

Belk College of Business Policy on Journal Editorships

As reflected in its mission, vision, and values statement, the Belk College of Business seeks to be a leading urban research business school and is dedicated to encouraging intellectual curiosity, advancing knowledge, and promoting innovation. In part, this mission is based on both the generation of new knowledge and on the dissemination of knowledge in the field. Consequently, faculty members are evaluated with respect to research and service to the field in general as well as teaching and service to the college and university.

Within the business disciplines, peer-reviewed publications and similar academic engagement activities are the primary outlet for, and evidence of, research productivity. Faculty members within the college are expected to maintain a level of research productivity that is consistent with their rank, workload track, and discipline. This expectation is embodied in the annual faculty performance review process, the tenured faculty performance review process, and in the Qualified Faculty Status policy.

The college values having faculty members serve as editors of peer-reviewed journals, and recognizes that ascendency to the editorship of a high-quality peer-reviewed journal is tangible evidence of a faculty member's research reputation within the discipline. Editing a journal is an activity that is partially service to the profession and partially research. The college values service and visibility external to the college and university, such as that reflected in serving as an editor of a high-quality peer reviewed journal. This does not, however, relieve a faculty member of the expectation that they will continue to produce original research disseminated through peer-reviewed outlets. Consequently, with respect to faculty evaluation, the college regards serving as the editor of a high-quality peer-reviewed journal as:

1. reflecting an important component of a faculty member's overall performance;
2. contributing both to research and service aspects of faculty performance;
3. being primarily reflective of external service;
4. contributing to a faculty members research record, but to a lesser extent than original research; and,
5. evidence of leadership within the discipline and of having established a research reputation.

Further, given the range and variability in journals and editorial responsibilities, the college eschews any specific formula or weighting with respect to evaluation of serving as an editor. Rather, such service should be evaluated on an individual basis in accordance with the general principles outlined above.

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