

University of Pirsig-School of Business
Table 2-1 Intellectual Contributions, September 2012-May 2017

Part A: Five Year Summary of Intellectual Contributions																
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										Percentage of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship	Total	Peer-Reviewed Journals	Editorial-Reviewed Journals	Peer-Reviewed Academic/Professional Meeting Proceedings	Peer-Reviewed Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice standards or public policy	Other IC type selected by the school	Total	Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	116	88.5	90	294.5	152.5	2	5	50	0	19	22	6	38	294.5	95%	91%
Finance	174	72.5	19	265.5	104.5	1	21	83	1	2	5	3	45	265.5	99%	80%
Marketing and Management	300	287	68	655	100	3	6	425	1	10	12	1	97	655	100%	98%
Total	590	448	177	1215	357	6	32	558	2	31	39	10	180	1215	96.8%	90.2%
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.																
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 include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.																
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.																