VMI

Operation Plans

and

Progress Reports

2012

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Academic Program Operations Plan AY2012-13
Virginia Military Institute
August 2012

I. MISSION

The VMI Academic Program educates cadets in a rigorous academic environment that encourages life-long learning and develops citizens of character who anticipate, respond, and lead in a complex and changing world.

II. VISION

The VMI Academic Program offers cadets a rigorous curriculum with the purpose of producing educated and internationally engaged citizens of character.

Its components are a broad four-year core curriculum and nationally recognized majors in engineering and computer science, natural sciences, mathematics, arts and humanities, and social sciences.

It recruits, develops, and graduates cadets of exceptional talent, intellectual curiosity, and character, who possess a commitment to service and respect for others.

Its faculty is renowned for its teaching excellence, mentorship of cadets, scholarly engagement, commitment to service, and encouragement of undergraduate research.

Its environment includes state-of-the-art facilities, equipment, technologies, and instructional materials, first-class programs of academic support, and an organizational climate characterized by collegiality, cooperation, and respect.

III. ORGANIZATION

The Academic Program is directed by the Deputy Superintendent for Academics and Dean of the Faculty, whose principal subordinates are the Associate Dean for Academic Affairs and the Assistant Dean for Planning and Administration. Other reporting units include 14 academic department heads, three ROTC department heads, the Head Librarian, the Registrar, the Institute Director of Writing, and the Director of the Miller Academic Center (MAC), the Director of the Math Education and Resource Center (MERC), the Director of the Office of Career Services (OCS), and the Director of the Office of International Programs (OIP). The Director of Undergraduate Research and the Director of Teacher Certification report to the Dean through the Associate Dean for Academic Affairs.

IV. PROGRAM LEARNING GOALS

The VMI Academic Program educates cadets in a rigorous academic environment that encourages life-long learning and develops citizens of character who anticipate, respond, and lead in a complex and changing world.

The Academic Program therefore develops graduates who possess:

- An understanding of the responsibilities of American citizenship, including the obligation to defend the principles of democracy on which the United States is founded
- The ability to influence human behavior to accomplish organizational goals, recognizing moral issues and applying ethical considerations in decision-making

- The ability to communicate effectively, both orally and in writing
- The ability to design and conduct scientific experiments as well as analyze and interpret data
- The ability to understand and apply mathematical sciences to solve quantitative problems
- A knowledge of history and culture and an appreciation of how they may be used to understand human behavior, achievement, and ideas in a global context
- The ability to process information for strategic or creative purposes to include evaluative, anticipatory, logical, conceptual, or divergent thinking which results in effective solutions to problems
- The confidence to use technology and experiment with technological solutions to problems
- Intellectual curiosity and a commitment to lifelong learning
- A lifetime commitment to physical fitness and wellness
- A commitment to public service

V. PROGRAM OPERATIONAL GOALS

The academic program operational objectives are implemented through specific strategies that support Cadet Development (CD), VMI Environmental (E), Commonwealth (C), and Vision 2039 (V) goals.

In all cases, additional detail to that provided below is available from individual department and program annual reports. Annual reports are available for each of the 14 academic departments, each of the three ROTC detachments, and each academic support unit. Annual reports are also available for every committee reporting to the Dean, either directly or through one of his principal officers.

Goal 1. Develop and sustain the four-year academic core curriculum under the oversight of the Core Curriculum Oversight Committee (CCOC). Supported Goals are CD, C3, and V II.A and III.A.

Objective 1-1. Continue assessment and evaluation processes of the core curriculum.

Objective 1-2. Meet cadet demand for enrollment in core curriculum courses, remaining consistent with the Institute's commitment to small class sizes.

Goal 2. Maintain existing majors, minors, and interdisciplinary programs and provide associated faculty and physical resources. Supported Goals are CD, E9, C3, C4, and V I.A, II.A-B, II.G, V.A-C, and VI.A.

Objective 2.1. Recruit and retain cadets to provide an equal balance (50%) between the disciplines represented in engineering, natural sciences, and mathematics and the disciplines represented in arts and humanities and the social sciences.

Objective 2-2. Maintain national or regional accreditation where desirable for academic departments or major courses of study.

Objective 2-3. Develop implementation plans for initiatives announced in April 2012 in Modern Languages and Cultures, English and Fine Arts, and Computer Science and that address a balance in enrollment among all majors.

Objective 2-4. Strive to increase teaching effectiveness by providing incentives for teaching-related faculty development opportunities.

Objective 2-5. Improve the allocation of instructional space through the Scheduling Committee and the use of scheduling software for ensuring that all viable space is utilized throughout the day.

Objective 2-6. Maintain a robust academic program by supporting the Institute Honors Program, Institute Writing Program (IWP), VMI Center for Undergraduate Research (V-CUR), Miller Academic Center (MAC), Math Education and Resource Center (MERC), International Programs, Career Services, and Teacher Certification.

Objective 2-7. Develop funding opportunities for merit scholarships and endowed Institute Professorships and Chairs through the VMI Foundation.

Goal 3. Develop and promote measures to broaden cadet opportunities for service and post-graduate education. Supported Goals are CD, E10, C3, and V I.D, II.C, IV.A-B, VIII.A, VIII.D-G, X.B.

Objective 3-1. Provide opportunities for all interested qualified cadets to complete an internship experience.

Objective 3-2. Develop and institutionalize formal graduate and professional school relationships to provide post-graduate opportunities to all interested and qualified cadets.

Objective 3-3. Develop and maintain actions to promote service opportunities in the Armed Forces to reach 60% commissioning of qualified graduating cadets.

Objective 3-4. Develop and support the Service Committee to provide opportunities for cadets to serve in venues near the Institute and worldwide.

Goal 4. Promote cadet development to enhance academic and personal success. Supported Goals are CD, C5, V I.D, I.E, II.H, V II.I.

Objective 4-1. Develop and promote services through the Miller Academic Center that encourage cadet success and intellectual development.

Objective 4-2. Provide library materials, services, and technologies that support academic research, information literacy, and educational outreach, and that preserve and service historical records and manuscripts.

Goal 5. Assess all academic programs and academic support services to ensure they support the Institute's goals and Academic Program goals and conform to professional standards for educational assessment. Supported Goals are C4, V II.J.

Objective 5-1. Maintain annual assessment reporting required of all academic departments and academic support programs.

Academic Program Operations Progress Report AY2011-12
Virginia Military Institute
August 2012

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Goal 1. Develop and sustain the four-year academic core curriculum as approved as the Institute's Quality Enhancement Plan (QEP). Supported Goals are CD, C3, and V II.A and III.A.

<u>Objective 1-1.</u> Continue to develop and implement the assessment and evaluation processes of the core curriculum.

By May 2011, all elements of the core curriculum had been implemented, including assessment and evaluation plans overseen by the Core Curriculum Oversight Committee (CCOC). The QEP Impact report (to be filed in Fall 2012) documents changes to the original QEP. Two of these changes will require either the documentation or development of assessment outside the core curriculum. Responsibility for assessment of the outcomes associated with goals to promote Lifelong Learning (LLL) and Public Service (PSV) was assigned to the Office of Assessment and Institutional Research, since those are more properly viewed as Institute-level goals. Responsibility for assessing Technological Competence (TEC) will be assigned to the academic departments effective in AY 2012-13. With the filing of the Impact Report, the CCOC will undertake a review of the existing core curriculum learning outcomes and corresponding assessment requirements with the goal of revising for efficiency and effectiveness where possible.

<u>Objective 1-2.</u> Meet cadet demand for enrollment in core curriculum courses, remaining consistent with the Institute's commitment to small class sizes.

Total enrollment, sections enrolling greater than 20 students, and the sections exceeding 20 students as a percentage of total enrollment by semester are presented in Table 1. The number of sections enrolling more than 20 students has remained consistent relative to the total student body population for the last several years. Although enrollment has increased, it has been possible to keep section enrollment low as a percent of total enrollment. Nevertheless, one objective is to reduce the number of larger sections. Meeting this objective will require adding full-time faculty and continued prudent use of part-time

faculty.

Table 1. Enrollment and Class Size

Semester	Total Enrollment	Sections Exceeding 20 Students	Sections Exceeding as % of Enrollment
Spring 2012	1509	217	14
Fall 2011	1605	235	15
Spring 2011	1488	186	13
Fall 2010	1569	176	11
Spring 2010	1395	156	11
Fall 2009	1500	148	10
Spring 2009	1338	169	13
Fall 2008	1428	167	12
Spring 2008	1282	149	12
Fall 2007	1378	169	11

Although full-time faculty positions are fixed, the enrollment fluctuations from semester to semester are absorbed by use of part-time faculty. For AY 2011-12, there were approximately 119 full-time faculty members teaching the equivalent of 702 three credit courses, with part-time faculty members teaching the equivalent of 267 three credit courses. Excluding part-time faculty who were temporarily replacing full-time faculty vacancies, this part-time faculty commitment is equivalent to 42 full-time faculty members. The full-time faculty in AY 2008-09 was 120, in AY 2009-10 it was 122, and in AY 2010-11 it was 118.

At least 14 new full-time faculty positions are required within the next few years to reduce dependence on adjunct faculty and to accommodate the increased size of the corps of cadets. Adding 14 full-time faculty positions will decrease the percentage of adjunct faculty from 25.7% to 17.2% of total equivalent full-time faculty, assuming current enrollment trends. The current funding plan will add three faculty members each in fiscal years 2013, 2015, and 2016, two each in 2014 and 2017, and one in 2018.

In nearly all cases, individual class enrollment has not exceeded about 24 cadets, with the exception of some courses in International Studies where numbers may be in the thirties. Class size is being addressed by imposing enrollment thresholds and, in some cases, enrollment caps to ensure that faculty time is used efficiently and by using adjunct faculty. The cadet-to-faculty ratio remains at about 11:1.

The faculty ratio in the ROTC units was addressed in AY 2011-12 by limiting enrollment in Air Force and Navy/Marine ROTC units to cadets who express a desire to accept a commission. All other cadets and those wishing to commission in the Army are enrolled in Army ROTC. The Army ROTC unit has flexibility how instructors are used and the Institute has provided budget to hire up to three persons to assist Army ROTC staff in non-classroom activities. The Army ROTC detachment is additionally supported by National Guard and/or Army Reserve officers.

The successful implementation of the core curriculum requires offering Civilizations and Cultures (C&C) courses in numbers and diversity sufficient to meet cadet demand. By the end of AY 2011-12, the CCOC had approved 62 C&C electives in 10 academic departments, an increase of 12 courses and one department over AY 2010-11. However, while remaining committed to the academic program goals connected to the C&C courses, problems of availability and access caused by prerequisites for many of these courses continue. This is true particularly of the engineering majors, whose lab requirements restrict scheduling options. During AY 12-13, the CCOC will explore a revision of the C&C course requirement, including possible reduction to a single course or international experience that may be seen to address the overall purpose of the C&C requirement as part of the core curriculum.

During AY 2010-11, the CCOC directed a review of the current core mathematics requirement. Through a process involving more than 50 members of the faculty, the subcommittee found that the original outcomes outlined in the QEP were too skill-centered and did not reflect the importance of mathematical ways of thinking to liberal learning as it is detailed in the philosophical statement written to support the Academic Program goal for mathematical inquiry. The CCOC recommended and the Academic Board approved a revision of the outcomes, which will inform the Applied Mathematics and Computer Science (AMCS) Department as it developments a new core mathematics course to be offered for the first time by fall 2013.

Goal 2. Maintain existing majors, minors, and interdisciplinary programs and provide associated faculty and physical resources. Supported Goals are CD, E9, C3, C4, and V I.A, II.A-B, II.G, V.A-C, and VI.A.

Objective 2.1. Recruit and retain cadets to provide an equal balance (50%) between the disciplines represented in engineering, computer science, mathematics, and the natural sciences and the disciplines represented in arts and humanities and the social sciences.

This objective has two parts. The first part is to achieve robustness and consistency in enrollment across all majors, recognizing that some majors will be more popular than others and that fluctuation in enrollment is inevitable. The second part is to achieve an approximately equal distribution at graduation between the science, math, and engineering and the arts, humanities, and social science disciplines. These issues were addressed in a memo published by the Dean in April 2012. The initiatives addressed in that memo are reviewed here.

New Initiatives

For each of the initiatives, a committee will be formed to further develop the initiatives and to develop an implementation plan. It is anticipated that phased implementation of these will begin with the 2013-14 academic year.

Enrollment and Admissions

The spring 2012 enrollment census is summarized in Table 2 in rank order from highest to lowest enrollment by major.

Table 2. Spring 2012 Enrollment Census

Major	Enrollment				
	2012	**2013**	**2014**	**2015**	**Total**
International Studies	57	60	68	64	249
Economics & Business	55	62	54	66	237
History	42	46	45	44	177
Mechanical Engineering	31	27	43	66	167
Civil Engineering	20	42	45	47	154
Psychology	34	33	33	43	143
Biology	22	22	27	51	122
Electrical & Computer Engineering	7	8	13	24	52
English	20	9	8	7	44
Chemistry	7	12	12	10	41
Applied Mathematics	7	12	13	5	37
Computer Science	5	14	10	4	33
Modern Languages & Cultures	3	10	7	13	33
Physics	4	4	4	8	20

Table 2 illustrates the wide gap between the larger and smaller majors and how these are distributed among the science, technology, engineering and math (STEM) and non-STEM disciplines. Five of the seven smaller majors are in the STEM disciplines and nearly 32% of the Corps of Cadets is enrolled in only two majors, International Studies (IS) and Economics and Business (ECBU). The top seven majors comprise 83% of total enrollment, leaving only 17% for the bottom seven.

This uneven enrollment distribution strains resources for the larger majors and underutilizes resources for the smaller ones and prevents effective resource planning. All majors require a minimum commitment of faculty and support staff and services, regardless of the enrollment. It is infeasible to move faculty from department to department as enrollment fluctuates, and discipline-specific expertise is required in some majors regardless of the enrollment. Consequently, in the smaller majors faculty work loads are relatively light, class sizes are small, and faculty interaction with cadets is significant. The opposite may be true of the larger majors. Furthermore, having a small number of larger majors impacts diversity across the student body in potentially negative ways. A healthy academic environment requires diversity to encourage critical thought and encourage intellectual curiosity.

Because VMI's total enrollment is fixed, allowing a few majors to grow will always occur at the expense of others. If the enrollment distribution is left largely to individual cadet preference then it occurs according to happenstance. This limits flexibility in developing STEM majors and balancing resources.

Two categories of actions are required. The first would establish a common notification date for all applicants and make the application process competitive by major. The second would place restrictions on transfers into majors enrolling greater than 200 cadets.

Applying to a specific major presents an opportunity to promote undersubscribed majors as a way for applicants to improve their admissions success. For example, applicants would be informed that their chances of being admitted are greater if they apply to Electrical and Computer Engineering (ECE) or Physics (PY) than if they apply to Mechanical Engineering (ME), or to English and Fine Arts (ENFA) than to History (HI) or IS. The intent would be to encourage applicants to select the undersubscribed majors and then to weight the choice of major more substantially in admission decisions. This would have the effect of diverting some applicants from highly subscribed majors and improve the balance of majors among all academic departments. This change represents an evolution of the current process where the Admissions Office includes selection of major in the mix of criteria for admission, but the weight given to the major selection is increased.

The common notification date will allow the Admissions Office to review the applicant pool together, although earlier admission decisions may be granted to truly outstanding applicants. The full spectrum of applicants with their qualifications and major preferences will be known. This will then allow the selection of applicants without having to project against future applications. The final distribution among all majors will be known at the time that applications are reviewed, and the incoming Rat Class selected to reflect a reasonable distribution of qualified academic majors. Instead of a general admission offer, cadets will be admitted to a specific major.

This will not impose an admissions cap on any major, but will allow some additional control over how the incoming class is distributed among the majors. Again, a key component of this scheme is to promote the undersubscribed majors and to inform applicants that selection of one of these majors will improve their chances for admittance. This message can be conveyed through admissions materials and open houses, and through Communications & Marketing announcements.

This revised admissions process may be described as a "soft cap." The Admissions Office takes action to

distribute incoming cadets among the various majors, principally by meeting minimum admissions targets, which effectively reduces the numbers of cadets available to fill the few highly subscribed majors. Each academic department will annually provide the Admissions Office with a target admissions number, balanced against maximum enrollment and retention trends.

Transfers among majors will continue as it currently does; however, for those majors with total enrollment exceeding 200, transfers into these majors will be limited to slots created by transfer out of these majors or by attrition.

English & Fine Arts

The ENFA Department has few and declining majors and has been unable to compete with the HI and IS Departments for cadets. These three departments should be able to compete on relative equal footing for cadets interested in commissioning into the US Armed Forces or pursuing careers in law or public service. The HI Department maintains enrollment of over 175 cadets and that of the IS Department approaches 200 cadets. The ENFA Department enrollment is less than 50 cadets. The ENFA Department retention rates historically compare favorably with those of HI and IS, although the 2011 retention rate in the major for HI is 53% and for IS is 45%, while that of ENFA is near 25%. Every VMI cadet is required to take at least three courses in the ENFA Department, providing the faculty in that department a special opportunity to recruit cadets to the major. Nevertheless, enrollment and retention remain low.

The ENFA Department will be restructured to emphasize rhetoric, from classical to contemporary. Rather than literary study, the department's focus will be on the production and analysis of texts of a variety of forms and types. This leaves room to retain limited required offerings of literature and fine arts, though some modifications in how those courses are taught is expected. The Department will also absorb the philosophy curriculum, since the study of rhetoric originates historically in an understanding of philosophers and modern thinkers.

The explicit purpose of the revised curriculum is to build enrollment and improve retention in the ENFA Department, with the objective of achieving an approximately equal balance with HI and IS. The ability to meet this objective will be enhanced by proposed changes in VMI admissions and enrollment practices, discussed later in this summary.

Modern Languages & Cultures

The Department of Modern Languages & Cultures (MLC) offers five languages – Arabic, French, German, Japanese, and Spanish. The distribution of the faculty assigned to each language and the current enrollment for all four Classes (2012-2015) are provided in Table 3.

Table 3. Modern Languages Faculty and Enrollment

	Faculty		**Enrollment**	
Language	**Full Time**	**Part Time**	**Majors**	**Minors**
Arabic	2	2	25	9
French	1	0	7	3
German	1	1	4	4
Japanese	0	1	3	4
Spanish	4	1	16	16

From Table 3, it is apparent that Arabic and Spanish have attracted the largest numbers of cadets. These languages, representing the strength of the Department, are likely popular because of their continuing national and international relevance. French, German, and Japanese combined include fewer majors than

either Arabic or Spanish alone, with approximately one graduate per year for German and Japanese and fewer than two graduates per year for French. Allocating faculty and other resources to German and Japanese is difficult to justify and contradicts the general philosophy of the VMI academic program structure: few and focused majors in foundational disciplines.

Faculty numbers for Arabic and Spanish are adequate to continue and build the curriculum for these languages. French will be retained to continue to service academic majors who require a language as part of their curriculum, and efforts will be applied to build the French major.

The interest in Arabic, likely due to the prominence of Middle Eastern countries in world affairs, suggests a similar interest may exist for Mandarin Chinese as China emerges as the dominant global economic and rising military competitor to the United States. The interests of the IS and ECBU Departments would be served by a Mandarin Chinese language offering, as would efforts by HI, IS, and fine arts faculty to evolve their area studies summer program in China, now in its third year.

For these reasons, the Institute best serves its graduates by preparing them for languages that they will most likely need into the 21st Century – these are Arabic, Mandarin Chinese, Spanish, and French. These languages will allow VMI to honor current commitments to partnership programs in the Arabic, French, and Spanish speaking countries and create an opportunity to develop reciprocal programs with Taiwan, where VMI has had a long-standing relationship. Strategically, VMI graduates will have language skills to work in Africa, Asia, Europe, the Middle East, and South America.

Adding Chinese will require hiring two full time members of the faculty. The objective is to have at least two full-time faculty members in each of the four languages, also requiring a commitment to hire a second French professor. These positions will be funded by retirement savings and elimination of the adjuncts in German and Japanese, and by other funding sources that include current programmed additions to the MLC faculty. Adjunct faculty positions will continue to augment the full-time faculty and will be used to address fluctuations in demand among the languages.

Cadets currently enrolled as majors in German or Japanese will either be allowed to complete degree requirements in those languages or will be provided with alternative programs to meet graduation requirements. No new cadets will be allowed to enroll as a German of Japanese major or minor after spring 2012.

Math & Computer Science

The Computer Science (CS) Program is part of the AMCS Department and suffers from a lack of distinct identity and insufficient resources. Having the CS Program embedded in the MACS Department obscures the Program and confuses its status as a separate academic major. The CS program has a mission and learning outcomes that are distinct from those of the Math Program. Continuing to operate the two programs as a single department makes it difficult to provide the leadership presence within the academic program that CS needs to grow. Therefore, the two departments will be separated as stand-alone entities.

Making a commitment to a CS Department will require hiring two new members of the faculty. The searches for these hires would occur over a two or three years as efforts to build the CS Department are developed and understood. One of the existing members of the CS faculty will initially serve as department head, and one of the faculty searches for will focus on selecting a permanent department head. The CS Department will be located in Mallory Hall, with some office shuffling among faculty to establish a coherent physical space to reinforce its separate identity. An administrative assistant will be required for the new department, but office resources will initially be shared between the AM and CS

Departments.

Current planning has programmed adding a new faculty position in the AMCS Department in 2015. If this position were used to fill a CS Department vacancy, it could be moved to occur earlier. Funding for the administrative assistant position would need to be provided, but could also be phased if the two departments share administrative support until the CS faculty hires are completed. Finally, as a new initiative, Jackson-Hope funding may be available to help with non-faculty expenses during an initial start-up period.

As the new department forms, the curriculum will require revision to respond to projected demand for graduates with expertise in information technology and related topics.

Math Proficiency

Success in math is the key to success in the natural sciences and in engineering. Among most VMI cadets, their greatest academic obstacle is the core curriculum math sequence. In response to the documented poor preparation of entering freshmen and instructor feedback on cadet mathematical ability, particularly in algebra skills, the MERC was opened in spring 2012 and will be fully functional for fall 2012. The MERC's purpose will be to coach cadets in mathematics courses, primarily in pre-calculus and the core curriculum sequences. Professional tutors, adjunct faculty, and upper class cadets will be available to work with cadets one-on-one to develop mathematics skills, to understand strategies useful in solving mathematics problems, to guide efforts in completing course assignments, and to prepare for tests and final exams. Specific skill training sessions and online support programs will also be provided to supplement the one-on-one work. The Center's purpose is to serve all cadets in promoting proficiency in mathematics. Funding for the MERC director, professional and cadet tutors, and equipment will be provided through the Jackson Hope Fund for AY 2011-12 through AY2015-16.

In AY 2007-08, the STEM Advisory Committee was formed to investigate ways to increase the number of science and engineering majors and to administer a five-year grant from the National Science Foundation in support of a STEM scholarship program. The grant provides $571,729 in funding, the majority of which is used to award need-based scholarships to approximately 20 to 24 students. The grant also supports recruitment as well as academic support activities designed to improve academic performance and increase retention in the STEM disciplines. The Committee is responsible for identifying potential scholarship candidates from STEM students in good academic standing and who have unmet financial need. In AY 2010-11, 10 scholarship recipients were awarded a total of $53,800 in funding support. In AY 2011-12, the number of scholarship recipients increased to 16 receiving a total of $134,406 in funding support.

<u>Objective 2-2.</u> Maintain national or regional accreditation where desirable for academic departments or major courses of study.

All three engineering programs and the computer science program are currently ABET Inc. (ABET) accredited. The economics and business program acquired accreditation though the Association to Advance Collegiate Schools of Business (AACSB) in January 2010. Chemistry is accredited by the American Chemical Society (ACS). All accredited programs follow ongoing procedures to maintain accreditation.

The Institute will submit its 5th Year Report and QEP Impact Report to the Southern Association of Colleges and Schools (SACS) in September 2012. These reports are required to retain national institutional accreditation and the mid-point in VMI's reaffirmation for accreditation cycle. The full reaffirmation through SACS will occur in 2017.

Objective 2-3. Develop and implement a plan for staffing and faculty development that optimizes the number and mix of faculty capabilities with respect to the educational mission of the Institute and the quality of the instructional environment.

During AY 2009-10, a plan was developed to move all full-time faculty members from a 4-4 to a 3-3 teaching load. The plan was implemented for fall 2010 and was accomplished by applying threshold enrollment criteria, staggering undersubscribed course offerings, using part-time faculty, rewarding full-time faculty who choose to teach more than 3-3, and adding full-time faculty. The details of the plan and the implementation process are described in *Faculty Teaching Load Restructuring*, February 2010.

The implementation proceeded smoothly from the perspective of administering the plan. However, some departments were unable to reach the 3-3 teaching load because of high course enrollment and limited availability of part-time faculty. Funding was available to compensate all full-time faculty members who taught overloads and to meet part-time faculty salaries. As discussed under Objective 1-2, 14 new full-time faculty positions will be added by 2018. Adding these positions will gradually decrease teaching loads to 3-3 for all full-time faculty members while maintaining small class sizes. It is also expected that adding full-time faculty will decrease dependence on part-time faculty.

One of the vacancies created last year in the ECBU Department was in marketing. The initial intention was to fill this vacancy through an external search, but this position will be filled by a current member of the faculty who attended the Virginia Tech Bridge Program during summer 2011. Upon completion of this program, the faculty member returned as the marketing professor, effective for fall 2011, and will meet AACSB standards as academically qualified. This creates a vacancy for an economist in the department that was filled effective 1 August 2012.

Due to retirements, deaths, and tenure denials, national searches to fill seven full-time faculty vacancies were conducted in AY 2011-12. Five of these positions were filled and two searches were continued to AY 2012-13.

Objective 2-4. Strive to increase teaching effectiveness by providing incentives for teaching-related faculty development opportunities.

During AY 2011-12, the Faculty Development Committee awarded a total of $15,388 in grants for development to eight faculty members from four academic departments. The Committee also awarded six one-semester faculty development leaves divided among five academic departments. The faculty development leaves are for AY 2012-13.

The New Directions in Teaching and Research grants program was launched in AY 2011-12 through funding provided by the Jackson-Hope Fund. The program promotes innovation and collaboration in teaching and research with a grant of $100,000 for each year through AY 2015-16. Funds of $100,000 each were awarded for two proposals in October 2011 and for two proposals in March 2012.

Objective 2-5. Improve the allocation of instructional space through the Scheduling Committee and the use of scheduling software for ensuring that all viable space is utilized throughout the day.

The Scheduling Committee met in subcommittee groups and as a full body numerous times during AY 2011-12 to successfully develop an effective scheduling plan and to resolve scheduling conflict and related issues. Scheduling software was not funded for AY 2011-12.

Objective 2-6. Maintain a robust academic program by supporting the Institute Honors Program, Institute

Writing Program, VMI Center for Undergraduate Research, Miller Academic Center, Math Education and Resource Center, International Programs, Career Services, and Teacher Certification.

Program support reported for AY 2010-11 continued for these programs during AY 2011-12.

Funding was continued for a full-time tenure-track Writing Center Director. The search for a Director conducted in AY 2011-12 was unsuccessful and will continue for AY 2012-13.

The MAC was reorganized with a new director who started late summer 2011 and two associate directors who started mid-summer 2012. The revised charge of the MAC is to serve the interests of cadets at all levels of academic performance and to support faculty in advancing pedagogy and addressing student learning issues. The Office of Disabilities Services was reassigned from the MAC to Cadet Counseling.

Objective 2-7. Develop funding opportunities for merit scholarships and endowed Institute Professorships and Chairs through the VMI Foundation.

The VMI Foundation is leading the Institute in a capital campaign and the Academic Program has embraced this initiative by preparing a comprehensive needs book that indentifies priorities for funding from private sources. These priorities are Merit Scholarships & Awards, New Initiatives & Flagship Programs, Faculty Development, and Discretionary Funds.

Goal 3. Develop and promote measures to broaden cadet opportunities for service and post-graduate education. Supported Goals are CD, E10, C3, and V I.D, II.C, IV.A-B, VIII.A, VIII.D-G, X.B.

Objective 3-1. Provide opportunities for all interested qualified cadets to complete an internship experience.

Internship opportunities (not-for-credit) are coordinated by OCS. Actions employed by OCS to promote internships, as well as other professional opportunities for cadets, include the following:

- New recruitment relationships with employers were established during AY 2011-12 to facilitate opportunities for internships and graduate employment. Seventy new organizations established VMI recruiting connections through the OCS and *KeydetConnect*. Currently 487 different organizations have active recruiting accounts using *KeydetConnect*.
- The online alumni mentoring data base is a highly valuable resource for cadets and progress continues to be made in increasing the number of mentors. Twenty-eight new alumni mentor profiles were created in the *KeydetConnect* Career Mentor Network. Of these, 14 volunteered to facilitate internship opportunities for cadets. The OCS will consider additional strategies to build upon these numbers for AY 2012-13.

The OCS provides much of the program and service support for the not-for-credit internship program at VMI. One-hundred two cadets reported not-for-credit internships for the spring and summer of 2011. The majority of interns were from the class of 2012 (52%), followed in order by the Class of 2013 (31%), Class of 2014 (9%), and the Class of 2011 (7%). A total of 14 majors were represented with the majority from ECBU (26%), Civil and Environmental Engineering (19%), IS (19%), HI (8%), ME (5%), and Biology (5%). A majority of the reported internships were in Virginia (60%) with 98% conducted in the United States. Twenty percent of internships reported were for academic credit coordinated through the academic departments.

The services of the OCS were used by 59% of the cadets reporting internships. Among a variety of others, internships were served with organizations such as Altria, BATF, Barclay's, Bloomberg, Booz

Allen Hamilton, Caterpillar, U.S. Dept. of Energy, U.S. Federal Air Marshals, Genworth, Hankins & Anderson, INTERPOL & U.S. Department of Justice, KBS, Newport News Shipbuilding, Northwestern Mutual, Owens & Minor, Senator Mark Warner's Office, Skanska, U.S. Supreme Court, and the Virginia Department of Transportation (VDOT).

Objective 3-2. Develop and institutionalize formal graduate and professional school relationships to provide post-graduate opportunities to all interested and qualified cadets.

In November 2009 the Academic Affairs Committee of the Board of Visitors (BOV) adopted a strategy to meet the Vision 2039 goal of establishing partnerships with 25 of the best graduate and professional schools and institutionalizing the process. The strategy's objective was to bring the total number of agreements to at least 10 by the close of AY 2009-10 and facilitate expanding the number of relationships in future years. As of August 2012, VMI has 19 signed agreements with professional and graduate schools.

At the conclusion of AY 2011-12, VMI will have 22 cadets or alumni either participating in a graduate school relationship or in the review process. These include two accepted to Eastern Virginia Medical School (EVMS) and one applying; two enrolled at Virginia Commonwealth University (VCU) and one in the application process; one enrolled at the University of Virginia (UVA) Darden School, four in the College of William and Mary (W&M) Mason School; one enrolled at UVA Law School, a total of six interviewed with four waitlisted; one interview at W&M Law School; and three accepted to the VCU Engineering summer intern program.

Each existing relationship is administered by an academic department or by a program organized to support a particular subject interest. The lead departments fill the function of face-to-face interaction with the participating institution and VMI in identifying, preparing, and supporting cadets and alumni in accessing graduate programs through VMI's formal agreements with each graduate and professional school. Where the lead department is not an academic department, formal guidelines are published to direct their activities. Currently, VMI's Pre-Law Society is the only non-academic department administering a graduate school relationship; however, the Society's advisor is a full-time member of the VMI faculty.

The Graduate Programs Relationships Committee monitors participation in the program and coordinates activities among various agencies. The Committee's original role of identifying, developing, and maintaining relationships will continue, but its role has been expanded to include compiling promotional information for use by the VMI Admissions Office, academic departments, OCS, ROTC detachments, and the VMI Alumni Association. The Committee also tracks participation of cadets and alumni in the program and provides a summary of activities in an annual report.

Objective 3-3. Develop and maintain actions to promote service opportunities in the Armed Forces to reach 60% commissioning of qualified graduating cadets.

The tasks required for sustaining high rates of commissioning at VMI are clear, and VMI is performing those tasks effectively. Actions during AY 2011-12 included:

- Encouraging faculty to accept ROTC invitations to attend educator programs. Faculty participated in these events during the summer of 2011 through programs with the US Army at Ft. Knox and Ft. Lewis and with the Navy and ROTC detachments during spring FTX.
- Briefing new academic advisors early in the fall semester. The briefing involves several younger military veterans who are full-time faculty members.

The enrollment practices of the ROTC detachments were restructured during AY 2011-12 to allow greater focus on commissioning cadets in AFROTC and NROTC, and to advance opportunities for reserve and National Guard commissions through AROTC.

These activities will continue for 2012-13.

Goal 4. Promote cadet development to enhance academic and personal success. Supported Goals are CD, C5, V I.D, I.E, II.H, V II.I.

Objective 4-1. Regularize and improve the Academic Advising Program to encompass the broader issues of cadet development.

The Academic Advising Program continued to provide assistance to faculty advisors, cadets, and the Institute during AY 2011-12. The following initiatives were taken or continued:

- Published a bi-monthly newsletter entitled "The Advisor"
- Developed an advisor professional development video resources and provided it to the faculty n Angel
- Published an Academic Regulations Reference and Pre-Registration Guide to faculty academic advisors each semester
- Updated the Faculty Advisor Handbook and provided it to faculty academic advisors
- Developed and presented training opportunities to faculty academic advisors
    - How to Teach Cadets to Understand their Program Evaluation
    - E-Advising Training: Assisting Cadets Through the Use of the Student Educational Planning Module of Post View
    - Advising Practices: How Academic Departments Engage with Advisees
    - Helping Cadets Come into Standard: Targeting a Specific GPA
    - Repeating the Grade: The Repeat Policy for 2014 and Beyond
- Organized Rat advising lunches for cadets to meet with their faculty academic advisors
- Engaged the Academic Advising Committee to ensure continuous improvement of the VMI Academic Advising Program
- Developed a video tutorial on Interpreting the Program Evaluation and provided it to cadets in Angel
- Provided e-Advising training to all Class of 2015 cadets
- Administered the Placement Testing Program for all incoming students
- Provided liaison support with DOD for VA National Guard cadets who receive Federal Tuition Assistance

Objective 4-2. Provide library materials, services, and technologies that support academic research, information literacy, and educational outreach, and that preserve and service historical records and manuscripts.

Over 16 years have passed since the library facility has received major attention. Since that time, many changes have occurred regarding technology, study space requirements, and other services that today's academic libraries provide for their students. Preston Library is behind peer institutions in terms of the library facility. Many institutions have addressed the changes created by technology and evolving library uses by building new libraries or expanding and redesigning existing facilities. Many institutions have also integrated other academic support services into their library, creating an academic or learning commons.

Several significant maintenance issues with Preston Library were resolved in AY 2011-12. One was replacement of the front patio and steps. The replacement remedied a major safety issue and greatly enhanced the aesthetics of entrance to the library. Another achievement was replacement of the roof. The roof had been leaking for years and was a source for water to enter the building to the stacks and in the walls. Thirdly, the Archives were restored and improvements made with more attractive and functional flooring and better workspace ergonomics.

Preston Library continued to enhance print and online collections. For the latter, the following was added: Access World News, Sage Encyclopedia of Terrorism, Oxford Encyclopedia of Ancient Greece, Encyclopedia of African American History, Encyclopedia of Africa, Oxford Encyclopedia of Ancient Egypt, Oxford Encyclopedia of African Thought, Encyclopedia of Emotion, and Critical Survey of Poetry.

The library had an active instructional year and reference librarians conducted 91 instructional sessions for 1373 cadets. Reference librarians participated in Friday afternoon informal faculty discussions, gave a presentation for faculty of how to use library resources more effectively, presented a faculty development workshop on new technology in the library, and continued to work and support undergraduate research.

Interlibrary loan service improvements continued with the following: enhanced documentation, customized ILLiad, initiated OCLC's Article Exchange, and helped configure and populate OCLC's KnowledgeBase. Experiments with a variety of new course reserves capabilities resulted in selection of WordPress for this service.

Archives continued to add new content: Institute official records, manuscripts, photographs, student records, and rare books. The final phase of *The Cadet* newspaper digitization project was completed (1907-present) and is available and searchable on the Archives website. Archives also implemented an institutional digital repository using OCLC's Contentdm. This initiative creates a permanent space for significant digital collections. Archives also began work with the Library of Virginia to digitize historical records currently on microfilm.

This year marked a tremendous achievement in terms of deployment of technology to deliver scholarly materials to cadets and faculty in an integrated, user-friendly manner. Last year, the library investigated and tested integrated library systems and "discovery tools." This year, efforts were devoted to the planning and implementing of these systems.

As a brief historical perspective, in 1991, Preston Library implemented its first integrated library system. In 2004, the second integrated system was implemented. In the mid-1990s, online databases were added. Such access has grown tremendously and the library now offers access to over 90,000 online journals. Great as these achievements were, a weakness existed. The two – books and journals – were not integrated. To find books one went to the library catalog. To find articles required one to consult various and many databases. At the end of this fiscal year Preston Library united these separate systems with a "discovery layer" and third integrated library system. This new technology integrates book collections, full-text databases, and scholarly journals into a unified interface. These achievements have laid a solid foundation on which to build and have positioned Preston Library technologically for the 21st century. Cadets and faculty are the direct beneficiaries of these labors. They will now be able to discover more resources more easily in order to be more successful.

Goal 5. Assess all academic programs and academic support services to ensure they support the Institute's goals and Academic Program goals and conform to professional standards for educational assessment. Supported Goals are C4, V II.J.

Objective 5-1. Maintain annual assessment reporting required of all academic departments and academic support programs.

Department assessment involves developing a mission statement, operational goals, and learning goals and outcomes, all of which should be relevant and current. These are augmented by documenting the state of the unit and assessment planning, an internal and external review process occurring with APRC oversight as a quality check, and off-site visits.

The integration of these activities is documented in the annual report. All academic departments and academic support offices and programs are required to submit annual reports. The annual reports are intended to correlate programs with VMI's mission and with the objectives of the Academic Program Operations Plan and Institute Strategic Plan. The annual report is written to facilitate improvements in the department – an annual plan of action. To be effective, the annual report describes what is being done, provides a measure of its effectiveness, and documents changes made toward improving that effectiveness.

The annual report is the sole department assessment document, incorporating assessment results and plans (both operational and learning), a discussion of the state-of-the unit, response to internal and external review issues, and actions developed from off-site visits. No specific format is prescribed; however, the essential sections of the report are to include the following:

- Mission, objectives, and outcomes
- Overall assessment strategy
- Operational objectives evaluated during the current cycle
- Learning outcomes assessed during the current cycle, including a summary of assessment measures and results; a narrative discussion of their relevance, comparing them to previous results for that outcome; and presentation of a plan for specific action prompted by the results and how the action will be measured during the next cycle
- A narrative describing the state-of-the unit
- A summary of actions taken to address issues identified in the most recent external review report

The Dean meets with each department and program head to individually review the annual report for that unit. These reviews are completed by 1 September.

Intercollegiate Athletics Program Operations Plan
Virginia Military Institute

I. MISSION

To provide an intercollegiate athletic program of the highest possible quality, keeping with the excellence of its academic and military programs, and dedicated to providing fair and equitable opportunities for men and women.

II. VISION

To compete at the Division 1 level of NCAA athletics in all sports and graduate student-athletes who attain success both in the classroom and on the field of competition, and are contributing members of the Corps of Cadets.

III. ORGANIZATION

The Intercollegiate Athletic Department is supervised by a Director of Athletics, who is assisted in managing and organizing the efforts of the Department by a second in command serving in the capacity of Deputy. Subordinate to the Athletic Director and the Deputy are staff functionaries to include two Associate Athletic Directors (Administration/Compliance & Operations/Marketing), Senior Woman Administrator, Associate Athletic Director for Media Relations, Associate Athletic Director for Sports Medicine, Director of Strength & Conditioning and Director of Athletic Academic Advisement. Additionally, head coaches for Football, Basketball, Baseball, Men & Women's Track, Men & Women's Soccer, Lacrosse, Men & Women Swimming, Men & Women Rifle, Women's Water Polo & Wrestling all report to the Athletic Director.

IV. PROGRAM GOAL

The VMI Athletic Department provides a competitive structure for cadets to participate in intercollegiate athletics and fields men's and women's teams in eighteen sports. VMI athletics provides programs and competitive events for cadets, alumni, and fans to come together to support, enjoy, and celebrate the bonds of the VMI experience.

V. OBJECTIVES AND STRATEGIES

(CD) **Supports Cadet Development Goals**
(E) **Supports Environmental Goals**
(C) **Supports Commonwealth Goals**
(V2039) **Supports Vision 2039 Goals**

Objective 1. Ensure that the Intercollegiate Athletics Program supports the VMI

Academic Program Goals and the Cadet Leader Development Program, which integrates a four-year set of intellectual, military, physical and moral-ethical experiences that develop the specific attributes and characteristics needed for our graduates to serve as leaders of character who serve the common defense as citizen-soldiers. **[CD; V2039 IX.B-D]**

Strategy 1-1. With the Superintendent, conduct a thorough analysis of each NCAA sport.

Strategy 1-2. With the Superintendent, Dean, and Commandant, ensure that recruited athletes meet VMI academic and physical standards and have a demonstrated commitment to high standards of character.

Strategy 1-3. With the Superintendent, attract, hire, and retain athletic coaches who have abilities and skills to be successful leaders of VMI sports teams.

Objective 2. Provide the optimum balance between both men's and women's athletic programs. **[CD; V2039 IX.C-D]**

Strategy 2-1. With the Superintendent, develop a structured athletic program that meets the needs and interest of the Corps of Cadets.

Strategy 2-2. With the Superintendent, plan for additional sports for female cadets as the number of women in the Corps increases.

Objective 3. Attract and retain talented student-athletes who will be contributing members of the Corps of Cadets, who have academic capabilities consistent with the demands of a VMI education, who have physical abilities consistent with being a successful Division I athlete, and who will have the determination to graduate from VMI. **[CD; V2039 I.D.4. IX.B]**

Strategy 3-1. With the Superintendent, maintain all sports programs at the Division 1 level, funded for success within the appropriate competitive environment, and scheduled for success with schools from similar academic and performance levels.

Strategy 3-2. With the Superintendent, improve game and practice facilities for all sports.

Strategy 3-3. With the Superintendent, provide the best coaches available for all sports.

Strategy 3-4. With the Superintendent, provide appropriate levels of recruiting and scholarship dollars for the coaches to search out, recruit, and sign the best student-athletes.

Strategy 3-5. With the Superintendent, Dean and Commandant, ensure that the cadet-athletes are provided with a positive living environment with good nutrition, adequate opportunity for rest, challenging academic curriculums, academic support services, adequate time to study, and adequate time to practice and compete.

Strategy 3-6. Meet and adhere to NCAA directed academic progress and retention goals to maximize the success of cadet athletes by employing a wide array of academic improvement and VMI assimilation initiatives.

Strategy 3-7. Encourage athletes to pursue summer academic enrichment programs and where necessary, provide 9th semester options to take full advantage of the VMI experience and to maximize their development and participation as NCAA athletes.

Intercollegiate Athletics Program Progress Report 2012
Virginia Military Institute

I. MISSION

To provide an intercollegiate athletic program of the highest possible quality, keeping with the excellence of its academic and military programs, and dedicated to providing fair and equitable opportunities for men and women.

II. VISION

To compete at the Division 1 level of NCAA athletics in all sports and graduate student-athletes who attain success both in the classroom and on the field of competition, and are contributing members of the Corps of Cadets.

III. ORGANIZATION

The Intercollegiate Athletic Department is supervised by a Director of Athletics, who is assisted in managing and organizing the efforts of the Department by a second in command serving in the capacity of Deputy. Subordinate to the Athletic Director and the Deputy are staff functionaries to include two Associate Athletic Directors (Administration/Compliance & Operations/Marketing), Senior Woman Administrator, Associate Athletic Director for Media Relations, Associate Athletic Director for Sports Medicine, Director of Strength & Conditioning and Director of Athletic Academic Advisement. Additionally, head coaches for Football, Basketball, Baseball, Men & Women's Track, Men & Women's Soccer, Lacrosse, Men & Women Swimming, Men & Women Rifle, Women's Water Polo & Wrestling all report to the Athletic Director.

IV. PROGRAM GOAL

The VMI Athletic Department provides a competitive structure for cadets to participate in intercollegiate athletics and fields men's and women's teams in eighteen sports. VMI athletics provides programs and competitive events for cadets, alumni, and fans to come together to support, enjoy, and celebrate the bonds of the VMI experience.

V. OBJECTIVES AND STRATEGIES

(CD)	**Supports Cadet Development Goals**
(E)	**Supports Environmental Goals**
(C)	**Supports Commonwealth Goals**
(V2039)	**Supports Vision 2039 Goals**

Objective 1. Ensure that the Intercollegiate Athletics Program supports the VMI Academic Program Goals and the Cadet Leader Development Program, which integrates a four-year set of intellectual, military, physical and moral-ethical experiences that develop the specific attributes and characteristics needed for our graduates to serve as leaders of character who serve the common defense as citizen-soldiers. **[CD; V2039 IX.B-D]**

Strategy 1-1. With the Superintendent, conduct a thorough analysis of each NCAA sport.

Annually, the Athletic Director and Superintendent meet over the summer months and conduct a detailed briefing of each NCAA team discussing not only competitive venues but team military, discipline and academic matters.

Strategy 1-2. With the Superintendent, Dean, and Commandant, ensure that recruited athletes meet VMI academic and physical standards and have a demonstrated commitment to high standards of character.

Regarding meeting VMI academic standards, the Athletic Department has done the following:

1. Worked to increase the average SAT scores and High School GPAs of athletes receiving aid in order to contribute to increasing the graduation rate of scholarship athletes to equal the graduation rate for all cadets. In this vein, guide lines were imposed for classes of 2010 & 2011 and beyond directing that any applicant under 1000 SAT or 2.5 GPA be screened by the Director of Admissions for suitability. Admissions decisions for athlete applicants that don't meet these thresholds are personally scrutinized and adjudicated by the Superintendent so as to better ensure compatibility with the student body at large.

2. The Athletic Department has also developed a comprehensive action plan for success for academically "at risk" recruits with procedures being implemented for the classes of 2012 and beyond. The use of comprehensive action plans for academically "at risk" cadet athletes is proving to be a helpful process. Not only does this practice lay out and chart a successful academic path for academically "at risk" recruits, but it starts this process before the new cadet even matriculates to VMI. In this regard, the athletic academic advisors, coaches and faculty work in concert with the "at risk" cadet athlete, with constant monitoring, pre-emptive tutoring and adjustment of the cadet athlete's academic load to maximize his opportunity for scholarly success. Included in the regulation of an "at risk" cadet athlete's academic load are summer school options and 9th semester possibilities, all of which allows a more moderate and digestible academic pace for the "at risk" student.

3. Coaches, staff and athletes are continually refreshed and reviewed on NCAA academic eligibility requirements as well as Institute academic requirements in order to spotlight and place heightened institutional emphasis on scholarly endeavors.

Regarding meeting VMI physical standards, the Athletic Department has complied with new VMI DPE standards, the evaluation of which is administered by the Commandant's office; specifically:

1. Directed athletes adhere to DPE established guidelines and procedures for the assessment of height/weight and body composition for all Cadets.

2. Directed athletes adhere and comply with DPE established guidelines and procedures for Remedial fitness program, for those cadets that fail VMI's 3 event physical test (VFT).

Strategy 1-3. With the Superintendent, attract, hire, and retain athletic coaches who have abilities and skills to be successful leaders of VMI sports teams.

Despite the troubled economy, VMI's athletic funding arm, the Keydet Club (KC) raised $3.18 million for FY 2012 and was able to meet its obligations for scholarships and athletic operations. The Keydet Club was extremely successful raising $125,000 for academic support, particularly for use in bringing back approximately 45 cadet athletes (from 8 different teams) for summer school. These donor monies greatly offset higher costs and allowed retention of all coaches.

Objective 2. Provide the optimum balance between both men's and women's athletic programs. **[CD; V2039 IX.C-D]**

Strategy 2-1. With the Superintendent, develop a structured athletic program that meets the needs and interest of the Corps of Cadets.

Currently, VMI has 18 NCAA Division 1 sports which adequately meets the competitive needs of a cadet corps of over1500 and which is 90% male in composition. In this regard VMI currently fields the following athletic teams: Men's and Women's indoor and outdoor track, Men's and Women's cross country, Men's and Women's soccer, Men's and Women's swimming, Men's and Women's Rifle, Women's Water Polo, football, baseball, basketball, lacrosse and wrestling. In supporting this many athletic teams, fully ¼ of VMI's cadet Corps is an NCAA athlete. Water Polo, added as VMI's seventh women's sports last year (the NCAA mandates seven women's sports for Division I programs), enjoyed a promising inaugural season during 2011-12. In that regard, the team won two games and had close finishes in a number of other contests. Additionally, this newly formed team, composed almost entirely of freshmen, was able to place one team member on the 2nd team All Conference squad and two

team members were selected as "Rookies of the week" within the Metro Atlantic Athletic Conference.

Strategy 2-2. With the Superintendent, plan for additional sports for female cadets as the number of women in the Corps increases.

See data provided for Strategy 2-1. With the advent of the 7th Women's sport (Women's Water Polo) and in accordance with the NCAA Division 1 parameters, VMI has the required number of Women's teams for this level of collegiate competition and certainly robust sports opportunities for the current female population of 170.

Objective 3. Attract and retain talented student-athletes who will be contributing members of the Corps of Cadets, who have academic capabilities consistent with the demands of a VMI education, who have physical abilities consistent with being a successful Division I athlete, and who will have the determination to graduate from VMI. **[CD; V2039 I.D.4. IX.B]**

Strategy 3-1. With the Superintendent, maintain all sports programs at the Division 1 level, funded for success within the appropriate competitive environment, and scheduled for success with schools from similar academic and performance levels.

VMI Athletic programs compete primarily in the Big South Conference, an athletic conference for 11 of our NCAA teams and a conference that our Superintendent, Athletic Director and BOV actively sought membership. To further cover VMI's athletic interests, our Wrestling team competes in the Southern Conference, our Lacrosse and Women's Water Polo teams compete in the Metro Atlantic Athletic Conference. Our Swimming teams compete in the Coastal Collegiate Swimming Association, and our Men's & Women's Rifle teams compete in the Mid Atlantic Rifle Conference. Regarding competing against schools with similar academic and performance levels; besides VMI's conference commitments, VMI teams compete this year against such academically distinguished universities as Richmond, Duke, Davidson, and all three service academies.

Strategy 3-2. With the Superintendent, improve game and practice facilities for all sports.

Regarding improvement of game and practice facilities, the "Military and Leadership Field Training Grounds" (a state funded $ 15 million development project which was completed during the summer of 2011) is now being fully utilized. This project now provides improved facilities to train cadets in military, athletic, and leadership skills through training programs offered through the Institute's Department of Physical Education, ROTC, and the Commandant's Office. Three multi-purpose fields were included in this construction effort, two

of which were sized as regulation soccer sized fields and one of which was built as a regulation lacrosse field. The new fields are now being used daily by the varsity soccer and lacrosse teams as well as selected clubs sports. Of note, private monies were used to emplace artificial turf and lights on the center soccer field of the Military and Leadership Field Training Grounds. These center field upgrades greatly improved the use and longevity of the facility, allowing all weather use as well as practice during limited visibility. The collective facilities provided by the new Military and Leadership Field Training Grounds have greatly reduced congestion and wear on existing playing fields and have allowed much greatly scheduling flexibility for NCAA teams and club sports.

In another construction venue, VMI is advancing project design to the preliminary phase for an Indoor Corps Physical Training Facility. While this structure would have a multiplicity of uses for military and athletic activities and incorporates as a fundamental component, an indoor obstacle course for general cadet use, another integral feature of this future site will be an indoor track. Consequently, this Corps Physical Training Facility would replace VMI's aging Cormack field house/indoor track with a world class 200 meter indoor Track and Field facility. This new track would portend faster times for VMI track athletes making them more competitive. Further, this new facility will attract regional track meets and competitions from the most competitive track teams on the East coast. Further, as part of the re-alignment construction effort with the Corps Physical Training Facility, a second order positive effect would be to allow the construction of a dedicated Wrestling Coliseum within the vacated Cormack Field House. This would be the premier Wrestling center in the region, with a dedicated seating for fans completion site with bleacher capacity between 800-1200 personnel. Full construction funding for the Corps Physical Training Facility is pending the actions of the 2013 State General Assembly. Once VMI receives funding; planning will be completed and construction will begin within one year, tentatively, the summer of 2015.

One other aspect of new construction is the ongoing project to provide the new Women's Water Polo team a dedicated locker room. While long term, this team will be provide a dedicated locker room in concert with the upgrades incorporated in the above mentioned Corps Physical Training Facility, for the near term, the Athletic Department is refurbishing another site to provide that team an interim locker room. This will require some floor and ceiling repainting, as well as bathroom improvements. This work is anticipated being complete by Oct 2012 with the team using that locker room facility in this year's upcoming season.

Strategy 3-3. With the Superintendent, provide the best coaches available for all sports.

See data provided foe Strategy 1-3.

Strategy 3-4. With the Superintendent, provide appropriate levels of recruiting

and scholarship dollars for the coaches to search out, recruit, and sign the best student-athletes.

As noted in the data provided for Strategy 1-3, VMI's athletic funding arm, the Keydet Club (KC) raised $3.18 million for FY 2012 and was able to meet its obligations for scholarships and athletic operations. The Keydet Club was extremely successful raising $125,000 for academic support, particularly for use in bringing back approximately 45 cadet athletes (from 8 different teams) for summer school. These donor monies greatly offset higher costs and allowed retention of all coaches.

Strategy 3-5. With the Superintendent, Dean and Commandant, ensure that the cadet-athletes are provided with a positive living environment with good nutrition, adequate opportunity for rest, challenging academic curriculums, academic support services, adequate time to study, and adequate time to practice and compete.

Regarding, issues like nutrition, adequate rest, academic support services, as well as adequate time to study, and adequate time to practice and compete; the following initiatives have been implemented:

1. A program of "Priority scheduling" for select teams has been established to take full advantage of available time for collective attendance at athletic practices while still meeting VMI's tough academic standards.

2. During pre season and before matriculation, in processing activities for rats on fall season teams has been "front end loaded" to balance protection of NCAA pre season practice windows with vitally important VMI matriculation activities.

3. Developed with the Commandant's office a joint construct of "Cadet Athlete Ratline Participation matrix to pre determine rat athlete involvement in ratline activities balanced against the athletic schedule.

4. Established an ongoing effort to vet all athletic scheduling at monthly Calendar meetings to de-conflict Institute and athletic activities and to maximize athlete attendance at VMI capstone events.

5. Developed with the Commandant's office a 2nd supper integration to facilitate longer athletic practices while maximizing athlete assimilation into VMI Corps activities and thus promoting commonality.

Strategy 3-6. Meet and adhere to NCAA directed academic progress and retention goals to maximize the success of cadet athletes by employing a wide array of academic improvement and VMI assimilation initiatives.

Regarding NCAA directed academic progress and retention goals, the Athletic Department developed APR initiatives, such as increasing SAT scores and High School GPAs for recruited cadet athletes, developing comprehensive action plans for success for academically "at risk" recruits in order to greatly improved APR for the two VMI teams that were under NCAA scrutiny regarding retention levels. In that vein, VMI developed a APR plan with 28 goals which was submitted and approved by the NCAA. Further, implementation of that APR plan, avoided NCAA penalty and brought both VMI teams that were under NCAA scrutiny (football and wrestling) into APR tolerance, and did so, far ahead of schedule (a year early for Football and three years early for Wrestling).

Whereas, VMI's Wrestling team previously incurred a penalty for a 4 year cumulative APR of 915, the Wrestling team has since improved that score to a very respectable 968. Additionally, VMI's Football team, had a set back with a low annual yearly APR of 912; but still, the team's aggregate 4 year score was sufficient with a 937. In the aggregate, though, the various APR initiatives seem to be working effectively and keeping our 18 athletic teams within specified academic tolerances.

Strategy 3-7. Encourage athletes to pursue summer academic enrichment programs and where necessary, provide 9th semester options to take full advantage of the VMI experience and to maximize their development and participation as NCAA athletes.

As noted in Strategy 1-2, the newly developed comprehensive action plan for success for academically "at risk" recruits lays out and charts a successful academic path for an academically "at risk" recruits and it starts this process before the new cadet even matriculates to VMI. In this regard, the athletic academic advisors, coaches and faculty work in concert with the "at risk" cadet athlete, with constant monitoring, pre-emptive tutoring and adjustment of the cadet athlete's academic load to maximize his opportunity for scholarly success. Included in the regulation of an "at risk" cadet athlete's academic load are summer school options and 9th semester possibilities, all of which allows a more moderate and digestible academic pace for the "at risk" student.

Co-Curricular Program Operations Plan
Virginia Military Institute
July 2012

I. MISSION

Throughout a cadet's four-year military college experience, employ a co-curricular program that continuously creates favorable conditions through Regimental, Class and Physical Fitness systems that develop strong leadership and character traits.

II. VISION

Produce graduates who are well-grounded in the principles of leadership and imbued with the intellectual, military, moral-ethical, and physical qualities required of those who serve the common defense as citizen-soldiers.

III. ORGANIZATION

To effectively and efficiently oversee the daily operations of the VMI Corps of Cadets, the Office of the Commandant is comprised of the Commandant, one Deputy Commandant, two Assistant Commandants, the Sergeant Major, Cadet Government advisor and four executive support personnel. Additional part-time staff members serve as assistant company tactical officers (ATACs), officers-in-charge (OCs) and assistant officers-in-charge (AOCs) of barracks. Three special staff agencies: Cadet Life; VMI Chaplain's Office and the Director of the VMI Band, also report to the Commandant but are not included (except for Club Sports) in this plan since they are not part of the Commandant's direct support staff that oversees the daily operations of the Corps of Cadets.

IV. OBJECTIVES AND STRATEGIES

(CD)	Supports Cadet Development Goals
(E)	Supports Environmental Goals
(V2039)	Supports Vision 2039 Goals

Objective 1. Ensure the Co-Curricular program provides a structured military environment for the Corps of Cadets that is organized along the lines of a US Army Infantry Regiment. Concurrently, build and promote a Class System responsible for running the Cadet Government while instituting rules and privileges that clearly distinguish, reward and punish cadets based on matriculation class. Provide codified procedures and feedback mechanisms that contribute to the development of leadership, morals, ethics, character, citizenship, and physical fitness. [**(CD) (E 5, 6, 7) (V2039 I.B, I.E.1, I.E.2, I.E.7, X.D, X.E, X.F, X.G)]**

Strategy 1-1. Incorporate a military training management system that enables the Regimental staff to lock-in scheduled events as far out as four weeks. Increase Corps' performance at key public events by de-conflicting competing interests to ensure key leaders are present for scheduled practices. At each mid-term, review the Cadet Daily Schedule and Operating Rules of the Institute.

Strategy 1-2. Annually review the Blue Book to ensure that it accurately reflects the broad needs of the Institute.

Strategy 1-3. Based on current military processes, test, implement and standardize a valid cadet leadership/follower performance appraisal and feedback process.

Strategy 1-4. At the completion of the 9-day Matriculation period, assess the cadre's performance and determine the status of each task listed on the Mission Essential Task List (METL). Review the 9-day Matriculation schedule and make required changes.

Strategy 1-5. Conduct a Leadership Retreat during the Spring Term for all rising First Class Regimental and Class leaders. The Superintendent and Commandant issue command guidance to the upcoming First Class leaders and establish operational ground rules. Class leaders, Regimental staff and the cadet government organizations then begin developing tactical-level plans to support their class' goals and objectives.

Objective 2. Ensure the Co-Curricular Program, especially the regimental system, engages every cadet to be immersed in the military environment; learn military skills and knowledge; proper uniform wear; high standards for personal and equipment readiness; display self-discipline by living a Spartan lifestyle with exacting standards; to exercise leadership within progressively more demanding situations; and to absorb the ethos of military life with its commitment to national service. **[(CD) (E 4, 5, 6, 10) (V2039 I.B, I.E., I.E. 1, I.E.2, I.E.3, I.E.4, X.D, X.E, X.F, X.G)]**

Strategy 2-1. Eliminate the incongruence between the VMI system and the professional military model. Where possible, incorporate active duty military personnel into advisory and tactical officer roles, maximizing cadet exposure to them and to active duty procedures in an effort to increase commissioning opportunities.

Strategy 2-2. Improve integration of the Commandant's staff with ROTC Detachments' officers working as tactical officers and the faculty and staff working as Officers-in-Charge of barracks. Develop and publish SOPs to institutionalize these initiatives

Strategy 2-3. Formalize the cadet rank selection process to ensure all cadets are properly assessed/evaluated for opportunities to assume leadership roles in the Cadet Regiment.

Objective 3. Ensure the Co-curricular Program, especially the class system, seeks to develop the qualities of integrity, honesty, loyalty, reliability, respect for authority, civility, responsibility for actions, while encouraging an environment based on team work.[**(CD) (E 6, 7) (V2039 I.B, I.E.2, I.E.3, X.E, X.G)]**

Strategy 3-1. Educate and train cadets to lead and govern themselves with only minimal supervision using approved Institute guidelines. Invest heavily in advisor billets to mentor and steer cadet efforts. Develop usable blocks of time for cadets to adequately exercise the responsibilities that the VMI administration requires of them.

Strategy 3-2. Institutionalize procedures to ensure all cadets are properly assessed/evaluated/vetted for opportunities to assume leadership roles in Cadet government.

Strategy 3-3. Ensure that the Class system compliments the military order and discipline of the regimental system; work to reduce friction points between the numerous cadet organizations through a disciplined leadership selection process; undertake ventures in cooperative fashion and establish clear delineation of governmental/regimental duties and responsibilities.

Objective 4. Ensure New Cadet Military Training (NCMT) meets its developmental objectives through professional instruction and cadre mentorship. All participants, including new cadets, cadre, and dykes,

operate within the bounds of common respect toward all while maintaining civility within the construct of the regimental and class systems. [**(CD) (E 6, 7) (V2039 I.B, I.E, I.E.1, I.E.2, I.E.3, I.E.4, I.E.6, X.E, X.G)[**

Strategy 4-1. Ensure commonality of NCMT instruction through established tactics, techniques and procedures as outlined in the program of instruction. Annually review and validate that all new cadet training builds toward the desired outcome and promotes a common purpose.

Strategy 4-2. Invest in "dyke training" for 1st class cadets, stressing and promulgating the mentorship aspect of this unique leadership opportunity as well as emphasizing the 1st class collective and individual responsibility and accountability for the training, behavior and well being of new cadets.

Objective 5. Promote a structured physical fitness and wellness regime for cadets by expanding cadet opportunities to participate in organized competitive athletics. Growth in the number of club sports and physical activities (North Post Training Area) will provide additional teaming and leadership opportunities that directly build character, self discipline, teamwork, self-confidence and excellence. [**(CD) (E 5, 6) (V2039 I.B, I.E, I.E.1, I.E.2, I.E.3, I.E.4, I.E.6, X.E, X.G)]**

Strategy 5-1. Expand the number of Club Sports teams to meet cadet needs, within current budgetary constraints. Resource club sports with additional practice and travel time, experienced coaching and top-level equipment. Through hired adult coaching, ensure sufficient levels of physical rigor, as well as mentorship, focused on the positive aspects of tough athletic competition, team organization and sportsmanship.

Strategy 5-2. Establish baseline physical fitness standards for cadets and test each semester using the VMI physical fitness test (VFT). Develop a remedial physical fitness program for those cadets who are unable to meet the lowest standards on the physical fitness test and/or do not meet the height/weight standards as proscribed by Department of Defense regulations. Assume full responsibility for VMI Physical Fitness Testing.

Objective 6. Promote and expand Corps Marksmanship programs at VMI to significantly improve cadet marksmanship opportunities and capability. Focusing primarily on the Rat and Third Class cadets, develop and execute a competitive marksmanship program whereby the results are incorporated into the Commandant's Cup competition. Additionally, create and further develop Corps marksmanship teams, clubs and NRA education programs. **[(CD) (E 1, 5, 6) (V2039 I.D, IX.D, IX.G)]**

Strategy 6-1. Hire a director of Corps Marksmanship and build a team of well-trained Range Safety Officers. Procure a budget that covers all start-up costs associated with weapons, ammunition, range equipment and range personnel certification and training.

Strategy 6-2. Develop a Corps Marksmanship Training Program (CMTP) that is organized by cadets' academic year/class and incorporates the fundamentals of Basic Rifle Marksmanship (BRM) skills. Leverage NCMT Cadre, NCAA Rifle Team and the Marksmanship clubs' members to provide CMTP cadre.

Strategy 6-3. Create a North Post Challenge event that promotes and expands Corps marksmanship and physical fitness programs.

July 23, 2012

Memorandum for the Institute Planning Officer

Subject: Co-Curricular Program Progress Report, 2012

This report summarizes progress demonstrated over the Academic Year 2011-12 for the objectives and strategies that comprise the Co-Curricular Program Operations Plan (2011).

Mission Statement: No change.

Vision Statement: No change.

Objective 1:

Strategy 1-1: No change. The Class of 2012, building on Class of 2011 success, continued to improve all facets of Corps operations with an aggressive and well-communicated approach to the daily and weekly training schedule. The Regimental System was especially strong due to the personal performance of the Regimental Commander (Cadet Matthew Brock) and the Regimental Executive Officer (Cadet Will Wild). Additionally, the synchronization between the Regimental System and the General Committee was the best in my five years as commandant. The art of scheduling is the center of gravity for everything that happens at VMI. In order to have any success with the Corps' overall operation it takes the Deputy Commandant, the S-3 and the Cadet Government Advisor to coordinate and de-conflict all daily activities outside the academic program. Key to their success was the involvement of cadet leaders during every step of planning and execution. During this academic year, the S-3 cadet captain (Cadet Colin Roberts) was exceptional and understood the "big picture" and was able to work across boundaries to ensure cadet activities and events were planned and executed to standard. A major emphasis during the Fall semester is ensuring the professional execution of the Ratline along with the conduct of all daily training requirements associated with indoctrinating the Rats. This year again saw marked improvement in assimilating the Rats into the rigorous VMI regimental and class systems. Much of the improvement is tied directly to capturing the lessons learned from previous years and then incorporating into the Regimental and General Committee training sessions.

Unfortunately, there were no major Corps training events this academic year that required the Corps to travel and exercise logistical/deployment type tasks. Due to budgetary constraints, it was cost prohibitive to do a Corps Trip to the Citadel for a football weekend and there were no presidential or governor inaugurals this past year. This

coming academic year will test the Corps' leadership in logistical/deployment areas with a Corps Trip to USNA and the Presidential Inaugural.

The Cadet Daily Schedule and Operating Rules of the Institute continue to provide the structured framework for the Corps and all Institute directorates/agencies. The Corps leaders determined that the move to one Supper Roll Call (SRC) formation at 1900hrs on Monday-Friday for this academic year was one of the single best decisions made to improve corps cohesion and to simplify accountability issues. The Corps will continue with the one SRC formation for AY2012-13.

Strategy 1-2: No change. The past summer's review of the Blue Book, with special emphasis on relooking the entire permit system, did provide a better understanding between the Commandant's staff and the Honor Court leaders as to why specific constraints and limitations are a key component of cadet status and the role VMI history/tradition plays in the college. This past year's focus on the permit system did pay dividends by testing some past norms to ensure relevancy with the current Corps.

An annual review during each summer is a key piece to ensuring the viability of the Blue Book.

Strategy 1-3: No change. Beginning in 2007, the Commandant's staff implemented a Cadet Evaluation Report (CER) for all cadets that hold rank. Cadets are rated by their first-line supervisor and senior rater comments are reserved for the Company Tactical Officer. With the Commandant Staff members dual-hatted as Company Tactical Officers, continue to see improvements in the regularity and quality of counseling. As with the rank selection process in Spring 2011, this year's results demonstrated that the evaluation reports are a key component to the overall rank selection process. Now with the addition of the two Battalion Operations and Training Sergeants, formal evaluations of the second-tier leadership positions will receive more attention.

Strategy 1-4 No change**:** The 9-Day Matriculation experience is an intense period of time where the cadet cadre transforms incoming High School graduates into new cadets. The strategy employed during the 9-Day period is critical to accomplishing Objective 1. Thus, annual reviews of the 9-Day period and assessment of cadre's performance are crucial to improving attrition rates and professionalism of the Corps. This year's 9-Day matriculation period was a success and only minimal changes are needed for Fall 2012.

One resource intensive event during Matriculation week is the movement of the rats and cadre to House Mountain. As a staff, we continue to relook the House Mountain event, especially now since all nine companies are climbing the mountain on one day, vice two, thus saving transportation costs. Severe thunderstorms have hit the mountain during the

afternoon phase during each of the past two years creating hazardous conditions. The staff decided to try it one more year and see if we can get it all done in one day without the weather impacting training.

As with past years, the Crucible event on Sunday afternoon remains too physical for the Superintendent's taste. This past year was the first time through using the new Obstacle Course and North Post Training Area and allowed more team-building events vis-à-vis past years. However, there still remained a couple stations that once the rats completed the task a mini-workout ensued. The S-3 staff is tasked with development of this year's Crucible stations/events with the intent to reduce downtime between stations/events.

One other change impacting the Crucible was caused by the low water level of the Maury River, thus forcing the cancellation of the river swim (float) station. The river swim station is the most time-consuming station during the Crucible, but is also the "most special" since cadets get to enter the river and float down stream for 30-minutes, thus getting relief from the heat and constant physical activity. Every effort will be made in the future to ensure this event is executed, but if the river waters are low and hazards are visible, the event will be canceled due to safety concerns.

Additionally, the Cadre Week, conducted the week prior to Matriculation Week, is crucial to developing cadre into a trained and professional force. Except for minor improvements, Cadre Week remains unchanged. The two new NCO hires, the Battalion Operations and Training Sergeants, will take a hard look at Cadre Week this August and will make recommendations on how to improve.

Strategy 1-5 No change**:** The Leadership Retreat provides a structured 1.5 day program for briefings and workshops to develop the rising First Class leadership. Each year's transition of leadership and barracks' hierarchy from the graduating class to the rising First Class must be worked very hard and the Commandant must provide a planned and coordinated off-site retreat to facilitate the passing of the guard. As with last year, this year's retreat was conducted offsite at a local Retreat center and included over 70 rising First Class cadets. Both Class and Regimental leaders used the retreat as a team building exercise while also formulating their initiatives for the AY 2012-13. An action plan consisting of over 60 initiatives was developed for the Class of 2013 to work over the remainder of the Semester and into the academic year.

Providing an off-site location is critical to the success of the retreat.

Objective 2: No change.

Strategy 2-1: No change. The decision three years ago to move the Commandant Staff members to the Company Tactical Officer positions may well be one of the smarter initiatives taken with respect to impact on Corps performance. The initial concern that the ROTC instructor staff would leave

the Hill and lose interest/presence if placed in an Assistant Company TAC role did not materialize. In fact, with the Commandant Staff member taking the lead, it allows the ROTC-assigned officer/NCO to better pick and choose where to make an impact with the cadets. With the recent increase in Corps size and the bigger role and emphasis on commandant's Physical Training Time/Remedial PT and company conduct counseling, the duties associated with Company TAC simply became more than an additional duty and in fairness to the ROTC team, they were handicapped. Thus, employing the ROTC departments' junior officers and senior non-commissioned officers as Assistant Tactical Officers is the most efficient and supportive means of ensuring their presence on the Hill.

In addition to ROTC involvement as ATACs, many other junior officers and NCOs are visible in barracks throughout the week as they augment the commandant's staff in conducting cadet room inspections.

In looking back over the past three years since reversing Company TAC roles, I can argue that the ROTC team is more integrated and performing at a higher level within the companies since the change. The burden of juggling between their ROTC duties (which grew exponentially over the past decade) and learning the VMI system is greatly lessened in the role of ATAC. Clearly, the ROTC team is invaluable, especially during Matriculation Week, as they provide a professional presence on the stoops and parade field, overseeing daily cadre training while ensuring safety in all cadet-run activities.

Strategy 2-2: No change. With the addition of the Third Barracks in January 2009 and the creation of part-time Officer-in-Charge position, the traditional role of the Officer-in-Charge was expanded. The addition of over 100 barracks rooms (Third barracks) extended the operating range of the Officer-in Charge's office in Old Barracks, thus forcing a re-look of barracks' operations during the evening and early morning hours. In addition to the third barracks coming on line, the growth in Corps size from 1200 cadets in 2007 to 1700 cadets this Fall requires more adult supervision in barracks. Thus, due to the expansion in both barracks and Corps size, two part-time OCs were hired in Aug 2008 to augment the traditional OC. The part-time OC hours are from 2200-0700hrs, with one on each night and they flip every five days during the academic year. Over the past three years, the added part-time OC proved invaluable with after-hours Barracks operations and provided a great deal of consistency and professionalism to the OC mission.

AY2011-12 again validated the decision to go to one full-time and two part-time Officers-in-Charge, augmented by the 18 faculty and staff members who also serve as OCs. With the rapid increase in Corps size over the past couple of years, the hiring of an additional part-time OC may be prudent.

Strategy 2-3: No change. The rank selection process is the key instrument to building a successful First Class leadership team. Beginning in December of each year, the second class cadets submit their rank packets for consideration. The months of January and February are filled with board interviews and one-on-one sessions with the commandant and superintendent. Each cadet is vetted fully, from academics to athletics to ROTC to company/staff performance. Once the first class leadership is selected, usually prior to Spring Break, then company and staff leadership begin their work on the sergeant and corporal selections.

The rank selection process works extremely well and continues to identify and select the top cadets for leadership roles.

Objective 3: No change.

Strategy 3-1: No change. In last year's report I identified the need for two seasoned non-commissioned officers (NCOs) to work the military appearance and drill aspects of the Corps. Those hires were made in February 2012 and in developing their roles as mentors and trainers, I have aligned them along Battalion lines, with each NCO responsible for one of the two battalions that comprise the regiment. The Company TAC officers do a good job of working with the company leadership, but to improve the Corps over the long run I need these NCOs to take a hard look at the sergeants and corporals in their respective Battalions. Generally, once a first class cadet, especially those in leadership positions, have been around long enough to understand and recognize the qualities and attributes required of a leader. Now with these two Battalion Operations and Training Sergeants, I expect the leader development piece to get a lot more emphasis at the lower levels within the company.

With respect to the Class system, which is unique to VMI, I continue to see improvement in the organization's professionalism and commitment to fairness. Due to the Class system's overall improvement over the past few years, the friction between the Class and Regimental systems has lessened and the relationship is now based more on respect than disdain. Clearly, personal relationships and respect among the leaders of the two systems is critical to making these organizations work together. This past year was clearly the best I have witnessed as the First Class president (Cadet Joe Munno) and the Regimental Commander (Cadet Matt Brock) were both NCAA wrestlers, teammates, classmates and shared a common goal of doing what is best for the Corps. They parked their egos at the gates and were selfless. This does not just happen, it takes years of work by staff, faculty, and coaches to ensure we're all developing these young men and women for the greater good. If we do it right as an institution, then the Corps will respond and perform appropriately.

This year also saw a continued strong performances from the Assistant Commandant for Cadet Government and other Commandant Staff members (RDC; Rat training events; etc) in teaming together to ensure no visible

drop-off in this mission area. Although the Commandant's staff had a turnover of the Cadet Government position early in the academic year, Major Faust stepped into the position and performed extremely well. With the addition of the two new NCOs, I will use AY2012-13 to access their impact on counseling and performance feedback within the companies. Hopefully, the companies can improve their counseling efforts.

Strategy 3-2: No change. Will continue the present course where at the company level, especially among those cadets that hold corporal, sergeant and lieutenant rank, formal evaluation of cadets' performance is effective. As with last year, this year's 4th classmen competed for corporal rank and every 4th classmen submitted a rank package that required a formal evaluation by their first-line supervisor and rater.

Strategy 3-3: As stated above, the Class system continues to evolve and improve as each year goes by. The Class of 2012 had a very strong set of class officers who were respected by their class and understood the importance of their roles. This balance between the Class and Regimental system requires constant oversight and is critical to the Corps' morale and overall performance.

Objective 4: No change.

Strategy 4-1: No change. A very good program and must continue to fund in order to sustain the current level of effort. The Corps Sergeant Major plans and executes this program with the assistance of a large cadre of cadets skilled in military survival and first aid training. This is a strong program and because of its value all discretionary funds within the Commandant's budget are redirected to supporting NCMT. The highlight of the program is the Fourth Class FTX.

The Fourth Class FTX, executed from 11-13 May each academic year, is a culminating event representing the significance of the first-year cadets' success. It is a physically tough 40-hr period that involves a minimum of 15-miles of cross-country movement over very challenging terrain in the George Washington National Forest. It is a team-building exercise that stresses the cadets as they adapt to the environmental conditions by navigating through and over heavily wooded terrain and creeks. The NCMT cadre controls the groups' movements and facilitates when necessary.

NCMT provides the basics in survival training and land navigational skills. This year's review of NCMT validated the program's effectiveness.

Strategy 4-2: No change. During AY 2011-12, the Class of 2012 performed their Dyke mission to standard and trained/mentored the Rats of 2015 to a high level. The First Class accepted their role as mentors in a serious manner and with the exception of a couple cases, performed well. Again, this is another area that has to be worked hard each and every school

year. Dyke training, both in the late Spring and in early Fall, plays a major role by increasing professional behavior of the First Class with respect to their Dyke relationships. Improvement is made each year as reflected in the decrease of cases worked by the Cadet Equity Association and the Officer of the Guard Association. Institute officials must constantly work the education piece and most believe standards are getting better with each passing year. Abuses of the system have pretty much faded away, but must stay on top of the training or silly actions will creep in.

Objective 5: No change.

Strategy 5-1: No change. Great improvement continues with the Club Sports program, providing athletic and leader development opportunities to over 500 cadets this past year. At this point, funding levels appear the only obstacle to further improvement. However, positive steps were taken during the budget process this year and the Club Sport program was rewarded with nearly a doubling of its funding levels for AY2012-13.

The addition of the North Post Training Area practice and game fields provided additional green space, thus freeing up the parade field from the repeated abuse it takes during the Fall and Spring semester from Club and NCAA sports. Although the financial piece is important, but perhaps more important is the recruitment and hiring of talented coaches who understand and support the VMI system. Coaches provide a key mentoring role for the cadets and their commitment and presence is just another piece of the leader development model. To continue the positive momentum, Cadet Life hired a new director for the Club Sports program over this summer and the cadets and coaches can expect more in the way of program development and support this coming academic year.

Strategy 5-2: AY2011-12 provided the Commandant's staff with a second year of VFT testing data and the ability, on a limited basis, to begin tracking Corps fitness trends. Armed with data from four semesters, to include matriculation week diagnostic test scores, the Company TAC officers are better equipped to tackle some of the fitness challenges within their respective companies. With the focus on company physical training results, company VFT scores were added as a component of the Commandant's Cup competition, thus placing greater visibility on company efforts.

Current VFT data shows that the Corps passing average jumped from Spring 2011 (78% pass) to Spring 2012 (83%). But interestingly, the average VFT score dropped from 214 to 210 out of 300 possible points, with the Class of 2012 (First Class males) dropping from 216 to 192, a clear sign of apathy with respect to their final VFT. However, very good improvement on the female results with a big increase in pass percentages between Spring 2011 (45% pass) and Spring 2012 (62% pass). The female scoring average increased from 184 to 213 as well over the period. Although success with the pass/fail percentages from the previous year, the Spring 2012 test scores

showed that many cadets are just doing the minimum to pass, especially the First Class. The commandant's staff will spend some time working on incentives to help motivate cadets to perform at a higher level, especially during First Class year.

One of the major actions coming from the Class of 2012 Leadership Retreat dealt with the remedial physical fitness program (RFP). During the previous year, the RFP was conducted on Wednesday afternoons during General Permit and served to provide an additional monitored weekly workout. The Class of 2012 added a Saturday morning RFP session, beginning at 0600hrs, to the weekly physical training regimen. The Saturday morning session was extremely effective in pushing those cadets who were borderline failures to increase their workout effort in order to test out of RFP. Clearly, the addition of the Saturday RPT session had a positive effect on improving the VFT passing percentages over the course of the academic year.

Thomas H. Trumps
Colonel, USA (Retired)
Commandant of Cadets

Finance, Administration, and Support Program Operations Plan
Virginia Military Institute
September 2012

I. MISSION

To provide financial, administrative, human resources, auxiliary services, facility maintenance, construction, medical, museum programs, counseling, governmental relations, and strategic planning support to the Institute and its employees.

II. VISION

To be conscientious stewards of the financial, personnel, and facility assets provided to accomplish our mission, and to ensure that these resources are used in an efficient, effective, creative, and innovative manner.

III. ORGANIZATION

The Finance, Administration, and Support (FAS) program is directed by the Deputy Superintendent (Finance, Administration, and Support), whose principal subordinates are the Treasurer, the Post Engineer, the Director of Construction, the Director of Auxiliary Services, the Institute Planning Officer, the Executive Director of Museum Operations, the Comptroller, the Human Resources Director, the Institute Physician, the Director of the Center for Cadet Counseling, the Director of Governmental Relations and the Chief of Police.

IV. PROGRAM GOAL

The VMI Finance, Administration, and Support program provides timely and cost-effective administrative and logistical support to the Academic, Co-Curricular, Intercollegiate Athletics, and Headquarters programs of the Institute.

V. OBJECTIVES AND STRATEGIES

(CD) **Supports Cadet Development Goals**
(E) **Supports Environmental Goals**
(C) **Supports Commonwealth Goals**
(V2039) **Supports Vision 2039 Goals**

Objective 1. Ensure that the administrative operations of the Institute support the VMI Academic Program Goals and the Cadet Leader Development Program, which integrates a four-year set of intellectual, military, physical and moral-ethical experiences that develop the specific attributes and characteristics needed for our graduates to serve as leaders of character who serve the common defense as citizen-soldiers. **[CD; C2; V2039 I.G, XII.K.1]**

Strategy 1-1. Provide timely and effective administrative and logistical support to all Institute programs and activities.

Strategy 1-2. Publish and maintain current a strategic plan that encompasses Vision 2039.

Strategy 1-3. Maintain tuition and fees levels that ensure affordability, sustain enrollment, and inhibit the rate of student indebtedness.

Objective 2. Ensure that the organization and procedures of the administration are in accord with its duties, responsibilities, and tasks. **[E5, E7; C10-13; V2039 VII.B, XII.K.3]**

Strategy 2-1. Attract and retain administrators who are competent, effective, efficient, and dedicated to promoting the broad educational mission of the Institute.

Strategy 2-2. Maintain an organizational structure that effectively coordinates all activities across the Institute, improves communication, and ensures that all members of the VMI community are treated fairly and respectfully.

Strategy 2-3. Conduct VMI's business affairs in a manner that meets or exceeds the financial and administrative standards for public institutions of higher education, and which meets Commonwealth Institutional Performance Standards associated with its negotiated performance goals.

Strategy 2-4. Implement the Agency Risk Management and Internal Control Standards (ARMICS) consistent with quality and schedule requirements.

Strategy 2-5. Conduct business affair in a manner that meets Executive Orders for SWAM and EVA purchasing.

Objective 3. Establish and maintain a robust Governmental Relations program to ensure understanding and support of the Mission and Vision of the Institute. **[C7; V2039 VIII.E, XII.K.2, XIV.G]**

Strategy 3-1. Annually review Institute Governmental Relations policy and procedures to ensure the entire VMI family transmits a consistent, focused, and coordinated message.

Strategy 3-2. Identify opportunities for VMI to stimulate the economic development of the Commonwealth and the local regions of the Institute and where applicable enter into memorandums of understanding with partners.

Strategy 3-3. Develop projects and programs that promote commissioning in the US Armed Services and when necessary secure approval of the Governor and General Assembly.

Strategy 3-4: Secure government funding for programs and projects to support Vision 2039.

Objective 4. Plan and execute comprehensive facilities master planning and capital projects programs. **[E2; V2039 V.C, VI.H, VIII.L, IX.E-H, IX.J-L, X.B, XI.E, XI.G-L, XI.N-O]**

Strategy 4-1. Review and update the Post Facilities Master Plan annually, including planning for future facilities and for studies of Post facilities systems, and infrastructure.

Strategy 4-2. Plan, secure funding, and construct capital improvement projects included within the Post Facilities Master Plan and VMI's Six-Year Capital Improvement Plan within budget and schedule requirements.

Objective 5. Improve the appearance and the operations of all physical plant buildings and infrastructure systems while conserving resources and reducing operational costs. **[E1, E2, E3, E4; V2039 XI.A-C]**

Strategy 5-1. Develop and implement an effective preventive maintenance program.

Strategy 5-2. Implement measures to reduce facility operating and utility costs consistent with energy conservation executive orders.

Strategy 5-3. Implement measures to improve the appearance of Post facilities while preserving significant architectural and landscaping features consistent with the Post Preservation Master Plan.

Strategy 5-4: Develop and implement an effective environmental management program.

Objective 6. Seek to implement appropriate measures to ensure the safety and security on the VMI Post. **[E4; V2039 XI.B-E, G, M]**

Strategy 6-1. Allocate a prudent level of resources to adequately support the personnel, training, and protocols to provide a safe educational and working environment for Cadets and employees of the Institute.

Strategy 6-2. Integrate safety and security features into the Post facilities and infrastructure.

Strategy 6-3. Incorporate law enforcement best practices for campus safety meeting the Higher Education Restructuring Act Goal # 12 and Emergency Preparedness Executive Orders.

Strategy 6-4. Maintain a Violence Prevention Committee and Threat Assessment Team with active and fully trained groups based on the legislative mandate.

Objective 7. Promote health and wellness of Cadets and VMI employees and provide access to health related information and services. [E4, E7; V2039VIII.C, IX.A, XIII.D-E]

Strategy 7-1. Work with the Office of Admissions to ensure that appointed cadets can participate in the full VMI experience without doing harm to themselves or others.

Strategy 7-2. Provide timely and consistent messages to the VMI Post to promote access to information and services to improve health and reduce illness.

Strategy 7-3. Ensure that the qualified professional counseling staff is appropriately augmented with outside resources when needed to provide support to Cadets and on a limited basis to VMI Employees.

Strategy 7-4. Maintain, staff, and support the VMI Health Center consistent with the VMI Mission.

VIRGINIA MILITARY INSTITUTE

LEXINGTON, VIRGINIA 24450-0304

Memorandum for the Institute Planning Officer

Subject: FAS Program Progress Report, 2012

The Finance, Administration, and Support (FAS) Operational Plan has been updated to reflect changes in organization and progress demonstrated over the period 2011-2012 (FY12).

Organization: In the past year there has been one change to the organizational structure. The Director of Cadet Counseling is now a direct report to the Deputy Superintendent – FAS.

Direct Reports to the Deputy Superintendent - FAS include: Treasurer, Management Analyst (reports through the Treasurer), Institute Planning Officer, Comptroller, Chief of VMI Police, Director of Auxiliary Services, Director of Construction, Executive Director of Museum Operations (On-Post, New Market Battlefield State Historic Park, and Stonewall Jackson House), Post Engineer, Institute Physician, Director of Cadet Counseling, Human Resources Director, and Government Relations Director.

Objective 1: Ensure that the administrative operations of the Institute support the VMI Academic Program Goals and the Cadet Leader Development Program, which integrates a four-year set of intellectual, military, physical and moral-ethical experiences that develop the specific attributes and characteristics needed for our graduates to serve as leaders of character who serve the common defense as citizen-soldiers.

> ***Strategy 1-1:*** *Provide timely and effective administrative and logistical support to all Institute programs and activities.*
>
> The direct reports to the Deputy Superintendent for FAS are responsible for providing timely and effective administrative and logistical support to all Institute programs and activities.
>
> The support functions provided by the FAS operation service the entire Post (faculty, staff, cadets and visitors to Post). High levels of logistical support are required to support the public profile events and day to day support of facilities.
>
> ***Strategy 1-2:*** *Publish and maintain current a strategic plan that encompasses Vision 2039.*
>
> The Strategic Plan encompasses Vision 2039 and was approved by the Board of Visitors most recently in December 2011. The timeline for completing assessments of each operational unit aligns with VMI's academic schedule, budget process and existing annual reporting requirements to the Board of Visitors.

The Strategic Plan will not be updated in September to accommodate the new BOV meeting schedule.

Strategy 1-3: *Review the cost of tuition and fees to levels that ensure affordability, to sustain enrollment, and to inhibit the rate of student indebtedness.*

The State's Higher Education Restructuring Act requires each institution to conduct a biennial assessment of the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness. The study required the efforts of several VMI offices to include Financial Aid, Admissions, Treasurer, Registrar, and Information Technology.

The Deputy Superintendent – FAS chairs a standing committee to review the admissions targets, balance of Virginia and non-Virginia mix of cadets in the Corps, the financial aid requirement to meet need based goals and strategies, and available financial support (federal, state, private). The committee monitors current federal and state regulations and higher education best practices. The outcomes of the committee are used to influence tuition and fee levels based upon data and information assembled by the committee.

Additionally, VMI continues to monitor all revenues and expenses to ensure that the FY 2013 Operating Budget stays in balance and to effect cost savings where ever possible to protect and build fund balances for the future. The current fund balances have been critical in offsetting impacts from state budget reductions and redirection of private funds.

Objective 2: Ensure that the organization and procedures of the administration are in accord with its duties, responsibilities, and tasks.

Strategy 2-1: *Attract and retain administrators who are competent, effective, efficient, and dedicated to promoting the broad educational mission of the Institute.*

During FY 12 the Human Resources Office has used the Recruitment Management System for 88 full-time and part-time position recruitments, more than a 50 percent increase over the number of positions from the previous fiscal year. The academic departments used the system for six teaching faculty searches, one less that FY 11. The system received 1,998 applications for the 88 advertised position vacancies, an increase of 27 percent over the number of applicants for all advertised positions in FY 11. However, the number of applicants for some key positions was low, reflecting the inability of qualified applicants to relocate to the Lexington area. Follow-up with supervisors has found only favorable reviews of the system, its ease of use and the improved quality of the applicant pools. VMI continued its membership in the Mid-Atlantic Higher Education Recruitment Consortium a recruitment alliance that has grown by another 11 institutions to 68 members, both public and private institutions in the mid-Atlantic area. Posting VMI's vacancy announcements on the Mid-Atlantic HERC website helps publicize employment opportunities to area institutions, including

Washington and Lee University, James Madison University, the University of Virginia and the surrounding community colleges. This provides opportunities for trailing spouses of new VMI employees.

Strategy 2-2: *Maintain an organizational structure that effectively coordinates all activities across the Institute, improves communication, and ensures that all members of the VMI community are treated fairly and respectfully.*

Weekly staff meetings are held to enhance communication of key dates and activities and coordination between members of the staff. Through the use of the weekly bulletin, post-wide emails and coordinating meetings activities across the Institute have been communicated to ensure that all employees received needed information.

Strategy 2-3: *Conduct VMI's business affairs in a manner that meets or exceeds the financial and administrative standards for public institutions of higher education, and which meets Commonwealth Institutional Performance Standards associated with its negotiated performance goals.*

VMI is required to meet standards established by the Department of Accounts on receivables and payments of invoices. The table provide below reports VMI's quarterly reporting and compliance with these standards.

	Standard	FY 2012	FY 2011	FY 2010	FY 2009	FY 2008
Past due rate on receivables	< = 10% on all receivables	Q1=Y Q2=Y Q3=Y Q4=?	Q1=Y Q2=Y Q3=Y Q4=Y	Q1=Y Q2=Y Q3=Y Q4=Y	Q1=Y Q2=Y Q3=Y Q4=Y	Q1=Y Q2=Y Q3=Y Q4=Y
Payment of vendor invoices	95% paid by due date	Q1=Y Q2=Y Q3=Y Q4=?	Q1=Y Q2=Y Q3=Y Q4=Y	Q1=Y Q2=Y Q3=Y Q4=Y	Q1=Y Q2=Y Q3=Y Q4=Y	Q1=Y Q2=Y Q3=Y Q4=Y

VMI is audited by the Virginia Auditor of Public Accounts (APA) and provides an opinion on VMI's financial statements. In FY 2011, the most recent completed audit year VMI received an unqualified opinion.

Standard	FY 2011	FY 2010	FY 2009	FY 2008	FY 2007
Unqualified opinion	Yes	Yes	Yes	Yes	Yes

In accordance with the Memorandum of Understanding governing the Decentralization of Financial Records program, DOA conducts periodic compliance reviews of a sampling of

vouchers paid by the Institute to determine adherence to the State policies and procedures outlined in the Commonwealth Accounting Policies and Procedures Manual.

Beginning in 2007, DOA instituted a "Compliance/Non Compliance" rating scale. During 2009, DOA reviewed vouchers for the period of 1 April 2008 through 31 March 2009. For this period of time, DOA requested that VMI send them 147 travel reimbursement vouchers, 6 moving and relocation vouchers, the SPCC statement with all backup for the month of March 2009, and 187 regular vouchers. On 19 June 2009, notification was received notification that VMI generally complies with the applicable sections of the CAPP Manual. VMI did not receive a compliance review during the 2011-12 period and the 2009 review is the Institutes most recent compliance review.

VMI did not receive a review from the Division of Purchases and Supply, Internal Revenue Service or the Department of Human Resource Management during FY12.

A survey question pertaining to the Comptroller (Business Office) was not included in the survey for the 2008 and 2009 fiscal years. In 2010, an updated survey was utilized which included 12 questions relating to our student accounting function. All cadets were given the opportunity to respond to this survey. The responses of the survey were generally positive. The first question asked, "how satisfied are you with the following aspects of the Student Accounting Staff:"

		Very satisfied or Satisfied	Dissatisfied or Very dissatisfied
Knowledge Responses	Count	396	10
	% of Total	97.5%	2.5%
Helpfulness Responses	Count	389	16
	% of Total	96.0%	4.0%
Courtesy Responses	Count	384	15
	% of Total	96.2%	3.8%

The 2011 and 2012 Cadet Surveys did not include an assessment of any Comptroller's Office functions.

VMI worked with the Department of Accounts (DOA) as a pilot agency to issue cadet tuition and fee refunds by direct deposit rather than writing checks. During FY 2012, VMI instituted procedures to obtain information from students that allow the processing of student refunds by direct deposit. During FY 2012 we processed 1096 cadet refund disbursements. Direct deposit capabilities were implemented in February 2012 and 10% of cadets signed up. Of the 695 student financial aid disbursements processed in FY 2012, approximately 23% were paid through direct deposit. Cadets will continue to be encouraged to sign up for this method of disbursement resulting in increased participation rates. By direct depositing refunds to cadet bank accounts VMI expects to eliminate reissuing refunds due to misplaced checks and realize savings from mailing costs. Additional funding was not provided or necessary.

Strategy 2-4: *Implement the Agency Risk Management and Internal Control Standards (ARMICS) consistent with quality and schedule requirements.*

The Management Analyst produced many work products and provided services and support that were reliable, high quality and timely. The work products and support included the following: assumption of Institute Risk Management duties overseeing all property and liability claims and completion of "Property and Liability Insurance" and "Insurance Law" courses; assumption of Institute Real Property Management duties overseeing acquisitions of real property and all easement transactions; served as Interim Comptroller February-March 2012; played key role in working with SCHEV on its Institutional Performance Standards; and assisted in developing VMI's Six-Year Plan Update submitted to the State in July 2012. The Management Analyst also continued his normal duties of managing and performing annual updates of VMI's ARMICS Program. He also continues to monitor Physical Plant (P2) expenditures against budgets and manage the P2 contingency fund, prepare various bond disclosure filings, serves on several key committees, assist Treasurer with various budget tasks, and is a member the Emergency Preparedness Team.

The ARMICS Implementation Committee was created to oversee the ARMICS process at VMI and consists of the following:

BG Robert L. Green '67, Deputy Superintendent for Finance, Administration, and Support
COL Timothy P. Golden, '71, Director of Financial Aid
COL Thomas F. Hopkins, Director of Information Technology
Col. David K. Hough, Director of Auxiliary Services
COL Gary R. Knick, Treasurer
Col. Robert B. Spore, '70, Human Resources Director
LTC Irma J. Bailey, Comptroller
LTC Jeffrey L. Lawhorne, Management Analyst
Lt. Col. James L. Williams, Jr., '83, Post Engineer
MAJ Kathy H. Tomlin, Director of Purchasing and Accounts Payable

The ARMICS Oversight Committee is chaired by BG Green and continues to monitor the ARMICS compliance process with LTC Lawhorne coordinating the overall efforts. The Oversight Committee meets periodically to coordinate the efforts of the various departments impacted by this directive.

Strategy 2-5: *Conduct business affair in a manner that meets Executive Orders for SWAM and EVA purchasing.*

Small, Women and Minority (SWaM)

All agencies of the Commonwealth and state supported colleges and universities are required to set yearly Small, Women and Minority (SWaM) goals with expectation of

meeting or exceeding 40% of their discretionary spend as mandated in Executive Order 82. For FY 2011, VMI submitted the following goals to the Secretaries of Administration and Education:

SMALL		WOMAN-OWNED		MINORITY-OWNED		TOTAL SWaM	
GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
25%	23%	3.5%	9%	1.5%	1.6%	30%	33.44%

Anticipated percentages of Discretionary Expenditures for Small, Women-Owned and Minority-Owned businesses submitted for FY 2012:

FISCAL YEAR 2012	**SMALL**	**WOMEN-OWNED**	**MINORITY-OWNED**	**TOTAL SWaM**
	30%	**3.50%**	**1.50%**	**35.00%**

VMI has analyzed all possibilities in order to provide realistic goals. SWaM spend may be increased because of anticipated spend in capital construction. Because of its size and budget constraints, VMI has no personnel solely dedicated to the SWaM effort. These duties, rather, are divvied up among the Purchasing staff.

eVA

All agencies of the Commonwealth including state supported colleges and universities are required to process 75% of their procurements through the Commonwealth's procurement system, Electronic Virginia (eVA). IN FY 2012, VMI processed 99.8% of all procurement transactions in eVA with 100% of those dollars spent with eVA registered vendors also surpassing that mandated goal of 75%.

Objective 3: Establish and maintain a robust Governmental Relations program to ensure understanding and support of the Mission and Vision of the Institute.

Strategy 3-1: *Annually review Institute Governmental Relations policy and procedures to ensure the entire VMI family transmits a consistent, focused, and coordinated message.*

The Government Relations Team continued an aggressive schedule of Post visits and office calls with key policymakers.

The Director of Governmental Relations served full-time in Richmond during the GA Session, serving as a resource officer. Budget amendments for planning for the CPTF Phase I and Phase II were submitted.

GEN Peay made more than 30 office calls during the GA Session, advocating for planning funds for the CPTF project and for changes to VMI's cost of education calculation to reflect our unique mission

A NGF appropriation for detailed planning of the CPTF Project Phases I and II was received allowing VMI to invest its own resources for planning with the expectation that those funds will be reimbursed when construction phase funding is appropriated.

VMI also achieved language in the Appropriations Act authorizing the State Council to work with Institute staff to identify uniquely military resources and remove those resources from the cost of education calculation.

The Cadet Legislative Day was scheduled for 21 February and the number of cadets participating was expanded by 10 from 20 to 30. Given the increased number of cadets, visits were able to be scheduled with a larger number of legislator's key to our objectives. Greater visibility in the General Assembly Building and with GA leadership was achieved. Cadets also participated in the Legislative Reception and the added number provided greater visibility for legislators during the event.

The Governmental Relations Director participated in the formation of a Memorandum of Understanding with the Virginia Economic Development Partnership to provide greater number of contacts with businesses that may lead to collaborative grants for federal monies.

The Sponsored Programs Administrator continues to search out leads with federal agencies and cooperated in participation in the University Based Economic Development Officers group.

Academic programs continue to be successful in obtaining grants from federal agencies such as the National Science Foundation, but the Government Relations office has little more to do with this effort than providing the Sponsored Programs Administrator with possible avenues for networking.

The Institute was able to provide input to the crafters of the incentive measures in an effort to protect institutions with unique missions and smaller student bodies.

Meetings and phone calls were successful in keeping "maintenance of effort" initiatives in the discussions with policymakers, but not as successful in achieving recognition within incentive measures themselves.

The Deputy Superintendent – FAS accepted role on performance measures working group in an effort to ensure that measures incorporated maintenance of effort. VMI team was successful in encouraging working group to offer the six year plan process as an alternative to the targets and thresholds of past performance measures.

The Director of Government Relations revised the Government Relations plan to reflect the priorities and strategies for FY 2012.

The plan was completed in time for the August 2011 Board of Visitors meeting and presented to the External Relations Committee. There were no amendments or revisions requested by the Committee.

The Plan informed the efforts of the Director and the Government Relations Team during the 2012 GA Session.

The Government Relations Director worked with Institute personnel and liaisons from other public colleges to address legislation that impacted higher education. One piece of legislation that would have had a significant financial impact on the Institute was amended to address impact, but ultimately defeated. Other legislation was amended as appropriate through the coordinated effort of liaisons.

The Virginia Legislative Friends area remains a challenge for the Director because the current activity of the group does not involve direct advocacy despite the expectation of the membership. The current activity that has proven helpful involves the efforts by members to develop relationships with legislators, thereby increasing VMI's visibility. Communication with the membership, although not meeting the expectations of some members, is adequate to prepare the members for their current involvement, but not enough to truly keep them engaged.

Strategy 3-2: *Identify opportunities for VMI to stimulate the economic development of the Commonwealth and the local regions of the Institute and where applicable enter into memorandums of understanding with partners.*

VMI acquired the assets of the Stonewall Jackson Foundation. VMI's ownership and control of this museum, located in Lexington, Virginia, will allow development of a more comprehensive marketing strategy to attract visitors. This acquisition is expected to support tourism to Lexington resulting in economic development and activity.

This acquisition will also help prospective students and their families to learn about VMI and may result in increased applications. Cadets, parents, faculty and alumni will also benefit from this expansion of the museum programs.

A feasibility study was completed to evaluate the feasibility of enhancing the visitor ticketing and store sales at the Jackson House. The results indicate that modification to the Davidson-Tucker House would enhance the overall experience and is expected to increase visitation and shop sales.

VMI has begun the utilization of the Virginia Museum of the Civil War name at the New Market Battlefield State Historical Park to enhance the reach of marketing and clearly articulate to visitors about the comprehensive nature of the museum experience.

Enhancements to the interstate way finding signage for the Virginia Musuem of the Civil War have been studied and plans developed to enhance the way finding experience.

Strategy 3-3: *Develop projects and programs that promote commissioning in the US Armed Services and when necessary secure approval of the Governor and General Assembly.*

Funding was received in the second quarter of FY2010 for the construction of the Military and Leadership Field Training Grounds and the Notice-to-proceed was issued in October 2009. This project has resulted in the development of a state of the art training area to support the Cadets training in preparation for ROTC summer camp. The project includes obstacle courses which mirror those tested at summer camp, a 30 point firing range and training areas. This project represents the Commonwealth of Virginia's commitment to VMI's mission of commissioning citizen-soldiers. The was completed in fall 2011.

The Post Facilities Master Plan includes the development of the Corps Physical Training Facilities which includes the construction of a new Indoor Training Facility located on South Post. The proposed project includes an indoor obstacle training course, a rappelling/climbing wall and training and support spaced. Cocke Hall, included in the overall project, will also be renovated which provides support to the Cadets physical health. Cormack Hall will be converted to office and classrooms for the Department of Physical Education. Linked to commissioning is the physical fitness of the Corps of Cadets. The overall fitness education of the Corps occurs through the Department of Physical Education. The project is expected to be completed in two phases. Phase I includes construction funding for the Indoor Training Facility and design funding for Phase II –the renovation of Cormack and Cocke Halls. Funding was pursued in the 2011 General Assembly Session and in the 2012 Session of the General Assembly VMI was authorized to utilized non-general funds to complete detailed planning for both Phase I and Phase II. VMI is on schedule to submit the detailed planning in September 2012 as scheduled.

Strategy 3-4: *Secure government funding for programs and projects to support Vision 2039.*

The Government Relations Plan continues to serve as a useful resource in guiding priorities and the investment of time and resources. Its annual revision provides considerable time for the Government Relations Team to consider and evaluate its objectives in preparation for the next GA Session. It also provides an effective way to communicate with the Board of Visitors regarding the Government Relations efforts for the next year.

Future projects that support Vision 2039 are included in VMI's Six-Year Plan which is submitted through the Capital Budget Requests.

Full construction funding for CPTF Phase I and Phase II will be a major priority in the 2013 General Assembly Session.

The Post Infrastructure Improvements are the next planned priority following the Corps Physical Training Facilities project.

Objective 4: Plan and execute comprehensive facilities master planning and capital projects programs.

Strategy 4-1: *Review and update the Post Facilities Master Plan annually, including planning for future facilities and for studies of Post facilities systems, and infrastructure.*

The December 2011 Post Facilities Master Plan was provided as a read ahead to the full board and was approved at the December 2011 meeting.

The Master Plan reported the development of plans for VMI's major capital and non-capital projects. Summaries of completed studies and reports are included in the document which provides prioritization for future facility renovations or new construction.

Strategy 4-2: *Plan, secure funding, and construct capital improvement projects included within the Post Facilities Master Plan and VMI's Six-Year Capital Improvement Plan within budget and schedule requirements.*

The total number of project overseen within the Construction Office continues to fluctuate. The construction of the Military and Leadership Field Training Grounds began in October 2009 with completion originally scheduled for the summer of 2011. Beneficial use of the new obstacle course and firing range occurred in 2010. The new drill fields, latrine facility and tennis courts were completed in 2011. Bond funding was received for the design and construction of the new South Institute Hill Parking Lot project. The construction notice to proceed was issued in September 2011 and the work is scheduled to be completed in August 2012. State bond funding was received on 1 July 2011 for both the Renovation of the Post Hospital and the Science Building Renovation projects. The construction contract for the Renovation of the Post Hospital was signed in January 2012 and the project is scheduled to be completed in September 2012. Both the Medical Clinic and Cadet Counseling Office were moved to temporary office location during the construction but are scheduled to be moved back into the newly renovated facility prior to the Fall 2012 Matriculation. Construction work will continue outside the occupied areas of the facility. The construction contract for the Science Building Renovation was signed in February 2012 and the project is scheduled to be completed in the summer of 2013. The work is being done in phases. Phases 1 &2 (including the replacement of most of the major mechanical and electrical major equipment items, will be completed in the summer of 2012. Phases 2-5 will be completed sequentially through the 2012-13 academic year. Phase 6, the administrative wing and the exterior

improvements will be completed in the summer of 2013. The Construction Office staffing level has been and will continue to be adjusted to meet the expected workload.

There was continued interest in the construction work efforts and progress being made. The interest originated from cadets, faculty, staff, alumni and the general public. In addition, from a safety and convenience perspective, there was a continued need to make people aware of specific construction activities. The multiple communication conduits, previously established, were maintained; announcements in the weekly Post wide electronic bulletin; Post wide e-mail alerts; construction tours for BOV members, alumni, faculty and staff; weekly written briefs to the Deputy Superintendent for FAS (often forwarded to the Superintendent); and regular project briefings to the Superintendent. There was no additional expenditure of funding for these activities other than the time spent preparing and conducting them. The success is difficult to judge beyond the immediate verbal feedback of the participants which to date continues to be very positive. The Post alerts intended to increase safety and minimize construction related frustrations appear to be having the desired effects.

Project Managers and Inspectors were assigned to each project. Vacancies, when occurred were filled immediately. All Project managers either were already trained or attended training in Commonwealth of Virginia Bureau of Capital Outlay Management (BCOM) procedures.

An overall construction schedule was prepared for each project. The schedules were reviewed each month by the Project Manager, the architect-engineer and the contract construction manager. Updates were provided with the monthly pay request. In addition, detailed two week look-ahead schedules are reviewed at each project progress meeting. The Institute calendar is provided to all project teams and key activities are incorporated into the construction schedule. In addition, key construction related dates are incorporated into the Institute Calendar. A representative from the Construction Office attends the Institute calendar meetings.

Project Budgets have been prepared for each project. The Project managers review these monthly updating actual and projected costs. The Director of Construction reviews all project budgets for accuracy and completeness. Additional project costs and project savings are identified in advance of the need date. Costs in excess of the available contingency, and projected savings were identified, validated, and discussed with the CFO and Deputy Superintendent for FAS for approval before the need date. When required revised budget forms are prepared and submitted to the Bureau of Capital Outlay Management and the Department of Planning and Budget for approval.

Objective 5: Improve the appearance and the operations of all physical plant buildings and infrastructure systems while conserving resources and reducing operational costs.

Strategy 5-1: *Develop and implement an effective preventative maintenance program.*

VMI's Physical Plant is structured into several maintenance teams that oversee day to day operations, maintenance and preventive maintenance on Post. In addition, a number

of service contracts are in place to perform preventive maintenance on systems such as HVAC, fire alarm systems, elevator maintenance and inspections, emergency generators, pest control, and small on-demand construction projects. In addition, the Physical Plant Fire and Safety Office oversee the Post fire and safety programs and the annual training requirements of the Physical Plant staff.

Strategy 5-2: *Implement measures to reduce facility operating and utility costs consistent with energy conservation executive orders and other policies.*

The VMI Energy Manager is currently tracking monthly facility performance, as previously required under Executive Order #19, Executive Order #82 and others. Usage trends are analyzed for conservation and savings opportunities, and financial analyses are performed to ensure the most economical rate structures and price locks are executed by the Institute. Energy conservation projects are executed when funding is available. The Energy Conservation and Sustainability Committee will review and implement programs in support of this effort.

Strategy 5-3: *Implement measures to improve the appearance of Post facilities while preserving significant architectural and landscaping features consistent with the Post Preservation Master Plan.*

With qualified engineers, architects, and Certified Energy Managers overseeing the development and execution of the Maintenance Reserve Program, minor repair and replacement projects, and energy saving modifications to facilities, the appearance and operation of the Post continues to improve. VMI's Post Preservation Officer is a member of the building committees and enforces compliance with the Post Preservation Master Plan while a functioning and active Memorials Committee ensures that significant architectural and landscaping features are preserved.

Strategy 5-4: *Develop and implement an effective environmental management program.*

VMI strives to demonstrate a high level of responsibility in environmental stewardship. VMI complies with all applicable environmental laws and regulations and Physical Plant personnel continuously identify and implement practices to prevent pollution, such as solid waste reduction, hazardous waste disposal, and communication and training. VMI will continue to improve its practices and procedures in order to achieve a high standard of environmental performance and sustainability.

Objective 6: Seek to implement appropriate measures to ensure the safety and security on the VMI Post.

Strategy 6-1: *Allocate a prudent level of resources to adequately support the personnel, training, and protocols to provide a safe educational and working environment for Cadets and employees of the Institute.*

The Virginia Military Institute Police Department is ultimately charged with the vital responsibility of protecting the lives, roadways, and critical infrastructure of the campus. The police department recognizes that its success is determined by its ability to meet the needs of the community it serves. From 1 January to 31 December 2011, the officers responded to more than 5834 calls for service. These incidents range from, but not limited to; issuing parking tickets, providing escorts, investigating accidents and conducting criminal investigations.

In 2011, the Virginia Military Institute Police Department actively participated in the annual "Click or Ticket" campaign which incorporates high visibility enforcement efforts for police agencies. It is a nationwide campaign to raise awareness of the benefits of buckling up and will make occupants of vehicles more conscientious about protecting themselves. The Police Department monitored certain intersections and roadways throughout the property for seatbelt usage. Out of 547 motorists checked, only 9 were not wearing their seatbelts.

The Virginia Military Institute Police Department manages a specialized driving course which deals with the operation of state vans. This course must be successfully completed by all faculty, staff and cadets who wish to drive a state van (12 passenger or larger). During 2011, 365 drivers were tested, evaluated and completed a classroom and road familiarization course.

Security Officers added in 2009 continue to provide additional support to Cocke Hall. The officers are expected to increase the security posture in the facility. The VMI Police Officers made contact with 166 victims of crime in 2011 and 318 incident reports.

Strategy 6-2: *Integrate safety and security features to the Post to enhance enforcement capability and mitigate risks in balance with the probability of threat.*

A mass notification system to notify the VMI Post has been developed using the existing phone and email infrastructure and been tested. Proximity card readers are being integrated into facilities during renovation and construction. A fixed external mass notification system was installed and is available for use.

The VMI Police has been added as members of the Building Committees for all future projects to ensure that Crime Prevention Through Environmental Design (CPTED) is implemented. VMI Police Department has two officers with training in CPTED.

The addition of bollards had increased safety be eliminating the presence of vehicles in front of barracks and other areas to reduce conflicts between pedestrians and vehicles.

Strategy 6-3: *Incorporate law enforcement best practices for campus safety meeting the Higher Education Restructuring Act Goal # 12 and Emergency Preparedness Executive Orders.*

In 2004 a Virginia State Crimes Commission board was formed from the direction of the Virginia General Assembly in House Joint Resolution 122. A task force was created from the Crimes Commission, which included members from various agencies and departments throughout the Commonwealth of Virginia.

During a two-year period the task force created a comprehensive plan, which was developed through a process of data collection, interviews, research, literature review, analysis of data and comparative evaluation with safety and security standards. At the January 10th, 2006 Virginia Crime Commission meeting, crime commission members adopted twenty-seven best practices recommendations from this comprehensive plan.

The VMI Police Department has adopted the twenty-seven best practices from the Virginia Crime Commission. VMI is participating in twenty-five of the twenty-seven best practices and three of the practices are not applicable to VMI. The Police Department has increased implementation of the recommendations each year since inception of the program. Full participation was achieved in 2010-2011 and was maintained in 2011-2012.

Year	Recommendations Implemented
06-07	6
07-08	11
08-09	19
09-10	24
10-11	25
11-12	25

Ongoing effort and resources will be required to ensure continued compliance with the recommendations.

Objective 7: Promote health and wellness of Cadets and VMI employees and provide access to health related information and services.

Strategy 7-1: *Work with the Office of Admissions to ensure that appointed cadets can participate in the full VMI experience without doing harm to themselves or others.*

The Institute Physician reviewed all health records of applicants to ensure that applicants met the Department of Defense guidelines for commissioning and identified applicants who may be at increased risk to themselves or others. Those who had previous problems were required to submit summaries from their counselors and they were reviewed by the Director of Cadet Counseling before Admissions provided an appointment to VMI.

Strategy 7-2: *Provide timely and consistent messages to the VMI Post to promote access to information and services to improve health and reduce illness.*

The VMI Infirmary website was revised and now offers more complete information about services and healthcare in general. The website also includes a request for feedback so that improvement can continue based upon suggestions received.

Strategy 7-3: *Ensure that the qualified professional counseling staff is appropriately augmented with outside resources when needed to provide support to Cadets and on a limited basis to VMI Employees.*

VMI has developed and adopted a written after hour protocol which includes the utilization of community services to ensure pre-screenings for hospitalization on site whenever possible. The protocol has been practiced regularly with satisfactory results upon internal review and review with Rockbridge Area Community Services.

Strategy 7-4: *Maintain, staff, and support the VMI Health Center for Cadets consistent with the VMI Mission.*

Infirmary

Availability of services from the Infirmary has increased with an added triage nurse to sick call which increased the number of exam rooms operating to three. This was partially successful but the triage nurse was often occupied with blood drawing and scheduling appointments and was not free to see cadets. The logistics of deciding who should see the doctor and who should see the nurse was difficult during the busy sick call period. As a result appointments were scheduled after sick call for cadets to return during a later free class period. This has allowed cades to be seen by the infirmary at a more realistic pace. The hours for appointments were also expanded in 2011-2012 to 9am to 5 pm by appointment.

The infirmary will continue efforts to decrease waiting time for cadets and expand appointment times after sick call. Expanded use of the triage nurse at sick call will improve the flow during that busy time. Standing orders for the triage nurse to follow as she assesses cadets are being developed to standardize care. Next year a review of the Corps survey will be done to document any changes to the perception of physician availability.

The Infirmary now has four shift nurses and one full time administrative nurse, and one nurse practitioner. The administrative nurse position allows for better communication and insures consistent planning and tracking of cadets' medical issues until they are resolved. The five nurses, the nurse practitioner and the doctor are licensed by the state of Virginia and must fulfill certain requirements to maintain their certifications. In addition, the pharmacy is licensed by the state Board of Pharmacy and is inspected every two years, with the next inspection in scheduled in August 2012. The pharmacy was inspected in January 2012 as part of the temporary infirmary location established in barracks during the Post Hospital Renovation.

The Infirmary monitored medical records to insure that nurses consistently recorded an accurate summary of a cadet's Infirmary stay when the cadet was discharged. A review of records shows that 73% of records were properly documented. The ones that were deficient or absent resulted in education for the nurses. Because the infirmary is below the objective of 100% accuracy, this assessment tool will continue for the coming year in an effort to make continued progress in improving our record keeping. An electronic record system which might help eliminate some of the charting errors is also being evaluated.

The infirmary website was updated and will continue to be revised. Feedback about the site will be elicited for quality improvement. In addition, the infirmary will be moving into the newly renovated Post Hospital in August, 2012. It will be a more professional appearing facility.

The main strength of the Infirmary is the dedication of the staff to support the mission of the Institute. The staff is well trained and professional. All cadets are seen promptly 24 hours a day by a nurse, and appointments with a doctor or nurse practitioner are available within 24 hours. There are two clinicians in case a cadet wants a second opinion. Specialty appointments can be made off Post within 2-3 days. Accessibility to health care is more convenient than that offered in the outside community. The Institute Physician is available either on site or by phone 24/7 while cadets are on Post. There are 18 beds in the Infirmary for overnight observation. This is rare in college health with very few schools offering overnight care. Most medicines needed by cadets are offered at no additional charge. As part of quality improvement and in an effort to make the new building look professional, there will be a new dress code for all Infirmary staff to clearly identify them as health care workers. Professional attire will be the standard and everyone will wear name tags for easy identification.

The two main weaknesses have been health education and having adequate physician time with cadets. Health education outreach needs to be evaluated regularly to increase its effectiveness. One health education method which is difficult to evaluate or quantify is the individual education that each cadet receives when he or she has contact with a doctor or nurse. That is one-on-one education which can be the most effective. Regular in-service education for our nurses and medical information is shared so that we will be uniform in the education that cadets receive. Concerns in the past about clinician availability should be addressed by our big expansion of appointment times with the doctor and the nurse practitioner. Those cadets who need more time with a clinician can easily be accommodated now. The infirmary can continue to offer appointments within 24 hours for all cadets needing medical care. Nurses will continue to be available 24 hours a day for immediate care. Cadet satisfaction will be surveyed every other year as part of the Corps survey.

Cadet Counseling

The Center for Cadet Counseling continues to monitor and assess overall service delivery both through operational and learning objectives. Improvement of services and training for the VMI community continue to be explored. One such area is mental health programs and training. Primary efforts in the past have focused on substance abuse prevention and education as well as suicide prevention and gatekeeper training. These areas will continue to be an area of focus as mandated by federal and state regulations. However, there will be an increase in programs directed toward overall mental health issues and concerns in addition to programs focused on specific mental health disorders such as depression and anxiety.

With regard to the Operational Objectives, the application for accreditation through the International Association of Counseling Services (IACS) was submitted and accepted this past year. The site visit is planned for this summer. Full accreditation is expected to follow next year.

The Center will continue to monitor direct service delivery through the Client Satisfaction survey. This is administered each semester to cadets who have utilized services. Both quantitative and qualitative feedback is solicited from cadets. The information provided assesses overall environment, reception, therapeutic relationship, confidentiality, whether a cadet would refer another to CCC, and whether he/she would use services again in the future if needed. The assessment findings are used to set ranges of performance to guide quality improvement.

With regard to the Learning Objectives, the trainings provided during Cadre week continue to evolve based on feedback from past years. As a result, attempts are being made to streamline information being provided and to break Cadets into smaller groups to generate increased dialogue. Further, Cadet Counseling will have an increased presence with Cadets and TAC officers in order to build stronger professional relationships.

The Cadet Peer Educators (CPE) are required to pass the national certification exam in order to participate in our program. It is desirable to expand the role of the CPE in the future to have a stronger presence and voice among the Corp. As such, a course proposal for the Academic Board has been submitted which combines both the didactic and experiential components of health and wellness curriculum.

The assessment findings for 11-12 represent the hard work and investment the Center for Cadet Counseling has put forth this year. The Center has undergone a lot of change in the past two years with regard to the development of policy and procedures and the expansion of our mental health outreach to the VMI community. Future goals include the expansion of our Cadet Peer Educator program and the addition of a clinical / counseling training program. Each program would have needs with regard to resources but would primarily require supervisory resources.

There were two major accomplishments this past year. First, CDC launched a training program during CTT to the entire Rat mass. CDC met with the cadets for a total of 9

sessions. This training was considered valuable per the Commandant and will be continued next year. While there have been some changes based on feedback from cadets and facilitators, the program will continue to focus on building legacy, professional relationships, alcohol and other drug education, sexual assault education and awareness, and leadership.

Second, the application for accreditation through the International Association of Counseling Services (IACS) was submitted this past year. CDC has been notified that the application was accepted and that VMI has been chosen for a field visit to occur this summer. The accreditation process has allowed Cadet Counseling to review policies and procedures to ensure best practice in the field, make improvements to existing programs, and to focus more strategically on the Center's future direction and goals. Additionally, the field visit will provide an opportunity to gain objective feedback from an external reviewer about our Center's day to day operations, adherence to best practice guidelines, and overall standing in comparison to other centers in the United States and abroad. Throughout this past year, Cadet Counseling has used aspects of the application process to help guide us in making appropriate changes to existing procedures and to keep focused on improvements for the future.

A significant change occurred at the end of the spring semester with the incorporation of the Office of Disabilities Services with the Center for Cadet Counseling. This change occurred as a result of staffing changes and the need for an improved provision of services for the entire VMI community. There has been a lot of effort put into developing and streamlining policy and procedures related to service provision, inter-departmental collaboration, and the enhancement of professional development opportunities for faculty, staff, and cadets.

Robert L. Green
Brigadier General
Deputy Superintendent-Finance, Administration and Support

Headquarters Operational Plan
Progress Report for Academic Year 2011-2012
Virginia Military Institute

I. MISSION

The primary functions of the Office of the Chief of Staff are to coordinate activities across the Institute and to improve communications. Specifically, the Chief of Staff oversees Admissions, Communications & Marketing, Financial Aid, and Protocol activities. This Office also maintains a close association with the Inspector General/Title IX Coordinator, Office of Assessment and Institutional Research, and the Center for Leadership and Ethics that report directly to the Superintendent. The Chief of Staff publishes all official orders and memoranda for the Institute as well as the Staff Weekly Bulletin. Annual events such as Matriculation, December and May Commencement Exercises, and Founders' Day are planned and executed by this office. The Chief of Staff serves as the primary point of contact for all matters requiring coordination with the Virginia Commonwealth Office of the Attorney General, and oversees the Parents' Council Liaison and Faculty Athletic Representative. For purposes of the VMI Strategic Plan, the Office of the Chief of Staff reports on ROTC Program initiatives as well as the Vision 2039 Program initiatives.

II. VISION

The vision of the Office of the Chief of Staff is to ensure optimal and effective coordination of all activities across the Institute and to continually improve communications.

III. ORGANIZATION

Reporting directly to the Chief of Staff are the Directors of the Office of Admissions, Office of Financial Aid, Office of Communications & Marketing, Protocol Office, Parents' Council Liaison, and Faculty Athletic Representative. The Chief of Staff also provides oversight assistance as the "vice president" representative for the Office of Assessment and Institutional Research, the Inspector General, and the Center for Leadership and Ethics that report directly to the Superintendent.

IV. OBJECTIVES AND STRATEGIES

[CD]	**Supports Cadet Development Goals**
[E]	**Supports Environmental Goals**
[C]	**Supports Commonwealth Goals**
[V2039]	**Supports Vision 2039 Goals**
[HQ]	**Supports Headquarters Internal Goals**
[IT]	**Supports Information Technology Goals**

Objective 1. All Institute programs must contribute to the graduate's understanding and demonstration of the intellectual, military, moral-ethical, physical, and leadership attributes required to be prepared as leaders of character who serve the common defense as citizen-soldiers. This includes the selection and recruitment of appropriate cadet candidates and their retention throughout the four-year experience. [CD]

Strategy 1-1. Make every effort to improve the academic profile of the entering class annually.

Strategy 1-2. Establish and enforce a policy regarding the admission of athletes, legacies, and other special groups.

Strategy 1-3. Improve the way in which financial assistance (need-based and merit-based) is awarded to attract better quality students.

Strategy 1-4. Improve the application process by increasing the quality of Early Decision applicants offered admission in the Fall, encouraging Early Decision Applicants to submit the FAFSA as early as possible to get an early financial aid award notification from the Office of Financial Aid, placing a higher number of Early Decision applicants on the Spring notification category, and moving the application deadline for all prospects to 15 February annually.

Strategy 1-5. Monitor changes made to the SAT-I and the impact of predicting success at VMI as well as the effectiveness of standardized tests in predicting success at VMI.

Strategy 1-6. Establish the number of "special group" slots in each class prior to the start of the year in order to manage the applicant pool and maintain the highest possible academic profile of appointed and matriculating students.

Strategy 1-7. Promote and market special academic programs to prospective cadets by including these programs in the Admissions Open House Programs, using Institutional Marketing Study to determine how better to incorporate these special academic programs into the admissions publications, expanding the promotion of these programs on the admissions page of the VMI Website, continual review and update of publications, direct mail programs and VMI website.

Strategy 1-8. Review and consolidate the Institute's approach to Financial Aid includ-

ing: integration of Admissions and Financial Aid for effective recruitment and enrollment of top students, including improvement of cadet access to financial aid information, earlier awards of financial aid, web enhancements, increasing the number of unrestricted scholarships, and program consolidation that will result in a single comprehensive effort rather than fragmentation of awards using a variety of different guidelines made by a variety of departments.

Strategy 1-9. Conduct an annual review of the procedures for appointment of athletes to determine compliance or deviation from admissions standards, number of "marginal" candidates admitted, and "marginal" slots utilized for walk-on athletes.

Strategy 1-11. Achieve 70% commissioning, with growth in the National Guard and Reserve through establishment of the NG Detachment, Simultaneous Membership Program (SMP), 2/3 year Guaranteed Reserve Forces Duty (GRFD) Scholarship, "re-education" of third class cadets, "Center of Influence Funds," and gender norming of the VFT/APFT.

Objective 2. Comply with overarching Commonwealth goals. [C1; C2; C3; C4; C5; C6; C7: C8; C9; V2039 VII.A]

Strategy 2-1. **Reach greater than 55% Virginia cadets in the corps as it expands to 1500.**

Strategy 2-2. Consistent with its institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented populations, and, in accordance with anticipated demand analysis, meet enrollment projections and degree estimates as agreed upon with the State Council of Higher Education for Virginia.

Strategy 2-3. Subject to receipt of information clarifying assumptions about future growth in State and non-State gift aid, ensure that education at VMI remains affordable, regardless of individual or family income, and through periodic assessment, determine the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees.

Objective 3. Ensure full participation and compliance in Vision 2039 objectives and goals. [V2039 I.C, I.E.8, I.F, I.H, II.B.5.c. II.G, VI.E, VI.B, VI.C, VI.D, II.G.1, VI.F, VI.G, VII, VIII,VIII.C, VIII.J]

Strategy 3-1. **Review the daily structure of cadet life to ensure maximum integration of cadet activities to increase opportunities for excellence in all cadet experiences. Enhanced time management and decision making skills and improved personal accountability are central objectives of this review. The cadet's daily schedule must be filled with demanding academic and physical activities within a military culture that**

demands accountability, promotes cohesion, provides leadership challenges, and offers the opportunity to attain excellence.

Strategy 3-2. Establish an initial orientation and a sustained integrated training that educates faculty staff, coaches and workers at VMI with particular emphasis on its military culture and standards of excellence by all.

Strategy 3-3. **Increase the pool of qualified science and engineering applicants by assigning responsibility for science and engineering recruitment to a new or existing admissions staff member.**

Strategy 3-4. **Develop a six-year rolling Strategic Communications and Marketing Plan to set direction for the Office of Communications and Marketing within the context of the institutional budget cycle. The plan will identify resources needed to project a positive image of VMI to external audiences, support new cadet recruiting efforts, and position VMI as a leading undergraduate college and institution of relevance to the state, the nation and the international community on current issues of importance.**

Strategy 3-5. Assess the VMI Admissions' Model to allow for proper size of future classes, focusing on the right mix of academic majors, numbers of women, minorities, and athletes to sustain viable numbers and programs while enhancing quality.

Strategy 3-6. **Ensure continued presence of female VMI graduate in the Office of Admissions.**

Strategy 3-7. **Hold a conference at VMI with women VMI graduates to develop a network to assist with the recruiting effort.**

Strategy 3-8. **Hold a conference at VMI with minority VMI graduates to develop a network to assist with the minority recruiting effort**.

Strategy 3-9. Develop and update as needed joint ROTC brochure available for admissions and alumni recruiters to use at college fairs, open house programs, and other recruiting events.

Strategy 3-10. Enforce medical standards for admission to VMI to ensure more eligible cadets for commissioning. Waivers for admission to VMI must ensure applicants can participate in the full VMI experience without doing harm to themselves or others.

Objective 4. Ensure the Institute operates in a manner that is organizationally streamlined, efficient and communicative. [V2039 XII.B, C, D, E, F, G, H, I, XIII.A, B, C, D, D.1, D.2, E, XIV.A, B, C, D, E]

Strategy 4-1. Conduct frequent In-Progress Reviews (IPRs) and critiques/hot washes

of all major events, systems, and programs to ensure proper coordination and planning is conducted and to find ways to improve, save resources, and better serve the Institute.

Strategy 4-2. **Review VMI calendar process and improve. Look at reducing external requirements on cadets and their time. Extend calendar look from 2 to 3 years and coordinate externally with Washington and Lee to resolve conflicts in schedule early in the planning process.**

Strategy 4-3. Create and maintain an environment where all members of the VMI community are treated fairly and respectfully and maintain an active Equity Committee that reports directly to the Superintendent to deal with issues of unequal treatment.

Strategy 4-4. Annually review Institute publications, both internal and external, in an effort to more effectively communicate the VMI message in a more coherent manner and insure each publication is relevant and up-to-date.

Strategy 4-5. Continue to review and improve the design of the VMI web site, if necessary for appropriate audiences.

Strategy 4-6. Recognize the cadets called to active duty in the War on Terror and make every effort to facilitate readmission.

Objective 5. As the Inspector General (IG): inquire into and report to the Superintendent on matters which pertain to mission performance, efficiency, discipline, morale, effectiveness, and esprit de corps of the VMI community. [(E5, E7,V2039 D2, I H, XII-A]

Strategy 5-1. Provide information, critical assessment, and advice to the Superintendent/senior leadership on matters as assigned or undertaken by initiative.

Strategy 5-2. Provide a compliant and responsive grievance reporting procedure.

Objective 6. The IG, serving as Title IX Coordinator will ensure compliance with appropriate regulatory guidance and outline training requirements in discrimination and gender relations matters. [(E6, E7, E8 CD, V2039 I F, XIV F, XIII D2)

Strategy 6-1. Provide the VMI community with relevant and effective training in support of the Superintendent's Statement on Equity, Sexual Harassment, and Sexual Assault policies.

Strategy 6-2. Establish a compliant and responsive Title IX grievance reporting procedure.

Objective 7. As the Superintendent's Liaison to the Parents Council, facilitate the flow of information, provide clarification on matters, and assist in coordination of conferences, agendas, and other issues.

Strategy 7-1. Arrange appropriate orientation meetings for Parents Council leadership with the Superintendent and other key VMI leadership.

Strategy 7-2. Maintain close contact, at least weekly, with Parents Council leadership to ensure prompt and accurate flow of information and response to questions.

2012-13 Operational Goals, Plans, and Assessment Methodology

1. **All Institute programs must contribute to the graduate's understanding and demonstration of the intellectual, military, moral-ethical, physical, and leadership attributes required to be prepared as leaders of character who serve the common defense as citizen-soldiers. This includes the selection and recruitment of appropriate cadet candidates and their retention throughout the four-year experience**.

   Plans and Assessment Methodology: Use the CAPPEX program and all other recruiting and marketing activities (New Cadet Recruiting Program, Open House Program, other marketing efforts such as videos, websites, brochures, advertising, and direct mail) to improve the academic profile and achieve all targeting goals (diversity, STEM, in state/out of state, athletes, etc.) Assessment Methods: Admissions Daily Report; CAPPEX Report; Open House and NCR attendance data; commissioning data; and admissions application data reports. Open House attendee surveys and Admissions' Matriculant Survey" will provide feedback on where VMI needs to improve or bolster specific areas; this survey of matriculants and non-matriculants tells why a student did or did not decide to matriculate at VMI over other colleges. Annual attrition reports and commissioning rates will additionally provide data.

2. **Comply with overarching Commonwealth goals: greater than 55% Virginia cadets; diversity recruitment and enrollment projections; and study the relationship between tuition/fees and enrollment**.

   Plans and Assessment Methodology: Use the Admissions and Financial Aid Task Force monthly meetings and reports to monitor enrollment projections and status; conduct a female alumni seminar/forum to enhance female retention; Financial Aid must continue to push early FAFSA applications and early application for financial aid; the Task Force will also be used to develop projections for financial aid funding levels. The annual post-matriculation profile will be used to determine success in promoting diversity. The Admissions matriculation survey will be used to detect the numbers of students who did not attend VMI due to financial reasons as will the data from Financial Aid; and monitor Admissions Daily Reports.

3. **Ensure full participation and compliance in Vision 2039 objectives and goals**.

   Plans and Assessment Methodology: The IPC will continue to review ongoing actions to meet 2039; the IPC will develop new policy (general orders) as needed and conduct annual reviews of existing policies to ensure conformance and enhancement of V-2039 objectives. The Superintendent's Management by Objectives Report to the BOV will be used to measure specific focus areas that support Vision 2039. All orientation programs must be fully supported and feedback from attendees should be monitored. The annual Employee Survey will also be reviewed for pertinent trends and areas for improvement. The Equity Committee and its Complaint System along with the IG Complaint System will also be used as sources of information for similar purposes.

4. **Ensure the Institute operates in a manner that is organizationally streamlined, efficient and communicative**.

   Plans and Assessment Methodology: The Institute Communications Council will continue to serve as the primary coordination element for communications with the Agencies. The IPC must continue to function as a primary information-spreading source for VMI. Publications such as the Weekly Bulletin, VMI website, and Institute Report must also continue to be published and updated as necessary. The annual Employee Survey will provide data point barometers for assessing effectiveness. The Calendar Committee must continue to meet frequently and include off-Post organizations (e.g. Washington and Lee University, Virginia Horse Center, etc.) in these critical scheduling and de-confliction meetings. The annual Cadet Services Survey will be utilized to evaluate support programs' effectiveness.

5. **Monitor and advise the Superintendent on matters which pertain to mission performance, efficiency, discipline, morale, effectiveness, and esprit de corps of the VMI community.**

   Plans and Assessment Methodology: Reports from the Commandant and the First Class Survey will serve as assessment tools for the Corps of Cadets. The annual Cadet Services Survey will provide feedback on academic support, cadet services, and other key areas. The National Survey for Student Engagement will also provide data on cadets views of their college experience at VMI. For employees, the annual Employee Survey will perform that function for the employees. The Chief of Staff, as the Chair of the Equity Committee, will keep the Superintendent informed on all matters impacting performance. The Inspector General and Director of OAIR will provide similar information and feedback.

6. **The Inspector General, serving as the Title IX Coordinator, will ensure compliance with appropriate regulatory guidance and outline training requirements in discrimination and gender relations matters.**

   Plans and Assessment Methodology: The IG will continue to track the number of complaints received (both in person and via the Complaint Line system) to compare it with historical averages; complaints in specific areas will be reviewed as well. The Employee Survey and First Class surveys will continue to be relied up for a measurement of the climate in areas of discrimination and harassment. Training for the Cadet Equity Association members and follow up guidance as necessary will be of critical importance, as will educating the employees on Title IX matters of interest. The IG and three assistant IGs will continue to attend training courses to stay current on developments in this area. The IG will also need to play a role in briefing the results of the Employee Survey to the staff during the department-level Town Hall meetings; in particular the discrimination and work environment findings along with areas of improvement will all need to be covered in detail.

7. **As the Superintendent's Liaison to the Parents Council, the Inspector General should facilitate the flow of information, provide clarification on matters, and assist in the coordination of conferences, agendas, and other issues.**

Plans and Assessment Methodology: The Parents Council will again be a critical support organization for VMI. The Liaison must work closely with the current leadership to build the leadership for next year. An orientation session must be again developed for next year's leadership with briefings from the Superintendent, COS, Commandant, FAS, Dean, and Athletic Director. The two principle Parents Council meetings in the fall and spring must have active agendas and any feedback generated should be taken into account in planning future meetings. The Superintendent and "vice-presidents" should continue to participate in those Council meetings. Regarding the flow of information, the Liaison must continue to work with the Chief of Staff to ensure that time-critical information is routinely sent to the Parents Council co-presidents so that they are in a position to assist with the parents of cadets who routinely contact them whenever an "unusual" event has occurred.

8. **C&M will provide communications support to and coordinate the communications activities of all VMI entities, affiliated agencies, and others related to the planned fundraising campaign**.

   Plans and Assessment Methodology: C&M is evaluating requirements for upcoming campaign and how they may interact with established requirements to support Admissions to determine additional effort required from the office and the resources required to accomplish those requirements. Assessment Method: A campaign communications plan will be developed during the middle part of FY-13. The plan will include analysis of identified fundraising goals, and will consider input from the campaign consultant and from internal agencies in developing the plan.

Achievement of Goals – Budgetary Impacts

1. Goal 1:
   a. Admissions staff vacancies must be filled and remain filled. Funding for salary increases may be necessary for these relatively low-paying positions.

   b. Funding for marketing efforts (Communications and Marketing) must remain constant if the requisite videos, publications, and advertising efforts are to continue. Annual reliance on specific donor support cannot be guaranteed and recruiting numbers and quality will be impacted if there is degradation in funding. This includes support to Agency efforts such as VMIAA's New Cadet Recruiting program. C&M is analyzing requirements to support the upcoming campaign to determine additional budgetary impacts for inclusion in the FY-14 budget process to ensure its ability to fulfill established requirements is not diminished.

   c. The CAPPEX program to identify specific targeted recruits now costs $16,000 per year. It will assist with STEM, athletic, commissioning, and diversity recruiting efforts. It will help boost small departments and ensure we do not overload popular academic majors. While this program is relatively new, it appears to be generating a substantial number or prospective applicants. Exact results can be better measured during the

upcoming academic year. This will be especially key this upcoming academic year due to the Dean's initiatives to bolster majors with few students and redistribute from those with an overabundance of cadets.

d. **Financial aid** dollars are becoming ever more critical in the recruitment and retention of top quality cadets. Level funding from the Foundation in the near term and a lack of state budget growth may force some reallocation of funding dollars to boost this area. Through the Admissions and Financial Aid Task Force coupled with the close relationship between the Director of Financial Aid, VMI Treasurer, and the VMI Foundation, the ability of VMI to continue to matriculate must be maximized to the fullest extent possible.

e. Funding for admissions recruiting visits and Open House events must continue to rise as travel and support costs rise. This is essential to our recruiting efforts and meeting this goal and our strategies.

2. Goal 2: Admissions must retain at least one counselor to support diversity recruiting efforts. Small boosts to the Admission operating account may be needed to fund lower income recruiting efforts, to include transportation costs to get them here. It is also possible that additional funding may be needed to support minority alumni recruiting efforts.

3. Goal 3: Same impacts as Goal 1. Additionally, if we elect to host conferences and minority recruiting conferences, this will require a modest plus-up for the COS or Admissions budget.

4. Goal 4: No additional costs appear necessary. Funding was secured to update the VMI website this past fiscal year. Presuming there are no unexpected additional costs as this new website matures, there should be no impacts.

5. Goal 5-7: No additional costs appear necessary, however, the Inspector General funding (to include three assistant IGs on stipend) must continue in order to achieve these goals. Funding for training is crucial for them to not only gain the base knowledge necessary, but to also keep abreast of the ever-changing landscape in the Title IX and sexual assault areas.

Headquarters Operational Plan
Progress Report for Academic Year 2011-2012
Virginia Military Institute

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[CD]	**Supports Cadet Development Goals**
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Objective 1. All Institute programs must contribute to the graduate's understanding and

demonstration of the intellectual, military, moral-ethical, physical, and leadership attributes required to be prepared as leaders of character who serve the common defense as citizen-soldiers. This includes the selection and recruitment of appropriate cadet candidates and their retention throughout the four-year experience. **[CD]**

Strategy 1-1. Make every effort to improve the academic profile of the entering class annually.

The profile of each entering class is a direct reflection of recruiting efforts made by numerous organizations at VMI. The VMI Alumni Association's New Cadet Recruiting Program hosts over 30 New Cadet Recruiting functions nationwide. These are hosted by local alumni chapters and fall under the New Cadet Recruiting Director who works for the VMIAA. There were 34 such events held in thirteen states across the country. A total of 575 prospective cadets attended one of these functions and were given a superb overview of VMI. In attendance at these functions are the New Cadet Recruiting Coordinator and other officials from the VMIAA, Admissions Counselors, and current VMI cadets in addition to the alumni. There they are treated to a dinner and then an extensive program presentation, which includes several new recruiting videos produced by Communications and Marketing.

Communications and Marketing worked on numerous publications, website recruiting efforts, and produced videos on VMI that consistently "sell" VMI to applicants and their parents. This year the main printed recruiting brochure, the "Viewbook" was redesigned and republished with updated information. By keeping design and project management in house VMI saved approximately $50,000.

The Admissions Office's direct efforts included direct mailings to several thousand high school students, conducting over 400 personal interviews with prospective students, and conducting six Open House presentations. The Open House functions at VMI this past Academic Year were extremely well attended-- 892 students attended this past year. This is a record number yet again—841 students, which is an increase of nearly 12%, attended the previous year. Feedback forms from both students and parents reflected the programs were successful in providing information about VMI and attracting their interest. Feedback was also used to make several minor changes to the program, to include the structure of some of the cadet panels and staff panels along with how their information was being presented, and the type and amount of information being provided by ROTCs. Open House programs remain critical as over 56% of the matriculants for the Class of 2015 attended an Open House.

Another method of assessment to gauge student interest--(which ultimately leads to a higher profile of cadets -- is in the numbers of inquiries and applications, including Early Decision applications. For the Class of 2015, there were 18,751 inquiries which was a 2.9% increase from the year prior for the Class of 2014. For the Class of 2016, there was yet another increase in inquiries to 20,671—an 11.6% increase and another record number. Total applications for the Class of 2014 were 1,791 and for the Class of 2014, 2,244--a 25.3% increase and the first time in history VMI had exceeded 2,000 applications. For the Class of 2016, VMI received 2,146 applications. A total of 509 students actually matriculated with the Class of 2015 on 20 August 2011—the highest number in VMI's history.

The academic profile for the Class of 2015 that matriculated this academic year improved in SAT Verbal Score (7 points), dropped in Math Score (1 point) and increased in the overall Composite score by 6 points. Additionally, the average ACT Composite score and High School GPAs increased.

Academic Profile 2014

Mean SAT Verbal score:	565	Average ACT Composite score:	25
Mean SAT Math score:	580	Average High School GPA:	3.47
Mean SAT Composite score:	1145	Average Transfer GPA:	3.27
Middle 50% SAT score:	1060-1210	Average TOEFL score: /////	556

Academic Profile 2015

Mean SAT Verbal score:	572	Average ACT Composite score:	26
Mean SAT Math score:	579	Average High School GPA:	3.50
Mean SAT Composite score:	1151	Average Transfer GPA:	3.29
Middle 50% SAT score:	1070-1240	Average TOEFL score:	544

Shortly after each class matriculates in August, the Admissions Office accomplishes an in depth Profile of that class. Contained within this document is a wealth of academic, demographic, and extracurricular activities of that class. It is then compared historically with previous classes. With the current emphasis on STEM, diversity, physical conditioning, and leadership traits, this data is very important in deciding which areas need further refinement or emphasis for the next admissions cycle. One example is the need to ensure our cadets were physically capable of meeting VMI's rigorous co-curricular program requirements. Accordingly, during the 2011-12 cycle particular emphasis was placed on high school athletic participation and height/weight. Early observations are that this type of emphasis is successful in meeting the objectives.

Strategy 1-2. Establish and enforce a policy regarding the admission of athletes, legacies, and other special groups.

During the summer of 2005, VMI adopted a new set general admissions requirements that went to effect for the class entering in August 2006. These policies and procedures are applicable to all students. Under the new requirements, to be considered for admission to VMI for the fall semester of 2006 under the normal review process, applicants must meet the following conditions (See Appendix 2-14 – Minutes of the 14 July 2005 Institute Planning Committee)

1. The applicant must have completed or is scheduled to complete Algebra I, Algebra II and Geometry by the end of the 2005-06 academic year ending with the spring 2006 term.
2. Freshman applicants must achieve a minimum composite score of 1000 on the SAT or 21 on the ACT.

3. Freshman applicants must achieve or exceed scores of 450 on both the Critical Reading and Math portions of the SAT or 19 on the English and Math portions of the ACT.
4. Freshman applicants must have a cumulative high school reported grade point average of 2.50 or higher.
5. The applicant must demonstrate good character and have an acceptable disciplinary record.
6. Transfer applicants are considered on the basis of their entire academic record with less emphasis placed on the high school record as more college work is
   ed. Transfer students must have a cumulative college grade point average of 2.80 on all college level work attempted following graduation from high school.

Meeting these basic standards does not mean that the applicant will be offered an appointment, but rather they meet the minimum standard for review. The admissions decision is determined on the basis of a complete review of the student's application taking into consideration such things as the strength of the courses completed, standardized test scores, grade point average, extracurricular activities, motivation, domicile status, academic interest and the strength of the applicant pool for that particular year.

If an applicant does not meet the conditions outlined above (1-6) but appears to possess other superior talents or personal characteristics, or has other personal circumstances that would dictate special consideration, the applicant's record is reviewed by the Director of Admissions who will make the final admissions decision. In some cases, the Director of Admissions will consult with the Chief of Staff before a final admissions decision is made.

Students offered appointments under this process are considered to be capable of academic success at VMI and can make an impact on the Institute in such areas as athletics, leadership, socio-economic diversity, public relations, etc. Admissions staff, coaches, faculty and others associated with VMI can request that this review be made on the student's behalf.

The Admissions Office each year has enforced these standards. Regarding athletes, in cases where there is any question, a meeting is held with the Superintendent, Athletic Director, the coach for the team the prospective athlete wishes to join, the Chief of Staff, and Admissions Director. Each case is discussed in detail with specific regard to the issue of "can this person succeed at VMI?" An informed decision is then made. Similarly, legacy admissions are given careful scrutiny but none are admitted simply because they are the son or daughter of an alumnus—all must meet entry requirements. This information is briefed to the Class Agents during the fall conference by the Chief of Staff.

While there is no attrition rate measurement for legacies, there is of course careful tracking of athletes because of the NCAA requirements for Academic Progress Ratings. Rat athletes who resign from VMI are reviewed carefully and this type of data is provided to the coaches so that as necessary recruiting briefings and information can be changed to

reduce attrition. This provides some assessment validity to whether or not VMI is bringing in the right type of student that meets these requirements. The Institute's APR Committee evaluates "at risk" cadets and this data also helps with recruiting briefings.

Strategy 1-3. Improve the way in which financial assistance (need-based and merit-based) is awarded to attract better quality students.

The Financial Aid staff is a small, close-knit office that meets frequently to discuss problem areas, methods to improve procedures, and to best serve the cadets, prospects, and the families involved. As the numbers of applications for financial aid increase, this has become increasingly important.

The Director of Financial Aid is a member of the Admissions and Financial Aid Task Force, which meets monthly and is chaired by the Deputy Superintendent for Finance, Administration, and Planning. Other members include the Director of Admissions, Registrar, Management Analyst, Treasurer, and Chief of Staff. This past academic year, the Assistant Dean for Academic Planning was added to the Task Force. This has helped in the processing of merit-based scholarship dollars, which are largely administered by the Dean's Office. The Task Force spends a great deal of time analyzing the profile of cadets entering VMI along with the amount of aid they require to attend VMI.

VMI has been successful in its goal of meeting 100% of the financial aid needs for in state cadets and 80% for out of state. The following data provides information on those who applied for financial aid:

<u>Academic Year 2011-12</u>

- Applied for financial aid who matriculated – 417 (209 VA 208 NVA)
- Applied for financial aid who did not matriculate – 172 (43 VA 129 NVA) ##

Miscellaneous information: Number of matriculates fall 2011 – 509 (288 VA 221 NVA)
Number with some form of financial aid at matriculation – 434 (217 VA 217 NVA)
Number with need-based financial aid at matriculation – 245 (123 VA 122 NVA)
Awarded non-need-based aid who cancelled – 13 (5 VA 8 NVA)
Awarded need-based aid who cancelled – 96 (19 VA 77 NVA)
No-needs who cancelled – 67 (25 VA 42 NVA)
Cancelled who did not complete financial aid process – 54 (15 VA 39 NVA)
Turn Downs who completed financial aid process – 40 (26 VA 14 NVA) ##
Turn Downs who did not complete financial aid process – 198 (123 VA 75 NVA) ##

<u>Academic Year 2010-11</u>

- Applied for financial aid who matriculated – 368 (209 VA 159 NVA)
- Applied for financial aid who did not matriculate – 172 (43 VA 129 NVA)

Miscellaneous information: Number of matriculates fall 2010 – 501 (297 VA 204 NVA)
Number with some form of financial aid at matriculation – 420 (229 VA 191 NVA)
Number with need-based financial aid at matriculation – 260 (131 VA 129 NVA)
Awarded non-need-based aid who cancelled – 11 (8 VA 3 NVA)
Awarded need-based aid who cancelled – 131 (25 VA 106 NVA)
No-needs who cancelled – 41(18 VA 23 NVA)
Cancelled who did not complete financial aid process – 61 (15 VA 46 NVA)
Turn Downs who completed financial aid process – 40 (26 VA 14 NVA)
Turn Downs who did not complete financial aid process – 198 (123 VA 75 NVA)

Academic Year 2009-10

- Applied for financial aid who matriculated – 344 (178 VA 166 NVA)
- Applied for financial aid who did not matriculate – 129 (39 VA 90 NVA)

Miscellaneous information: Number of matriculates fall 2009 – 488 (267 VA 221 NVA)
Number with some form of financial aid at matriculation – 410 (223 VA 187 NVA)
Number with need-based financial aid at matriculation – 234 (107 VA 127 NVA)
Awarded non-need-based aid who cancelled – 11 (4 VA 7 NVA)
Awarded need-based aid who cancelled – 92 (15 VA 77 NVA)
No-needs who cancelled – 37(24 VA 13 NVA)
Cancelled who did not complete financial aid process – 34 (9 VA 25 NVA)
Turn Downs who completed financial aid process – 61 (44 VA 17 NVA)
Turn Downs who did not complete financial aid process – 83 (59 VA 24 NVA)

Strategy 1-4. Improve the application process by increasing the quality of Early Decision applicants offered admission in the Fall, encouraging Early Decision Applicants to submit the FAFSA as early as possible to get an early financial aid award notification from the Office of Financial Aid, placing a higher number of Early Decision applicants on the Spring notification category, and moving the application deadline for all prospects to 15 February annually.

The application deadline is 1 February of each year. The data shows that the numbers and quality of Early Decision applications continues to rise, and with it the quality of those being accepted. For the Class of 2016, there were 550 Early Decision applications, compared to 529 for 2015 and 370 for 2014. For those offered appointments under the Early Decision program, the quality has continued to rise. The profile in terms of academic credentials for those classes is as follows:

	2014	2015	2016
SATV	557	569	571
SATM	570	572	581
SATC	1126	1140	1151
GPA	3.48	3.52	3.52
Class Rank (%)	30.3	29.9	28.1

This past year, Admissions admitted a smaller percentage of Early Decision applicants ini-

tially and deferred admission on the other good (but lesser) quality applicants until March. Only 42 and 45% of the Early Decision applicants for the Classes of 2015 and 2016 were appointed in December with the remainder deferred or denied. This was to ensure that Early Decision applicants with significantly less qualifications from regular applicants were not being admitted. Ultimately a total of 81 and 86% of the Early Decision applicants were appointed for those two classes.

Additionally, the Financial Aid office continued to stress the importance of early FAFSA applications at Open House events as well as electronic publications and websites. It should be noted that the FAFSA is not available for completion until after 1 January of each year. VMI requires students to complete the VMI Financial Aid Application as well. This form is available after the start of the new academic year and is used for evaluating institutional funds that are available. Ultimately, prior to an award being made, it is matched up with the completed FAFSA application. The deadline for financial aid applications is set for 1 March of each year. In particular for entering Rat classes, Financial Aid will make an award to them shortly after their applications are received and as soon after 1 March as possible for applications submitted shortly before the deadline. This is to ensure that VMI can attract those top quality students who are comparing financial aid offers from multiple colleges and universities.

As financial aid dollars become increasingly more critical in attracting top caliber students, this will remain a necessity. This particular topic is one that is discussed and monitored monthly at the meetings of the Admissions and Financial Aid Task Force.

Strategy 1-5. Monitor changes made to the SAT-I and the impact of predicting success at VMI as well as the effectiveness of standardized tests in predicting success at VMI.

The Admissions staff continues to record the SAT Writing score of student reports. Institutional Research has been helpful in evaluating the SAT Writing scores and determined that it is as good a predictor of Rat year academic success as other items being used. The admissions staff is determining how to implement this score in the admissions review process. VMI's Office of Assessment and Institutional Research has reviewed this issue and produced a report that suggests this score is a valid indicator of success. The consensus among Virginia colleges, however, is that this is not used as a criterion for admission. Some are using it for placement purposes. Accordingly, VMI will continue to collect and review this data and monitor any growth in this as an admission criterion.

Strategy 1-6. Establish the number of "special group" slots in each class prior to the start of the year in order to manage the applicant pool and maintain the highest possible academic profile of appointed and matriculating students.

The admissions office establishes a number of "special group" slots for some categories (recruited athletes) and monitors the number of other matriculates in other "special" categories, however no specified number is allocated for these groups. The individual applications are reviewed each year and the number varies depending upon the applicant pool from year to year.

While there is no "special group slots" for females, the goals are to increase the number of females within the Corps to 150-200. At Census Dates in September of each year, VMI has been meeting this goal for female cadets. In order to continue to maintain this goal, VMI must attract and matriculate 50-60 females each year and then work to reduce their attrition rate. Female applications continue to rise. For the last four most recent classes (Classes of 2013, 2014, 2015, and 2016) female applications have been 171, 204, 266, and 246. Overall, attrition for females in the Corps of Cadets has decreased in recent years as more academically qualified and physically fit females are matriculating.

For minority recruiting, the Admissions staff was somewhat hampered during the 2011-12 academic year because the staff member engaged in significant outreach activities to predominantly minority high schools students left VMI for other opportunities. A recent minority graduate was hired in January 2012 and this individual did a solid job assisting with minority recruiting efforts. VMI continues to struggle in this area and frequently loses prospective students to the service academies during the summer just prior to matriculation. The admissions office staff continues to participate in various programs targeted for minority students and makes visits to high schools with a high population of minority students each year. More work needs to be done in this area as will be discussed in other portions of this report.

Strategy 1-7. Promote and market special academic programs to prospective cadets by including these programs in the Admissions Open House Programs, using Institutional Marketing Study to determine how better to incorporate these special academic programs into the admissions publications, expanding the promotion of these programs on the admissions page of the VMI Website, continual review and update of publications, direct mail programs and VMI website.

C&M has worked closely with the Dean's Office, academic departments, and academic and cadet support agencies to promote their services to cadets. Among Web products launched or significantly upgraded during FY-12 are sites promoting research at VMI, the Institute's involvement in the Shepherd Poverty Program, study abroad, and academic advising. Brochures and other promotional materials were also made for these, for some academic departments, and for other programs, with the intention of informing prospective and current cadets of the opportunities offered at the Institute. C&M continued to work closely with Admissions on presentations and materials used in Open Houses; however, at the request of the Alumni Association, it has been far less involved in preparation of materials for New Cadet Recruiting events sponsored by that agency. The overall VMI Admissions website is scheduled to be updated during FY-13, following the production of new printed recruiting materials during the summer and fall of 2012.

The Admissions Office has worked closely with various offices and constituencies during the past academic year. Communications and Marketing and the alumni association have worked hand in hand with the office of admissions to develop publications and programs to attract prospective cadets to VMI. Additionally, during Open House Programs, special prospective cadets are provided information on special academic programs such as

undergraduate research. All indications are that this closer working relationship has contributed to a more professional and effective presentation of VMI to prospective cadets and their parents.

Strategy 1-8. Review and consolidate the Institute's approach to Financial Aid including: integration of Admissions and Financial Aid for effective recruitment and enrollment of top students, including improvement of cadet access to financial aid information, earlier awards of financial aid, web enhancements, increasing the number of unrestricted scholarships, and program consolidation that will result in a single comprehensive effort rather than fragmentation of awards using a variety of different guidelines made by a variety of departments.

The Offices of Admission and Financial Aid continue to work very closely together in the admissions and overall application process. Admissions counselors are knowledgeable of the need to quickly refer prospective students to Financial Aid and recruits visiting VMI are encouraged to also make an appointment with Financial Aid. VMI also launched a Net Price Calculator in October 2011 that provided prospective students and their families some financial aid and overall cost comparison data for attending VMI. Feedback on this has been positive. The Financial Aid Office remains committed as well to pushing early FAFSA applications and VMI Applications for Financial Aid in order to enhance early awards of financial aid. Significant efforts have also been expended to maximize the amount and number of merit and need based scholarships, however, with the current state of the economy, lack of state funding, and a decline in donor dollars, this endeavor remains a challenge.

As referenced earlier, the addition of the Assistant Dean for Academic Planning to the Admissions and Financial Aid Task Force is assisting in ensuring merit scholarships are pushed forward as much as possible to attract those quality students who want an early decision on aid.

Strategy 1-9. Conduct an annual review of the procedures for appointment of athletes to determine compliance or deviation from admissions standards, number of "marginal" candidates admitted, and "marginal" slots utilized for walk-on athletes.

As stated earlier, extensive reviews of processes and profiles of matriculants are conducted each August and September after the Rat Class matriculates. Included in this review are special profiles for athletes.

The Admissions Office reviews the appointment process for athletes each year, develops a Profile for athletes and records the number of "marginal" candidates admitted annually. As discussed in Strategy 1-2 above, careful consideration is given to the admission of these athletes. The Admissions Director, who is a former NCAA coach himself, is well versed in the NCAA requirements and takes extreme care to ensure that all admissions standards—both the NCAA and VMI—are met. Following matriculation, the Admissions staff will monitor the progress of the athletes on an ad hoc basis. This is, of course, closely monitored by Athletic, Advising and others in the Athletic Department. While there is no formal report, these

observed lessons learned are folded into the next process. Educating coaches who are performing recruiting functions, especially new coaches, is a responsibility the Director of Admissions undertakes each year.

Based upon review of prior years data, the decision was made this year to include women in the athletic "pool" of slots as well as to reduce those slots to 110. The reason women were now included into the pool is that VMI is now receiving sufficient female applications such that we no longer needed to use athletic participation and athletic scholarships as a prime "tool" to bolster the number of female cadets at VMI. The overall number of slots given to the Athletic Director was based upon an historical review of each individual team, the size of that team, and the average number of recruited players needed to successfully field that team. All slots are turned over to the Athletic Director to apportion as he sees fit. Athletic slots are very rarely used for "walk-on" athletes. They are either scholarship or recruited athletes. Those cadets desiring to walk-on to teams must "get in on their own."

Strategy 1-11. Achieve 70% commissioning, with growth in the National Guard and Reserve through establishment of the NG Detachment, Simultaneous Membership Program (SMP), 2/3 year Guaranteed Reserve Forces Duty (GRFD) Scholarship, "re-education" of third class cadets, "Center of Influence Funds," and gender norming of the VFT/APFT.

VMI continues to pursue increased commissioning numbers for each graduating class through numerous programs. Last year resulted in a decrease in commissioning numbers due to a reduction in scholarships available through the services and a reduction in commissioning opportunities in the Air Force and Navy. Coordination and planning was conducted to increase cadets commissioning awareness in other services to include the National Guard and reserve forces. The SMP program continues to grow with 78 cadets currently participating. 36 cadets went to Basic Training and/or AIT during the past summer, and we expect over 30 enlistments during the upcoming academic year. This is an ever-expanding program. With the present economy and tuition/fee costs, it is an especially attractive program.

We were pleased to see the numbers of ROTC scholarships starting to go back up after a period of decline and stagnancy. Although final numbers are not yet available for the Class of 2016, it is apparent that the numbers are higher. The VMI ROTC departments have also enjoyed success (particularly the Navy/Marine Corps) picking up in school scholarships for current cadets who have demonstrated high achievement.

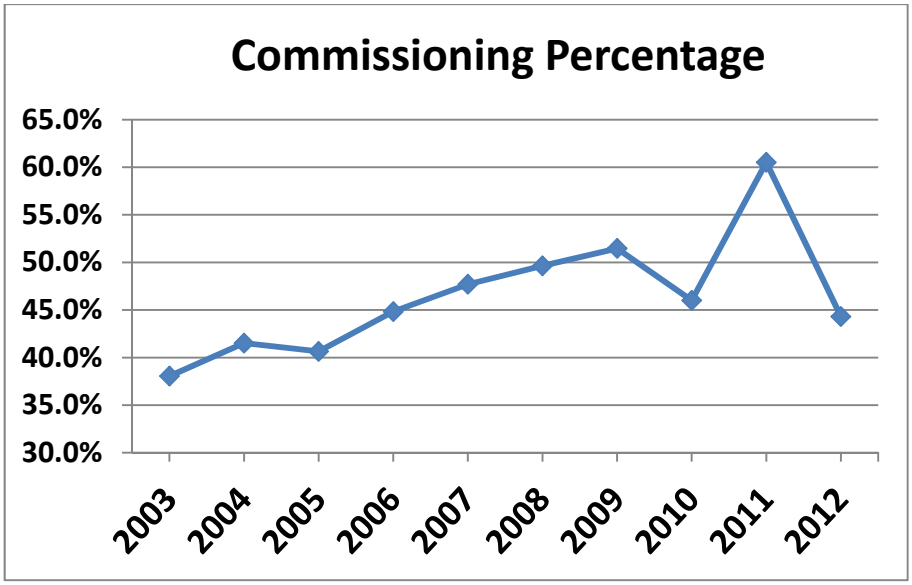
Initiatives to improve commissioning included the National Guard bringing on board last year a full time Guardsman to supplement the AROTC staff. We now have a National Guard officer and an NCO. These positions involve teaching and recruiting. Additionally, the Army Reserves provides an officer to assist in recruiting and we have three Engility contract employees assisting AROTC with instructor support.

This past year, the decision was made to require all cadets who do not desire to commission to transfer to AROTC. Historically, a number of cadets make a very late decision to commission. The Army has the most flexible rules and has the capacity to train, educate, and

accommodate these late pick-ups. It is hoped that this decision will end up resulting in more commissions as this program matures. With non-commissioning cadets in AROTC courses, they will have a much better foundational path to transition quickly to an Army commissioning path at a later time.

Additionally, it should be noted that the Dean has appointed a committee to increase commissioning. It is geared towards educating faculty advisors on the opportunities from military service as well as promoting interest amongst those members of the Corps who are undecided. It is designed to complement the efforts of the ROTC and Commandant's staffs to promote commissioning.

A review of the commissioning percentages is depicted below:



Objective 2. Comply with overarching Commonwealth goals. [C1; C2; C3; C4; C5; C6; C7: C8; C9; V2039 VII.A]

Strategy 2-1. R**each greater than 55% Virginia cadets in the corps as it expands to 1500.**

VMI's applications for the Class of 2016 totaled 2,145. A total of 950 Virginia students applied for the Class of 2016, which was an increase from 858 the year before. A total of 355 were accepted, down from 402 for the prior class. As previously mentioned, the "yield" for in-state students for the Class of 2015 was 75%. The new class of 509 cadets included 288 in-state cadets or 56.6%. The Corps of Cadets as of Census Day (11 Sep 2011) was composed of 60% Virginia cadets. We anticipate that we will well exceed the 55% goal when the next class matriculates.

Strategy 2-2. Consistent with its institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented

populations, and, in accordance with anticipated demand analysis, meet enrollment projections and degree estimates as agreed upon with the State Council of Higher Education for Virginia.

Efforts to improve minority recruiting have been undertaken over the past several years with the improvement in our publications to be more inclusive of the minority population, marketing to areas with high minority populations and using minority cadets and graduates the focus of these marketing and admission campaigns. The minority population that is being targeted by VMI is also the same population that has many other options being offered by other major colleges and universities, to include the service academies. VMI's ability to be successful in this market has been limited. In fact, if it were not for the NCAA Division I athletic program at VMI our minority population would be significantly less. Our out-reach efforts with the College Orientation Workshop (COW) are on-going, yet the few COW candidates identified academic performances were far below our acceptable admissions entry standards. However, our commitment to improve minority recruitment continues to be a cornerstone of our admissions policy. The following actions continue or have been initiated this year;

(1) Minority Recruitment Plan: Implemented the Minority Recruitment Plan presented to the Academic Affairs Committee at the December 2008 meeting of the Board of Visitors.

(2) Targeting selected high density minority high schools: High Schools with high minority populations identified and visits carried out throughout the year

(3) Interface with Organizations: Meetings with the UVA College Guide Program to dis cuss how we might interface with them conducted in July 2010. Activities in 2011-12 continued with ACCESS College Foundation and other similar groups.

(4) Diversity Recruiting Conference: Discussions are ongoing to hold another diversity recruiting conference at VMI during this year. It will be focused on getting minority alumni educated and engaged in recruiting and mentoring high school students to get them to VMI.

Strategy 2-3. Subject to receipt of information clarifying assumptions about future growth in State and non-State gift aid, ensure that education at VMI remains affordable, regardless of individual or family income, and through periodic assessment, determine the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees.

As referenced earlier, an Admissions and Financial Aid Task Force was formed to address this issue. This group included the Deputy Superintendent (Finance, Administration, and Support), Admissions Director, Registrar, Financial Aid Director, Treasurer, Management Analyst, Chief of Staff, and Assistant Dean for Academic Planning. It met monthly during Academic Year 2011-12 with the purpose of examining this precise issue. The relationship between tuition and fees and being able to matriculate and then retain America's best students are at the forefront of VMI's radar screen. The issue of student indebtedness is monitored and the results of the Task Force's efforts are summarized and reported to the

BOV each year. It is a special interest item with them as well. In fact, the BOV approved an increase in tuition/fees less than that originally proposed by VMI in May of 2012 for the next academic year.

Objective 3. Ensure full participation and compliance in Vision 2039 objectives and goals. [V2039 I.C, I.E.8, I.F, I.H, II.B.5.c. II.G, VI.E, VI.B, VI.C, VI.D, II.G.1, VI.F, VI.G, VII, VIII,VIII.C, VIII.J]

Strategy 3-1. **Review the daily structure of cadet life to ensure maximum integration of cadet activities to increase opportunities for excellence in all cadet experiences. Enhanced time management and decision making skills and improved personal accountability are central objectives of this review. The cadet's daily schedule must be filled with demanding academic and physical activities within a military culture that demands accountability, promotes cohesion, provides leadership challenges, and offers the opportunity to attain excellence.**

The cadet daily schedule was reviewed and updated for AY 2011-2012. One focus was adjusting the SRC formation times. All cadets will form for SRC at 1900, but upper-class cadets are not required to march down to the Mess Hall. The Mess Hall will be open from 1700 to 2000 for cadets to eat any time during that period. SRC will become primarily an accountability formation. This allows more commonality between athletes and non-athletes. This action was in direct response to comments and feedback from First Class cadets during the Spring First Class Survey.

During each Institute Calendar Meeting, schedules and events impacting cadet life are reviewed and adjusted to ensure efficient integration of cadet activities and allow for maximum opportunity for cadet participation. Training and academic events are scheduled and coordinated across departments to maximize the benefit to cadets.

Strategy 3-2. Establish an initial orientation and a sustained integrated training that educates faculty staff, coaches and workers at VMI with particular emphasis on its military culture and standards of excellence by all.

New employee orientation sessions were conducted at the beginning of fall (August) and spring (January) semester for new teaching and research and administrative and professional faculty and staff. This is a two day training session covering VMI rules and regulations, proper wear of the military uniform and education on military customs and courtesies. General Faculty and Staff meetings were also held at the beginning of each semester to educate faculty and staff members on changes to policy, proper wear of the military uniform, and customs and courtesies.

The Human Resources office also developed a similar orientation program for classified and other employees at VMI (implemented over the 2011-12 Academic Year) with presentations from senior staff, to include the Chief of Staff and Commandant, present orientation briefings to this category of new employees. This occurs in August of each year.

One goal of both courses is to inculcate new employees on the military culture, standards of civility and behavior at VMI, and the "uniqueness" of VMI as a college.

These training programs are in addition to other training programs, such as Title IX training conducted by the Inspector General.

Strategy 3-3. **Increase the pool of qualified science and engineering applicants by assigning responsibility for science and engineering recruitment to a new or existing admissions staff member.**

All members of the Admission staff are responsible for science and engineering recruitment. There were numerous STEM initiatives taken by Admissions in its evaluation and selection process for the Class of 2015 and 2016. This resulted in the Class of 2015 matriculating with 49.3% selecting math, science or engineering as their major. We anticipate the Class of 2016 will be even higher.

Strategy 3-4. **Develop a six-year rolling Strategic Communications and Marketing Plan to set direction for the Office of Communications and Marketing within the context of the institutional budget cycle. The plan will identify resources needed to project a positive image of VMI to external audiences, support new cadet recruiting efforts, and position VMI as a leading undergraduate college and institution of relevance to the state, the nation and the international community on current issues of importance.**

This is an ongoing project and is nearing completion. A draft report will be tendered in early fall of 2012.

Strategy 3-5. Assess the VMI Admissions' Model to allow for proper size of future classes, focusing on the right mix of academic majors, numbers of women, minorities, and athletes to sustain viable numbers and programs while enhancing quality.

The recruitment of females and ethnic minority students continues to be an important focus for the office of admissions. Plans have been implemented, however, more follow through needs to be completed in order to accomplish the goal of increasing the percentage of these groups in the Corps of Cadets.

The development of a female specific brochure and noting females and ethnic minority candidates in communications channels enhanced the admissions team efforts, and work has been accomplished to revise the female brochure to make it an even more effective tool to recruit women. This brochure is nearly completed and will be available for recruiting for the Class of 2017. VMI received 52 Early Decision applications from females in 2011-12, a slight decrease from 34 the previous year.

Plans have also been developed with input from the Dean and Department Heads to increase the number of matriculants in "under-represented" majors, particularly in the mathematics and science fields. Specific "target" numbers have been developed and the Admissions Director worked closely with selected Department Heads to enhance their recruiting efforts.

Department initiatives include Open House booths, summer camps, direct contact with prospective students (letters, telephone calls, and emails—especially with those who attended Open House events), and brochures.

Recruiting an incoming class to ensure reaching diversity goals, in state/out of state mixes, MSE/STEM initiatives, and under-represented majors enhancement remains a strong emphasis for the admissions team.

Additionally, the Admissions Office contracted with CAPPEX company to purchase a web-based online system whereby high school students enter personal information for free. The program then refers those students to particular colleges, or alternatively the subscriber colleges can then go directly to that student. This will assist with recruiting students to enhance STEM, commissioning, as well as athletic purposes. Early results of this initiative indicate this enterprise is working and generating a substantial number of inquiries in comparison to other sources of initial inquiries to VMI.

Strategy 3-6. **Ensure continued presence of female VMI graduate in the Office of Admissions.**

Currently the Admission Office employs one female VMI graduate and one female non-VMI graduate to assist in recruiting and admission efforts. The additional female officer was hired despite budget difficulties because we recognized the importance of building the female cohort to a sustainable level. In addition, a female 2012 graduate will join the staff and represent VMI during the fall semester until she is required to report to her active duty assignment.

Strategy 3-7. **Hold a conference at VMI with women VMI graduates to develop a network to assist with the recruiting effort.**

In March 2012, about 30 alumnae attended a two day Alumnae Forum. The Friday briefings were geared toward catching the alumnae up with the changes that have taken place since assimilation and also to gather their suggestions to improve practices across the board. A majority of the females currently in the Corps mingled with the alumnae over dinner. The Saturday portion of the Forum consisted of two parts. The first portion focused on female cadet questions and answers. Many alumnae were intrigued to hear so many positive elements of change. The second part of the program focused on the alumnae and their current jobs and positions and how they were sought out. The Forum ended with many email and phone number exchanges.

Additionally, in the summer of 2010 VMI C&M invited 3 female graduates for interviews to discuss the advantages of the VMI experience from a female perspective. The videos are used in recruiting efforts. Marketing efforts continue to prominently display female cadets.

The staff continues to work hard to increase the number of females and minorities in the incoming classes; however the entering class did not change significantly from previous years.

Activities are ongoing in these areas, to include planning for a spring conference on minority/diversity/female recruiting (see below).

Strategy 3-8. **Hold a conference at VMI with minority VMI graduates to develop a network to assist with the minority recruiting effort**.

This is an ongoing project which did not occur during AY 2011-2012. VMI continues to plan to hold a minority conference during the next academic year (2012-13) As mentioned previously, this conference will focus on getting minority and female alumni to assist in the recruiting process. Their help is needed to identify and cultivate promising high school students. This conference would expand upon efforts made in the 2006 conference held at VMI.

Strategy 3-9. Develop and update as needed joint ROTC brochure available for admissions and alumni recruiters to use at college fairs, open house programs, and other recruiting events.

The ROTC brochure was updated for use in the 2011-12 academic year and continues to be used. This past year, the ROTCs developed new hand-outs and updated existing briefing materials for Open House events as well as handouts that address scholarships. Continued emphasis was placed on this topic this past year. These initiatives were based upon Open House feedback forms as well as conversations between parents and students and the Admissions staff. These ROTC hand-outs are utilized a recruiting events off Post.

Strategy 3-10. Enforce medical standards for admission to VMI to ensure more eligible cadets for commissioning. Waivers for admission to VMI must ensure applicants can participate in the full VMI experience without doing harm to themselves or others.

Significant efforts were expended during AY 10-11 and 11-12 to ensure prospective cadets were medically capable of succeeding at VMI. In 2010, a Medical Waiver Working Group was formed to analyze waiver cases for the past four years. This analysis was to see what, if any, medical conditions that cadets may have had that impacted on their cadetships. Were they successful? Did they leave VMI for health or other reasons? This working group was composed of the Chief of Staff, Assistant Chief of Staff, Institute Physician, Registrar, Director of Physical Education, and the Assistant Commandant S1/S4. A wide variety of data was collected on all aspects of cadet life—to include demerits, GPA, VFT scores, and a number of other data points. This data was correlated to the specific waiver conditions for which cadets were admitted. The Working Group delivered their report to the IPC and the Superintendent. Appropriate recommendations were made with regard to specific conditions and the process for evaluating medical waivers. Overall, the Group found the process to be adequate and functioning well.

During this past AY the COS, Admissions, and Institute Physician continued to collaborate to improve the information provided to parents and prospective cadets on medical and fitness standards for admission. This included revamping websites, adding new information to the website and catalog, further emphasis at Open House events and admissions interviews,

as well as providing additional impact analyses when medical waivers are submitted. The medical waiver routing form was refined to ensure more detailed information was being provided to the Superintendent in these cases. Admissions counselors were also re-briefed on the importance of this particular aspect of the admissions process.

Additional emphasis was placed this year on reported height/weight on application forms. This was briefed at interviews, Open Houses, and on the website—weight/body fat and conditioning are important and will be taken into consideration during the application evaluation process. For those applicants whose reported height/weight were 5% over the permissible maximum weight, a follow up query was made to see what their exercise and fitness programs were as well as athletic activities. Based upon the information received, some were required to submit a timed mile and a half run. If an applicant's reported weight was greater than 19% over their prescribed weight, their chances for admission were diminished. All were reminded of the need to be physically fit.

Significant educational efforts continue on this subject. The general orders governing height/weight/body fat, fitness standards, and medical review are all prominently displayed on our websites and in our communications with applicants.

The end result of these efforts has been positive. For the Class of 2016, there were only 28 cases that had to undergo the Review process and 27 for the Class of 2015. This is in comparison to 69 the year before VMI changed its medical admissions approach and began placing greater emphasis on this important area. VFT scores for those attending STP were up and by all initial appearances, VMI is matriculating much more "fitter" Rat classes.

Objective 4. Ensure the Institute operates in a manner that is organizationally streamlined, efficient and communicative. [V2039 XII.B, C, D, E, F, G, H, I, XIII.A, B, C, D, D.1, D.2, E, XIV.A, B, C, D, E]

Strategy 4-1. Conduct frequent In-Progress Reviews (IPRs) and critiques/hot washes of all major events, systems, and programs to ensure proper coordination and planning is conducted and to find ways to improve, save resources, and better serve the Institute.

All major events included IPRs and planning meetings, hot washes and critiques. Draft orders for major events were reviewed at the IPC and at IPRs before being finalized and disseminated. Hotwashes on major events occurred within a short period of time after the event. The Assistant Chief of Staff captured the discussion and suggested improvements in a summary document that was later reviewed by the Chief of Staff and Superintendent. Appropriate changes were made or, alternatively, when the planning process started for that same event a year later, this source document was used to formulate changes. Timing of certain events, parking, and operating hour shifts are some examples of changes made as a result of these reviews.

The Superintendent also conducted agency staff meetings every other month, whereby the senior VMI staff briefed the four agencies on all ongoing VMI issues and events. Copies of

the Institute Planning Committee meeting minutes were distributed to each agency CEO and president. The IPC continued as well with a major focus on disseminating information to the key staff and post-wide. The Weekly Bulletin continued to be a written source of ongoing information for post agencies and VMI employees.

Strategy 4-2. **Review VMI calendar process and improve. Look at reducing external requirements on cadets and their time. Extend calendar look from 2 to 3 years and coordinate externally with Washington and Lee to resolve conflicts in schedule early in the planning process.**

Monthly calendar meetings are held throughout the year and include agency representatives and personnel from W&L. We hold a Community Calendar Meeting with local Public County Schools, Lexington/Rockbridge County events schedulers, the Virginia Horse Center, Southern Virginia University, Washington and Lee University, and the WVIL at the beginning of each semester to review, identify conflicts and de-conflict our schedules. Maximum effort is made to reduce the number of external requirements. The calendar look has been extended from the current academic year out to an additional three year outlook. In May of each year, a lengthy Calendar Committee occurs to delve into the next academic year in great detail and flesh out all potential events. The current process additionally calls for the IPC to review potential conflicts and as necessary make a recommendation to the Superintendent. The IPC has added a "Calendar Items" section to its agenda in order to highlight upcoming events and to ensure de-confliction occurs when necessary.

Strategy 4-3. Create and maintain an environment where all members of the VMI community are treated fairly and respectfully and maintain an active Equity Committee that reports directly to the Superintendent to deal with issues of unequal treatment.

VMI established the Inspector General's Office and the Equity Committee to ensure the all members of the VMI community are treated fairly and respectfully.

The Equity Committee is a standing Committee that began on 16 August 2004. The membership for the Committee this past academic year was comprised of both elected and appointed representatives from all directorates on Post. Membership included teaching faculty, administrative and professional faculty, and classified employees.

The Committee's Charge was as follows:

a. To provide a forum for discussion of institutional issues, policies, and procedures in employment-related issues at VMI. Any and all constituents may present such issues to the Committee in writing or in person. The committee shall publish minutes after each meeting.
b. To inform and advise the Superintendent and the Institute Planning Committee (IPC) on institutional issues, policies and procedures related to equity at VMI.
c. To make policy and procedural recommendations to the Superintendent and the Institute Planning Committee regarding the resolution of issues and problems.

The committee is required to meet four times per year and provides a report to the Superintendent. Actions for Academic Year 2011-2012 included review of the Employee Survey for the next academic year as well as reviewing the data from the prior survey. There were 26 Equity website posted concerns that were answered this period to respond to questions and address concerns from employees. The Equity Committee discussed and provided recommendations on numerous areas to improve communications and ensure employees are treated fairly. The IG reported there were 15 complaints registered on the new IG Complaint system. At each Equity Committee meeting, each of the posted concerns and responses were printed and reviewed/discussed by the members. The COS authors the responses, however, the draft responses are reviewed by three other Equity Committee members for input prior to their being posted.

Strategy 4-4. Annually review Institute publications, both internal and external, in an effort to more effectively communicate the VMI message in a more coherent manner and insure each publication is relevant and up-to-date.

Institute General Orders and other publications are reviewed and updated consistently. Every GO is required to be reviewed every two years, and the vast majority undergo changes annually. Appropriate updates were made throughout the year with a special focused review of them during the summer furlough period. A total of 82 general orders are now published, with three new additional ones this year. New general orders continued to be created where necessary. .

The VMI Website provides access to Institute publications. Communications and Marketing took the lead in this effort to ensure all information was current.

Strategy 4-5. Continue to review and improve the design of the VMI web site, if necessary for appropriate audiences.

A new Institute website, as well as closely integrated websites for the VMI Foundation and the Keydet Club, was launched in the fall of 2011 following nearly a year of preliminary work. The balance of the year has been devoted to upgrading specific areas of the website to support the needs of administrative and academic units and to support cadet recruiting. Among the major new sites or upgraded sites are an Institute research site, a site for the Institute's involvement in the Shepherd Poverty Program, the VMI Archives, and others. Projects planned for FY-13 include a comprehensive website for all elements of the VMI Museum System, a totally redesigned Admissions site, a redesigned mobile site, and an app for tablet devices.

Efforts continued during this past year to refine the new website and to use the enhanced capabilities to further display information about VMI. It continues to be a success story.

Strategy 4-6. Recognize the cadets called to active duty in the War on Terror and make every effort to facilitate readmission.

The Superintendent recognizes these cadets during the Academic Convocation each year.

A meeting for returning cadet veterans is planned for each semester on the day cadets return to VMI. This meeting includes representation from various offices/departments across post (Financial Aid, Institute Counseling, Institute Physician, Cadet Advising, Commandant of Cadets, Superintendent, Dean of Academics, corresponding ROTC department head, Institute Chaplain, Veteran's Liaison) who are available to assist cadets in transitioning from life in the military to life as a cadet. No cadets returned from active duty during this academic year. Additionally, a second wounded cadet veteran was verified to have completed his degree requirements. His diploma will be awarded him in the Fall 2012 semester.

For those cadets who are called to active duty and must depart VMI, the Superintendent meets with them prior to their departure to wish them well and to remind them that they will not be forgotten during their deployment. During their deployment, the VMI staff point of contact for veterans initiates efforts to send them a VMI flag and other tokens. Similar actions are undertaken by the Parents Council and the Institute Chaplain. All of the abovementioned officials, in addition to the Registrar's Office, maintain contact with our deployed cadets and provide information and encouragement to get them back to VMI following their tours.

The Commandant's staff has played a large role in re-assimilating these cadets. It is recognized that cadets leaving a war zone will have a difficult time getting back into the swing of the VMI routine. Appropriate notices are made to tactical officers and staff. Significant assimilation efforts are made by faculty advisors, cadet counseling, and other support organizations to ensure these cadets can make this transition. Feedback is not formal, but is in abundance from faculty, commandant, and other staff solicitations.

Working with the Registrar, our readmission policies were also reviewed and revamped to ensure that all state and federal mandates on readmission and assimilation of cadet veterans were being met.

Cadet Veterans have the opportunity to participate in the VMI Cadet Veteran's Club. This club meets monthly and provides these cadets the opportunity to work with cadets who have had similar experiences. This club is also a chapter of the Student Veterans of America (SVA). Cadets in the Veteran's Club have opportunities to attend Student Veteran conferences.

This past year, the Assistant Chief of Staff, who is the Institute POC for veteran cadets, was placed on a special veteran's committee created by SCHEV to work issues involving student veterans.

Objective 5. As the Inspector General (IG): inquire into and report to the Superintendent on matters which pertain to mission performance, efficiency, discipline, morale, effectiveness, and esprit de corps of the VMI community. [(E5, E7,V2039 D2, I H, XII-A]

Strategy 5-1. Provide information, critical assessment, and advice to the Superintendent/senior leadership on matters as assigned or undertaken by initiative.

The IG office, established in July 2007, completed its fifth year of operation 30 Jun 2012. This past year was spent building on the successful activities of the previous years to include further securing the IG's position in providing required training for cadets and employees while fully establishing the VMI complaint resolution process. The IG Hotline (established in August 2010) continues to be an effective asset for the submission of complaints anonymously. See Strategy 5-2 for additional assessment.

Strategy 5-2. Provide a compliant and responsive grievance reporting procedure.

Complaint and grievance reporting procedure implemented and refined. A complaint log is maintained that contains all appropriate complaints. Monthly and annual scheduled reviews are conducted between the IG and the Superintendent to discuss and provide updates covering on-going investigations, training progress, and other matters of interest. Short notice meetings to handle emerging issues and tasking are held as necessary. Regular discussions with the Chief of Staff (representing the Equity Committee), and the Director of Human Resources are held to ensure issues are handled appropriately and thoroughly.

As discussed above, a new complaint line system was established that permits employees and cadets to file anonymous complaints either electronically or telephonically. This system became active at the beginning of AY 10-11. This supplements the existing State Fraud Hotline or other methods for contacting the IG.

Objective 6. The IG, serving as Title IX Coordinator will ensure compliance with appropriate regulatory guidance and outline training requirements in discrimination and gender relations matters. [(E6, E7, E8 CD, V2039 I F, XIV F, XIII D2)

The IG receives and reviews professional publications, consults with the VMI legal advisor, "benchmarks" with other institutions, and attends professional training.

This year the IG developed a 10 month schedule and hired a third assistant, a female employee in Human Resources who happens to be a law school graduate. This addition was a huge benefit because of her legal training as well as being especially helpful in resolving issues involving gender complaints and female victims. All were booked for training courses throughout the year.

The IG once again attended an annual conference on sexual assault prevention. Two other employees, to include an assistant IG, also attended this conference that focuses on meeting Title IX obligations.

Strategy 6-1. Provide the VMI community with relevant and effective training in support of the Superintendent's Statement on Equity, Sexual Harassment, and Sexual Assault policies.

IG policies and training materials, as well as selected contract trainers, are reviewed and tailored to insure currency and relevance to the specific VMI audience. Feedback from training sessions and surveys is reviewed to adjust training methods. This past year, pre and post test-

ing were once again utilized for assessment purposes. This will help to ensure that we have effectively utilized our resources in the area of contracted training. The IG conducted federally mandated training for 612 employees during 15 training sessions. Training was also conducted with nearly 1,100 cadets. Training of the corps included significant speakers on hot topics such as alcohol and sexual assault. Attorneys once again provided training to cadets serving in the OGA and CEA. All cadets during their first two years continued to participate in multiple training events. In total, 55 training events were conducted this past year, compared to 43 the year before. The current IG continues to emphasize the training aspect of his program

Strategy 6-2. Establish a compliant and responsive Title IX grievance reporting procedure.

Complaint and grievance reporting procedure implemented and refined. A complaint log is maintained that contains all appropriate complaints to include submissions under Title IX. Monthly and annual scheduled reviews are conducted between the IG and the Superintendent to discuss and provide updates covering on-going investigations, training progress, and other matters of interest. Short notice meetings to handle emerging issues and tasking are held as necessary. Regular discussions with the Chief of Staff (representing the Equity Committee), and the Director of Human Resources are held to ensure issues are handled appropriately and thoroughly.

Feedback from employees through surveys and other sources is that the IG has a program that people feel confident using and in his abilities. This year there were 49 cases that the IG handled. Frequent consultation with VMI's legal counsel occurred on many of them, and work continued this past year with refined IG investigative procedures being reviewed by counsel. VMI feels that our program is fully responsive and compliant with all requirements.

Objective 7. As the Superintendent's Liaison to the Parents Council, facilitate the flow of information, provide clarification on matters, and assist in coordination of conferences, agendas, and other issues.

The Liaison to the Parents Council has provided expeditious and helpful information to and coordination with/between the Council and key members of the VMI staff. All Parents Council business, activities and meetings are conducted in a smooth and effective manner.

Strategy 7-1. Arrange appropriate orientation meetings for Parents Council leadership with the Superintendent and other key VMI leadership.

The Liaison to the Parents Council arranges an annual orientation meeting between the Presidents and Vice-Presidents of the Council with the Superintendent and other senior members of the VMI staff. The meeting includes an office call, individual staff briefings, Post tour, and working lunch. Smaller, shorter meetings and conversations are arranged as required. The new leadership team received their orientation on 8 June 2012. An orientation for new members is scheduled for 19 Oct 2012.

Strategy 7-2. Maintain close contact, at least weekly, with Parents Council leadership to ensure prompt and accurate flow of information and response to questions.

The Liaison's contact with the Council leadership, by phone or email, occurs on a frequent basis throughout the year. Questions and other Council business are usually addressed within 24 hours.

2012-13 Operational Goals, Plans, and Assessment Methodology

1. **All Institute programs must contribute to the graduate's understanding and demonstration of the intellectual, military, moral-ethical, physical, and leadership attributes required to be prepared as leaders of character who serve the common defense as citizen-soldiers. This includes the selection and recruitment of appropriate cadet candidates and their retention throughout the four-year experience**.

   Plans and Assessment Methodology: Use the CAPPEX program and all other recruiting and marketing activities (New Cadet Recruiting Program, Open House Program, other marketing efforts such as videos, websites, brochures, advertising, and direct mail) to improve the academic profile and achieve all targeting goals (diversity, STEM, in state/out of state, athletes, etc.) Assessment Methods: Admissions Daily Report; CAPPEX Report; Open House and NCR attendance data; commissioning data; and admissions application data reports. Open House attendee surveys and Admissions' Matriculant Survey" will provide feedback on where VMI needs to improve or bolster specific areas; this survey of matriculants and non-matriculants tells why a student did or did not decide to matriculate at VMI over other colleges. Annual attrition reports and commissioning rates will additionally provide data.

2. **Comply with overarching Commonwealth goals: greater than 55% Virginia cadets; diversity recruitment and enrollment projections; and study the relationship between tuition/fees and enrollment**.

   Plans and Assessment Methodology: Use the Admissions and Financial Aid Task Force monthly meetings and reports to monitor enrollment projections and status; conduct a female alumni seminar/forum to enhance female retention; Financial Aid must continue to push early FAFSA applications and early application for financial aid; the Task Force will also be used to develop projections for financial aid funding levels. The annual post-matriculation profile will be used to determine success in promoting diversity. The Admissions matriculation survey will be used to detect the numbers of students who did not attend VMI due to financial reasons as will the data from Financial Aid; and monitor Admissions Daily Reports.

3. **Ensure full participation and compliance in Vision 2039 objectives and goals**.

   Plans and Assessment Methodology: The IPC will continue to review ongoing actions to meet 2039; the IPC will develop new policy (general orders) as needed and conduct annual reviews of existing policies to ensure conformance and enhancement of V-2039 objectives. The Superintendent's Management by Objectives Report to the BOV will be used to measure specific focus areas that support Vision 2039. All orientation programs must be fully supported and feedback from attendees should be monitored. The annual Employee Survey will also be reviewed for pertinent trends and areas for improvement. The Equity Committee and its Complaint System along with the IG Complaint System will also be used as sources of information for similar purposes.

4. **Ensure the Institute operates in a manner that is organizationally streamlined, efficient and communicative**.

   Plans and Assessment Methodology: The Institute Communications Council will continue to serve as the primary coordination element for communications with the Agencies. The IPC must continue to function as a primary information-spreading source for VMI. Publications such as the Weekly Bulletin, VMI website, and Institute Report must also continue to be published and updated as necessary. The annual Employee Survey will provide data point barometers for assessing effectiveness. The Calendar Committee must continue to meet frequently and include off-Post organizations (e.g. Washington and Lee University, Virginia Horse Center, etc.) in these critical scheduling and de-confliction meetings. The annual Cadet Services Survey will be utilized to evaluate support programs' effectiveness.

5. **Monitor and advise the Superintendent on matters which pertain to mission performance, efficiency, discipline, morale, effectiveness, and esprit de corps of the VMI community.**

   Plans and Assessment Methodology: Reports from the Commandant and the First Class Survey will serve as assessment tools for the Corps of Cadets. The annual Cadet Services Survey will provide feedback on academic support, cadet services, and other key areas. The National Survey for Student Engagement will also provide data on cadets views of their college experience at VMI. For employees, the annual Employee Survey will perform that function for the employees. The Chief of Staff, as the Chair of the Equity Committee, will keep the Superintendent informed on all matters impacting performance. The Inspector General and Director of OAIR will provide similar information and feedback.

6. **The Inspector General, serving as the Title IX Coordinator, will ensure compliance with appropriate regulatory guidance and outline training requirements in discrimination and gender relations matters.**

   Plans and Assessment Methodology: The IG will continue to track the number of complaints received (both in person and via the Complaint Line system) to compare it with historical averages; complaints in specific areas will be reviewed as well. The Employee Survey and First Class surveys will continue to be relied up for a measurement of the climate in areas of discrimination and harassment. Training for the Cadet Equity Association members and follow up guidance as necessary will be of critical importance, as will educating the employees on Title IX matters of interest. The IG and three assistant IGs will continue to attend training courses to stay current on developments in this area. The IG will also need to play a role in briefing the results of the Employee Survey to the staff during the department-level Town Hall meetings; in particular the discrimination and work environment findings along with areas of improvement will all need to be covered in detail.

7. **As the Superintendent's Liaison to the Parents Council, the Inspector General should facilitate the flow of information, provide clarification on matters, and assist in the coordination of conferences, agendas, and other issues.**

Plans and Assessment Methodology: The Parents Council will again be a critical support organization for VMI. The Liaison must work closely with the current leadership to build the leadership for next year. An orientation session must be again developed for next year's leadership with briefings from the Superintendent, COS, Commandant, FAS, Dean, and Athletic Director. The two principle Parents Council meetings in the fall and spring must have active agendas and any feedback generated should be taken into account in planning future meetings. The Superintendent and "vice-presidents" should continue to participate in those Council meetings. Regarding the flow of information, the Liaison must continue to work with the Chief of Staff to ensure that time-critical information is routinely sent to the Parents Council co-presidents so that they are in a position to assist with the parents of cadets who routinely contact them whenever an "unusual" event has occurred.

8. **C&M will provide communications support to and coordinate the communications activities of all VMI entities, affiliated agencies, and others related to the planned fundraising campaign**.

   Plans and Assessment Methodology: C&M is evaluating requirements for upcoming campaign and how they may interact with established requirements to support Admissions to determine additional effort required from the office and the resources required to accomplish those requirements. Assessment Method: A campaign communications plan will be developed during the middle part of FY-13. The plan will include analysis of identified fundraising goals, and will consider input from the campaign consultant and from internal agencies in developing the plan.

Achievement of Goals – Budgetary Impacts

1. Goal 1:
   a. Admissions staff vacancies must be filled and remain filled. Funding for salary increases may be necessary for these relatively low-paying positions.

   b. Funding for marketing efforts (Communications and Marketing) must remain constant if the requisite videos, publications, and advertising efforts are to continue. Annual reliance on specific donor support cannot be guaranteed and recruiting numbers and quality will be impacted if there is degradation in funding. This includes support to Agency efforts such as VMIAA's New Cadet Recruiting program. C&M is analyzing requirements to support the upcoming campaign to determine additional budgetary impacts for inclusion in the FY-14 budget process to ensure its ability to fulfill established requirements is not diminished.

   c. The CAPPEX program to identify specific targeted recruits now costs $16,000 per year. It will assist with STEM, athletic, commissioning, and diversity recruiting efforts. It will help boost small departments and ensure we do not overload popular academic majors. While this program is relatively new, it appears to be generating a substantial number or prospective applicants. Exact results can be better measured during the

upcoming academic year. This will be especially key this upcoming academic year due to the Dean's initiatives to bolster majors with few students and redistribute from those with an overabundance of cadets.

d. **Financial aid** dollars are becoming ever more critical in the recruitment and retention of top quality cadets. Level funding from the Foundation in the near term and a lack of state budget growth may force some reallocation of funding dollars to boost this area. Through the Admissions and Financial Aid Task Force coupled with the close relationship between the Director of Financial Aid, VMI Treasurer, and the VMI Foundation, the ability of VMI to continue to matriculate must be maximized to the fullest extent possible.

e. Funding for admissions recruiting visits and Open House events must continue to rise as travel and support costs rise. This is essential to our recruiting efforts and meeting this goal and our strategies.

2. Goal 2: Admissions must retain at least one counselor to support diversity recruiting efforts. Small boosts to the Admission operating account may be needed to fund lower income recruiting efforts, to include transportation costs to get them here. It is also possible that additional funding may be needed to support minority alumni recruiting efforts.

3. Goal 3: Same impacts as Goal 1. Additionally, if we elect to host conferences and minority recruiting conferences, this will require a modest plus-up for the COS or Admissions budget.

4. Goal 4: No additional costs appear necessary. Funding was secured to update the VMI website this past fiscal year. Presuming there are no unexpected additional costs as this new website matures, there should be no impacts.

5. Goal 5-7: No additional costs appear necessary, however, the Inspector General funding (to include three assistant IGs on stipend) must continue in order to achieve these goals. Funding for training is crucial for them to not only gain the base knowledge necessary, but to also keep abreast of the ever-changing landscape in the Title IX and sexual assault areas.

Information Technology Operations Plan
Virginia Military Institute

I. MISSION

Through technology, VMI will enable cadets to acquire superior core technological competencies; practice technological innovation, and successfully compete for the best leadership positions in the armed services, academic pursuits, or employment.

II. VISION

VMI will be a leader in the integration of state-of-the-art technological tools into the activities of the Institute.

III. ORGANIZATION

The Information Technology Department is directed by the Director of Information Technology, whose principal subordinates are the Information Security Officer, the Multimedia Classroom Manager, the Network manager, the Webmaster, and the Applications Systems Manager.

IV. PROGRAM GOAL

The VMI Information Technology Department program supports VMI's core missions of education, research, and service by working in partnership with its faculty, cadets, and staff through governance structures to apply information technology to reach their goals. To accomplish this task, VMI must cultivate leadership among the faculty, cadets, staff and employees so they may become leaders and technical innovators, continuously gauging their work against needs, expectations, and aspirations.

V. OBJECTIVES AND STRATEGIES (E) Supports Environmental Goals (V2039)

Supports Vision 2039 Goals

Objective 1. To ensure a secure, stable, and reliable information technology infrastructure in an efficient, cost-effective manner

Strategy 1-1. Maintain a secure information technology infrastructure by complying with VITA security standards and "Best Practices" as set forth in the Level II MOU. The VMI community will be trained on a regular basis in security awareness. [E1, V2039 XI F1-9]

Strategy 1-2. Continue to develop a strategic plan for Information Technology. [E1, V2039 XI F1-9]

Strategy 1-3. Seek cost-effective use of technology. [E1, V2039 XI F1-9]

Strategy 1-4. Operate and maintain a Post-wide information technology network and support environment that will provide online access to all VMI services and information as appropriate. [E1, V2039 XI F1-9]

Strategy 1-5. Operate, maintain and continually update the capabilities on the VMI website to include an Intranet Portal in order to support intranet activities and communications of the departments and offices. [E1, V2039 XI F1-9]

Strategy 1-6. Improve operational processes and procedures by automating processes, eliminating redundancies, and fully implementing electronically integrated administrative business systems. [E1, V2039 XI F1-9]

Objective 2. To ensure support for creativity in teaching and through the use of emerging technologies and training activities.

Strategy 2-1. Support teaching, learning and communications experiences that meet the needs of cadets and faculty through technology. [V2039 II F2-3]

Strategy 2-2. Maintain an enterprise learning management and an integrated e-portfolio system. [V2039 II F7-8]

Strategy 2-3. Support a technologically knowledgeable corps of cadets, faculty and staff. [E1, V2039 II F2-3]

Strategy 2-5. Operate a cadet help desk in Barracks. [V2039 XI F2-3]

VIRGINIA MILITARY INSTITUTE

LEXINGTON, VIRGINIA 24450-0304

Memorandum for the Institute Planning Officer

Subject: IT Program Progress Report, 2010

Organization: The Information Technology Department is directed by the Director of Information Technology, whose principal subordinates are the ISO (Information Security Officer), the Multimedia Classroom Support Manager, the Network manager, the Webmaster, and the Applications Systems Manager.

Objective 1: To ensure a secure, stable, and reliable information technology infrastructure in an efficient, cost-effective manner.

Strategy 1-1. Maintain a secure information technology infrastructure by complying with VITA security standards and "Best Practices" as set forth in the Level II MOU. The VMI community will be trained on a regular basis in security awareness.

VITA security standards and "Best Practices" are followed and audited annually by the APA (Auditor of Public Accounts). Security awareness training is required by anyone given a network account. This too is audited by the APA and strictly enforced by the IT department.

Strategy 1-2. Continue to develop strategic plan for Information Technology that incorporates "best practices".

The IT Strategic Plan is reviewed annually.

Strategy 1-3. Seek cost-effective use of technology.

The following are examples of cost-effective use of technology:

- Automated Self Service Password system
- Virtual Server for Specialized Desktop Scientific and Mathematical Software
- Remote Monitoring of Classroom Technology
- Centralized Desktop and Server System for Security, Operating Systems And Applications Management
- Central Management of Web-based Content
- Desktop Virtualization
- Storage Area Network (SAN): Central Management of Data and Storage

- Centralized Network Management of 1,000 Network Devices from a Central Console
- Automated network account creation for both cadets and employees
- Consolidated voice and Internet data communications with variable Internet bandwidth depending on the school calendar
- Laptop Checkout Program
- Voice over Internet Protocol (VoIP) telephone system
- Use of VoIP telephone system for emergency notification system
- Centralized Information Technology support
- Centralized mobile communications contract and management
- Centralized desktop replacement policy
- Centralized printer/copier/fax management and replacement policy

Strategy 1-4. Provide resources for the appropriate use of technology.

VMI IT is well funded by the ETF (Equipment Trust Fund) and other resources.

Strategy 1-5. Operate and maintain a Post-wide information technology network and support environment that will provide online access to all VMI services and information as appropriate.

The Post-wide information technology network and support environment is well operated and maintained with current technology.

Strategy 1-6. Operate, maintain and continually update the capabilities on the VMI website to include an Intranet Portal in order to support intranet activities and communications of the departments and offices.

The VMI Web site is under continuous maintenance.

Strategy 1-7. Improve operational processes and procedures by automating processes, eliminating redundancies, and fully implementing electronically integrated administrative business systems.

The Financial Reporting Extract (FRX) system has improved the access and use of the Colleague financial system. The Entrinsik Informer System is a Colleague database query system that allows easier and advanced access in a more secure environment than in the past.

Objective 2: To ensure support for creativity in teaching and through the use of emerging technologies and training activities.

Strategy 2-1. Support teaching, learning and communications experiences that meet the needs of cadets and faculty through technology.

Angel is the LMS (Learning Management System) used by VMI and is an enterprise level LMS with an ePortfolio component. BlackBoard has recently acquired Angel and has continued to honor the pre-existing Angel contract and system.

Strategy 2-2. Maintain an enterprise learning management and an integrated e-portfolio system.

Angel is well maintained with more IT staff learning its system administration to provide more depth of service.

Strategy 2-3. Support a technologically knowledgeable corps of cadets, faculty and staff.

IT supports the corps of cadets, faculty and staff with network and Internet infrastructure student and financial systems, LMS, email, and training.

Strategy 2-4. Conduct regularly scheduled application and security awareness training activities for faculty and staff.

Security awareness training is mandatory for all on an annual basis. Other training is scheduled and offered on an as needed basis.

Strategy 2-5. Operate a cadet help desk in Barracks.

The Barracks help desk is operational whenever the corps is on Post.

Thomas F. Hopkins
Colonel
Director, Information Technology