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| **Table 2-1 Intellectual Contributions** |
| **Part A: Annual Summary of Intellectual Contributions 2015 - 2016** |  |  |  |  |  |  |
| **Faculty**Aggregate and summarize data to reflect the organizational structure of the school’s faculty (e.g., departments, research groups). Do not list by individual faculty member. | **Portfolio of Intellectual****Contributions** | **Types of Intellectual Contributions** | **Percentages of Faculty Producing ICs** |
| **Basic or Discovery****Scholarship** | **Applied or Integration/Application Scholarship** | **Teaching and Learning****Scholarship** | **Peer-Reviewed Journals** | **Academic/Professional****Meeting Proceedings** | **Academic/Professional****Meeting Presentations** | **Competitive Research****Awards Received** | **Textbooks** | **Cases** | **Other Teaching Materials** | **Other IC Type Selected by the School** | **Percent of Participating****Faculty Producing ICs\*** | **Percentage of total FTE****faculty producing ICs\*** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| \*After each grouping of facultyby organizational structure and/or discipline, in the two columns on the far right, please indicate the percentage of participating faculty and the percentage of total FTE faculty producing ICs. |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Part B: Alignment with Mission, Expected Outcomes, and Strategy** |  |  |  |  |  |  |
| Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school. |
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| **Part C: Quality of Five-Year Portfolio of Intellectual Contributions** |  |  |  |  |  |  |
| Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to includeQualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible. |
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| **Part D: Impact of Intellectual Contributions** |  |  |  |  |  |  |
| Provide evidence demonstrating that the school’s intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period. |