.

During Academic year 2005-2006, the Curriculum Committee and the faculty reviewed the Business Administration, Finance, International Business, Management and Marketing majors and implemented program changes. The Accounting major is undergoing review during the 2006-2007 Academic year.

Curriculum worksheets are available on the School of Business website at <http://www.mnstate.edu/schoolofbusiness>.

Core and Related Area Requirements

The Curriculum Committee reviews the School of Business Related Requirements and Business Core for appropriateness and effectiveness. The Curriculum Committee relies heavily on assessment information in completing their comprehensive review of the School of Business curriculum.

The Curriculum Committee proposed that a Business Ethics course (offered by the Philosophy Department faculty) be added to the curriculum as a Related Area Requirement. The course, which is part of the Dragon Core, has been offered since Fall Semester 2005. The Business Ethics course has also been given the designation of a Writing Intensive course (as part of Dragon Core requirements). The Curriculum Committee has also completed work with the Computer Science Department to restructure the course content of CSIS 103, Computer Concepts and Applications. The course became CSIS 104, Spreadsheet and Database Applications. This change was implemented Fall Semester 2006.

The MSUM School of Business gathers data from stakeholders in several different ways. Assessment instruments, including alumni surveys and internship supervisor surveys, provide valuable information on the quality of our graduates. The Dean of the College of Business and Industry has advisory boards that meet regularly to discuss issues concerning School of Business curriculum. The Curriculum and Assessment Committees have invited graduates and employers to meetings to discuss their perceptions of our graduates.

Assurance of Learning

Assessment (Assurance of Learning) has played an important role in School of Business continuous improvement efforts for several years. The School of Business Assessment Committee uses assessment information gathered via assessment activities outlined in the School of Business Assessment Plan. The plan includes assessment activities and instruments designed to measure instructional effectiveness as they relate to School goals and objectives. The School of Business Assessment Plan also includes assessment tools designed to measure student achievement in the business core and related area requirements. The School of Business Assessment Committee uses reported assessment information as a basis for curriculum changes and planning. Information obtained through assessment activities provides the committee with information on curriculum strengths and weaknesses. The committee makes recommendations to the faculty regarding curriculum action items revealed by the assessment activities. This process allows faculty to consider all relevant curriculum information in a systematic way for comprehensive review, assessment, and eventual action. The process provides the opportunity for faculty members to review curriculum information and to establish action plans to address curriculum shortcomings and build upon curriculum strengths.

The School of Business assessment strategies adhere to the MSUM institutional framework described in the MSUM Assessment Plan submitted to the North Central Accrediting Association. The Assistant Vice President for Assessment coordinates the university's assessment activities. The Student Learning Outcomes Assessment Committee supervises the University's assessment activities and is responsible for measurement of University effectiveness and for guiding departments with their assessment plans and processes. Under current guidelines, departments must submit assessment plans for approval and must prepare assessment reports on a two-year cycle.

Change of Structure of Majors

As mentioned above, the School continuously reviews and improves the curriculum to accomplish our mission to provide a quality undergraduate business learning experience. We currently offer majors in Accounting, Business Administration, Finance, International Business, Management, and Marketing. The recent revision of our mission led to discussions concerning our current number of majors and whether we are serving our students in the best way by offering six majors in the School of Business. To address this issue the School plans to implement a plan to reconfigure the structure of majors offered. The School plans to offer majors in Accounting, Finance, and Business Administration. The Business Administration

major will offer concentrations in Marketing, Management, and International Business. The School will begin the process of reconfiguration by May 2007. University and Minnesota State Colleges and Universities procedures may dictate that the process takes at least one calendar year. All formal processes will be completed by May, 2008, with full implementation of the changes in effect by Fall 2008.

Evaluation of Performance against Standard 15

The School of Business believes that it satisfies the requirements of Standard 15 in that:

- There is an effective, faculty-led process for management of curricula. Processes are in operation for all phases of curriculum management including development, monitoring, evaluation, revision, and assessment of learning.
- Curriculum management processes engage perspectives from a variety of relevant constituencies.
- Evidence of recent curriculum development, review, and revision demonstrates the effectiveness of curriculum management.
- Resulting curricula include an appropriate set of learning experiences to prepare graduates for business and management careers.

Standard 16: Undergraduate Learning Goals

Bachelor's or undergraduate level degree: knowledge and skills. Adapting expectations to the School's mission and cultural circumstances, the School specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline/specific knowledge and skills that its students achieve in each undergraduate degree program.

Assessment has played an important role in School of Business continuous improvement efforts for several years. The School of Business Assessment Committee uses assessment information gathered via assessment activities outlined in the School of Business Assessment Plan. The School of Business Assessment Plan includes assessment tools designed to measure student achievement in the Business Core and Related Area Requirements. The School of Business Assessment Committee uses reported assessment information as a basis for curriculum changes and planning. Information obtained through assessment activities provides the Assessment Committee with information on curriculum strengths and weaknesses. The Assessment Committee makes recommendations to the faculty regarding curriculum action items revealed by the assessment activities. This process allows faculty to consider all relevant curriculum information in a systematic way for comprehensive review, assessment, and eventual action. The process provides the opportunity for faculty members to review curriculum information and to establish action plans to address curriculum shortcomings and build upon curriculum strengths.

During Spring semester 2005, the School of Business Assessment Committee and faculty defined new learning goals for the School. These new goals are listed below.

Student Learning Outcomes

Students who graduate from Minnesota State University Moorhead with a major from the School of Business should be able to:

- Exhibit basic knowledge of business principles and processes.
- Write in a clear and professional manner.
- Prepare and deliver an effective business presentation.
- Effectively use technologies appropriate to their discipline.
- Identify and analyze ethical issues in a professional context.

A new assessment plan was written during the Fall Semester of 2005 based upon the stated learning goals.

The outcomes and their relationships to learning experiences (general knowledge and skills and management-specific knowledge and skills) outlined in Standard 15 are summarized in the table below. The assessment instrument used to assess each goal is also included.

Learning Outcome	Knowledge and Skill Area(s)	Primary Assessment Instrument Used
Exhibit basic knowledge of business principles and processes.	General Knowledge and Skills: analytic skills, use of information technology, reflective thinking skills Management-Specific Knowledge and Skills: All	ETS exam
Write in a clear and professional manner.	General Knowledge and Skills: communication abilities	Written assignment assessed using a rubric
Prepare and deliver an effective business presentation.	General Knowledge and Skills: communication abilities	Oral presentation assignment assessed using a rubric
Effectively use technologies appropriate to their discipline	General Knowledge and Skills: use of information technology Management Specific Knowledge and Skills: information technologies as they influence the structure and processes of organizations and economics, and as they influence the roles and techniques of management.	Technology assignments in courses within each major assessed using a rubric
Identify and analyze ethical issues in a professional context.	General Knowledge and Skills: communication abilities, ethical understanding and reasoning abilities Management-Specific Knowledge and Skills: ethical and legal responsibilities in organizations and society.	Written ethics case study assessed using a rubric

The assessment plan is currently in the full implementation stage, with data collected for each desired outcome. The Assessment Committee has determined the processes for “closing the loop” or making curricular improvements based on the assessment data. The plan will be revised during the 2007-2008 academic year and at least one more learning goal, relating to diversity and multicultural issues, will be added. The new assessment plan will apply to students on the Fergus Falls campus.

ASSESSMENT ACTIVITIES

Outcome 1: Exhibit basic knowledge of business principles and processes.

Assessment instrument: ETS Major Field Test in Business
Where assessment will take place: Business 498 (Business Policy and Strategy)
When assessment will take place: Spring Semester of odd numbered years

Outcome 2: Write in a clear and professional manner.

Assessment Instrument: Written case problem analysis (with accompanying scoring rubric)
Where assessment will take place: Business 498 (Business Policy and Strategy)
When assessment will take place: Each semester (with sample of student papers selected for assessment)

Outcome 3: Prepare and deliver an effective business presentation.

Assessment Instrument:	Oral presentation based on written analysis (with accompanying scoring rubric)
Where assessment will take place:	Business 498 (Business Policy and Strategy)
When assessment will take place:	Each semester (with sample of student papers selected for assessment)

Outcome 4: Effectively use technologies appropriate to their discipline.

Assessment Instrument:	Course-embedded assignment
Where assessment will take place:	Appropriate course in each major
1. Accounting:	Accounting 430 Advanced Accounting Technologies assessed: Excel, Accounting Software
2. Finance:	Finance 441 Advanced Financial Management Technologies assessed: Excel, Internet research
3. Management:	Supply Chain Management Technologies assessed: Excel, Supply Chain Software
4. Marketing:	Supply Chain Management Technologies assessed: Excel, Supply Chain Software
5. Business Administration:	Supply Chain Management
Technologies assessed:	Excel, Supply Chain Software
When assessment will take place:	Each offering of the course

Outcome 5: Identify and analyze ethical issues in a professional context.

Assessment Instrument:	Case analysis (with accompanying scoring rubric)
Where assessment will take place:	Philosophy 312 Business Ethics
When assessment will take place:	Each semester (with sample of student papers selected for assessment)

Course-Embedded Measurement: Several assessment processes in the new assessment plan are course-embedded assessments. Measurement of outcomes 2 and 3 (written and oral communication) take place in Business 498, Business Policy and Strategy. The written and oral communication assessments were administered during Spring Semester 2006, Fall Semester 2006, and Spring Semester 2007. Results of these assessment activities indicate weaknesses both in written and oral communication. The Assessment Committee met early in Spring Semester 2007 to discuss the results of the assessment and determine what recommendations will be made to the Curriculum Committee concerning curricular changes and improvements. The assessment results will also be discussed with the faculty during a Spring Semester 2007 School of Business meeting.

Courses in each major have been chosen for assessment of outcome 4 (students use technologies appropriate to their discipline). The Finance assessment was completed during Fall Semester 2006; the remainder of the technology assessment activities will be administered during Spring 2007. A case study from Philosophy 312 Business Ethics is used for assessment of outcome 5. The initial assessment for this goal took place during Fall Semester 2006.

The Assessment Committee has sufficient data for all outcomes to determine whether or not each outcome is being met. If assessment results indicate weaknesses, the Committee plans to implement

curriculum changes and improvements as soon as possible to ensure that all learning outcomes are being met.

Stand-Alone Testing or Performance: Student performance on the ETS Major Field Test in Business is used to measure students' ability to exhibit basic knowledge of business principles and processes (student learning outcome #1). The ETS exam has been administered every other Spring Semester since 1996. The ETS exam will be administered during Spring Semester 2007.

Results of the 2005 administrations of the ETS Major Field Test are found in the table on the next page. Overall, MSUM School of Business students have performed very well on the ETS exam. Accounting and Finance students have consistently attained very high overall scores. However, one area of concern for these students is in the Marketing assessment indicator. An academically qualified Marketing faculty person who can effectively teach principles of Marketing to all School of Business students has been hired for the 2007-2008 academic year.

Results of the 2003 exam (not shown here) indicated that students did not perform very well in the Legal and Social Environment area. The Accounting faculty met and changed the course significantly, including moving the course from a 200 level to the 300 (junior) level so students will be better prepared before entering the course. Results from 2005 showed improvement in performance for this assessment indicator (except for Business Administration majors). We hope to see more improvement in 2007 results. As part of our accreditation efforts, we began to assess the Fergus Falls students (all Business Administration majors) in 2005. They were given the ETS exam to determine how well they demonstrate their ability to exhibit knowledge of business principles and processes. Their scores, in general, were somewhat higher than Business Administration majors on MSUM's campus. These students will take the exam each time it is administered so further comparisons can be made.

Indirect Measures: A wide variety of information has been used in the assessment planning and evaluation processes, including survey information from students, alumni, and internship supervisors.

As part of the previous Assessment Plan, students in Business Policy classes completed a survey aimed at measuring desired student outcomes for all majors in the School of Business. Students were asked how prepared they felt in several skill areas, such as communication skills, teamwork skills, technology skills, and in the global and multicultural nature of business. Students were also asked to indicate their satisfaction level with the related area requirements and core areas of knowledge. Each student also completed a separate part of the survey for their major aimed at measuring desired student outcomes for that major.

An Alumni Survey has been administered. This was a telephone survey designed to determine how well prepared MSUM alumni are for their jobs and how satisfied they are with their experience at MSUM.

Internship supervisors are surveyed each time they have a School of Business intern to determine how well the intern is prepared for the internship. Intern evaluations ask supervisors to evaluate general business knowledge, communication skills, technology skills, critical thinking skills, teamwork skills, organization skills, work ethic, and motivation of School of Business interns.

Collect Data To Monitor Achievement: Assessment data has been collected over a period of several years. Results of recent assessment activities indicate need for change in some areas and strengths in others. The results are summarized below.

Need for change indicated by assessment data

Results of assessment activities have indicated the need for curricular changes. These are highlighted below.

Comments made by alumni, internship providers, and graduating seniors indicated the need for more courses and/or exposure to computer applications. As a result, the Curriculum Team has met with members of the Computer Science Department to discuss how the Computer Concepts and Applications (CSIS 103) course required of all School of Business majors can be altered to better fit the needs of our students. The departments approved and implemented a revised syllabus for the course (CSIS 104, Spreadsheet and Database Applications) during Fall Semester 2006.

Students, alumni, internship supervisors, and particularly outside stakeholders have also indicated the need to improve student communication skills, both oral and written (learning outcomes #2 and #3). The Assessment and Curriculum Committees have a) identified courses in the major where extensive writing takes place to assure all students are exposed to an appropriate level and amount of business writing experience, b) done the same for oral communication, and c) implemented course-embedded assessments to measure student achievement. We also expect that the implementation of the new Dragon Core, which has several written and oral communication requirements, will lead to improvement in our students' skills in these areas.

ETS exam results indicated poor student performance for the Legal and Social Environment assessment indicator. The Accounting faculty have changed the course significantly, including moving the course from a 200 (sophomore) level to the 300 (junior) level so students will be better prepared before entering the course. We will look to future ETS results to determine if the change has improved student performance.

Strengths indicated by assessment data

Results of assessment activities have also indicated several areas of strength in the School of Business curriculum.

ETS exam results from 1996-2005 indicate MSUM has a strong business core curriculum that gives students a solid foundation in business.

Based on survey results, graduating seniors and alumni believe they are:

- Able to understand the basic principles and processes of business
- Able to work well in groups and project teams
- Generally well prepared for the business world

Informal advising surveys indicate that School of Business majors are generally satisfied with the advising they receive in the School of Business.

ETS Exam Results	Spring 2005							
	469 Schools	n=93						
	Institutional	MSUM Mean	n=19	n=12	n=9	n=31	n=18	n=9
Assessment Indicator	Mean	(Percentile)	Accounting	Finance	Marketing	Bus. Admin.	Mgmt./Intl. Bus.	Fergus Falls
Accounting	44.6	49.5 (70-75%)	65.5 (95-100%)	55.3 (90-95%)	41.3 (20-25%)	43.9 (30-40%)	43.9 (30-40%)	53.4 (85-90%)
Economics	42.8	47.4 (70-75%)	48.4 (75-80%)	56.3 (95-100%)	45.6 (60-65%)	43.5 (45-55%)	47.5 (70-75%)	44.4 (55-60%)
Management	57.1	62.4 (70-75%)	65.3 (85-90%)	61.3 (65-70%)	62.6 (70-75%)	61.4 (65-70%)	62.5 (70-75%)	58.6 (45-55%)
Quantitative Analysis	56.6	62.9 (70-85%)	66.1 (85-90%)	65.7 (85-90%)	64.8 (80-85%)	62.3 (70-75%)	60.5 (60-65%)	62.0 (70%)
Finance	36.4	44.1 (85-90%)	59.5 (95-100%)	63.5 (95-100%)	37.4 (50-60%)	36.7 (45-50%)	32.8 (20-25%)	46.0 (85%)
Marketing	46.8	50.2 (65-70%)	46.2 (40-50%)	48.3 (50-55%)	55.6 (80-90%)	52.0 (75%)	50.8 (65-70%)	50.7 (65-70%)
Legal and Social Environment	49.8	52.5 (55-65%)	58.0 (85%)	58.9 (85-90%)	62.0 (95%)	44.4 (10-15%)	52.4 (55-65%)	55.6 (70-75%)
International Issues	44.3	52.8 (85-90%)	54.2 (90-95%)	64.2 (95-100%)	50.0 (80%)	49.7 (75-80%)	52.2 (85-90%)	44.4 (35-40%)
Mean Total Score	151.6	157.2 (70-80%)	164.1 (95-100%)	163.2 (90-95%)	156.4 (65-70%)	153.5 (50-55%)	153.9 (50-55%)	156.4(65-70%)

Future Plans for Assessment

As indicated above, the School plans to add learning goals to its assessment plan during the 2007-2008 academic year. The School has recognized the need to gather data from employers concerning the quality of our graduates. This will be added to the plan.

Evaluation of Performance against Standard 16

The School's assessment plan was presented at the AACSB Assurance of Learning Seminar in March, 2006. The facilitator reviewed the plans of all schools participating in the seminar and recognized MSUM's as an exemplary plan.

In addition, the School of Business believes that it satisfies the requirements of Standard 16 in that:

- For our undergraduate degree program the school has defined learning goals for key general, management-specific, and/or appropriate discipline specific knowledge and skills
- For our undergraduate degree program, the school demonstrates that students meet the learning goals. If the learning goals are not being met, we have instituted efforts to eliminate the discrepancy
- The school is responsible for the quality of learning counted toward satisfying degree requirements
- ETS exam results indicate that MSUM has a strong business core curriculum that gives students a solid foundation in business. When the exam was administered in 2005, MSUM students' mean score was approximately in the 75th percentile for schools taking the exam.

Standard 17: Undergraduate Education Level

The Bachelor's or undergraduate level degree programs must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that learning goals are accomplished.

The Bachelor of Science Degree in Business requires 42 courses for graduation. The program length is at least 8 academic terms, with each academic term 16 weeks in length. Each 3 credit course requires 45 hours of instructional contact.

Our curriculum is designed to further the missions of the University, the College, and the School of Business, which all place excellence in teaching and learning as their first priority. The School of Business curriculum provides students with a good understanding of perspectives that form the context for business. Students gain breadth and depth of understanding by taking courses in University Liberal Studies (the Dragon Core), courses related to business (related requirements), courses in the business core, and courses in their major. Curriculum worksheets are available on the School of Business website at <http://www.mnstate.edu/schoolofbusiness>. Course syllabi for all School of Business courses are also available.

The table below contains an overview of the School of Business curriculum.

Overview of School of Business Curriculum	
Educational Area	Number of Credits
Liberal Studies (Dragon Core) and Related Requirements	51-55
Non-Business Electives	9-13
Non-Business Subtotal (must be ≥ 64)	64
Business Core	28
Business Major	21-27
Free Electives (Business or Non-Business)	9-15
Total (must be ≥ 128)	128

Source: MSUM 2005-2006 Bulletin

The faculty in the School of Business are responsible for creating, delivering, evaluating, and continuously improving the business program at MSUM. (See Standards 15 and 16)

Student effort and expectations regarding student-faculty interaction were discussed in Standards 12 and 13.

Evaluation of Performance against Standard 17

The School of Business believes that it complies with the requirements of Standard 17 in that the educational level required of its Bachelors degree program fulfills expectations appropriate for the context and the mission of the school.

CHAPTER 6: SUMMARY—GAP ANALYSIS

Evaluation of Performance against Standard 1

The School of Business believes that it complies with the requirements of Standard 1 in that:

- The school's mission statement, which provides an understanding of the program, guides its programs and activities.
- Our mission statement undergoes regular review to monitor its relevance and appropriateness to the current business environment. The school gathers input for the review process from students, employers, alumni, and community leaders in addition to faculty and staff.
- The School disseminates its mission statement to interested parties through a wide variety of media.
- The School has demonstrated that it regularly evaluates and revises its mission statement.

Evaluation of Performance against Standard 2

The School of Business believes that it complies with the requirements of Standard 2 in that:

- The School's mission statement is appropriate for undergraduate business students.
- The School's mission is consonant with the missions of the College of Business and Industry and the University.
- The mission statement includes the school's emphasis regarding faculty contributions of faculty members. The School's Scholarly Achievement Plan reinforces this emphasis.
- The School's Scholarly Achievement Plan guides the development of faculty intellectual contributions and sets guidelines for faculty qualifications (AQ/PQ) and clearly requires a minimum of two peer reviewed publications every five years.

Gap:

The portfolio of intellectual contributions includes contributions from a substantial cross-section of faculty in each discipline. Currently, we do not meet the 90% threshold for academically and professionally qualified faculty. We have developed the following strategies to close the gap.

Strategies: 1) The School recently hired an Academically Qualified person for a tenure track position in Marketing. 2) Those faculty members who are not Academically or Professionally Qualified have active research agendas and have papers submitted for publication in peer reviewed journals. 3) One of the School's strategies is to continue to support and encourage faculty who are pursuing active research agendas in an attempt to become Academically Qualified. This strategy also involves AQ faculty mentoring and collaborating with those faculty who are not AQ or PQ to assist them in developing and submitting intellectual contributions. 4) Another strategy is to provide continuing support to faculty who are currently Academically or Professionally Qualified to maintain their status. Support includes summer research stipends for active scholars, reassign time according to the Scholarly Achievement plan, and financial support according to the School of Business Procedure for Distribution of Professional Study and Travel Funds. These strategies will help existing faculty create and maintain a portfolio of intellectual contributions sufficient to meet Standard 2.

Completion date: By July 1, 2007 a substantial cross-section of faculty in each discipline will maintain a sufficient portfolio of intellectual contributions and we will meet the 90% threshold for academically and professionally qualified faculty.

Evaluation of Performance against Standard 3

The School of Business believes that it complies with the requirements of Standard 3 in that:

- It supports the university plan to increase student diversity.
- It has well-defined and consistent processes for admitting students to its programs.

Evaluation of Performance against Standard 4

The School believes it complies with the requirements of Standard 4 in that it explicitly identifies action items in order to enhance the fulfillment of the School's mission.

Evaluation of Performance against Standard 5

The School of Business believes that it complies with the requirements of Standard 5 in that:

- The School has a well-defined process to analyze costs and potential revenues for initiatives associated with its mission and action items.
- The School has excellent physical, technological and university library facilities to support high quality operations.
- Extensive support services are available to students and faculty.
- The School identifies realistic financial support resources for current and planned activities.
- The School recognizes that state funding for higher education has not kept up with the rising costs of higher education and has implemented an external fund-raising effort to raise funds for student scholarships and faculty development.

Evaluation of Performance against Standard 6

The School of Business believes that it complies with the requirements of Standard 6 in that:

- It has clearly stated admission policies and follows these policies in making admission decisions.
- The admission policy includes all criteria used in making decisions and is understood by all participants.
- The policy results in student populations that are capable of meeting the academic expectations of the faculty in the School of Business.

Evaluation of Performance against Standard 7

The School of Business believes that it satisfies the requirements of Standard 7 in that:

- It has clearly established academic standards consistent with its mission.
- It has clearly articulated processes that evaluate student progress.
- It has obtained retention rates and information for tracking the progress of School of Business students.
- It has processes that identify retention issues.

- Its retention practices and support services produce high quality graduates consistent with the mission.

Gap: The School recognizes that it must take steps to improve student retention rates.

Strategy: Tracking procedures are being implemented to identify those students whose grade point averages put them at risk of having their graduation delayed or denied. To better track student retention and to improve retention rates, the School plans to implement one-credit freshman course. This course will allow students to be exposed to professors and professionals from their proposed area of study, including members of the Dean’s Advisory Board. Professionals from advising, the Career Center, the Counseling Center, and other offices will be invited to speak to students in the class about their services. Students will also learn more about the university and strategies for success as a college student.

Completion Date: The Freshman course will be in place by Fall 2008.

Evaluation of Performance against Standard 8

The School of Business believes that it satisfies the requirements of Standard 8 in that:

- It provides an extensive array of student support services by both academic and non-academic staff
- The staff is sufficient to provide student with academic assistance, academic advice and career advice.

Evaluation of Performance against Standard 9

The School of Business believes that it complies with the requirements of Standard 9 in that:

- The staffing is sufficient in terms of presence and numbers to perform all of the necessary functions associated with the School’s programs.
- Participating faculty members deliver well in excess of 75% of the School’s teaching.
- Participating faculty members deliver well in excess of 60% of the teaching in each discipline.
- All academic staff have access to the full range of administrative and professional support processes.

Evaluation of Performance against Standard 10

The School of Business believes that it satisfies the following requirements of Standard 10 as evidenced by:

- The School has a clearly defined process by which it reviews how faculty members contribute to the mission and maintain their qualifications.
- Well over 50% of the School’s faculty resources will be academically qualified in each discipline area and in total in the 2007-2008 academic year. (See Table 10-2B page 46 and strategy below)
- The school has developed a culture in which scholarly achievement is encouraged and rewarded. This has resulted in an increase in the number of peer reviewed publications in the past 5 years and a number of non-qualified faculty have become academically qualified.

However, the School does not meet the 90% threshold for academically and professionally qualified faculty.

Gap: Out of 22.25 full time faculty positions, we have three full time, one half time, and one quarter time faculty who are not academically or professionally qualified. Given the size of our faculty, these non-academically or professionally qualified faculty members bring us below the 90% threshold for qualified faculty in Standard 10.

Strategy: The School recently hired an Academically Qualified person for a tenure track position in Marketing. Those faculty members who are not Academically Qualified have active research agendas and have papers submitted for publication in peer reviewed journals. One of the School's strategies is to continue to support and encourage faculty who are pursuing active research agendas in an attempt to become Academically Qualified. This strategy also involves AQ faculty mentoring and collaborating with those faculty who are not AQ or PQ to assist them in developing and submitting intellectual contributions. Another strategy is to provide continuing support to faculty who are currently Academically or Professionally Qualified to maintain their status. Support includes summer research stipends for active scholars, reassign time according to the Scholarly Achievement plan, and financial support according to the School of Business Procedure for Distribution of Professional Study and Travel Funds. These strategies will help existing faculty create and maintain a portfolio of intellectual contributions sufficient to meet Standard 10.

Completion Date: By July 1, 2007, the School will meet the 90% threshold for academically and professionally qualified faculty.

Evaluation of Performance against Standard 11

The School of Business believes that it complies with the requirements of Standard 11 in that:

- The School has clear policies and procedures for determining appropriate teaching assignments, intellectual expectations, and service workloads.
- There is sufficient support for faculty in meeting the expectations the School holds for them on all mission-related activities.
- Review, promotion, and tenure processes are systematic and support the School's mission.
- Processes are in place for orientation, guidance, and mentoring of faculty.
- The School has a faculty resource plan for determining and allocating for faculty resource needs.

Evaluation of Performance against Standard 12

The School of Business believes that it complies with the requirements of Standard 12 in that:

- All participants understand the expectations for the investment of time by students and faculty members in learning activities. Syllabi have been collected and will be analyzed to determine the adequacy of student faculty interaction.
- The process for evaluation of effectiveness of instruction is well-defined and consistently administered.
- The school and its faculty members use established processes to evaluate and guide instructional improvement.
- The school and its faculty members participate in the development and evaluation of innovations in teaching and learning.

Evaluation of Performance against Standard 13

The School of Business believes that it complies with the requirements of Standard 13 in that:

- School faculty are bound by the State of Minnesota Employee Code of Ethics.
- The School has well-defined processes to encourage, support, and assess faculty in their knowledge development.
- The school's programs actively involve students in the learning process and involve collaboration and cooperation among participants.
- The School's programs involve feedback.

Evaluation of Performance against Standard 14

The School of Business believes that it complies with the requirements of Standard 14 in that syllabi, course project descriptions, examples of student projects, and other materials show how students engage in challenging learning experiences and how they satisfy learning goals.

Evaluation of Performance against Standard 15

The School of Business believes that it satisfies the requirements of Standard 15 in that:

- There is an effective, faculty-led process for management of curricula. Processes are in operation for all phases of curriculum management including development, monitoring, evaluation, revision, and assessment of learning.
- Curriculum management processes engage perspectives from a variety of relevant constituencies.
- Evidence of recent curriculum development, review, and revision demonstrates the effectiveness of curriculum management.
- Resulting curricula include an appropriate set of learning experiences to prepare graduates for business and management careers.

Evaluation of Performance against Standard 16

The School's assessment plan was presented at the AACSB Assurance of Learning Seminar in March, 2006. The facilitator reviewed the plans of all schools participating in the seminar and recognized MSUM's as an exemplary plan.

In addition, the School of Business believes that it satisfies the requirements of Standard 16 in that:

- For our undergraduate degree program the school has defined learning goals for key general, management-specific, and/or appropriate discipline specific knowledge and skills
- For our undergraduate degree program, the school demonstrates that students meet the learning goals. If the learning goals are not being met, we have instituted efforts to eliminate the discrepancy
- The school is responsible for the quality of learning counted toward satisfying degree requirements
- ETS exam results indicate that MSUM has a strong business core curriculum that gives students a solid foundation in business. When the exam was administered in 2005, MSUM students' mean score was approximately in the 75th percentile for schools taking the exam.

Evaluation of Performance against Standard 17

The School of Business believes that it complies with the requirements of Standard 17 in that the educational level required of its Bachelors degree program fulfills expectations appropriate for the context and the mission of the school.

Appendix I
Minnesota State University Moorhead (MSUM)
School of Business
Scholarly Achievement Plan

Guiding Principles

The MSUM School of Business recognizes intellectual contribution as a core responsibility of higher education. In support of the mission, the faculty will maintain a continuous program of scholarly work intended to result in intellectual contributions available for public scrutiny by academic peers and practitioners.

Specifically, the MSUM School of Business recognizes that a critical component of its commitment to undergraduate teaching is creating and maintaining a culture that encourages investigation of business issues and facilitates interaction with academics and practitioners. The MSUM School of Business encourages regular scholarly activity that allows faculty to maintain or establish competency in their academic disciplines, to contribute to evolving bodies of knowledge, and to assess appropriateness of curriculum. In addition, scholarly activities enhance faculty knowledge and critical thinking skills. As a result of scholarly activities, teaching becomes more relevant and interesting for undergraduate students.

The MSUM School of Business recognizes a wide variety of scholarly activities in which faculty members may engage. Our primary emphasis includes a combination of instructional, applied and basic research. Faculty scholarly activities will result in intellectual contributions that lead to publications in refereed academic or professional journals and conference proceedings. A variety of other intellectual contributions activities that provide evidence of scholarly activities include published cases, presentations at professional meetings, textbooks, and published articles in other journals. However, as a central and critical component of the scholarly achievement plan, the faculty is expected to generate publications in refereed journals.

Stated Goals – Publications and Faculty Qualifications

The MSUM School of Business is committed to the goal of having the most qualified faculty in its geographic region. Consistent with the requirements of a competitive marketplace as well as the principle of continuous improvement, MSUM School of Business will change the policies outlined in this document when required as faculty evolves with time. The culture created at MSUM seeks to measure success by measuring improvement – always striving for better outcomes.

This document outlines criteria for academically and professionally qualified faculty that are rigorous and demand excellence. However, recognizing that future excellence requires change, goals set forth in this plan for faculty publication levels are initial goals. In addition, criteria for academic and professional qualification are initial standards that will require modification with time to reflect continuous improvement as faculty achievement levels increase.

Within the School of Business, a top priority is to recruit and retain faculty who are academically or professionally qualified. This plan outlines qualification criteria. These criteria are consistent with faculty development efforts supportive of the mission and provide faculty with understandable and achievable personal targets. Academically qualified faculty are recruited; however, the value of professionally qualified teachers are recognized in the context of the mission to serve the regional community and are utilized as needed.

The criteria used in determining whether faculty are academically or professionally qualified include publication expectations. Both academically and professionally qualified faculty are expected to participate in intellectual contribution activities. Activity should lead to publications in refereed journals articles listed in “Cabell’s Directory of Publishing Opportunities.” In addition, journals in which the reviewing process consists of two or more members of (a) an editorial board or (b) two or more outside reviewers or (c) any combination of the above will be considered refereed. Other professional development activities can demonstrate currency and relevancy in their area of teaching. The following establishes qualification criteria.

Definition of Academically Qualified

A faculty member in the School of Business is academically qualified (AQ) provided s/he meets the following conditions:

1. The faculty member possesses a doctoral degree in the field in which s/he is teaching.
2. The faculty member has completed at least 2 refereed publications (co-authored or sole authored are both equally sufficient) over the past 5 years in a subject area that can reasonably be considered related to the subject area taught by the faculty member.

Exceptions:

- (i) Faculty members who have been hired within the last 3 years in ABD status and have educational background in the discipline in which they teach will be considered AQ.
- (ii) Faculty members who have received a terminal degree in the discipline in which they teach and are completing up to their fifth year of tenure track service in the School of Business will be considered AQ.
- (iii) Faculty members who are ABD or who possess a doctoral degree out of the field in which s/he is teaching and have three refereed publications over the past 5 years will be considered AQ. Those three refereed publications must be sufficiently related to the field in which the faculty member is teaching.

Definition of Professionally Qualified

A faculty member in the School of Business will be considered professionally qualified (PQ) provided s/he meets the following conditions:

1. The faculty member possesses at least a masters degree in business (or a specialized masters degree in business).
2. The faculty member is
 - a. Currently working full-time (or almost full-time) in business with significant job responsibilities related to the field in which s/he is teaching, or
 - b. Has completed 2 refereed publications over the past 5 years, and has completed at least 1 validating professional experience over the past 5 years.

Exception:

- (i) Faculty members who are not currently working in business, but retired from a full-time position in business within the last 5 years will be considered PQ.

Examples of validating experiences for professional qualification (PQ) include, but are not limited to the following:

1. Creating and/or delivering executive education seminars that are fully subscribed including continuing professional education instruction.
2. Maintaining an active consulting practice with evidence of multiple major clients.
3. Serving as a member of a board of directors for a for-profit business.
4. Writing an invited article for a nationally-known practitioner periodical.
5. Writing a popular press book that achieves national (or international) distribution.
6. Delivering speeches to businesspeople through a contractual arrangement with a speaker's bureau.
7. Authoring reports (from sponsored research) that are widely disseminated.
8. Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base.
9. Operating or owning a profitable business with substantial annual revenues.
10. Obtaining new (and appropriate) professional certification.

Implementation Procedures

Certification Procedures Regarding Faculty Qualifications

As prescribed by the Inter-faculty Organization (IFO) union contract, faculty prepare their Faculty Professional Development Plans (PDPs). Faculty members submit PDPs to the Dean for review and comment. These plans assist in managing resources, clarifying individual faculty and School of Business goals, and seeking additional resources when necessary to meet plans. The MSUM School of Business expects all faculty to commit to a program of scholarly research that includes publishing in refereed journals.

The School of Business additionally requires faculty to complete Faculty Data Forms to report their teaching and scholarly activities over the previous five years. Faculty members will update these forms annually by the end of the second week of the academic calendar for the Spring semester. Any new activities entered on that form since the last update one year earlier will be counted as activity relevant to the preceding calendar year. These forms are used by the Dean as a tool in allocating resources and determining the status of individual faculty members as academically or professionally qualified. Faculty members will submit copies of published refereed articles to the Dean's office to use in documentation of intellectual contribution activities.

School of Business Faculty Resources and Allocation Procedures

To support stated publication goals, the MSUM School of Business will provide the following combination of resources and incentives.

1) Time for Intellectual Contribution Activities

- a) As per the IFO contract, the Dean may grant reassign time to faculty members at his/her discretion. In an effort to maximize scholarly activity and reward academically and professionally qualified faculty, the School of Business recommends to the Dean the following guidelines for reassign time for intellectual contribution activities.

If a faculty member reports the acceptance of a refereed journal article within the past two calendar years, a faculty member is eligible to receive one course reassign time for the next academic year. Based upon available resources and at the Dean's discretion, additional reassign time may be available. Priority for additional reassign time will be given to faculty members who report at least two refereed journal articles accepted for publication within the past three calendar years.

Since scheduling is done in the spring semester following the revisions of faculty data forms, all reassign time will be allocated beginning with the fall semester schedule. Newly hired faculty members are eligible to receive two courses reassign time in the first year of employment.

- b) The School of Business schedules teaching duties to allow blocks of time for intellectual contribution activities. Particular focus is given to scheduling courses with the goal that faculty teach no more than two different courses per semester and four different courses per year.
- c) The IFO Contract allows faculty to apply for sabbatical leaves.

2) Financial Support

The MSUM School of Business provides various types of financial support for intellectual contribution activities. Two main sources of funding exist—union IFO contract funds, and discretionary funds allocated by the Dean.

- a) Funding exists for research expenses, including literature searches, software, travel, conducting surveys, submission fees, etc. These funds are available from the college-wide faculty research funds awarded on a competitive basis.
- b) The IFO contract stipulates funding on a per capita basis to the School of Business for faculty development, research, and travel. The School of Business has a separate policy that directs the distribution of funds to individual faculty members. Above a baseline allocation that all faculty receive, this policy provides additional funds to faculty members based on accepted publication of refereed articles.
- c) The Dean may allocate budgeted funds for financing travel and presentation of papers and other out-of-pocket costs associated with intellectual contribution activities.
- d) At the Dean's discretion, s/he may award summer research stipends to academically and professionally qualified faculty. In an effort to maximize scholarly activity and reward academically and professionally qualified faculty who are active in research, the School of Business recommends to the Dean that the following guidelines be used in allocating summer research stipends.

Faculty members may request a summer research stipend for intellectual contribution activities by submitting to the Dean a request for summer stipend that includes a brief description of the proposed summer research project. A faculty member submitting a summer research stipend request is eligible to receive the stipend if the faculty member had a refereed journal article sufficiently related to the field in which the faculty member is teaching accepted for publication within the past two calendar years. Information

contained in the faculty data form, amended if required at the end of the spring semester to reflect additional acceptances, will be utilized by the Dean to allocate summer research stipends.

3) Other Supporting Resources

a) Computing capabilities

The MSUM School of Business provides each faculty member with a workstation in his/her office. The workstations are hard-wired to the university's system of mainframe computers and Internet services. Statistical, spreadsheet and other software is available to the faculty on their workstations.

b) Databases

Electronic databases are available through the university library. Additionally, discretionary funding from the Dean is available for faculty members to purchase access to databases not available through the library.

c) Library

MSUM library services provide access to business and accounting journals either on site or through inter-library loan requests.

APPENDIX II
Minnesota State Colleges and Universities
CODE OF ETHICS: OUTSIDE EMPLOYMENT

Minnesota law does not prohibit state employees from accepting employment outside their state positions, however, such outside employment must be consistent with the Minnesota Code of Ethics for Executive Branch Employees contained in M.S. 43A.38 The Code of Ethics defines the obligations of State Executive Branch employees in the following areas:

- Acceptance of gifts; favors
- Use of confidential information
- Use of state property
- Conflicts of interest

Since the Code defines obligations of employees, all MnSCU employees should be aware of the provisions of the Code. Accordingly, the Code of Ethics should be distributed to all current employees and should be provided to all new employees at the time of hire.

The Code outlines circumstances that constitute a conflict of interest for state employees. These circumstances may arise in conjunction with employment outside the college/university. As a result, to avoid actual or perceived conflicts of interest in outside employment, the employee must provide immediate written notice to the President (for campus employees) or the Chancellor (for Presidents and Chancellor's Office employees) regarding the specifics of any employment that may give the perception of a conflict of interest. Colleges/universities should provide notice to all employees outlining their obligation to provide written notice of possible conflicts.

M.S. 43A.38 CODE OF ETHICS
FOR EMPLOYEES IN THE EXECUTIVE BRANCH

Subdivision 1. **Definitions.** For the purpose of this section the following definitions shall apply:

- (a) "Business" means any corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, self-employed individual or any other legal entity which engages either in nonprofit or profit making activities.
- (b) "Confidential information" means any information obtained under government authority which has not become part of the body of public information and which, if released prematurely or in non-summary form, may provide unfair economic advantage or adversely affect the competitive position of an individual or a business.
- (c) "Private interest" means any interest, including but not limited to a financial interest, which pertains to a person or business whereby the person or business would gain a benefit, privilege, exemption or advantage from the action of a state agency or employee that is not available to the general public.

Subd. 2. **Acceptance of gifts; favors.** Employees in the executive branch in the course of or in relation to their official duties shall not directly or indirectly receive or agree to receive any payment of expense, compensation, gift, reward, gratuity, favor, service or promise of future employment or other future benefit from any source, except the state for any activity related to the duties of the employee unless otherwise provided by law. However, the acceptance of any of the following shall not be a violation of this subdivision:

- (a) Gifts of nominal value or gifts or textbooks which may be accepted pursuant to section 15.43.
- (b) Plaques or similar mementos recognizing individual services in a field of specialty or to a charitable cause.
- (c) Payment of reimbursement expenses for travel or meals, not to exceed actual expenses incurred, which are not reimbursed by the state and which have been approved in advance by the appointing authority as part of the work assignment.
- (d) Honoraria or expenses paid for papers, talks, demonstrations, or appearances made by employees on their own time for which they are not compensated by the state.
- (e) Tips received by employees engaged in food service and room cleaning at restaurant and lodging facilities in Itasca State Park.

Subd. 3. Use of confidential information. An employee in the executive branch shall not use confidential information to further the employee's private interest, and shall not accept outside employment or involvement in a business or activity that will require the employee to disclose or use confidential information.

Subd. 4. Use of state property. (a) An employee shall not use or allow the use of state time, supplies or state-owned or leased property and equipment for the employee's private interests or any other use not in the interest of the state, except as provided by law.

(b) An employee may use state time, property, or equipment to communicate electronically with other persons including, but not limited to, elected officials, the employer, or an exclusive bargaining representative under chapter 179A, provided this use, including the value of the time spent, results in no incremental cost to the state or results in an incremental cost that is so small as to make accounting for it unreasonable or administratively impracticable.

(c) The commissioners of administration and employee relations shall issue a statewide policy on the use of electronic mail and other forms of electronic communications by executive branch state employees. The policy is not subject to the provisions of chapter 14 or 179A. Appointing authorities in the legislative and judicial branches shall issue policies on these issues for their employees. The policies shall permit state employees to make reasonable use of state time, property, and equipment for personal communications and shall address issues of privacy, content of communications, and the definition of reasonable use as well as other issues the commissioners and appointing authorities identify as necessary and relevant.

Subd. 5. Conflicts of interest. The following actions by an employee in the executive branch shall be deemed a conflict of interest and subject to procedures regarding resolution of the conflicts, section 43A.39 or disciplinary action as appropriate:

- (a) use or attempted use of the employee's official position to secure benefits, privileges, exemptions or advantages for the employee or the employee's immediate family or an organization with which the employee is associated which are different from those available to the general public;
- (b) acceptance of other employment or contractual relationship that will affect the employee's independence of judgment in the exercise of official duties;

(c) actions as an agent or attorney in any action or matter pending before the employing agency except in the proper discharge of official duties or on the employee's behalf; or

(d) the solicitation of a financial agreement for the employee or entity other than the state when the state is currently engaged in the provision of the services which are the subject of the agreement or where the state has expressed an intention to engage in competition for the provision of the services; unless the affected state agency waives this clause.

Subd. 6. Determination of conflicts of interest. When an employee believes the potential for a conflict of interest exists, it is the employee's duty to avoid the situation. A conflict of interest shall be deemed to exist when a review of the situation by the employee, the appointing authority or the commissioner determines any one of the following conditions to be present:

(a) the use for private gain or advantage of state time, facilities, equipment or supplies or badge, uniform, prestige or influence of state office or employment;

(b) receipt or acceptance by the employee of any money or other thing of value from anyone other than the state for the performance of an act which the employee would be required or expected to perform in the regular course or hours of state employment or as part of the duties as an employee;

(c) employment by a business which is subject to the direct or indirect control, inspection, review, audit or enforcement by the employee;

(d) the performance of an act in other than the employee's official capacity which may later be subject directly or indirectly to the control, inspection, review, audit or enforcement by the employee.

Subd. 7. Resolution of conflict of interest. If the employee, appointing authority or commissioner determine that a conflict of interest exists, the matter shall be assigned to another employee who does not have a conflict of interest. If it is not possible to assign the matter to an employee who does not have a conflict of interest, interested persons shall be notified of the conflict and the employee may proceed with the assignment.

Subd. 8. Precedence of chapter 10A. Where specific provisions of chapter 10A apply to employees and would conflict with this section, the provisions of chapter 10A shall apply.

Subd. 9. Limits. This section shall not be interpreted to apply to any activity which is protected by sections 179A.01 to 179A.25 and collective bargaining agreements and practices thereunder nor to prevent a current or former employee from accepting employment with a labor or employee organization representing employees.

HIST: 1981 c 210 s 38; 1982 c 560 s 35; 1984 c 462 s 27; 1Sp1985 c 17 s 9; 1987 c 128 s 1; 1997 c 202 art 2 s 34

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Can also be accessed at <http://www.mnscu.edu/Policies/1C2>.

APPENDIX III
MINNESOTA STATE UNIVERSITY MOORHEAD
SCHOOL OF BUSINESS
INTEGRITY OATH

As a student who has met the requirements for Admission to the School of Business, I believe in fostering an academic environment where competition is fair, integrity is promoted, and academic dishonesty is punished. As a member of the Minnesota State University Moorhead academic community, I voluntarily pledge my support for knowing and abiding by Minnesota State University Moorhead's Student Policies, found in the Student Handbook and reproduced below, that exemplify ethical behavior in the academic setting.

Academic Honesty

The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present original ideas and give credit for the ideas of others. The value of a college degree depends on the integrity of the work completed by the student. When an instructor has convincing evidence of cheating or plagiarism, the following actions may be taken: assign a failing grade to the assignment in question, or assign a failing grade for the course in which the student cheated. For informational purposes, instructors may choose to report the offense, the evidence, and their action to the Dean of their college, or the Vice President for Academic Affairs. If the instructor (or any other person) feels the seriousness of the offense warrants a different or additional penalty, the incident may be reported to the Student Conduct Committee through the Student Support Services Office. The Student Conduct Committee will follow procedures set out in the Student Conduct Code. After its review of the case, and a fair and unbiased hearing, the Student Conduct Committee may take disciplinary action if the student is found responsible (see Student Conduct Code for details). A student who has a course grade reduced by an instructor because of cheating or plagiarism, and who disputes the instructor's finding, may appeal the grade, but only by using the Course Grade Appeal Policy, which states that the student must prove the grade was arbitrary, prejudicial, or in error.

Unethical behavior in the academic setting includes, but is not limited to, cheating, plagiarism, and computer misuse, which are defined below:

The term “**cheating**” includes, but is not limited to:

- use of any unauthorized assistance in taking quizzes, tests, or examinations; or
- dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
- the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; or
- the advertisement, solicitation, or sale of term papers or research papers.

The term “**plagiarism**” includes, but is not limited to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment; or
- the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

The term “**computer misuse**” is theft or other abuse of computer hardware, or software, including but not limited to Minnesota statutes (609.87, 609.89):

- unauthorized entry into a file, to use, read, or change the contents, or for any other purpose; or
- unauthorized transfer of a file; or
- unauthorized use of another individual's identification and password; or
- use of computing facilities to interfere with the work of another student, faculty member, or University official; or
- use of computing facilities to send obscene or abusive messages; or
- use of computing facilities to interfere with normal operation of the University computing system; or
- theft or damage to computer equipment, software, electronic mail, or computer process.

MINNESOTA STATE UNIVERSITY MOORHEAD
SCHOOL OF BUSINESS INTEGRITY OATH
ACKNOWLEDGEMENT

In conjunction with my Application for Admission to the School of Business, I hereby acknowledge that I:

- have read the School of Business Integrity Oath; and
- agree to abide by its ethical behavior standards; and
- accept the consequences for failing to adhere to its ethical behavior standards.

I understand that my Application for Admission to the School of Business is conditional upon my agreement to abide by the ethical behavior standards set forth in the School of Business Integrity Oath.

Student Name

Date