

Minnesota State University Moorhead (MSUM)
School of Business
Scholarly Achievement Plan
Revised: November 15, 2013

I. Introduction

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. As a result of scholarly activities, teaching becomes more relevant and interesting for students.

Faculty scholarly activities are focused on the practice and teaching of business and management. The MSUM School of Business recognizes a wide variety of achievements and activities can be used to provide evidence of scholarly and professional engagement. However, as a central and critical component of the scholarly achievement plan, there is a focus on the faculty generating publications in refereed journals.

Within the School of Business, a top priority is to recruit and retain qualified faculty. This document outlines criteria for faculty qualifications that are consistent with faculty development efforts, supportive of the mission and that provide faculty with understandable and achievable personal targets. The criteria used in determining faculty qualifications include the faculty member's terminal degree, level of sustained scholarly activity, and professional experience/engagement. Sustained scholarly activity emphasizes the need for faculty to publish in journals.

The remainder of this plan is focused on establishing specific qualification criteria and a categorical taxonomy to define qualified faculty. In defining qualified faculty, the plan allows for four categories. Not all qualified faculty can teach in graduate programs; exceptions are noted in this plan. The next section of the document defines key terms that will be used in the third section of the plan where specific categories of qualified faculty are established.

II. Definitions

- **Qualified Article (QA):** Qualified Articles are published in a subject area that can reasonably be considered related to the subject taught by the faculty member and are published in peer reviewed journals that have acceptance rates at 40% or below. An article published in a journal with editorial review processes is not acceptable as a QA. Evidence that these requirements are being met can be provided from publishing directories, a journal's website, or a letter from the editor. Exceptions to these requirements can be made only at the Dean's discretion. It is possible, especially in more practitioner oriented fields that the quality of the journal is not accurately represented using acceptance rate and peer reviewed process as criteria. Therefore, at the Dean's discretion, these requirements defining QA status can be overridden by the Dean in a written letter to the faculty member acknowledging said article as QA. So that the Dean may have the opportunity to properly review any such requests prior to actual publication, it is the faculty member's responsibility to notify the Dean of their intentions prior to submitting the article for publication in a journal not meeting said criteria.

- **Academic Engagement Activities (AEAs):** An AEA represents a list of scholarly, high-quality intellectual activities that do not qualify as QAs. The following is a list of acceptable activities:
 1. Receiving a substantial grant from a recognized funding agency
 2. Presenting at an academic or professional conference

3. Publishing in a proceeding at an academic or professional conference
 4. Serving as a journal editor or associate editor
 5. Publishing scholarly books or chapters in scholarly books
 6. Publishing textbooks in the second or higher edition
 7. Publishing in a peer-reviewed journal with an acceptance rate greater than 40%
 8. Development and presentation of continuing professional education activities or executive education programs
 9. Substantive roles and participation in academic associations
- Professional Engagement Activities (PEAs): A PEA is a practice-oriented development activity focused on professional practice and/or learning with the intent of supporting the faculty member's continued professional growth. Such activities are approved at the Dean's discretion. The following is a non-exhaustive list of suggested activities:
 1. Creating and/or delivering executive education seminars including continuing professional education instruction
 2. Delivering three speeches to businesspeople through a contractual arrangement with a speaker's bureau
 3. Authoring reports (from sponsored research) that are widely disseminated
 4. Publishing (and sustaining the publication of) a newsletter or sequence of reports that is subscribed to by the business community
 5. Operating or owning a profitable business with substantial annual revenues
 6. Obtaining new (and appropriate) professional certification
 7. Consulting activities that are material in terms of time and substance
 8. Faculty internships
 9. Development and presentation of executive education programs
 10. Sustained professional work supporting qualified status
 11. Significant participation in business professional associations
 12. Relevant, active service on boards of directors
 13. Documented continuing professional education experiences
 14. Participation in professional events that focus on the practice of business, management, and related issues
 15. Participation in other activities that place faculty in direct contact with business or other organizational leaders

III. Categories of Qualified Faculty

- **Scholarly Academic (SA):**

SA faculty possess a doctoral degree in the field in which they teach. If the doctoral degree is in a related field then faculty are expected to publish an additional QA for each of the conditions specified below. The exception to the doctoral degree requirement is for faculty who teach Business Law, where a J.D. is sufficient, and Taxation, where a Masters in Taxation is sufficient. In addition, SA faculty must meet one of the conditions described below for a period covering the previous five years. Faculty qualifying under Condition 3 are not eligible to teach in a graduate program.

Condition 1: Has published three or more QAs.

Condition 2: Has published two QAs. In addition, a faculty member must have at least one AEA in a subject area that can reasonably be considered related to the subject taught by the faculty member. Not all activities in the AEA list are acceptable in this category. Only Items 1-7 are considered acceptable. Any AEA that later becomes a QA will not be considered any longer as an acceptable AEA.

Condition 3: Has published one QA. In addition, a faculty member must have at least three AEA's. Any AEA that later becomes a QA will not be considered any longer as an acceptable AEA.

Exceptions for SA Faculty:

1. Any new faculty member who has already earned a PhD must be SA at the time of hiring as defined in this plan or may be given two years to achieve SA status if circumstances warrant.
2. Any new faculty member hired as an all-but-dissertation (ABD) will be considered SA Condition 2 for three years.
3. New PhDs will be considered SA Condition 2 for five years.
4. Any new faculty hired as an ABD who later earns a PhD will be considered SA Condition 2 for only five years after initial hiring.

- **Practice Academic (PA):**

PA faculty possess a doctoral degree in the field in which they teach. The exception to this rule is for faculty who teach Business Law, where a J.D. is sufficient, and Taxation, where a Masters in Taxation is sufficient. In addition, PA faculty must demonstrate significant and sustained PEAs. As previously noted, PEAs are approved at the Dean's discretion.

- **Scholarly Practitioner (SP):**

SP faculty possess at least a master's degree in business (or a specialized master's degree in business) with some significant and relevant prior professional experience AND meet one of the three earlier listed conditions outlined for SA faculty. For this category, the entire list of AEA activities are acceptable. Faculty qualifying with Condition 3 are not eligible to teach in a graduate program.

- **Instructional Practitioner (IP):**

IP faculty possess at least a master's degree in business (or a specialized master's degree in business). In addition, the faculty member is currently working full-time (or almost full-time) with significant job responsibilities related to the field in which s/he teaches or has completed three PEAs over the past 5 years.

Exception for IP Faculty:

1. Faculty members not currently working in business who are retired from a full-time position in business within the last 5 years will be considered IP for five years after retirement without needing to complete any PEAs.

IV. SA/PA status for Dean:

The Dean of the College of Business and Industry is considered as SA/PA and can maintain her/his SA/PA status through administrative roles.

V. Qualification Indicators:

The departmental goals of the School of Business are for faculty in aggregate to meet or exceed the following minimum qualification standards:

- Minimum SA: $(SA)/(SA + PA + SP + IP + Other) > 40\%$
- Minimum SA + PA + SP: $(SA + PA + SP)/(SA + PA + SP + IP + Other) > 60\%$
- Minimum SA + PA + SP + IP: $(SA + PA + SP + IP)/(SA + PA + SP + IP + Other) > 90\%$

VI. Resource Allocation

Professional Study and Travel funds are provided to the department as per Article 19B of the IFO contract. The department has a written policy regarding the allocation of these funds and rewards faculty additional funds for QAs. A copy of all published articles must be submitted to the Dean's office together with a document showing that the journal utilizes a non-editorial peer-review process. Additionally, for QAs, proof of an acceptance rate of 40% or less must be submitted.

Historically, when travel funds provided to the department have not been sufficient, the Dean has provided additional funds. Below are recommendations for reassign time and summer stipend awards. The department recognizes that all such awards will be allocated at the Dean's discretion subject to staffing constraints and fund availability. The Dean is expected to be actively involved in fund raising to support this plan. Faculty members

are encouraged to write grant proposals that may provide funding for scholarly activities of the School of Business faculty.

1. Reassign Time:

In the beginning of the Spring semester each year, faculty will update their Faculty Data Forms (FDF) and that information will be submitted to the Dean's Office. Based on that information, faculty qualification status will be determined for reassign time purposes to estimate the staffing requirements for the following academic year. A faculty member who is SA/SP under Condition 3 will not be considered for release time. A faculty member who is SA/SP under Condition 1 or 2 shall get one class release that academic year. A faculty member who is SA/SP under Condition 1, dependent on available resources and staffing requirements, shall be eligible for an additional class release.

2. Summer Stipend:

Faculty members who are SA/SP under all conditions as of the beginning of Spring semester are eligible to receive summer stipends in that year. The Dean will invite faculty members to apply for summer stipends in March or April. The Dean will determine the aggregate amount available for summer stipends and then allocate it by first establishing the amount for faculty who are SA/SP under Condition 3. Faculty who are SA/SP under Condition 2 will receive twice that amount and faculty who are SA/SP under Condition 1 will receive three times that amount. Faculty members are allowed to use summer stipends for professional development activities within a year. Faculty members receiving summer stipends are required to provide a report to the Dean on their related activities prior to applying for a future stipend.