

State of the Academic Program

Agenda 12 September 2023

1. Admissions
 - a. Scoring Rubric (attachments)
 - b. Supreme Court decision: race and admissions
 - c. Legacy admissions
2. Academic Highlights/Looking Ahead (attachment)
3. Academic Program Operations Plan AY 2023-2024 (attachment)
4. Faculty Compensation letter (attachment)

ACADEMIC COURSE STRENGTH

- 0 Does not meet Academic requirements for VMI
- 1-2 Meets only minimal academic requirements, several non college prep courses
- 3-4 Virginia Standard Diploma requirements, mostly college prep courses
- 5-6 Basic college prep curriculum, equivalent of Virginia Advanced Diploma, no/few Honors or AP Courses
- 7-8 Strong college prep curriculum with a number of AP, IB or Dual Enrollment Courses
- 9-10 Extremely strong curriculum with many Junior and Senior year AP, IB or Dual Enrollment Courses

GRADE POINT AVERAGE (Score should vary based upon strength of courses taken)

- 0 GPA <2.00
- 1-2 GPA \geq 2.00-2.49
- 3-4 GPA 2.5-2.99
- 5-6 GPA 3.0-3.49
- 7-8 GPA 3.5-3.99
- 9-10 GPA +4.0

ACADEMIC GRADE POINT AVERAGE

- 0 GPA <2.20
- 2 GPA 2.20-2.49
- 4 GPA 2.50-2.99
- 6 GPA 3.00-3.49
- 8 GPA 3.50-3.79
- 10 GPA 3.80-4.00

ATHLETICS/PHYSICAL ACTIVITY

- 0 No Athletics
- 1 Minimal Athletic involvement
- 2 Above Average Athletic involvement
- 3 Extraordinary Athletic involvement

EXTRACURRICULAR/LEADERSHIP

- 0 No Extracurricular Activities/Leadership
- 1 Minimal Extracurricular Activities/Leadership
- 2 Above Average Extracurricular Activities/Leadership
- 3 Extraordinary Extracurricular Activities/Leadership

RECOMMENDATIONS/ INTERVIEW RATING

- 0 Below Average Recommendations/Interview
- 1 Average Recommendations/Interview
- 2 Above Average Recommendations/Interview
- 3 Extraordinary Recommendations/Interview

DEMONSTRATED INTEREST IN VMI

- 0 No significant interest demonstrated
- 1 Minimal interest demonstrated
- 2 Above Average interest demonstrated

LEGACY

- 0 No Legacy in Background
- 1 Distant Legacy Background
- 2 Son or Daughter of Alumnus

STAFF CONSIDERATIONS (Area Students, Out-of-State, Commissioning, Political Concerns, Engineering/Sciences etc)

- 0 No Special Consideration
- 1 Minimal Special Consideration Appropriate
- 2 Above average Consideration Appropriate
- 3 Exceptional Special Consideration Appropriate



Academic Highlights AY22-23:

- New Department Heads / August '23: Abbey Carrico (MLC), Jeff Smith (ECBU)
- New Chair Holders: Abbey Carrico (Knapp), Steve Knepper (Gottwald '81)
- Spence Bakich (IS), SCHEV Outstanding Faculty Award
- New Registrar, Humberto Portellez (from ODU)
- Mike Piemonte '16, Fulbright Scholarship, to study in Rome, master's degree in international relations
- Cadet Antonio Ahanj '24, Boren Scholarship, studying Arabic in Jordan
- Undergraduate Research Symposium: 100+ cadet participants
- SURI '23: 33 Cadets, AIM '23: 7 Cadets
- 9 Cadets visit Poland/Israel, Mir-Yam Institute
- 8 Cadets visit Japan, Olmstead Foundation Trip
- Faculty Compensation
- Summer Study Abroad: Project GO Morocco, Taiwan, Faculty led program in Ireland, Italy, France, Spain, South Korea



Academic Highlights AY22-23:

- Cadet interns (8) with Army Research Lab
- As of August '23, 8 Peay Scholars, 6 Peay Chairs, 3 Peay Fellows
- Faculty Development Leave (7 per AY)
- Cyber Defense: Faculty/Cadet research grants, summer camps for HS/MS students, and Cyber Fusion Competitions (hosted SMC's April)
- 21st Anniversary Honors Program Celebration: 57 Alumni on Post during Honors Week
- VMI Ethics Team: 1st place in Military Ethics Case Competition
- LTG Bunting personal/professional papers housed in Preston Library
- Hundreds of faculty and/or cadet professional research presentations, many dozens of published peer-reviewed journal submissions, four notable book publications:
 - Polly Atwell, *The Good Ones* (a novel)
 - Ryan Holston, *Tradition and Deliberative Turn: A Critique of Contemporary Democratic Theory*
 - Steve Knepper, *Wonder Strikes: Approaching Aesthetics and Literature with William Desmond*
 - Jochen Arndt, *Divided by the World: Colonial Encounters and the Remaking of Zulu and Xhosa Identities*



Academic Strategies/Actions Presented to SCHEV

- Expand and enhance academic support services from the Miller Academic Center, the Mathematics Education and Resource Center, and the Writing Center, to include:
 - Identifying at-risk cadets and risk analysis
 - Using analytic software to predict cadet success and fashion the type and frequency of intervention
 - Review and enhancement of academic advising for best practices
 - Enhanced new student academic orientation prior to the start of the fall semester
 - Review of academic standards while maintaining rigor
- **Enhance academic excellence and outcomes for all cadets**
 - Additional partnerships with public and private employers to provide more internship and experiential learning opportunities
 - Provide professional development in best practices in use of educational technology and the science of human learning and academic motivation
 - Support additional opportunities for cadets to participate in study abroad and service-learning projects
 - Use the privately funded Director for Innovation Programming position to enhance research and learning opportunities
 - Review current major field of study offerings for relevance and cogency
 - Enrich faculty onboarding and training programs to facilitate cadet development



Looking Ahead

- Review Core Curriculum for alignment with Strategic Plan
- SACSCOC Accreditation Submissions and Reviews
 - 2025 Submission
 - 2026 Review
 - 2027 Certification
- Review of academic standards – comparison to federal academies and SMC’s
- Implementing track options in the Computer and Information Sciences curriculum (CS, Cyber, IT)
- Review of current 14 majors
- Implement new curriculum for non-commissioning cadets’ leadership lab
- Introducing additional academic support services for at-risk students
- Academic Orientation during “Break in” Week
- Director of Innovation Programming
- Research Grant Opportunities



Looking Ahead

- Build-out of CIS cadet research project lab – 3rd floor Preston Library
- Developing 4+1 master's degree programs with George Mason University
- Review of faculty evaluation practices and tenure/promotion procedures
- New Faculty onboarding – success in a military environment
- Review of academic advising for best practices
- Peay Academic Excellence build-out
- Women's Faculty Working Group
- Faculty Advisory Council
- Convocation – Peter Leyden, former Managing Editor of “Wired” and noted tech expert
- Constitution Day – Presentation/Discussion on War on Terror/Law of War

**Academic Program Operations Plan AY 2023-2024
Virginia Military Institute**

I. MISSION

It is the mission of the VMI Academic Program to educate 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 Associate Dean for Planning and Administration. Other reporting units include 15 academic department heads, three ROTC department heads, the Registrar, the Institute Director of Writing, the Director of the Math Education and Resource Center (MERC), and the Director of the Office of Career Services (OCS). The Director of the Library, the Director of Undergraduate Research, the Director of the Miller Academic Center (MAC), and the Director of the Office of Global Engagement (OGE) report to the Dean through the Associate Dean for Academic Affairs.

IV. PROGRAM LEARNING GOALS

The VMI Academic Program is designed to cultivate the characteristics of a VMI graduate, a leader able to anticipate and respond in a continually changing world. This curriculum will enable each cadet to communicate effectively, process information, solve problems, appreciate other cultures, and dedicate their lives to public service.

The Academic Program therefore develops graduates who possess:

- a. An understanding of the responsibilities of American citizenship, including the obligation to defend the principles of democracy on which the United States is founded
- b. The ability to influence human behavior to accomplish organizational goals, recognizing moral issues and applying ethical considerations in decision-making
- c. The ability to communicate effectively, both orally and in writing
- d. The ability to design and conduct scientific experiments as well as analyze and interpret data
- e. The ability to understand and apply mathematical sciences to solve quantitative problems
- f. 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
- g. 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
- h. The confidence to use technology and experiment with technological solutions to problems
- i. Intellectual curiosity and a commitment to lifelong learning
- j. A lifetime commitment to physical fitness and wellness
- k. A commitment to public service

V. PROGRAM OPERATIONAL GOALS

The academic program operational objectives are implemented through specific strategies that support Vision 2039, the Unifying Action Plan, SACSCOC, Cadet Development, and VMI Environmental and Commonwealth goals.

In all cases, additional detail to that provided below is available from individual department and program annual reports. Annual reports are available from the 15 academic departments, 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.

Curriculum and Enrollment Management

Goal A. Sustain the four-year academic core curriculum under the oversight of the Core Curriculum Oversight Committee (CCOC).

- Objective A-1. CCOC will continue to administer a program to formally review syllabi for all current core curriculum courses on a periodic schedule to ensure consistency and suitability in meeting the goal and outcomes of the core. **AD, CCOC, CIC, DSA**
- Objective A-2. The CCOC will evaluate the current core curriculum's alignment with the established goals of the academic program and recommend any changes for approval by the Academic Board. The committee will give special attention to the introduction of a required course centered on the US Constitution and the effectiveness of the "Civilizations and Cultures" (X-course) requirement. **AD, CCOC, CIC, DSA**

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- Objective A-3. Meet cadet demand for enrollment in core curriculum courses, remaining consistent with the Institute's commitment to small class sizes and preference for full-time faculty teaching core curriculum courses. **AD, CCOC, REG**
- Objective A-4. Continue to review LEAD344 course and program development materials, course enhancements and the ongoing maturation of Leadership Fellows training curriculum and program. **AD, CCOC, CLE, DSA, PS**

Goal B. Continuously improve existing majors, ROTC programs, minors; and interdisciplinary programs.

- Objective B-1. Recruit and retain a diverse Corps of Cadets while providing 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. **AD, ADM, CDO, DSA, REG**
- Objective B-2. Maintain national or regional accreditation and pursue new accreditation where desirable for academic departments or major courses of study. **CH, CIS, ECBU, ENG**
- Objective B-3. Implement the track options (Computer Science, Cyber, Information Technology) for the Computer and Information Sciences Department (CIS). **CIS, DSA**
- Objective B-4. Review existing majors, minors, and programs, with particular focus on assessing feasibility and associated benefits of additional major fields of study. **AD, APRC, DSA**
- Objective B-5. Review policy requiring assignment of major field of study prior to matriculation. If supported by review, consider development of procedure to facilitate delay of major declaration to end of 4th class year. **AD, ADM, APRC, CAA, DSA, MAC, REG**

Goal C. 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.

- Objective C-1. Maintain annual assessment reporting required of all academic departments and academic support programs. **AD, APRC, DSA**
- Objective C-2. The following Departments and Academic Programs will undergo their periodic external reviews in AY22-23. **AD, APRC, DSA**
 - ✓ Human Performance and Wellness / International Studies and Political Science / Psychology / Global Education

Cadet Development and Support

Goal D. Provide a learning environment that facilitates cadet success across the academic program.

- Objective D-1. Enhance Cadet Professional Development Program and ensure efficacy and adequacy in support of Vision 2039 and the Unifying Action Plan. Career Services takes lead to

implement approved changes to cadet professional skill development within the non-commissioning leadership development labs. **CS, DSA**

- Objective D-2. Maintain a robust academic program by supporting the Institute Honors Program, the Institute Writing Program (IWP), the VMI Center for Undergraduate Research (VCUR), the Math Education and Resource Center (MERC), Global Education, Career Services, the Miller Academic Center, and Sponsored Programs. **CS, DSA, MAC, MERC**
- Objective D-3. In compliance with SACSCOC 8.1 – Student Achievement Metrics, monitor and report out on graduation, retention, and commissioning rates, overall and across pertinent subgroups. **DSA, MAC, OAIR, REG, ROTC**
- Objective D-4. To support cadet academic success, assess and review academic orientation delivered in the Summer Transition Program, matriculation week, and academic Saturday's etc. Charge Miller Academic Center and the Committee on Academic Advising with review of faculty advisor responsibilities. **CAA, DSA, MAC, REG, STP**
- Objective D-5. Develop and implement strategies to recruit a talented and diverse population of cadets across all majors. **ADM, AHSSAC, CDO, CS, DSA, MAC.**
- Objective D-6. Continue APRC review of academic standards and readmissions guidelines to insure appropriateness consistent with academic rigor. **APRC, DSA, MAC, REG**

Goal E. Develop and promote measures to broaden cadet opportunities for career development, service and post-graduate education.

- Objective E-1. Provide opportunities for all interested cadets to undertake an internship or experiential learning practicum. **AD, CS, DSA**
- Objective E-2. Institutionalize relationships with graduate schools, professional schools, corporations, research institutions, and service organizations to provide post-graduate, career development, research sponsorship, and service opportunities to all interested and qualified cadets. **AD, CS, DIP, DSA**
- Objective E-3. Support the ROTC programs to promote commissioning and scholarship opportunities for qualified graduating cadets. **AD, CMDT, DSA, ROTC**
- Objective E-4. Provide library materials, services, and technologies that support academic research, information literacy, and educational outreach. **DLIB, DSA, DSFAS, EDMS**

Faculty Development and Support

Goal F. Provide a modern Learning Environment that facilitates faculty success across its program majors.

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- Objective F-1. Implement faculty and staff development programs, including established pilots for faculty development programs targeting new junior faculty, mid-career faculty, and new senior administrators. **CDO, CLE, DSA, FDC**
- Objective F-2. Continue to support the “Right-Sizing” Study that aligns the Academic Program with the size of VMI’s Corps of Cadets and the Faculty Teaching Load priorities. **AD, APRC, DSA, REG**
- Objective F-3. Expand right-sizing to look beyond the number of majors and faculty per department to include the ability of departments to balance General Education offerings with upper division electives. **AD, APRC, DSA, REG**
- Objective F-4. Review faculty evaluation practices, domain requirements, and tenure and promotion procedures for best practices and consistency across departments. **AD, APC, DSA, HR**
- Objective F-5. Review faculty and academic staff recruitment, hiring practices, orientation, onboarding, and developmental support to create a more welcoming environment that will attract a highly qualified and diverse pool of applicants. **AD, APC, CDO, DSA, FDC, HR, NFOC**

Facilities, Resources, and Technology Enhancement

Goal G. Provide facilities, resources, and technology that facilitates cadet and faculty success.

- Objective G-1. Determine the space requirements for the academic program and then work with the Institute Planning and Environmental Sustainability Officer in developing short- and long-term solutions. **AD, DSA, DSFAS**
- Objective G-2. Leverage the Committee on Academic Technologies (CAT) to enhance classroom technology, encompassing hardware, software, and training. Prioritize modernization and optimization efforts in terms of facilities and equipment. **AD, APRC, CAT, DSA**
- Objective G-3. To enhance academic excellence, continue implementation of initiatives of the Peay Academic Excellence Fund and the creation of endowed chairs, merit scholars, and Fellows in Residence. **AD, DSA, FND, SUP**

KEY

AD – Academic Departments

ADM - Admissions

AHSSAC – Arts, Humanities, and Social Sciences Advisory Committee

AM – Applied Mathematics

APC – Academic Policy Committee

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APRC – Academic Planning and Review Committee

BI - Biology

CAA – Committee on Academic Advising

CAT – Committee on Academic Technologies

CCOC – Core Curriculum Oversight committee

CDO – Chief Diversity Officer

CEE – Civil and Environmental Engineering

CH – Chemistry Department

CIC – Curriculum Instruction Committee

CIS – Computer and Information Sciences Department

CLE – Center for Leadership and Ethics

CMDT - Commandant

CS – Career Services

DIP – Director of Innovation Programming

DLIB – Library Director

DSA – Deputy Superintendent for Academics

DSFS – Deputy Superintendent for Finance and Support

ECBU – Economics and Business

EDMS – Executive Director for Museum System

ENG - Engineering

FDC – Faculty Development Committee

FND – Foundation

HI – History Department

HR – Human Resources

IG – Inspector General/Title IX Coordinator

MAC – Miller Academic Center

MERC – Math Education and Resources Center

NFOC – New Faculty Orientation Committee

OGE – Office of Global Education

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OAIR – Office of Assessment and Institutional Research

PS - Psychology

PSY - Physics

QEP – Quality Enhancement Program, “Math that Matters”

REG - Registrar

ROTC – Reserve Officers Training Corps

SSH – Social Sciences and Humanities

STEMAC – Science, Technology, Engineering, and Math Advisory Committee

STP – Summer Transition Program

SUP - Superintendent

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5 September 2023

Dear Colleagues,

I hope you had a wonderful summer respite and are energized to begin a new academic year!

The purpose of this letter is to keep you abreast of progress made in AY22-23 towards implementation of the faculty compensation plan. The state-authorized 5% salary increase and all private adjustments are reflected in your August compensation.

Principal Goal for Faculty Compensation

Since 2016, the stated goal of the faculty compensation plan has been “to raise the average full-time (FT) faculty salary (tenure and tenure track) to a level that would place VMI at number 5 (top third) among all Virginia public colleges and universities, based on American Association of University Professors (AAUP) data.” The top five Virginia public colleges are large research universities. To have T&R FT faculty salaries average #5 in the state would place VMI between #4 (William & Mary) and #6 (ODU), with William & Mary trailing UVA, Virginia Tech, and George Mason, respectively.

AY 22-23 Progress

The AY 22-23 Institute Compensation Committee members included COL Barry Cobb, COL Scott Frein, COL Joyce Blandino, COL Jeff Lawhorne, COL John David, COL Lee Rakes, CAPT Mike Sebastino, LTC Julie Brown, and HR Director, Ms. Valarie Stores. I chaired the committee.

Each year, the committee’s charge is to develop an allocation model, using available private finds, that considers fairness and the competitive marketplace for faculty in making a recommendation to me.

For the August 2023 salary adjustments you’ve received, the Superintendent approved the Institute Compensation Committee’s recommendation and applied it to T&R FT faculty employed by VMI during AY 22-23:

- Approximately \$1.04 million was added to T&R FT faculty salaries, a combination of public funds (the 5% across-the-board raise) and private funds.
- The Herndon Fund provided private funds of about \$319.3K (plus benefit costs) for targeted salary adjustments to faculty in engineering, natural sciences, computer science, and economics and business. This is in addition to the similar amount from this fund in August 2022.
- Reallocation of public monies from the awarding of the Bruce C. Gottwald, Jr. '81 Chair for Academic Excellence, as well as the reallocation of additional, private-fund supplements, were used to make approximately \$115.6K (plus benefits cost) in targeted salary adjustments for faculty in those disciplines who are not eligible to participate in the Herndon Fund.

- The maximum individual targeted salary adjustment, above the 5% state authorized salary increase, was capped at \$3,000 to \$6,000 depending on academic rank and whether the faculty member was from a department participating in the Herndon Fund.
- The average raise was \$7,595 (inclusive of public and private funds).
- Of the private funds allocated, full professors received 46% of the funds, and assistants/associates received 45%. The remaining 9% went to full-time instructors/lecturers.

Outcome of AY 22-23 Actions

- In 2016, the average VMI T&R FT faculty salary was approximately \$67,000. After the salary adjustments effective August 2023, the average T&R FT faculty salary is \$102,486, an increase in seven years of 53%.
- The current average faculty salary places VMI at approximately #6 amongst state public colleges and universities.
- As of August 2023, 100% of all returning assistant and associate professors are paid at or above 91% of their target salary, and 100% of all returning full professors are paid at or above 84% of their target salary. For context, when we began this program in 2016 faculty salaries were as low as 60% to target.
- All T&R FT faculty salaries are supported with private funds. Some individual faculty salaries are 100% privatized, but a significant majority are supported by a combination of public and private funding. **On average, 22% of each T&R FT faculty member's salary is paid with private funds (about \$3.3 million/year total).**
- Institutional and donor resolve to fulfill the stated goal has not diminished.

If you have questions about the compensation model, you can contact me or any member of the AY 23-24 Institute Compensation Committee. If you wish to learn your individual target salary, contact COL John David. He is authorized to share this information privately.

Sincerely,



Robert W. Moreschi, Ph.D., RFC

Deputy Superintendent for Academics and Dean of the Faculty