

**Pamplin College of Business  
Implementation Plan  
2014-2019**

**Adopted: 1-14-2015**

**Revised: 3-9-15**

## **1. Introduction**

This Implementation Plan translates the goals described in the strategic plan into more detailed actions, measures of performance, and objective goals that we intend to complete by the end of the planning period, 2019. In addition, this document estimates resources necessary to achieve the objectives and provides plans for the source of the additional revenues. The Implementation Plan is structured to parallel Pamplin's strategic plan.

## **2. Vision**

**Pamplin will be a leader in business education, developing knowledge and skills to enhance success in a complex, digital economy, recognized by companies that employ our graduates and by individuals at influential universities. *We will be particularly known for our expertise and accomplishments in business intelligence/analytics, innovation through entrepreneurship, and for our international educational programs.***

## **3. Mission**

Pamplin can contribute to the solution to some of society's biggest challenges. As a large, comprehensive business school, Pamplin has with three components to its mission.

- 3.1. Conduct research and disseminate the results as a means of improving the understanding and practice of business, improving our educational programs, and promoting economic development.
- 3.2. Educate motivated and well-prepared citizens of Virginia and the world so that they will be better able to contribute as ethical citizens of their communities, innovate in business practice, and build prosperity.
- 3.3. Use our ideas and resources to improve the functioning of Virginia Tech and other universities; perform activities that support and engage our students and alumni; and serve the needs of relevant professional organizations.

## **4. Actions and Goals**

- 4.1. Research (including the Ph.D. in Business Administration).
  - 4.1.1. Increased visibility of Pamplin faculty research accomplishments as reflected in academic citations, faculty participation in high-profile professional conferences, and calls to faculty by companies for advice, education or other projects.

**Actions:**

**Clarify expectations and provide appropriate support for faculty. (See section 5.1 for faculty support.)**

<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 status</b>
<b>1. Research Productivity</b>	<b>Dean 1</b>	<b>College UT-Dallas ranking of 50 or better</b>	<b>UTD Website</b>	<b>82 (2009-2013)</b>
<i>Supporting Metrics:</i>		<i>Goal:</i>	<i>Source:</i>	
2. Research productivity		5-year citation count of both primary measures increased by at least 10% over 2009-1013.  --SSCI goal: 8,600  --Google h5: 52,000	FAR	Citation counts (simple sum) 2009-2013: SSCI = 7,814; Google h5=47,327
3. Faculty leadership in research		Senior editor of at least one elite journal.	FAR 2.13	0 in 2013
		Associate Editor of at least one elite journal	FAR 2.13	1 in 2013
		20% of faculty serving on editorial boards of at least one elite journal.	FAR 2.13	10% in 2013.
		Chair of at least one national (or international) professional organization during the planning horizon.	FAR 3.5.1	1 in 2013
4. Faculty arts and humanities awards, fellowships and memberships <sup>1</sup>		At least one Fulbright scholar between 2013 and 2019.	FAR 2.15, 2.16	0 in 2013

<sup>1</sup> Metrics in blue are included word for word in "Scorecard—University Long-Range Plan Goals 2012-2018."

- 4.1.2. Assuring that students, at every level, get the most up-to-date education. Faculty will use their research methods and results to improve their classes and other interactions with students.

<p><b>Actions:</b></p> <p><b>We will encourage faculty to make revisions to programs consistent with their research and especially consistent with the research areas on which Pamplin will focus. Much of the educational improvement will be measured in section 4.2.</b></p>				
<b>Metric:</b>	<b>Scorecard</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Number of graduating undergraduates who participated in research experiences.		Clarify definition in 2015 and begin tracking in fall 2016.	U/G Report	100% reported in 2013. Need improved measure.

- 4.1.3. Improved ability of Pamplin to attract the best qualified doctoral students. Faculty research collaboration with doctoral students will result in improved placement of graduates of the Ph.D. in Business Administration in tenure-track positions at business schools in research universities.

<p><b>Actions:</b></p> <p><b>Provide more clear goals and incentives to departments to achieve better results. Faculty allocation model now recognizes Ph.D. placement success.</b></p> <p><b>Increase visibility of Pamplin faculty research to help attract strong doctoral students.</b></p> <p><b>Develop and clarify incentives for faculty to publish high quality research with Ph.D. students.</b></p> <p><b>Assure size of Ph.D. program supports Virginia Tech's goal of increased number of doctoral students.</b></p>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Doctoral student placement	Dean 2	50% of 2019 graduates from Ph.D. in Business Administration hired by Pamplin "target business schools" for tenure track positions within six months of graduation.	Dept. Sum: III	12% for period 2009-2013

		25% of graduates from Ph.D. for HTM major hired by Pamplin “target business schools” for tenure track positions within six months of graduation.	Dept. Sum: III	2009-2013: 1 of 17 or 6%
<i>Supporting Metrics:</i>		<i>Goal:</i>	<i>Source:</i>	
2. Graduate enrollment	Dean 3	See Appendix C Graduates: 15 Ph.D. in B. A. 10 Ph.D. in EBR	Dept. Sum: III	2013 enrollment 62 2013 graduates 13
3. Doctoral student research		20 acceptances per year in publications department uses for SA with doctoral student author.	Dept. PhD Annual Reports	# 16.5 <sup>2</sup> (two year average)
4. Doctoral program organization		University approves a plan to discontinue HTM Ph.D. and create concentration within Ph.D. in B.A.	HTM Dept. Summary	HTM faculty support concept

- 4.1.4. Collaboration with faculty from other parts of the university to leverage their expertise and increase the quality and quantity of Pamplin faculty research output. The College’s research centers will promote and support this collaborative research. Pamplin faculty and centers will also seek appropriate opportunities to collaborate with Virginia Tech’s research institutes.

<b>Actions:</b>				
<b>Center Directors will, as a major focus of their activities, identify, develop, and broker collaborative research opportunities, particularly projects that offer potential for impactful scholarly business publications.</b>				
<b>Metrics:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>

<sup>2</sup> During the two year period, 23 of 33 publications were in journals associated with hospitality and tourism management.

1. Center support for faculty research		By 2019, 15 Pamplin faculty will be supported by research through Pamplin centers each year.	FAR 2.15.2	No faculty have been supported by Pamplin research centers.
2. Interdisciplinary research productivity		By 2019, 5 research papers will be accepted for publication annually with authors from Pamplin and at least one other college at VT.	FAR 2.15	0
3. VT Institute support for faculty research		In 2019, 5 Pamplin faculty will be supported by VT Research Institutes.	FAR 2.15.3	1

4.1.5. Application of research to improve business practice, particularly in the areas of business intelligence and analytics, innovation and entrepreneurship, and international business, involving Pamplin's professors of practice and in collaboration with the external community.

<b>Actions:</b>				
<b>Center Directors will, as a major focus of their activities, identify, develop, and broker collaborative opportunities with the external community, particularly projects that offer scope for faculty and students to assist firms and other types of organization improve practice.</b>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. New company formation		CIE supports formation of at least 5 new companies annually in 2014. At least 20 annually by 2019.	Center Annual Report	0 (CIE created August 2014.)
<b>Supporting Metric:</b>		<b>Goal:</b>	<b>Source:</b>	
2. External projects for Students		By 2019, at least 3 projects per year with companies or agencies involving	FAR 3.8	0

		Pamplin students or faculty.		
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4.1.6. Enhancement of international research activities including collaboration with faculty from well-respected institutions outside the US.

<b>Actions:</b> <b>The College will establish a Center for International Business to promote international research activities and to coordinate and support student learning opportunities outside the US and Canada including Pamplin faculty-led study abroad programs</b>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Create Center for International Business	Dean 4	Center in operation by December 2015.		N/A
<b>Supporting Metric:</b>		<b>Goal:</b>	<b>Source:</b>	
2. Development of supporting goals		Develop supporting goals for CIB by May 2016		N/A

4.1.7. Exploring the possibility of research collaboration with the Faculty of Health Sciences and the Virginia Tech Carillion School of Medicine

<b>Actions:</b> <b>Consult with Director of VTCRI and dean of the School of Medicine regarding opportunities including joint research with medical students as well as VTCRI faculty members. Also, encourage faculty with appropriate research interests to consider membership in the Faculty of Health Sciences.</b>				
<b>Metrics:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Healthcare research collaboration		Consultation initiated by January, 2015	AD for Research	N/A

4.1.8. Seeking resources for research projects, including when appropriate, resources from federal, state and corporate funded programs.

<b>Actions:</b> <b>Center Directors will, as a major focus of their activities, identify, develop, and broker collaborative research opportunities, particularly projects that offer potential for impactful scholarly business publications (reference 4.1.4).</b>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Research expenditures from Pamplin Centers.		<b>Expenditures of Pamplin Centers from any source</b>	Center annual reports	0

		<b>will reach or exceed \$500,000 per year.</b>		
<i>Supporting Metric:</i>		<i>Goal:</i>	<i>Source:</i>	
2. Total expenditures in grants and contracts by research domain		Value of sponsored research in Pamplin recognized by VT OSP at least \$2.5M.	OSP	\$2.5M

#### 4.2. Undergraduate and Professional Graduate Education

##### 4.2.1.1. Graduate Education

4.2.1.2. Reorganize the MBA programs with enhanced focus on working professionals in the National Capital Region and staffed to take advantage of shared resources and synergy in operations. We will increase the range of courses and services available to students in order to increase MBA enrollment while improving quality.

<p><b>Actions:</b></p> <p><b>Create the AD for Extended Campus.</b></p> <p><b>Under the direction of the AD, conduct research and make recommendations for courses and services that will increase the quality and enrollment in the College's MBA programs.</b></p> <p><b>Under the direction of the AD, find ways to more effectively use shared resources.</b></p>				
<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Graduate enrollment		See Appendix C. 290 MBA FTE including --EvMBA 180 FTE (2,280 SCH) --EMBA 50 Students --PMBA 60 Students		244 inc. -- EvMBA 156 --EMBA 40 --PMBA 48
2. Graduating student evaluation of Evening MBA teaching quality.		Grade: A	BW	Grade: C
<i>Supporting Metrics:</i>		<i>2019 Goal:</i>	<i>Source:</i>	<i>2013 status</i>
3. Rank of the Evening MBA		30	US News	2014 rank: 46

4. Rank of the Evening MBA		To be determined after BW revises its ranking system.	BW	74
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4.2.1.3. Merge the master's degree in hospitality and tourism management into the graduate degrees in business administration to allow it to take advantage of courses and expertise in other departments while continuing to market its distinct advantages.

<b>Actions:</b> <b>Examine best format for HTM MS program, including location, and curricular strengths and efficiencies that can be obtained by incorporating courses and expertise from other Pamplin departments. Make appropriate changes.</b>				
<b>Metrics:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Master's program organization		University approves a plan to discontinue HTM masters and create concentration within M.S. in B.A.	HTM Dept. Summary	HTM faculty support concept
2. Graduate enrollment.		Enrollments in MS and MBA HTM concentration to support minimum average course enrollments of 15 students in electives.	HTM Dept. Summary	Separate HTM degree

4.2.1.4. Maximize the value of the Masters of Accounting and Information Systems (MACIS), assuring that its graduates are well prepared for a career in public accounting. We will also increase the size of the program by enrolling more students as they complete accounting and other Pamplin degrees and by recruiting graduates from other accounting programs in the region.

<b>Actions:</b> <b>Review MACIS curriculum and instructional technology, and increase recruiting activities for the program beyond Pamplin graduates to maximize quality of entering students. Review current program structure, core and options.</b>				
<b>Metrics:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Graduate enrollment.		See Appendix C MACIS enrollment: 110	ACIS Dept. Summary	86



2. Ranking of the MACIS program		20 (among schools with large undergraduate programs)	Public Accounting Report	25
3. CPA pass rate		MACIS three year average percent CPA sections passed will be 80% or higher for those with advanced degrees.	ACIS Dept. Summary	78% for 2011-2013.

4.2.1.5. Capitalize on the excellent reputation of the Masters of Information Technology (MIT) and changes to its tuition model to improve and expand the program. Pending an update and clarification of the program governance and financial model, we will update the curriculum and greatly expand the size of the MIT by marketing it globally rather than focusing on the National Capital Region. Increasing the scale of the program will require a redesign of the pedagogy of some of its courses so that they can provide effective education and personal interaction while reaching an unlimited number of students.

<b>Actions:</b>				
<b>Update MIT curriculum</b>				
<b>Using resources generated by changes to the tuition model, market the program to a global audience and increase enrollments</b>				
<b>Expand program offerings to more fully serve the needs of employers.</b>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Graduate enrollment		See Appendix C 3,000 SCH in Pamplin MIT courses (250 FTE).	AD NCR Annual Report	1,440 SCH in Pamplin Courses (120 FTE)
<b>Supporting Metrics:</b>		<b>Goal:</b>	<b>Source:</b>	
2. Graduate enrollment		9,600 SCH total MIT (800 FTE) enrollment	AD NCR Annual Report	5,280 SCH (440 FTE)
3. Rank of MIT program		Maintain Top 10 ranking	US News	3
4. Update MIT program		Two new or substantially revised modules each of which is	AD NCR Annual Report	N/A

		completed by at least 50 students per year.		
5. Update MIT program		Formulate and gain approval for Graduate School Certificates	AD NCR Annual Report	No VT certificates exist

- 4.2.1.6. Develop an executive doctorate in the National Capital Region to serve the unmet need for education leading to the ability to conduct research in business. This demand comes from business schools where there is a serious shortage of faculty with appropriate professional and academic credentials. There is also a shortage of professionals with business research expertise in business and government.

<b>Actions:</b>				
<b>Develop and staff an executive doctorate program in the National Capitol Region.</b>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Establishment of the executive doctorate	Dean 5	Enroll first cohort of 10 in fall 2016. Maintain enrollment in subsequent cohorts.	AD R&FA Annual Report	N/A
<b>Supporting Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
2. Executive Doctorate financially sound		\$200,000 annually by end of planning period	AD Admin	0

- 4.2.1.7. Explore the possibility of developing a program with the Faculty of Health Sciences or the Virginia Tech Carillion School of Medicine.

<b>Actions:</b>				
<b>Consult with appropriate administrators in the Faculty of Health Sciences and the VT Carillion School of Medicine to explore program possibilities.</b>				
<b>Metric:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Identify key contacts and initiate consultation		Consultation initiated by January, 2015	AD extended campus	N/A

- 4.2.1.8. Looking opportunistically for ways to deliver education, especially in the National Capital Region that lead to rapid career opportunities and advancement. This may involve the use of existing courses and materials for specific companies on a contract basis or may involve awarding

credentials (i.e., certificates) for completing sets of courses that require less time than the completion of a degree.

<b>Actions:</b> <b>Explore, on a continuing basis, program opportunities that would fit Pamplin teaching resources and generate surplus revenue for the College.</b>				
<b>Metrics:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. New programs for the NCR		One pre-proposal per year beginning for the NCR AY 2017	AD extended campus	1

#### 4.2.2. Undergraduate Education

4.2.2.1. Enhanced learning and higher satisfaction with core business classes as key element in continuous improvement of undergraduate program.

<b>Actions:</b> <b>Experiment with changes to the current large lecture format learning, making investments in increased faculty and other instructional resources, teaching innovations, and facilities appropriate for teaching business in the 21<sup>st</sup> century. Re-deploy faculty no longer teaching in MBA. Increase number of sections taught.</b>				
<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>2019 Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Undergraduate student evaluation of teaching quality.	Dean 6	Grade: A	BW	Grade: C
2. Reduce average size of core business classes.	Dean 7	60	BW	110 (estimate)
<b>Supporting Metrics:</b>		<b>Goal:</b>		
3. Undergraduate participation in service learning and experiential programs		We will set a service learning goal based on enrollment in designated courses after VT finalizes the definitions.	AD U/G Annual Report  VT IR	VT is revising the definitions for attaching the EXPR and SERV course suffixes.
		We will set a goal for experiential learning based on	AD U/G Annual Report	VT is revising the

		enrollment in designated courses after VT finalizes the definitions.	VT IR	definitions for attaching the EXPR and SERV course suffixes.
4. Student perception of courses		Overall, the instructors teaching was effective average score: 5.00	Dept. Summaries	4.74
5. Student participation in course evaluation		70% enrollment weighted evaluation	Dept. Summaries	38%
6. Increased course rigor and student work beyond classroom		Seniors self-report 15 hours/week.	BW	13

4.2.2.2. Aligning enrollment in the College and across College majors to balance student demand, employment opportunities, and College resources.

<b>Actions:</b>				
<b>Develop enrollment management program to achieve desired balance of enrollments in the College and across College majors. Develop and staff programs to increase applications and yield for Pamplin undergraduate programs.</b>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Enrollment management		Enrollment management program developed and implemented in time for Fall 2016 implementation. See Appendix A for draft outline.	AD U/G Annual Report	N/A
<b>Supporting Metric:</b>		<b>Goal:</b>		
2. Pamplin undergraduate applications		2,700 applicants select Pamplin majors as first choice	IR	2,227
3. Yield on accepted applications		0.50 yield on accepted first	IR	664/1412 =0.47

		choice Pamplin majors		
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4.2.2.3. Academic advising is critical to the success of Pamplin students. The services provided to our students help to enrich their college education as well as assisting them in realizing a timely path to graduation. Expanding the advising staff and range of services will require both funding and dedicated space convenient to our students.

<b>Actions:</b>				
<b>Use specialized staff for academic advising. Use faculty for mentoring, detailed advice about specific courses and detailed advice about careers.</b>				
<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	
1. Advising plan developed and proposed.		Plan adopted by December 2014	AD U/G Annual Report	N/A
2. Advising plan fully implemented		Fall 2016	AD U/G Annual Report	N/A

<b>Actions:</b>				
<b>Expand staff (recognizing current space limitations) devoted to these functions and services provided</b>				
<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Undergraduate Advising		400 to 1 by fall 2015 and 300:1 by the end of the planning horizon.	Undergraduate programs office	1,000 to 1 lower division (600 to 1 with all positions filled.)
2. Undergraduate Advising		80% of undergraduates moderately to very satisfied with advising services.	Net Promoter survey	67% of lower division 50% of upper division

4.2.2.4. Career services, career advising and greater collaboration with the companies who hire Pamplin graduates and support for any future university initiatives to

offer services to alumni. This will require funding and space for activities convenient for students and for company representatives.

<b>Actions:</b>				
<b>Expand staff (recognizing current space limitations) devoted to these functions and services provided</b>				
<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Initial placement	Dean 8	90% of seeking students placed within 6 months.	Undergraduate office	86%
		Average starting salary \$60,000	Undergraduate office	\$50,000
2. Employer perception of recruiting Pamplin students		Ranked in top 25 of all US Schools	BW	28

4.2.2.5. Enriched opportunities for all of the College's students in its interdisciplinary emphases.

<b>Actions:</b>				
<b>Develop and strengthen minors in business intelligence and analytics, entrepreneurship, and global business.</b>				
<b>Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Establish minor in business intelligence and analytics		Approved and available fall 2016	CBIA Annual Report	N/A
2. Entrepreneurship minor is interdisciplinary.		Revised curriculum includes courses from multiple disciplines by fall 2017	AD Undergraduate Annual Report	Minor relies on MGT courses.
3. Number of graduating undergraduates who have participated in a study abroad		30% of Pamplin undergraduates complete international education	CIB Annual Report	26.5%

experience or foreign language course.		experience prior to graduation.		
4. Number of graduating undergraduates who have participated in a study abroad experience or foreign language course		20% of students will receive credit for at least one semester of a foreign language.	CIB Annual Report	21.2%

4.2.2.6. Experiential learning which provides students with more opportunities to apply their classroom learning to real business situations. Internships, live cases within courses, and co-op positions can all contribute to this improvement

<b>Actions:</b> <b>Increase support for internships, co-op opportunities.</b>				
<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Career-related internships and co-ops		85% of undergraduates prior to graduation	BW	73%

#### 4.3. Community

4.3.1 Pamplin Faculty and Staff: Enhance collaboration and community among members of the *College faculty and staff* and for faculty, fostering community beyond departments and interdisciplinary community beyond Pamplin.

<b>Actions:</b> <b>Community is difficult to form when faculty are dissatisfied as documented in the COACHE 2012-2013 survey. The college will take the following actions to improve satisfaction in terms of the teaching component of faculty assignments.</b> <b>1. We will attempt to limit the number of large sections of classes offered.</b> <b>We will revise the college policy on teaching downloads.</b>				
<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	<b>2013 Status</b>
1. Faculty satisfaction with teaching		Satisfaction average of all tenure-track Pamplin faculty for number of courses	VT COACHE	3.0 (Note VT ave 3.91)

		taught to 3.5 (Q70A)		
2. Faculty satisfaction with teaching		Satisfaction average of all tenure-track Pamplin faculty for number of students 3.0 (Q70D)	AD Admin	2.58 (Note VT ave 4.22)

4.3.2 Pamplin Faculty and Staff: Enhance collaboration and community among members of the *College faculty and staff* and for faculty, fostering community beyond departments and interdisciplinary community beyond Pamplin.

<p><b>Actions:</b>  <b>Community is difficult to form when faculty are dissatisfied as documented in the COACHE 2012-2013 survey. The college will take the following actions to improve satisfaction in terms of tenure.</b></p> <ol style="list-style-type: none"> <li>1. Revise the annual faculty review process.</li> <li>2. Develop and publicize Pamplin P&amp;T standards.</li> <li>3. Clarify the top publication outlets.</li> </ol> <p><b>Increase information about the tenure process and standards.</b></p>				
<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	
1. Faculty satisfaction with clarity of the tenure process		Satisfaction average of all tenure-track Pamplin faculty for clarity of tenure process 3.0 (Q136A)	VT COACHE	2.18 (Note VT ave 3.72)
2. Faculty satisfaction with clarity of the tenure criteria		Satisfaction average of all tenure-track Pamplin faculty for clarity of tenure criteria 3.0 (Q136B)	AD Admin	2.55 (Note VT ave 3.64)

4.3.3 Pamplin Faculty and Staff: Enhance collaboration and community among members of the *College faculty and staff* and for faculty, fostering community beyond departments and interdisciplinary community beyond Pamplin.



<b>Actions:</b> <b>Community is difficult to form when faculty are dissatisfied as documented in the COACHE 2012-2013 survey. The college will inform faculty about the additional resources and support provided by the university and will invite the provost and president to interact directly with Pamplin faculty.</b>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	
1. Faculty believe Pamplin is valued by VT		Average agreement of all tenure-track Pamplin faculty that the college is valued 3.0 (Q220A)	VT COACHE	1.93 (Note VT ave 3.37)

<b>Actions:</b> <b>We will recruit faculty who excel at teaching and research and who are role models for the diversity of the practice of business. We will assure that faculty have mentoring and appropriate resources to support their successful career growth.</b>				
<b>Primary Metric:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	
1. Diversity of the Faculty		Increased gender and racial, ethnic faculty diversity	VT IR (AD Admin)	Appendix D

4.3.4 Pamplin Alumni: Enhance engagement of *Pamplin alumni* with the College with particular focus on young alumni and leveraging College resources in the National Capital Region.

<b>Actions:</b> <b>Review the structure of alumni engagement with the goal of increasing it on multiple dimensions.</b> <b>Develop additional points of connection with young alumni and enlist their help to offer experiential learning opportunities to more students.</b> <b>Rely on alumni to increase availability of consulting and internship courses. (Results will be measured in metric 4.2.2.6)</b> <b>Devote additional staff to work with this constituency to the extent that funding and space constraints allow.</b> <b>Make greater use of our facilities in the National Capital Region for these activities</b>				
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<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	
1. Alumni and business community engagement with students		400 presentations per year.	Dept. AR & Dean	276
2. Alumni and business community engagement with college programs		1300 attendance at alumni events per year.		844
3. Alumni business community engagement		Number of alumni less than 10 years past graduation who are engaged through formal programs such as advisory boards	Dept. AR & Dean	5 (est)
4. Fund Raising		Number of alumni making monetary contributions to the College	Development	1,995 (2013-2014)
5. Fund raising	Dean 9	\$15M per year (cash gifts and new pledges including planned gifts)	Development	\$6.5M (2013-2014)
6. Fund raising		\$5M per year (cash gifts)	Development	\$2.1M (2013-2014)
<i>Supporting Metric:</i>		<i>Goal:</i>		
7. Staff supporting alumni engagement		2.0	AD Admin	0.5

- 4.3.5 Students—Emphasize diversity and inclusion in our recruitment of students, faculty and staff to enhance the entire Pamplin student experience. In developing these networks and opportunities, we will further enhance an already strong affinity for the college and better prepare our graduates for the increasingly diverse world of business.

<p><b>Actions:</b></p> <p><b>Develop and strengthen programs such as LEAP and PUMP to recruit and support a diverse student body.</b></p>
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<b>Primary Metrics:</b>	<b>Scorecard:</b>	<b>Goal:</b>	<b>Source:</b>	
1. Underrepresented students entering the freshman class	Dean 10	Significantly increase enrollment of underrepresented groups	IR via U/G	<p>American Indian or Alaska Native: 14</p> <p>Asian: 114</p> <p>Black or African American: 31</p> <p>Hispanic: 44</p> <p>Native Hawaiian or Other Pacific Islander: 3</p> <p>White: 609</p> <p>Two or more races: 32</p>
2. Degrees awarded to underrepresented students		Significantly increase degrees awarded to undergraduates from underrepresented groups	IR via AD U/G	<p>American Indian or Alaska Native: 13</p> <p>Asian: 146</p> <p>Black or African American: 32</p> <p>Hispanic: 52</p>

				Native Hawaiian or Other Pacific Islander: 4  White: 850  Two or more races: 38
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## 5. Resource Implications

For the Pamplin College to carry out its mission and achieve its vision as elaborated in this plan, we must secure certain resources that will allow us to raise our performance to be competitive with our peer comparison schools and closer to that of aspirant schools (see list below). Critical resources that must be developed over the planning period are:

### 5.1. Faculty

**5.1.1 Summer Research Grants:** Provide competitive summer research funding to faculty. By the end of the planning horizon, our goal is to provide 2/9<sup>th</sup> research funding to new tenure-track faculty to assist with establishing quality research programs and to provide 2/9<sup>th</sup> research funding to faculty who are successful publishing research in journals which have the greatest influence with academics.

**New Hires:** Assuming 10 new tenure-track faculty per year, or a total of 30 in steady state, our goal requires  $(30)(2/9)(\$200,000)$  or about \$1.3M per year. This will be provided by a combination of honorifics, externally funded grants, and unrestricted funds.

**Others:** Excluding “new hires” we assume that half of tenure-track faculty will regularly publish in elite journals or about 35 faculty. Our goal requires  $(35)(2/9)(250,000)$  or about \$2M per year. This will be provided by a combination of honorifics, externally funded grants, and unrestricted funds.

**5.1.2 Teaching Load:** We assume that the number of tenure track faculty remains at approximately 100 and that the college has 40 FTE of non-tenure-track faculty. Generally, faculty who qualify for the summer research grants described in section 5.1.1 will also qualify for reduced teaching loads. We assume that 5 tenure track faculty will have higher than standard teaching loads. We assume that non-tenure track faculty will average 6 sections per year. The tables below show how our current teaching capacity is planned to change over the course of the strategic plan.

**Current in load teaching capacity**

Category	Number of faculty	Teaching load	In load sections/year
“New” tenure-track	22	3	66
Research elite TT	8	3	24
SA TT	51	4	204
Non SA TT	11	5	55
Non-tenure track	18	6	108
<b>Total</b>	<b>100</b>	<b>-</b>	<b>457</b>

**Planned in load teaching capacity**

<b>Category</b>	<b>Number of faculty</b>	<b>Teaching load</b>	<b>In load sections/year</b>
<b>“New” tenure-track</b>	<b>30</b>	<b>3</b>	<b>90</b>
<b>Research elite TT</b>	<b>35</b>	<b>3</b>	<b>105</b>
<b>SA TT</b>	<b>30</b>	<b>4</b>	<b>120</b>
<b>Non SA TT</b>	<b>5</b>	<b>5</b>	<b>25</b>
<b>Non-tenure track</b>	<b>40</b>	<b>6</b>	<b>240</b>
<b>Total</b>	<b>140</b>	<b>-</b>	<b>580</b>

**5.1.3 Faculty Salaries:** Pamplin needs to provide competitive salaries to our faculty. To attract and retain faculty, our average compensation must be in the range paid by our peer and aspirational schools. The table below shows the cost of increasing the salary of all Pamplin faculty with a rank to the average paid at peer and aspirational schools. This table illustrates that our salaries for assistant professors are competitive with peer schools. Pamplin salaries are least competitive for full professors. The total cost to increase our average salary to the level of peer schools is \$1.7M and the cost to match salaries at aspirational schools is \$3.0M.

These data are based on salaries reported to AACSB as of the fall 2013 semester. They do not include HTM faculty as comparable data were not available.

**Total AY Tenure Track Faculty Salary Gap (Fall 2013)**

<b>Rank</b>	<b>Total Gap to Peer Mean</b>	<b>Total Gap to Aspirational Mean</b>
<b>Full professors</b>	<b>\$1,060,153</b>	<b>\$1,786,453</b>
<b>Associates</b>	<b>616,678</b>	<b>1,010,478</b>
<b>Assistants</b>	<b>(389)</b>	<b>207,011</b>
<b>Total of all ranks</b>	<b>\$1,676,442</b>	<b>\$3,003,942</b>

**5.1.4 Editorial support:** Faculty appointed to be the senior editor for one of the journals on the Pamplin elite list will be given a reduced (i.e., two-section) teaching load and summer research funding during the time of service. We estimate the cost as ¼ of cost of a senior faculty members academic salary to replace the lost teaching capacity and a grant of 2/9ths of the academic year salary or (0.25 + 0.22) (\$275,000) or approximately \$130,000.

## **5.2 Ph.D. Students**

**5.2.1 Pamplin** must increase the level of funding for students in its Ph.D. in business administration. This support includes a tuition waiver, stipend, and research expenses. We estimate that total annual support for these students is approximately \$15,000 less than that of peer schools. Given the current program enrollment, the total annual funds needed is (66) (\$15,000) = \$990,000. This cost will increase as enrollment reaches the planed target of 75 in Appendix C.

## **5.3 Staff**

### **5.3.1 Staff for student services**

Pamplin will need additional staff and A/P faculty to provide the improved services described in our plans. Our plans require the addition of 10 academic advisors and a reorganization of the structure of the organization. Pamplin will also need two additional staff members to increase career services and student recruiting. These resources will also be used to increase the diversity of the student population. The cost of this addition staffing is estimated at \$500,000 per year.

### **5.3.2 Staff for Development and Alumni Relations**

It is likely that Pamplin will need additional staffing to achieve the development and alumni relations goals set up in section 4.3.4. We estimate that at least two staff members must be added at a total cost of \$150,000 annually.

## **5.4 Facilities**

We are developing plans to fund and construct a new Business Learning Community on the main campus in Blacksburg. Our goal is to break ground shortly after the end of this planning horizon (or spring 2020). This learning community will include residential space for business students which will further build on our sense of community in the College. New space will also allow more complete integration of the Hospitality and Tourism Management faculty, who are currently located outside Pamplin Hall, provide room to house new faculty, and to bring currently dispersed teaching to a central location. The new facility will also allow us to foster a broader community of learning that includes not only students and faculty but also alumni and business leaders. We have engaged an architect to develop a building program, compare site options, estimate cost, and prepare renderings suitable for fund raising. Rough comparisons to other business school projects suggest that the academic space needed is approximately 200,000 gross square feet and the cost will be approximately \$150M.

**Appendix A**  
**Enrollment Management Plan**  
**Key elements**

**Enrolling students new to Pamplin**

- Students with fewer than 30 credits (e.g., freshmen) will be admitted to business undecided.
- Students transferring to Virginia Tech with at least 30 transferable college credits can be admitted to business undecided or may apply for a major in Pamplin.

**Applying for a major**

Virginia Tech students, including transfer students accepted for admission to Virginia Tech and including Pamplin majors, can apply for admission to Pamplin majors. Students may indicate ranked order of major choices but will only be admitted to one major at a time. The college will specify dates when applications are accepted and the timetable for considering and announcing decisions.

Undergraduate programs will rank applicants for each major based on criteria established in consultation with the academic departments. Undergraduate programs will admit the best applicants for each major up to the approximate target for that major.

Undergraduate programs will inform departments and students of decisions.

**Size of undergraduate majors**

The target size for each major will be set based on student demand and the ability of departments to deliver quality programs. Each year, targets for majors will be reviewed and revised when appropriate.



**Appendix B**  
**Peer and Aspirant Schools**

**Peer**

Georgia Tech  
Michigan State University  
Pennsylvania State University  
Purdue University  
University of Arizona  
University of Georgia  
University of Iowa  
University of Pittsburgh  
University of Washington

**Aspirant**

Ohio State University  
University of Florida  
University of Illinois at Urbana-Champaign  
University of Maryland, College Park  
University of North Carolina Chapel Hill  
University of Wisconsin-Madison

**Appendix C**  
**Planned Graduate Enrollment**

Program	Fall 2013 Enrollment	Fall 2019 Target	Percent Growth
Full-time MBA Blacksburg	88	0	
Master of Accounting & Information Systems	86	110	28%
M.S. in B.A. (HTM and new)	15	50	233%
Evening MBA Falls Church	156	180	15%
Executive MBA Arlington	40	50	25%
Professional MBA Richmond/Roanoke	48	60	25%
Master of Information Technology (online)	120	250	108%
PhD in Business Administration	66	75	14%
PhD in Executive Business Research	0	30	
 Total Master's Enrollment	 553	 700	 27%
Total PhD Enrollment	66	105	59%
<b>Total Graduate Enrollment</b>	<b>619</b>	<b>805</b>	<b>30%</b>

## Appendix D

### Faculty Diversity Fall 2013

Faculty Diversity Fall 2013								
	College	University	College	University	College	University	College	University
<i>Ethnicity</i>	Professor	Professor	Associate Professor	Associate Professor	Assistant Professor	Assistant Professor	Total	Total
American Indian or Alaska Native	0.00%	0.35%	0.00%	0.58%	0.00%	0.32%	0.00%	0.43%
Asian	18.60%	11.13%	10.71%	11.84%	13.04%	11.36%	14.89%	11.45%
Black or African American	0.00%	2.47%	10.71%	3.30%	0.00%	2.60%	3.19%	2.81%
Hispanic	0.00%	1.77%	0.00%	4.27%	0.00%	5.52%	0.00%	3.53%
Native Hawaiian or Other Pacific Islander	0.00%	0.18%	0.00%	0.00%	0.00%	0.32%	0.00%	0.14%
White	81.40%	83.75%	78.57%	78.45%	69.57%	65.26%	77.66%	77.68%
Two or more races	0.00%	0.35%	0.00%	0.19%	0.00%	0.32%	0.00%	0.29%
Non-resident alien	0.00%	0.00%	0.00%	1.36%	17.39%	14.29%	4.26%	3.67%
							100.00%	100.00%
	College	University	College	University	College	University	College	University
<i>Gender</i>	Professor	Professor	Associate Professor	Associate Professor	Assistant Professor	Assistant Professor	Total	Total
Male	81.40%	81.27%	71.43%	68.54%	56.52%	59.09%	72.34%	71.63%
Female	18.60%	18.73%	28.57%	31.46%	43.48%	40.91%	27.66%	28.37%
							100.00%	100.00%