

Pamplin Procedure for Appointment or Promotion of Full-time Non-tenure Track Faculty

Policy 450

Revised: April 29, 2019

The College is making increased use of the Instructor/Advanced Instructor/Senior Instructor, Assistant/Associate/Professor of Practice, and Collegiate Assistant/Associate/Professor ranks. These appointments originate in the departments but as in the case of all appointments, must be made in accordance with the guidelines set forth in the Faculty Handbook and using established university search procedures.

The College has developed the following guidelines for appointments, promotions and conversions in these non-tenure full-time faculty categories. Note that university strategic hires, like those associated with Destination Areas may have additional procedural requirements for search committee and interview processes. Departments may develop additional procedures for making these appointments so long as they conform to the following guidelines:

- 1) New appointments of full-time faculty in any of these categories should be made using a formal search unless a search exemption is appropriate (i.e., appointment of an external candidate to a position restricted to one year or less). The department's normal procedures for conducting faculty searches should be followed except that a regional rather than national search may be requested. Faculty searches should be posted in appropriate locations to attract highly qualified and search committees should seek input from Pamplin's Director of Diversity and Inclusion to develop diverse applicant pools. Departments are reminded that Search Committees should include one member from outside the department.

For non-tenure track new hires, initial rank is determined using the guidelines provided herein. If the hiring plan and job posting identifies the rank as assistant or associate, then the search committee recommends an appropriate rank based on their review of the candidate's qualifications. This becomes part of the hiring recommendation to the department head. The department head forwards his or her recommendation to the Dean. The Dean's decision is final.

If the hiring plan and job posting indicate the assistant rank, but the search committee based on its review of the candidate's qualifications, recommends the associate rank, the search committee's recommendation of rank is sent to the department promotion and tenure committee for review. The department promotion and tenure committee's recommendation is forwarded to the department head. The department head forwards his or her hiring recommendation including rank to the Dean. The Dean's recommendation is forwarded to the Provost. This would require a search exemption, as the position description did not encourage applicants appointable at the associate level.

For hires at the rank of (full) Collegiate Professor or (full) Professor of Practice, the

candidates CV is forwarded to department promotion and tenure committee for review and their recommendation is forwarded to the department head. The recommendation of the department head is then forwarded to the college promotion and tenure committee for review and their recommendation is forwarded to the Dean whose decision on rank is final. The dean's recommendation is forwarded to the Provost.

- 2) Promotions within any of these categories follow existing procedures. The Faculty Handbook (5.2.4) specifies that a dossier including relevant portions of the regular P&T dossier be prepared and that the case be considered at both the departmental and College levels. Promotions will be entertained only in accordance with the regular P&T review schedule and will become effective on the same schedule as tenure-track faculty promotions.
 - a. Instructor to advanced instructor or advanced instructor to senior instructor: The Faculty Handbook (5.1.6) sets out the expected qualifications for faculty at each instructor rank. It also requires five years of service in rank before a promotion can be initiated. The College requires that any faculty member beyond the rank of instructor must, at the time promotion is considered, qualify for one of the four faculty qualifications in the current AACSB standards as implemented in the College (e.g., Scholarly Academic [SA], Practice Academic [PA], Scholarly Practitioner [SP], or Instructional Practitioner [IP]).
 - b. Assistant to associate or associate to (full) professor of practice: The Faculty Handbook (5.1.4) sets out expected qualifications for faculty at each professor of practice rank. In addition, the College requires that all faculty of practice qualify for one of the four faculty qualifications in the current AACSB standards as implemented in the College (e.g., Scholarly Academic [SA], Practice Academic [PA], Scholarly Practitioner [SP], or Instructional Practitioner [IP]). Further detail is provided in the attached Appendix on determining rank in this track.
 - c. Assistant to associate or associate to (full) collegiate professor: The Faculty Handbook (5.1.4) sets out expected qualifications for faculty at each rank in this track. In addition, the College requires that all collegiate faculty members maintain Scholarly Academic (SA) or Practice Academic (PA) status under current AACSB standards as implemented in the College. Further detail is provided in the attached Appendix for determining rank in this track.
- 3) Conversions of faculty between categories (e.g., instructor, professor of practice, collegiate faculty, tenure-track) are considered promotions and are subject to the procedures for promotions. Faculty hired into one track are not typically promoted to positions in other tracks. However, this promotion is possible when a faculty member achieves a fundamentally new qualification (e.g., an advanced degree; terminal degree in the case of collegiate faculty; a research record unexpected for their current rank) that makes his or her profile better aligned with the alternate track. (Refer to the Faculty Handbook for descriptions of the ranks of instructor, professor of practice, and collegiate professor and to the appendix of this document for

examples of typical characteristics of an assistant, associate or full professor of practice or collegiate professor.)

4) Promotion Procedures

A dossier including relevant portions of the regular P&T dossier is prepared using the university's approved templates. The dossier should include a statement of direction and accomplishment addressing research (if relevant), teaching and service activities, a full curriculum vitae, and other relevant documentation. In addition to student evaluations of teaching, a peer review of teaching should be included. Further, promotions from the rank of Associate Professor of Practice to Professor of Practice and from Associate Collegiate Professor to Collegiate Professor require external letters of evaluation. As in the case of other faculty promotions, the promotion case should be considered by the department Promotion and Tenure Committee and the committee's recommendation forwarded to the Department Head, who should write a decision letter. Assuming the department committee or the department head supports the promotion, the case is forwarded to the College Promotion and Tenure Committee for review at its December meeting and their recommendation in the form of a letter from the committee is forwarded to the Dean for final action. If the department committee does not support the promotion and the department head concurs with that decision, the department head forwards the committee recommendation and a letter confirming non-support for the promotion to the dean.

Appendix I: Determination of Initial Rank for Non-Tenure Track Faculty

1. INSTRUCTORS

In the Pamplin College of Business the primary mission of instructors is the delivery and continued improvement in quality of undergraduate education and otherwise enhancing the undergraduate learning experience.

1.1. Determining the Initial Rank of Instructors

1.1.1. Work Experience

Individuals considered for Instructor positions should have experience in areas of practice related to the domains in which they will be expected to teach and in the program areas they will support. This could include domain-relevant evidence of teaching experience in post-secondary education, corporate training or executive education.

1.1.2. Reputation

Individuals considered for Instructor positions should have developed a strong and positive local or regional reputation related to their contributions to management practice or thought. This can occur through demonstrated operational success in organizations or through unique contributions to business practice that enhance organizational effectiveness, economic growth, or promote ethical behavior.

1.1.3. Educational/Academic Rank

Individuals with a Ph.D. or master's degree may hold the rank of instructor. In addition, individuals with bachelor's degrees and significant years of practical experience in the field in which they are expected to teach may also hold the rank of instructor. Faculty who have previously earned the rank of Advanced or senior instructor, or their equivalents, at peer or better institutions would be considered for, but not necessarily guaranteed, similar ranks as instructors.

1.1.4. Pamplin/AACSB Classification

Individuals who are considered for Instructor positions are normally expected, but are not required at the time of hire, to qualify for one of the four faculty qualifications in the current AACSB standards as implemented in the college.

1.2. Exemplar Profiles for Instructors, Advanced Instructors and Senior Instructors

This section provides examples of the types of achievements that are associated with individuals initially hired at each instructor rank. The hiring department and college must exercise judgment when making the initial determination of rank. Candidates are not expected to have achieved all characteristics listed and may have other relevant achievements not included in the examples below.

1.2.1. Instructor:

General experience in the functional domain in which the person will be teaching. This

may be demonstrated by holding appropriate certifications and/or work experience in that field. May have successful experiences in executive education, corporate training and/or post-secondary teaching. Most individuals hired in the instructor category will be hired as instructors.

1.2.2. Advanced Instructor

Relevant work experience in the domain in which the person will be teaching. Holds appropriate certifications or credentials for the field. Speaks at regional events, and has broad experience and evidence of consistent successful instructional delivery in executive education and/or post-secondary education. Some experience in curriculum and program development. Should hold one of the four faculty classifications in the current AACSB standards as implemented by the college; typically instructional practitioner (IP).

1.2.3. Senior Instructor

Relevant work experience in the domain in which the person will be teaching. Holds appropriate certifications or credentials for the field. Frequent presenter at regional events, and evidence of consistently successful instructional delivery in executive and/or post-secondary education. Extensive evidence of successful development of curriculum and educational programs. Should hold one of the four faculty classifications in the current AACSB standards as implemented by the college; typically instructional practitioner (IP).

2. PROFESSORS OF PRACTICE

In the Pamplin College of Business the primary mission of Professors of Practice is to enhance the quality of undergraduate education through excellence in instructional effectiveness, practice-based enhancements that maintain the currency of curricula and by connecting student learning to current practices of industry partners.

2.1. Determining the Initial Rank of Professors of Practice

2.1.1. Work Experience

Individuals considered for Professor of Practice positions should have substantive work experience in areas of practice related to the domains in which they will be expected to teach and in the program areas they will support. Individuals considered for the rank of Associate or Full Professor of Practice will have more extensive work experience demonstrating increasing responsibility with continued records of success preferably capped by holding senior, executive-level positions in industry leading nationally or internationally recognized organizations and/or experience as owner founder of one or more successful new ventures or have lead successful large scale organizational turnaround efforts.

2.1.2. Reputation

Individuals considered for Professor of Practice positions should have developed a

strong and positive local, regional, national or international reputation for their contributions to management practice and thought. This can occur through demonstrated operational success in the organizational units they have led and through unique contributions to business practice that enhance organizational effectiveness, economic growth, or promote ethical behavior. Evidence of reputational impact may be in the form of industry recognition, consulting on a national or international basis in one's area of expertise, holding positions of leadership in industry, trade, regulatory, or professional associations, holding positions on the boards of directors for major local, regional, national or international organizations, publishing research in highly respected outlets, publishing widely read and recognized books or other printed material, and/or speaking or appearing frequently before local, regional, national or international audiences.

2.1.3. Education/Academic Rank

Individuals with master's degrees or terminal (Ph.D.) degrees may hold professor of practice positions. In addition, individuals with bachelor's degrees and significant years of practical experience in the field in which they are expected to teach may also hold the rank of instructor. Faculty who have previously earned the rank of associate or full professor at peer or better institutions would be considered for, but not necessarily guaranteed, similar ranks as professors of practice.

2.1.4. Pamplin/AACSB Classification

Individuals who are considered for any of the Professor of Practice ranks must qualify for one of the four faculty qualifications in the current AACSB standards as implemented in the college when hired. Individuals considered for promotion to a professor of practice rank must qualify for one of these qualifications. Typically Professors of Practice will be expected to meet the requirements for Instructional Practitioner (IP).

2.2. Exemplar Profiles for Assistant, Associate and Full Professors of Practice

This section provides examples of the types of business career achievements that are associated with individuals initially hired at each rank within the Professor of Practice. The hiring department is expected to exercise judgment when making the initial determination of rank. Candidates are not expected to have achieved all characteristics listed and may have other relevant achievements not included in the examples below.

2.2.1. Assistant Professor of Practice

General management experience in a regional business. Progressive experience and increasing responsibility over a 10-year career. Has managed a small start-up and has a strong local reputation as a business person. Member of the local chamber of commerce and sits on the board of several local for profit and not-for profit business. Member of the Chamber of Commerce and an active participant in local professional associations. Has published on-line materials related to the profession and has been a speaker at local and regional events. Some experience in executive education and/or post-secondary teaching.

2.2.2. Associate Professor of Practice

Recent experience in an executive level position in a nationally recognized business. This is part of a 15-year business career that includes extensive director and unit operating level leadership demonstrating increasing responsibility while developing new products or business units and production processes. Strong local or regional reputation for business acumen based on recognized business performance. Active participation in trade and professional associations, having served on regional and national committees. Currently is a member of the board of directors of a top regional company. Has published a book based on her business experience. Is a frequent speaker at regional events and has consulted within her area of expertise with nationally recognized businesses. Extensive experience in executive education.

2.2.3. (Full) Professor of Practice

Recently retired as an executive from a major regional or national firm, capping a 25-year business career which includes positions of increasing responsibility and organizational breadth. Strong record of organizational success and widely recognized for innovative organizational practice and effective redeployment of organizational resources to changing organizational needs. Nationally recognized business leader. Sits on the board of directors of a local bank and a national software retailer. Has published a book in the popular press that is national recognized and is a frequent speaker at regional and national events. Consults internationally on market development and has extensive experience in executive mentoring and development.

3. COLLEGIATE FACULTY

In the Pamplin College of Business Collegiate Faculty contribute to the instructional, research and service missions of the college. Collegiate faculty are actively involved in teaching courses and building curriculum for the college's masters and undergraduate educational programs and making applied, translational or pedagogical scholarly contributions. Collegiate faculty are expected to have a significant external focus. This can be accomplished by enhancing the college's engagement with external partners, particularly the business community, leveraging those relationships to enhance research, masters and undergraduate teaching and college outreach. External focus can occur through participation in sponsored research with public or private partners, publication of applied or pedagogical research, collaborative research with faculty outside the college, the development and delivery of executive programs, and connecting industry partners to students in the classrooms through sponsorship of capstone projects. Collegiate faculty may be hired with an expectation that their efforts generate external funding.

The contributions of Collegiate Professors can take many forms. Therefore, specific performance expectations for collegiate faculty will be outlined in the faculty member's terms of faculty offer (TOFO).

3.1. Determining the Initial Rank of Collegiate Faculty

3.1.1. Teaching and Instruction

Individuals considered for Associate or (Full) Collegiate Professor must demonstrate experience in the areas in which they are expected to teach and demonstrate competence, or be capable of attaining high levels of competence as classroom instructors in for-credit or non-credit executive programs.

3.1.2. Research

Individuals considered for Collegiate Faculty positions should have a record of scholarly contribution that qualifies them for practice academic (PA) or scholarly academic (SA) under current AACSB standards as implemented in the College. Research is defined as the production of new knowledge and insights, creative synthesis of existing knowledge, new or improved pedagogical methods, or the translation of research insights to improve organizational effectiveness.

The results of research may appear as funded sponsored research projects, articles in peer-reviewed and non-peer reviewed journals, articles in chapters in books, books, or as translational, applied or pedagogical scholarship in practice-oriented journals. Research activity can also be indicated by editorial activities at relevant journals, presentations at academic and professional meetings, or contributions to seminars and workshops.

3.1.3. Work Experience

Individuals considered for Collegiate Faculty positions should have substantive experience translating research to practice in areas related to the domains in which they will be expected to research and teach in the program areas they will support. Individuals considered for the rank of Associate or (Full) Collegiate Professor will have more extensive experience. This could include research engagements with industry partners, consulting, or by holding management or executive-level positions in industry, leading nationally or internationally recognized professional, for profit or non-profit organizations.

3.1.4. Reputation

Individuals considered for Collegiate Professor positions should have developed a positive reputation for their contributions to management research, practice or thought. This can be demonstrated through a successful record of funded research, publications and unique contributions to business or education practice that enhance organizational effectiveness, economic growth, or promote ethical behavior.

Evidence of reputational impact may be in the form of industry recognition, patents, publications, consulting in one's area of expertise, holding positions of leadership in industry, trade, regulatory, or professional associations, holding positions on the boards of directors for organizations, publishing research that has evidence of impact, and/or speaking or appearing frequently before external audiences.

3.1.5. Education/Academic Rank

Individuals with terminal (Ph.D.) degrees who have previously earned the rank of associate or full professor at peer or better institutions would be considered for, but not necessarily guaranteed, similar ranks as collegiate professors.

3.1.6. Pamplin/AACSB Classification

Individuals who are considered for any of the College Professor ranks must qualify for the Scholarly Academic (SA) or Practice Academic (PA) in the current AACSB standards as implemented by the college.

3.2. Exemplar Profiles for Assistant, Associate and Full Collegiate Professors

This section provides examples of the types of research and career achievements that are associated with individuals initially hired at each Collegiate Professor rank. The hiring department and college must exercise judgment when making the initial determination of rank. Candidates are not expected to have achieved all characteristics listed below and may have other relevant achievements not included in the examples below.

3.2.1. Assistant Collegiate Professor

In addition to having received a terminal degree in a field related to the area in which they will do research and teaching, shows evidence of research activity which may include participation in sponsored grants and contracts, presentations at national academic and professional conferences and submission activity at respected journals in the field. The research portfolio may contain evidence of pedagogical, applied, translational and/or core research. Has engaged in business consulting and has strong team management and group facilitation skills. Has published on-line materials related to the profession and is a frequent speaker at local and regional events. Some experience in executive education and/or post-secondary teaching.

3.2.2. Associate Collegiate Professor

Has developed a growing reputation in an area of pedagogical, applied or translational research, having published articles in peer or non-peer reviewed journals. Active participant in scholarly and professional associations, presenting scholarship at conferences and has served as a reviewer of research manuscripts at one or more journals in areas of expertise.

Has been awarded sponsored research grants and contracts engaged in management consulting and delivered executive education for management or scholarly audiences and/or teaching at the post-secondary level. Strong local or regional reputation for business acumen. Active participation in trade and professional associations, having served on regional and national committees.

3.2.3. (Full) Collegiate Professor

Has developed a strong reputation for pedagogical, applied, translational or core research in their field that has had a significant social and/or economic impact. Has

published multiple articles in journals in the field that are recognized among scholars or have made substantive contributions to pedagogy or business practice. In addition, may also be widely recognized for innovative organizational practice and effective redeployment of organizational resources to changing organizational needs. Evidence achievement in the development of successful research or educational programs, including funded research, if appropriate. Strong regional, national or international reputation for business acumen. Has published a book in the popular press that is national recognized and is a frequent speaker at regional and national events.

Appendix B: Guidelines for Promotion of Non-Tenure Track Faculty

3.3. Promotion to the Rank of Advanced Instructor or Senior Instructor

Where decisions on initial appointment are based on records of activity and achievement established prior to a faculty member joining Pamplin, cases for promotion are evaluated on a faculty member's contributions and achievements while a Pamplin faculty member or, for faculty that have previously been promoted within rank, since their last promotion. To be eligible for promotion an instructor must have held their current rank for at least five years and demonstrate consistently strong and/or improving performance during that time. Five years of service in rank is a necessary, but not a sufficient criterion for consideration of promotion to advanced or senior instructor.

3.3.1. Teaching Effectiveness

Individuals considered for promotion to the ranks of Advanced or Senior Instructor must demonstrate consistent high levels of competence, or continuing improvement resulting in high levels of competence as classroom instructors. Evidence of classroom effectiveness in the form of student ratings of teaching effectiveness and peer evaluations of teaching effectiveness is required. Documented evidence of students attaining high levels of proficiency in the use of the knowledge and skills specified in course and curricular level learning objectives is highly desired.

3.3.2. Program Enhancement

Individuals considered for promotion to the ranks of Advanced or Senior Instructor will have demonstrated excellence in one or more areas of curricular development or enhancement. This may occur through initiating course based improvements, or the development of new courses, concentrations or degree programs that demonstrate contributions that enhance student engagement, enrich scholarship, and/or better prepare students for entry into professions or continued graduate education. Program enhancement could also occur through serving as an advisor of student programs, clubs or initiatives, leadership or strong support for college initiatives or through engagement with department or college advisor committees, alumni and the business community.

3.3.3. External Reputation

Individuals considered for promotion to Advance and particularly or Senior Instructor will have created an enhanced positive local, regional, national or international reputation in one or more areas of expertise. Evidence of reputational impact may be in the form of industry recognition, holding positions of leadership in industry, trade, regulatory, or professional associations, holding positions on the boards of directors for major local, regional, national or international organizations, contributions to effective pedagogy or appearing frequently before local, regional, national or international audiences.

3.3.4. Pamplin/AACSB Classification

Individuals who are considered for promotion to Advanced or Senior Instructor must

qualify for one of the four faculty qualifications in the current AACSB standards as implemented in the college at the time promotion is considered. Typically they should meet the requirements of Instructional Practitioner (IP).

3.3.5. Service

Individuals considered for promotion to the Advanced or Senior Instructor are expected to demonstrate professional collegiality as part of their service obligation. Collegiality includes but is not limited to participating in meaningful and positive ways in the activities of the college and the university, interacting with others in respectful ways, supporting the intellectual and professional development of colleagues, and acting with integrity.

Accepting service roles in a department, the college, or the university is a necessary but not a sufficient condition for being judged to have demonstrated a rank-appropriate level of service. Faculty members must also be judged to make appropriate and meaningful contributions through their service activities. In general, making significant contributions in a few service roles will be valued more highly than making minor contributions in a large number of service roles.

3.4. Exemplar Profiles of Candidates for Promotion to Advance and Senior Instructor

3.4.1. Advanced Instructor

Extensive record of consistently strong or improving teaching effectiveness over several years in two or more courses. Meaningful involvement and experience in course or curriculum enhancement and/or developing new methods of pedagogical delivery that demonstrate evidence of increased effectiveness.

Evidence of the capacity to initiate, enhance or grow programming related to the strategic direction of the department or college. Is an active participant in the instructional and/or professional community and has a strong reputation as an effective educator.

Has served effectively on several department committees and/or advised a student organization that has increased student participation and the scope of programming.

3.4.2. Senior Instructor

Consistently high performance in teaching effectiveness. General recognition of strong teaching performance among both students and peer faculty. Strong contributor in curriculum development and has guided major curriculum revisions and helped develop curriculum for new educational initiatives included a new program option and a new minor. Has developed and shared major changes in course delivery that have demonstrated improvement in student outcomes at lower cost and has taught other faculty how to implement these new techniques.

Has served effectively on several department committees and/or advised a student organization that has increased in student participants and scope of programming.

3.5. Promotion to the Rank of Associate or (Full) Professor of Practice

Where decisions on initial appointment are based on records of activity and achievement established prior to a faculty member joining Pamplin, cases for promotion are evaluated on a faculty member's contributions and achievements while a Pamplin faculty member or, for faculty that have previously been promoted within rank, since their last promotion. There is no requirement for minimum years of service for individuals to be considered for promotion to Associate or (Full) Professor of Practice. But any individual considered should have been in their current role at Virginia Tech for a sufficient length of time to permit a reasonable evaluation of their effectiveness across the range of appropriate performance dimensions.

For candidates considered for promotion to the rank of (Full) Professor of Practice, it is expected that at least three external letters will be solicited from prominent individuals outside of the university who are familiar with the candidate's work. These letters should collectively evaluate the candidate's contributions to teaching effectiveness, program enhancement and reputation.

3.5.1. Teaching Effectiveness

Individuals considered for promotion to the ranks of Associate or (Full) Professor of Practice must demonstrate consistent high levels of competence, or continuing improvement resulting in high levels of competence as classroom instructors. Evidence of classroom effectiveness provided by student ratings of teaching effectiveness and peer evaluations of teaching effectiveness is required. Documented evidence of students attaining high levels of proficiency in the use of the knowledge and skills specified in course and curricular level learning objectives is desired.

3.5.2. Program Enhancement

Individuals considered for promotion to the ranks of Associate or (Full) Professor of Practice will have demonstrated excellence in one or more areas of curricular or extra-curricular programming directly related to college or department strategic initiatives. This may occur through initiating and fostering the development of new programs and/or demonstrating contributions resulting in substantial improvement to existing programs that enhance student engagement, enrich scholarship, and/or better prepare students for entry into professions or continued graduate education. This could occur as advisors of student programs, clubs or initiatives, leadership of college centers or institutes, or engagement with department or college advisor committees, alumni and the business community. Individuals considered for promotion should have demonstrated the capacity to function effectively as student mentors and a capacity to guide student-led and volunteer programs.

3.5.3. External Reputation

Individuals considered for promotion to the ranks of Associate or (Full) Professor of Practice will have enhanced a positive local, regional, national or international reputation in one or more areas of expertise. Evidence of reputational impact may be in the form of industry recognition, holding positions of leadership in industry, trade,

regulatory, or professional associations, holding positions on the boards of directors for major local, regional, national or international organizations, conducting and publishing research in highly respected peer-reviewed academic journals, publication in trade journals, writing books and book chapters, appearing on scholarly and trade conference programs, publishing books or other printed material, speaking or appearing frequently before local, regional, national or international audiences and performing consulting to local, regional, national or international firms in the individual's areas of recognized expertise.

3.5.4. Service

Individuals considered for promotion to the ranks of Associate or (Full) Professor of Practice are expected to demonstrate professional collegiality as part of their service obligation. Collegiality includes but is not limited to participating in meaningful and positive ways in the activities of the college and the university, interacting with others in respectful ways, supporting the intellectual and professional development of colleagues, and acting with integrity.

Accepting service roles in a department, the college, or the university is a necessary but not a sufficient condition for being judged to have demonstrated a rank-appropriate level of service. Faculty members must also be judged to make appropriate and meaningful contributions through their service activities. In general, making significant contributions in a few service roles will be valued more highly than making minor contributions in a large number of service roles.

3.6. Exemplar Profiles of Candidates for Promotion to Associate and (Full) Professor of Practice

3.6.1. Associate Professor of Practice

Extensive record of consistently strong or improving teaching effectiveness over several years in two or more courses. Meaningful involvement and experience in curriculum development or new methods of pedagogical delivery by participating in a faculty team that redesigned a core course in the curriculum to realign it with business needs and to allow it to be offered in "flipped classroom" style. Evidence of the capacity to initiate, enhance or grow programming related to the strategic direction of the department or college through the initiation of a student organization to raise awareness and support the development of women entrepreneurs among college students. Active participant in the professional community and raised the reputation of the college through participation on the leadership team for associations' regional members. An active consultant who has participated in and supports the departments research activities by creating and building connections with the business community.

3.6.2. (Full) Professor of Practice

Consistently high performance in teaching effectiveness. General recognition of strong performance among both students and peer faculty. Strong contributor in curriculum development and has guided major curriculum revisions and helped develop curriculum for new educational initiatives included a new program option and a new minor. Has developed and shared major changes in course delivery that have demonstrated

improvement in student outcomes at lower cost and has taught other faculty how to implement these new techniques. Exceptional levels of success in initiating, enhancing and growing a new program to introduce analytic techniques in extra-curricular activities including developing an annual analytics challenge for all college seniors raising the profile of the college and increasing job opportunities and starting salaries for our students. Continues to publish in both the academic and popular press and has become a strong representative of the college at national meetings and as a frequent speaker at professional conferences and events.

3.7. Promotion to the Rank of Associate or (Full) Collegiate Professor

Where decisions on initial appointment are based on records of activity and achievement established prior to a faculty member joining Pamplin, cases for promotion are evaluated on a faculty member's contributions and achievements while a Pamplin faculty member or, for faculty that have previously been promoted within rank, since their last promotion. There is no minimum number of years of service required for individuals to be considered for promotion to Associate or (Full) Collegiate Professor. But any individual considered should have been in their current role at Virginia Tech for a sufficient length of time to permit a reasonable evaluation of their effectiveness across the range of appropriate performance dimensions.

For candidates considered for promotion to the rank of Associate or (Full) Collegiate Professor, it is expected that at least three external letters will be solicited from prominent individuals outside of the university who are familiar with the candidate's work. These letters should collectively address the candidate's scholarly contributions, teaching quantity and variety, program enhancement and reputation.

3.7.1. Research

Individuals considered for promotion to the ranks of Associate or (Full) Collegiate Professor must demonstrate consistent high levels of competence, or continuing improvement resulting in scholarly achievement that demonstrates social and/or economic impact as indicated in their terms of faculty offer. Evidence of research achievement is provided by funded grant proposals, publications of pedagogical, translational or core research in target journals, books or book chapters, or presenting scholarly work at national conferences, or through seminars, workshops or blogs.

3.7.2. Teaching Effectiveness

Individuals considered for promotion to the ranks of Associate or (Full) Collegiate Professor must demonstrate consistent high levels of competence, or continuing improvement resulting in high levels of competence as classroom instructors in for-credit or non-credit executive programs. Evidence of classroom effectiveness provided by student ratings of teaching effectiveness and peer evaluations of teaching effectiveness is required. Documented evidence of students attaining high levels of proficiency in the use of the knowledge and skills specified in course and curricular level learning objectives is desired.

3.7.3. Program Enhancement

Individuals considered for promotion to the ranks of Associate or (Full) Collegiate Professor will have demonstrated excellence in one or more areas of industry engagement (i.e., sponsored research, executive education, etc.) and/or curricular or extra-curricular programming directly related to college or department strategic initiatives, including executive education. This may occur through initiating and fostering the development of new programs and/or demonstrating contributions resulting in substantial improvement in existing programs that enhance masters or undergraduate student engagement, enrich scholarship, and/or better prepare students for entry into professions or continued graduate education. This could occur as advisors of student programs, clubs or initiatives, leadership of college centers, institutes, strategic programs or engagement with department or college advisor committees, alumni and the business community. For collegiate faculty with expectations for generating external funding, individuals considered for promotion should have demonstrated the capacity to generate substantial external funding through their programmatic efforts.

3.7.4. External Reputation

Individuals considered for promotion to the ranks of Associate or (Full) Collegiate Professor will have a positive local, regional, national or international reputation in one or more areas of expertise. Evidence of reputational impact may be in the form of research grants and publications in target journals, academic or professional recognition, holding positions of leadership in scholarly, industry, trade, regulatory, or professional associations, holding positions on the boards of directors for major local, regional, national or international organizations, conducting and publishing research in highly respected peer-reviewed academic journals, publication in trade journals, writing books and book chapters, appearing on scholarly and trade conference programs, publishing books or other printed material, speaking or appearing frequently before local, regional, national or international audiences and performing consulting to local, regional, national or international firms in the individual's areas of recognized expertise.

3.7.5. Service

Individuals considered for promotion to the ranks of Associate or (Full) Collegiate Professor are expected to demonstrate professional collegiality as part of their service obligation. Collegiality includes but is not limited to participating in meaningful and positive ways in the activities of the college and the university, interacting with others in respectful ways, supporting the intellectual and professional development of colleagues, and acting with integrity.

Accepting service roles in a department, the college, or the university is a necessary but not a sufficient condition for being judged to have demonstrated a rank-appropriate level of service. Faculty members must also be judged to make appropriate and meaningful contributions through their service activities. In general, making significant contributions in a few service roles will be valued more highly than making minor contributions in a large number of service roles.

3.7.6. Pamplin/AACSB Classification

Individuals considered for promotion to Associate Collegiate Professor or (Full) Collegiate Professor must qualify as a Scholarly Academic (SA) or Practice Academic (PA) in the current AACSB standards as implemented by the college at the time they are considered for promotion.

3.8. Exemplar Profiles of Candidates for Promotion to Associate and (Full) Collegiate Professor

3.8.1. Associate Collegiate Professor

Record of awarded research grants, publication in practice or translational and pedagogical journals. Has had her research referenced in the regional or national press. Extensive record of consistently strong or improving teaching effectiveness over several years in two or more courses. Meaningful involvement and experience in curriculum development or new methods of pedagogical delivery by participating in a faculty team that redesigned a core course in the college curriculum or in executive programming. Evidence of the capacity to initiate, enhance or grow programming related to the strategic direction of the department. Active participant in the community of professional scholars conducting five peer reviews of manuscript annually, and raised the reputation of the college through participation on the leadership team for a professional association regional event. An active consultant who has participated in and supports the departments research activities by creating and building connections with the business community. If the faculty member has an external funding expectation, has demonstrated the capacity to generate expected levels of funding up to at least 50% of salary annually in external funding.

3.8.2. (Full) Collegiate Professor

Consistently strong record of scholarship, which may include a successful history of funded research, publications in relevant journals and presentation at academic or professional conferences and participation in the scholarly review process since achieving associate status. Has a strong external reputation for translational work with organizations that has had demonstrable social or economic impact. Consistently high performance in teaching effectiveness in masters classes and executive education. Strong contributor to curriculum development efforts and has guided major curriculum revisions and helped develop curriculum for new educational initiatives included new executive education programs. Has developed and shared major changes in course delivery that have demonstrated improvement in student outcomes at lower cost and has taught other faculty how to implement these new techniques. Exceptional levels of success in initiating, enhancing and growing a new program to introduce real world projects into classroom learning raising the profile of the college and increasing job opportunities and starting salaries for our students. Frequently quoted in the popular press and has become a strong representative of the college at national meetings and as a frequent speaker at professional conferences and events. If the faculty member has an external funding expectation, has demonstrated the capacity to consistently generate significant levels of external funding, up to 100% or more of annually salary.

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