

Raymond J. Harbert College of Business

Faculty Qualifications

Draft

The Harbert College is dedicated to producing highly-desired graduates and generating knowledge that drives business thought and practice. To fulfill this mission, Harbert faculty should possess currency and relevance in their disciplines through sufficient academic/professional preparation and ongoing engagement and development. The following standards describe minimum expectations for Harbert faculty to obtain and maintain qualified status. It is incumbent upon the faculty member to demonstrate that he or she meets any subjective criteria such as “material linkages” or “substantial in nature.”

Scholarly Academic Faculty

Scholarly Academics are academically-trained faculty who sustain currency primarily through scholarship and related activities.

Obtaining Scholarly Academic Status

Scholarly Academic (SA) status is granted to newly hired faculty members who have earned a discipline-related terminal degree within the past five years. If the terminal degree is more than five years old, SA status is granted if the faculty member’s activities over the previous five years would result in his or her maintenance of SA status under normal Harbert expectations. SA status may also be granted to Harbert PhD students who have completed at least 18 hours of discipline-related coursework and are making acceptable progress on completing their degree.

Maintaining Scholarly Academic Status

A faculty member maintains Scholarly Academic (SA) status by producing original works intended to advance the theory, practice and/or teaching of a business discipline (i.e., intellectual contributions). To maintain SA status, a faculty member must produce at least five intellectual contributions over the past five years, with at least three of those five contributions being articles in discipline-related peer-reviewed journals. A non-exhaustive listing of acceptable intellectual contributions can be found in Appendix A. Note that a faculty member automatically maintains SA status in the five years after earning a discipline-related terminal degree.

Practice Academic Faculty

Practice Academics are academically-trained faculty who augment their initial academic preparation with development and engagement activities that involve substantial linkages to practice.

Obtaining Practice Academic Status

Practice Academic (PA) status cannot be granted to newly hired faculty members who have earned a discipline-related terminal degree within the past five years. Rather, it can be granted to newly hired or existing faculty whose terminal degree is more than five years old and whose activities over the past five years would result in his or her maintenance of PA status under normal Harbert expectations.

Maintaining Practice Academic Status

A faculty member maintains Practice Academic (PA) status primarily through professional engagement activities. To maintain PA status, a faculty member must engage in at least five activities over the past five years that have material linkages to his or her professional discipline. Of those five activities, at least one must be a professional-oriented intellectual contribution and two others must be substantial in nature. A non-exhaustive listing of acceptable professional engagement activities can be found in Appendix A. It is incumbent upon the faculty member to demonstrate that his or her activities are materially linked to the discipline and/or substantial in nature.

Scholarly Practitioner Faculty

Scholarly Practitioners are professionally-experienced faculty who sustain currency primarily through scholarship and related activities.

Obtaining Scholarly Practitioner Status

Scholarly Practitioner (SP) status is granted to newly hired faculty members who have earned a discipline-related master degree and have at least five years of significant, sustained and current discipline-related professional experience.

Maintaining Scholarly Practitioner Status

A faculty member maintains Scholarly Practitioner (SP) status through a combination of intellectual contributions and professional engagement activities. To maintain SP status, a faculty member must produce at least three intellectual contributions and engage in at least two professional activities over the past five years. Of the three intellectual contributions, at least two must be articles in discipline-related peer-reviewed journals. Of the professional activities, at least one must be substantial in nature. A non-exhaustive listing of acceptable intellectual contributions and professional engagement activities can be found in Appendix A. It is incumbent upon the faculty member to demonstrate that his or her activities are substantial in nature.

Instructional Practitioner Faculty

Instructional Practitioners are professionally experienced faculty who sustain currency primarily through development and engagement activities that involve substantial linkages to practice.

Obtaining Instructional Practitioner Status

Instructional Practitioner (IP) status is granted to newly hired faculty members who have earned a discipline-related master degree and have at least five years of significant, sustained and current discipline-related professional experience.

Maintaining Instructional Practitioner Status

A faculty member maintains Instructional Practitioner (IP) status primarily through professional engagement activities. To maintain IP status, a faculty member must engage in at least five activities over the past five years that have material linkages to his or her professional discipline. Of those five activities, two must be substantial in nature, and at least two must be different in nature. A non-exhaustive listing of acceptable professional engagement activities can be found in Appendix A. It is incumbent upon the faculty member to demonstrate that his or her activities are materially linked to the discipline and/or substantial in nature.

Appendix A

	Scholarly Academic	Practice Academic	Scholarly Practitioner	Instructional Practitioner
Initial academic preparation	Doctorate in discipline	Doctorate in discipline	Masters in discipline	Masters in discipline
Sustains currency and relevance through:	Scholarship and related activities	Professional engagement/interaction and related activities	Continued professional experience/engagement/interaction and scholarship related to professional background	Continued professional experience and engagement related to professional background
Examples of activities that support maintenance of status:	<ul style="list-style-type: none"> - Articles in peer-reviewed journal - Presentations: academic conferences, invited university workshops - Academic journal service: editor, associate editor, editorial board, ad hoc reviewer - Academic association service: chairing a symposium, conference program committee - Extramural research grants - Books: textbooks, trade, chapters in edited editions 	<ul style="list-style-type: none"> - Significant interaction with an external organization: employment, consulting, internship, board member - Leadership in professional business associations - Maintenance of professional certification or licensure - Participation in continuing education or professional workshops/seminars/events - Development and/or delivery of executive education and/or continuing education - Articles in a peer-reviewed journal - Books: textbooks, trade - Extramural grants - Managerial position driving strategic changes at university, college or departmental level - AACSB peer review team 	<ul style="list-style-type: none"> - Articles in peer-reviewed journal - Presentations: academic conferences, invited university workshops - Academic journal service: editor, associate editor, editorial board, ad hoc reviewer - Academic association service: chairing a symposium, conference program committee - Books: textbooks, trade, chapters in edited editions - Extramural research grants - Maintenance of professional certification or licensure - Development and/or delivery of executive education and/or continuing education 	<ul style="list-style-type: none"> - Significant interaction with an external organization: employment, consulting, internship, board member - Leadership in professional business associations - Maintenance of professional certification or licensure - Participation in continuing education or professional workshops/seminars/events - Development and/or delivery of executive education and/or continuing education

Note: Sometimes a faculty member engages repeatedly in a similar activity (e.g., serving as Editor for three years, serving on a board of directors for five years, maintaining professional licensing annually, presenting a research project at two conferences, etc.). When the repetition results in enhanced currency and relevance for the faculty member, the activity can be counted each time it is repeated. For example, Editor service exposes the faculty member to new research each year. Therefore, each service year may count as a separate intellectual contribution. In contrast, presenting the same research project to two conferences may not materially enhance the currency or relevance of the faculty member and may count only as one intellectual contribution. The faculty member is responsible for demonstrating that a repetitive activity should count multiple times towards his or her qualification.