 **Faculty Guidance for Intellectual Contribution Reporting**

NOVA SOUTHEASTERN UNIVERSITY

H. Wayne Huizenga College of Business and Entrepreneurship

AACSB Standard 2 requires “The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management. “

AACSB defines **Intellectual contributions** as original works that are scholarly. AACSB recognizes intellectual contributions prepared based on generally accepted research principles, validated by peers, and disseminated to appropriate audiences. HCBE uses AACSB’s definition of intellectual contributions (ICs) as the standard for acceptable types of ICs when reviewing faculty member’s scholarly output for contract reviews, promotions, accreditation, and other reviews.

**Types of ICs Recognized by AACSB & HCBE**

AACSB recognizes the following types of intellectual contributions and requires reporting of each faculty member’s ICs published in each category within the most recent five-year review period. The Contribution type on the Activity Insight (AI) system is also noted below:

* **Peer-Reviewed Journals -** Peer-reviewed journals and editorial board reviewed journals are both acceptable as long as they comply with HBCE’s written standards and AACSB definitions. (AI Contribution Types: Journal Article – all types)
* **Peer-Reviewed Academic/Professional Meeting Proceedings -** AACSB only recognizes, and therefore only enter as an IC, if the conference proceeding is peer reviewed (AI Contribution Types: Conference Proceeding)
* **Peer-Reviewed Academic/Professional Meeting Presentations**  - Entered as a Presentation only if peer reviewed. ***Enter on Presentations Screen – not Intellectual Contribution screen.***
* **Competitive Research Awards Received** – Enter on Contracts, Fellowships, Grants, and Sponsored Research screen - not Intellectual Contribution screen.
* **Textbooks –**AACSB only recognizes Textbooks as ICs, not chapters, reviews, or cases contained within textbooks in this type. (AI Contribution Types: Book, Scholarly or Book, Textbook)
* **Case Studies –** Entered as Intellectual Contribution only if peer or editorially reviewed and should include an instructor’s manual. Note: If Case study is published in a Peer-Reviewed Journal, enter as a “journal Article” – If case study is in a textbook, case collection, or similar outlet; enter as AI Contribution Type: Written Case with Instructional Material.
* **Other Teaching Materials** – Entered as an Intellectual Contribution only if publically available and has gone through some type of peer or editorial review process. Other teaching materials include instructional software, published study guides and instructor’s manuals, etc. (AI Contribution Types: Instructor’s Manual, Software Instructional; Study Guide)
* **Professional practice standards, or public policy** – This new category includes work that faculty members with expertise in a specific area do for a professional/regulatory body, licensing, or certification decision. You will need to be able to provide evidence of impact on professional practice or public will. This category includes scholarly items such as substantial work on new professional standards (for CFA, AICPA, IRS, etc.), white papers, briefings, or position papers researching issues for government agencies, trade associations, foundations, NGOs, or advocacy agencies. (AI Contribution Types: Research Report; Technical Report)
* **Other IC Type Selected by the School –** Research monographs and chapters within a research text are the only ICs recognized by HCBE policy at this time.(AI Contribution Types: Monograph; Book, Chapter)

Note: The Activity Insights system is a University-wide system, so the types of intellectual contributions listed reflect a wider audience than just HCBE-related scholarship and research. HCBE will only recognize the intellectual contributions related to the AI Contribution Types noted above.

***Special Note: If publishing with other NSU faculty members, only 1 member of the research team should enter the IC and note all NSU co-authors to not double count the IC.***

**Classification of Intellectual Contributions**

Intellectual contributions may fall into the following classifications:

* **Basic or discovery scholarship** (often referred to as discipline-based scholarship)

Generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory or knowledge of business.

* **Applied or Integration/application scholarship**

Synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of business.

* **Teaching and learning scholarship**

Develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of business.

Schools must provide a portfolio of intellectual contributions that is aligned with their mission, expected outcomes, and strategy of the school. The Huizenga College has an applied, student-centered mission housed within a research and community based University. This means our portfolio of faculty research should include all three types of scholarship, with a focus on applied scholarship. The expectation is that a larger percentage of our intellectual contributions will be in the applied scholarship category.

NOTES:

1. Please put the full name for any journal publications, do not abbreviate. AACSB requires separate journal name reporting that requires a full name. In addition, abbreviations could mistake your publication for a predatory or non-Harzing publication.
2. If you do not enter a classification type in the “AACSB Classification” section of Activity Insights, it will not be included on HCBE’s Intellectual Contribution reports.
3. If you have intellectual contributions that should not be included on our reports, such as publishing with a student in a non-peer reviewed or not recognized (Black List) journal, you can enter the IC but do not enter an “AACSB Classification” for the IC.
4. Intellectual contributions must have a “Current Status” of ‘Accepted’ or ‘Published’ and a ‘Date Accepted’ and/or ‘Date Published’ to be included on HCBE’s reporting.
5. Intellectual Contributions must have a “Yes” response to the questions “Was this peer-reviewed/referred?” and “Is this publicly available?” to be included on HCBE’s reporting.

**Impact of Intellectual Contributions**

The impact of intellectual contributions is the advancement of theory, practice, and/or teaching of business through intellectual contributions***. Impact is concerned with the difference made or innovations fostered by intellectual contributions—e.g., what has been changed, accomplished, or improved*** (AACSB Standard 2).

**Documentation of Impact -** The validation documentation is an important part of the process. The onus is on the individual faculty member, if requested, to provide acceptable documentation for impact claims for review by peer review teams. AACSB encourages schools to include qualitative descriptions and quantitative metrics.

Some examples of the validation of the accomplishments/impact of individual intellectual contribution outcomes include:

* Peer recognition of the originality, scope, and/or significance of intellectual contributions.
* Editorial board recognition of the originality, scope, and/or significance of the work.
* The applicability and benefits of the new knowledge to the theory, practice, and/or teaching of business.
* Evidence of the influence of the intellectual contribution on professional practice, professional standards, legislative processes and outcomes or public policy.
* The usefulness and/or originality of new or different understandings, applications, and insights resulting from the creative work.
* The breadth, value, and persistence of the use and impact of the creative work.
* The originality and significance of the creative work to learning, including the depth and duration of usefulness.
* Research awards and recognition (e.g., selection as a fellow of an academic society).
* Adoptions and citations of the creative work, including its impact on the creative and intellectual work of others.
* Evidence in the work of leadership and team-based contributions to the advancement of knowledge.
* Alignment of the work with mission, expected outcomes, and strategies.

The above is not an exhaustive list of how a school can present or measure the possible impacts of its intellectual contribution portfolio. Appendix I provides a more exhaustive list of possible impact metrics including the impact of items beyond individual intellectual contributions, such as teaching and community impact developed by AACSB.

Note: If an award or honor is not related to an individual intellectual contribution, but general research work (such as a lifetime achievement award, etc.) please enter this honor in the ‘Award and Honors’ section of Activity Insight.

**Time Periods for Impact -** AACSB recognizes that impact often occurs over time. Therefore, evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period. Our impact reporting within Activity Insight uses the “Impact Date” field to capture impact items for intellectual contributions produced beyond the five-year review period.

**Reporting Impact in Activity Insight (AI)**

Impact reporting in the Activity Insight system aligns with the item (intellectual contribution, teaching activity, community service project, etc.) that produced the impact. Shown below is the AI ‘Widget’ (screen) for reporting the impact of an intellectual contribution. Other items follow a similar structure.



**Mission Linkage Categories**

AACSB asks schools to document its portfolio of intellectual contribution outcomes and align their portfolio with the school’s mission. Please note which NSU/HCBE value(s) your impact item aligns in order to aid in our reporting of mission alignment.

**Comments:**

The comment screen is where the faculty member should enter specific information about how the item has made an impact. Include any links to press announcements, notifications, or other documentation related to the impact item, if available. Faculty members are not required to provide full documentation regarding impact within Activity Insight, but should be able to provide documentation upon request.

**Impact Dates:**

The Impact Date field is used to report impact occurring during each reporting year and especially to recognize items of impact that have occurred over time, such as a lasting impact award for a PRJ, etc. Go to the original item producing the impact and enter the date of the impact recognition (award date, etc.). If a specific date is not available, please use the current date.

**Level of Contribution (Quality – Harzing Status):**

Level of Contribution is for reporting journal quality for peer-reviewed journal articles and HCBE will use this field and associated reports to determine compliance with HCBE’s journal quality standards. For each Journal Article entered please note if the article is Harzing Listed, Harzing sub-list (including journals added via Faculty Development Committee approval), or a Non-Harzing contribution.

**AACSB Standards - APPENDIX I**

**Examples of Impact Metrics in Support of Documentation**

Examples of metrics that schools might use to assess the impact of their activities, including scholarship and the creation of intellectual contributions, are provided below. Some activities, including scholarship, may have multiple impacts, while others have limited or no impact. Sometimes the impact of an activity or intellectual contribution may not be known or identifiable for a number of years.

The list of categories and examples provided in this appendix is not intended to be limiting or exhaustive. Schools may identify and report other examples not included below, including impact on constituencies such as society, community, business practitioners, students, alumni, etc.

MISSION ALIGNMENT IMPACT

* Alignment of intellectual contribution outcomes with themes or focus areas valued by the business school’s mission (e.g., global development, entrepreneurship, innovation)
* Percentage of intellectual contribution outcomes that align with one or more “mission-related” focus areas for research
* Percentage of faculty with one or more intellectual contribution outcomes that align with one or more mission-related focus areas
* Research awards and recognition that document alignment with one or more “mission-related” focus areas for research
* Substantive impact and carry-forward of mission as stated in Standard 1 and as referenced throughout the remaining accreditation standards
* Linkage between mission as stated in Standard 1 and financial history and strategies as stated in Standard 3

ACADEMIC IMPACT

* Publications in highly recognized, leading peer-review journals (journals in a designated journal list, Top 3, Top 10, etc.)
* Citation counts
* Evidence of impact on stakeholders and society such as changes in business practices, professional standards, or public policy
* Case studies that document the impact of intellectual contributions on stakeholders and society
* Download counts for electronic journals
* Editorships, associate editorships, editorial board memberships, and/or invitations to act as journal reviewers for recognized, leading peer-review journals
* Elections or appointments to leadership positions in academic and/or professional associations, standards setting bodies and professional societies
* Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional and/or academic societies for intellectual contribution outcomes
* Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums
* Inclusion of academic work in the syllabi of other professors’ courses
* Use of academic work in doctoral seminars
* Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third-party funding for research projects
* Patents awarded
* Appointments as visiting professors or scholars in other schools or a set of schools

TEACHING/INSTRUCTIONAL IMPACT

* Grants for research that influence teaching/pedagogical practices, materials, etc.
* Case studies of research leading to the adoption of new teaching/learning practices
* Textbooks, teaching manuals, etc., that are widely adopted (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)
* Publications that focus on research methods and teaching
* Research-based learning projects with companies, institutions, and/or non-profit organizations
* Instructional software (by number of programs developed, number of users, etc.)
* Case study development (by number of studies developed, number of users, etc.)

BACHELOR’S/MASTER’S LEVEL EDUCATION IMPACT

* Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences
* Documented improvements in learning outcomes that result from teaching innovations that incorporate research methods from learning/pedagogical research projects
* Results from engagement of students in consulting or business based projects
* Increased recruitment, retention, graduation, placement of under-represented student populations
* New venture formation
* Hiring/placement of students
* Career success of graduates beyond initial placement
* Placement of students in research-based graduate programs
* Direct input from organizations that hire graduates regarding graduates' preparedness for jobs and the roles they play in advancing the organization
* Movement of graduates into positions of leadership in for-profit, non-profit, and professional and service organizations

PRACTICE /COMMUNITY IMPACT

* Media citations (e.g., number, distribution, and effect)
* Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, professional development activities, researcher-practitioner meetings, faculty/student consulting projects, etc.
* Publications in practitioner journals or other venues aimed directly at improving management expertise and practice
* Consulting reports resulting from the engagement of faculty and students
* Research income from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
* Community enhancement outcomes resulting from the engagement of faculty and students in community issues
* Case studies based on research that has led to solutions to business problems
* Adoption of new practices or operational approaches as a result of faculty scholarship
* Presentations and workshops for business professionals
* Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc.
* Tools/methods developed for companies
* Memberships on boards of directors of corporate and non-profit organizations
* Memberships on professional standards setting bodies or policy-making bodies

EXECUTIVE EDUCATION IMPACT

* Sustained and consistent involvement of research-active faculty in executive education programs
* Sustained success of executive education programs based on demand, level of participation, and repeat business
* Market research confirming value of executive education programs delivered by research-active faculty
* Consulting activities of research active faculty that stem from participation in executive education activities
* Inclusion of cases and other materials in degree programs that can be identified as resulting from executive education activity
* Partnerships between the school and organizations that participate in executive education programs, which benefit the school's teaching, research, and other activities and programs
* Involvement of executive education participants and their organizations in the teaching mission of the school (e.g., executive-in-residence program)
* Linkage between organizations participating in executive education and student internships, as well as placement of graduates in entry-level positions

RESEARCH CENTER IMPACT

* Invitations by governmental or other agencies/organizations for center representatives to serve on policy-making bodies
* Center research projects funded by external governmental, business, or non-profit agencies
* Continued funding (e.g., number of donors, scale of donations)
* Number of web visits to research center website (e.g., tracking data from Google Analytics)
* Number of attendees (representing academics, practitioners, policymakers, etc.) at center-sponsored events
* Sustained research center publications that are funded by external sources or that are highly recognized as authoritative sources of analysis and perspectives related to the center’s core focus

For more information:

<http://www.aacsb.edu/-/media/aacsb/docs/accreditation/standards/business-2017-update.ashx?la=en>