TO: Members of the Academic and Research Advancement Committee of the Board of Visitors

Carlton F. Bennett, Chair
David Bernd, Vice Chair
Ronald C. Ripley (ex-officio)
John F. Biagas (ex-officio)
Richard T. Cheng
Michael J. Henry
Mary Maniscalco-Theberge
Frank Reidy
Lisa B. Smith
Judith O. Swystun
Andres Sousa-Posa (Faculty Representative)

FROM: Chandra de Silva
Interim Provost

DATE: April 11, 2016

The purpose of this memorandum is to provide you with background information for our meeting on Thursday, April 21, 2016. The committee will meet from 9:30-11:00 a.m. in the River Rooms in Webb Center.

I. Approval of Minutes of the December 3, 2015 Meeting

The minutes of the December 3, 2015 meeting will be presented for approval as previously distributed.

II. Tenure Policies and Procedures

Materials related to tenure to be discussed include a summary of the University's policies and procedures on tenure, an outline showing the tenure continuum, instructional faculty tenure trends for 1991-2016, the percentage of tenured instructional faculty within the six academic colleges for academic year 2015-16, instructional faculty by college and department for spring 2016, and ethnicity and gender of instructional faculty within the six academic colleges for academic year 2015-16 (spring semester).

III. Closed Session

The members of the Academic and Research Advancement Committee will receive information related to the items to be discussed in closed session.

IV. Reconvene in Open Session and Vote on Resolutions

V. Consent Agenda

Included in the consent agenda materials are resolutions recommending 30 faculty appointments, 28 administrative appointments, and 24 emeritus/emerita appointments.

VI. Regular Agenda

The regular agenda includes a proposal to rename the Office of Graduate Studies the Old Dominion University Graduate School.

VII. Information Items

Information items include the report on Promotions in Academic Rank Effective for 2016-17, the report from the Provost, and the report from the Vice President for Research.

VIII. Topics of Interest to Board of Visitors Members

Committee members will have an opportunity to discuss topics of interest.

C: John R. Broderick
Donna Meeks

OLD DOMINION UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND RESEARCH ADVANCEMENT COMMITTEE
APRIL 21, 2016
AGENDA

9:30-11:00 a.m. – River Rooms, Webb Center

I. APPROVAL OF THE MINUTES OF DECEMBER 3, 2015

II. TENURE POLICIES AND PROCEDURES

A. Summary of Policies and Procedures on Tenure (p. 4-5)
B. Tenure Continuum (p. 6)
C. Instructional Faculty Tenure Trends 1991-2016 (p. 7-8)
D. Percentage of Tenured Instructional Faculty within the Six Academic Colleges for Academic Year 2015-16 (p. 9)
E. Instructional Faculty by College and Department, Spring 2016 (p. 10-11)
F. Ethnicity and Gender of Instructional Faculty within the Six Academic Colleges for Academic Year 2015-16 (Spring Semester) (p. 11a)

III. CLOSED SESSION

IV. RECONVENE IN OPEN SESSION AND VOTE ON RESOLUTIONS

V. CONSENT AGENDA

A. Faculty Appointments (p. 12-18)
B. Administrative Appointments (p. 19-24)
C. Emeritus/Emerita Appointments (p. 25-39)

VI. REGULAR AGENDA

A. Proposal to Rename the Office of Graduate Studies the Old Dominion University Graduate School (p. 40-89)

VII. INFORMATION ITEMS

A. Promotion in Rank Effective for 2016-17 (p. 90-98)
B. Report from the Provost
C. Report from the Vice President for Research

VIII. TOPICS OF INTEREST TO BOARD OF VISITORS MEMBERS

SUMMARY OF POLICIES AND PROCEDURES ON TENURE

1. Purpose of tenure

To protect academic freedom
To retain a permanent faculty of distinction in order to carry out the University's mission
To recognize the performance of faculty who have given years of dedicated service to the University

Tenure is awarded only after a suitable probationary period, normally six years.

The decision to award tenure is based both on the merit of the individual faculty member in teaching, research and service and on the long-term needs and mission of the department, the college and the University.

2. Criteria for the award of tenure

Tenure may be awarded only to faculty who hold the rank of associate or full professor or who are being simultaneously appointed or promoted to one of those ranks. The minimum requirements for Associate Professor are:

> Established high quality of performance in teaching, research, and service and pre-eminence in at least one of those areas.
>
> Except under the most unusual circumstances, the highest terminal degree normally attainable in the field is required.

No faculty can be awarded tenure unless the minimum requirements for Associate Professor are met. Faculty members may be considered for tenure only once.

External evaluation of the quality of the faculty member's research performance is required from nationally recognized experts in the faculty member's field. Research and scholarly performance measures include, but are not limited to: publications, presentations at professional meetings, grants and contracts, computer software and educational media, instructional research, interdisciplinary research, creative and artistic productions, translational research including patents awarded, and applied projects in technical and professional fields.

Convincing evidence of effective teaching is obtained using a combination of student opinion surveys, teaching portfolio, peer evaluations, and the chair's assessment of teaching effectiveness. Use of alternative course delivery modes and/or development of new course materials is considered positively.

Evidence of high quality service includes mentoring of students, community engagement,

service to the discipline, and participation on departmental, college or University-level committees and task forces.

The determined long-term needs of the department, college and University are also taken into consideration in the awarding of tenure.

3. Review process

Tenured faculty in the department
Department chair
College tenure committee
Dean of the college
University Promotion and Tenure Committee
Provost
President
Board of Visitors

4. Appeals

If neither the departmental committee nor the chair recommends tenure, the faculty member may request further review by the College Promotion and Tenure Committee and the Dean. If either the decision of the College Committee or the Dean is positive, the faculty member's case is considered. If both decisions are negative, the faculty member may request a further review by the Provost, who makes a final determination concerning further consideration of tenure.

The faculty member may request that the President review a negative decision of the Provost. If the President upholds the decision of the Provost, the faculty member may request a further review by the Board of Visitors or the Academic and Research Advancement Committee. The decision of the Board or the Committee is final.

TENURE CONTINUUM

The following shows the six-year probationary period and timing of the review steps for a typical entering faculty member seeking to achieve tenure.

	Initial tenure-track appointment
Year 1	Annual review for reappointment
Year 2	Annual review for reappointment
Year 3	Annual review for reappointment
End of Year 3	In-depth pre-tenure review
Year 4	Annual review for reappointment
Year 5	Annual review for reappointment
Beginning of Year 6	Tenure review begins
End of Year 6	Tenure decision made
Year 7	Tenured appointment or terminal year begins

Exceptions can be made in the following cases.

- An initial appointment with tenure
- A reduction in the six-year probationary period on the basis of prior service
- A faculty member requests an early decision on tenure
- A faculty member requests that a period of time, not to exceed one year, be excluded from the probationary period as a result of the occurrence of a serious event, such as birth of a child, adoption of a child under the age of six, serious personal illness or care of an immediate family member

Instructional Faculty
Tenure Trends 1991 - 2016

Academic Year	Fall Enrollment	TOTAL Faculty	Tenured	Percentage	Tenure Eligible	Percentage	Non-Eligible	Percentage
1991-1992	16,686	603	364	60.36%	162	26.87%	77	12.77%
1992-1993	16,508	589	360	61.12%	160	27.16%	69	11.71%
1993-1994	15,974	611	373	61.05%	159	26.02%	79	12.93%
1994-1995	16,490	611	373	61.05%	143	23.40%	95	15.55%
1995-1996	17,077	592	368	62.16%	139	23.48%	85	14.36%
1996-1997	17,800	594	380	63.97%	137	23.06%	77	12.96%
1997-1998	18,556	604	377	62.42%	133	22.02%	94	15.56%
1998-1999	18,552	600	376	62.67%	130	21.67%	94	15.67%
1999-2000	18,873	615	379	61.63%	125	20.33%	111	18.05%
2000-2001	18,969	616	372	60.39%	126	20.45%	118	19.16%
2001-2002	19,627	628	378	60.19%	115	18.31%	135	21.50%
2002-2003	20,105	614	369	60.10%	113	18.40%	132	21.50%
2003-2004	20,802	627	378	60.29%	115	18.34%	134	21.37%
2004-2005	20,647	594	375	63.13%	100	16.84%	119	20.03%

2005-2006	21,335	619	377	60.90%	110	17.77%	132	21.32%
2006-2007	21,673	691	390	56.44%	144	20.84%	157	22.72%
2007-2008	22,287	704	386	54.83%	149	21.16%	169	24.01%
2008-2009	23,086	719	365	50.76%	164	22.81%	190	26.43%
2009-2010	24,013	710	376	52.96%	150	21.13%	184	25.92%
2010-2011	24,466	729	381	52.26%	167	22.91%	181	24.83%
2011-2012	24,753	746	385	51.61%	177	23.73%	184	24.66%
2012-2013	24,170	764	405	53.01%	168	21.99%	191	25.00%
2013-2014	24,828	802	400	49.88%	179	22.32%	223	27.81%
2014-2015	24,932	830	417	50.24%	180	21.69%	233	28.07%
2015-2016	24,672	847	421	49.70%	181	21.37%	245	28.93%

Faculty data was compiled during Spring Semester for reporting to the Board of Visitors.

PERCENTAGE OF TENURED INSTRUCTIONAL FACULTY *
WITHIN THE SIX ACADEMIC COLLEGES
FOR ACADEMIC YEAR 2015 - 2016

SPRING, 2016

COLLEGE	TENURED	TENURE ELIGIBLE	NON-ELIGIBLE	TOTAL	% TENURED	% TOTAL
ARTS & LETTERS	100	41	79	220	**45.45%**	**26%**
BUSINESS	54	21	29	104	**51.92%**	**12%**
EDUCATION	51	40	33	124	**41.13%**	**15%**
ENGINEERING & TECHNOLOGY	65	31	12	108	**60.19%**	**13%**
HEALTH SCIENCES	29	23	41	93	**31.18%**	**11%**
SCIENCES	122	25	51	198	**61.62%**	**23%**
TOTAL	**421**	**181**	**245**	**847**	**49.70%**	**100%**

***INCLUDES FULL, ASSOCIATE, AND ASSISTANT PROFESSORS, INSTRUCTORS, SENIOR LECTURERS AND LECTURERS**

VPAA-DPH
3/28/2016

INSTRUCTIONAL FACULTY BY COLLEGE AND DEPARTMENT, SPRING 2016

COLLEGE	DEPARTMENT	Total	NE	TEN TRACK	TENURED
A&L	Art	16	4	4	8
A&L	Communication & Theatre Arts	28	8	6	14
A&L	English	53	27	6	20
A&L	Foreign Languages & Literatures	15	6	4	5
A&L	History	21	3	6	12
A&L	Music	17	7	2	8
A&L	Philosophy	15	8	3	4
A&L	Political Science	24	8	4	12
A&L	Sociology	27	6	5	16
A&L	Women's Studies	4	2	1	1
	TOTAL	**220**	**79**	**41**	**100**
BUAD	Accountancy	12	5	2	5
BUAD	Economics	13	2	3	8
BUAD	Finance	15	3	1	11
BUAD	Information Technology & Decision Sciences	25	9	6	10
BUAD	Management	19	5	6	8
BUAD	Marketing	11	3	1	7
BUAD	Public Service	9	2	2	5
	TOTAL	**104**	**29**	**21**	**54**
E&T	Civil & Environmental Engineering	15	1	6	8
E&T	Electrical & Computer Engineering	23	1	7	15
E&T	Engineering Fundamentals Division	3	3	0	0
E&T	Engineering Management & Systems Engineering	14	2	3	9
E&T	Engineering Technology	21	5	8	8
E&T	Mechanical & Aerospace Engineering	24	0	4	20
E&T	Modeling, Simulation & Visualization	8	0	3	5
	TOTAL	**108**	**12**	**31**	**65**
EDUC	Communication Disorders and Special Education	22	8	6	8

EDUC	Counseling and Human Services		22	5	7	10
EDUC	Educational Foundations and Leadership		16	2	4	10
EDUC	Human Movement Sciences		20	7	5	8
EDUC	STEM Education and Professional Studies		19	5	9	5
EDUC	Teaching and Learning		25	6	9	10
		TOTAL	**124**	**33**	**40**	**51**
HLTH	Community and Environmental Health		15	5	4	6
HLTH	Dental Hygiene		10	3	5	2
HLTH	Medical Diagnostic & Translational Sciences		14	1	4	9
HLTH	Nursing		39	27	7	5
HLTH	Opthalmic Technology Program		1	1	0	0
HLTH	Physical Therapy and Athletic Training		14	4	3	7
		TOTAL	**93**	**41**	**23**	**29**
SCI	Biological Sciences		30	8	6	16
SCI	Chemistry/Biochemistry		24	5	2	17
SCI	Computer Science		20	6	2	12
SCI	Mathematics & Statistics		44	21	5	18
SCI	Ocean, Earth & Atmospheric Sciences		28	3	2	23
SCI	Physics		22	0	2	20
SCI	Psychology		30	8	6	16
		TOTAL	**198**	**51**	**25**	**122**
TOTAL	**SPRING SEMESTER 2016**		**847**	**245**	**181**	**421**

Note: College and Department totals do not include Assistant or Associate Deans.

ETHNICITY AND GENDER OF INSTRUCTIONAL FACULTY WITHIN THE SIX ACADEMIC COLLEGES FOR AY 2015 - 2016 (SPRING SEMESTER)

	TOTAL	% OF FACULTY	TENURED	% OF FACULTY	TENURE ELIGIBLE	% OF FACULTY	NON-ELIGIBLE	% OF FACULTY
WHITE MALE	353	41.68%	224	26.45%	57	6.73%	72	8.50%
WHITE FEMALE	291	34.36%	97	11.45%	62	7.32%	132	15.58%
AFRICAN-AMERICAN MALE	19	2.24%	13	1.53%	5	0.59%	1	0.12%
AFRICAN-AMERICAN FEMALE	33	3.90%	9	1.06%	7	0.83%	127	14.99%
HISPANIC MALE	14	1.65%	7	0.83%	3	0.35%	4	0.47%
HISPANIC FEMALE	9	1.06%	3	0.35%	2	0.24%	4	0.47%
ASIAN MALE	87	10.27%	50	5.90%	30	3.54%	7	0.83%
ASIAN FEMALE	40	4.72%	18	2.13%	15	1.77%	7	0.83%
OTHER MALE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
OTHER FEMALE	1	0.12%	0	0.00%	1	0.12%	0	0.00%
NATIVE AMERICAN MALE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
NATIVE AMERICAN FEMALE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
TOTALS	**847**	**100%**	**421**	**49.70%**	**182**	**21.49%**	**354**	**41.79%**

03/28/2016
DPH

April 21, 2016

FACULTY APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following faculty appointments.

Name and Rank	Salary	Effective Date	Term
Dr. Karina Arcaute Assistant Professor of STEM Education and Professional Studies Tenure Track	$64,500	7/25/16	10 mos

Dr. Arcaute received a Ph.D. in Materials Science and Engineering and an M.S. in Mechanical Engineering from The University of Texas at El Paso (UTEP) and a Bachelor of Science in Chemical Engineering from Instituto Tecnologico de Chihuahua (ITCh). Previously she was a Grant Development Specialist in the Office of Research at Old Dominion University.

Dr. Jude T. Austin, II Assistant Professor of Counseling and Human Services Tenure Track	$59,000	7/25/16	10 mos

Dr. Austin received a Ph.D. in Counselor Education and Supervision from the University of Wyoming and an M.A. in Clinical Mental Health Counseling and a B.S. in Psychology from the University of Mary Hardin-Baylor. Previously he was a Graduate Assistant for Alcohol, Wellness, Awareness, Research, Education (AWARE) and a Clinical Supervisor for the Counselor Education Training Clinic at the University of Wyoming.

Mr. Shadi Bayadsy Lecturer of Foreign Languages and Literatures	$50,000	7/25/16	10 mos

Mr. Bayadsy received a Masters in Foreign Language Education from the University of Texas at Austin a Bachelor of Arts in English Literature and Political Science from the University of Haifa in Israel and is pursuing a Ph.D. in Near Eastern Studies at the University of Indiana at Bloomington. Previously he was an Arabic Assistant Instructor at Indiana University.

Ms. Shelly Beaver Lecturer of Human Movement Sciences	$50,000	7/25/16	10 mos

Ms. Beaver received an M.S. in Leisure Studies and a B.S. in Kinesiology from Pennsylvania State University. Previously she was a Lecturer at Penn State Altoona and is a Certified Therapeutic Recreation Specialist. (new position)

Dr. Andrew A. Bennett Assistant Professor of Management Tenure Track	$120,000	7/25/16	10 mos

Dr. Bennett received a Ph.D. in Business from Virginia Commonwealth University, an M.A. in Organizational Leadership from Gonzaga University and a B.S. in Mechanical Engineering from Clemson University. Previously he was a Post-Doctoral Research Fellow at the University of Alabama.

Mr. Hunter J. Bennett Instructor of Human Movement Sciences Tenure Track	$60,000	7/25/16	10 mos

Mr. Bennett received a Master of Science in Exercise and Sport Science from East Carolina University, a Bachelor of Science in Physical Education from the University of South Carolina Upstate and is expected to receive a Ph.D. in Kinesiology and Sport Studies from the University of Tennessee. Previously he was a Lecturer and Graduate Teaching Assistant at the University of Tennessee. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2016.)

Dr. Jared T. Benton Assistant Professor of Art Tenure Track	$52,000	7/25/16	10 mos

Dr. Benton received a Ph.D. in Classical Art and Archaeology from the University of Virginia, an M.A. in Classical Archaeology from the University of Arizona and a Bachelor's in Classics from the University of Colorado. Previously he was a Sessional Lecturer at the University of Victoria, BC and an Adjunct Assistant Professor at Old Dominion University. (new position)

Dr. Larisa Bulysheva Senior Lecturer of Information Technology and Decision Sciences	$65,000	12/25/15	10 mos

Dr. Bulysheva received a Ph.D. in Computer Science from the Institute of Informatics Systems, Novosibirsk and an M.S. and B.S. in Economics and Information Systems from Novosibirsk State University, Russia. Previously she was an Instructor of Information Technology and Decision Sciences at Old Dominion University.

Dr. Felecia Commodore Assistant Professor of Educational Foundations and Leadership Tenure Track	$63,000	7/25/16	10 mos

Dr. Commodore received a Ph.D. in Higher Education from the University of Pennsylvania, a Master of Arts in Education Leadership, Higher Education and International

Education from the University of Maryland and a Bachelor of Science in Business Administration from Drexel University. Previously she was a Research Assistant at the University of Pennsylvania Center for Study of Minority Serving Institutions.

Mr. Robert M. Cromich Lecturer of Accountancy	$58,000	12/25/15	10 mos

Mr. Cromich received an M.S. and a B.S.B.A. in Accounting from Old Dominion University. Previously he was an Adjunct Instructor of Accounting at Old Dominion University, Tidewater Community College and ECPI University.

Dr. Candace Epps-Robertson Assistant Professor of English Tenure Track	$66,000	7/25/16	10 mos

Dr. Epps-Robertson received a Ph.D. in Composition and Cultural Rhetoric from Syracuse University and an M.A. in English and a B.A. in English and Religious Studies from Virginia Commonwealth University. Previously she was an Assistant Professor in the Department of Writing, Rhetoric and American Cultures at Michigan State University.

Dr. Qin Fan Assistant Professor of Economics Tenure Track	$125,000	7/25/16	10 mos

Dr. Fan received a Ph.D. in Regional and Environmental Economics from The Pennsylvania State University, an M.S. in Resource Economics and Policy, School of Economics at the University of Maine and a B.S. in Civil and Environmental Engineering from Hebei University of Science & Technology, China. Previously, she was an Assistant Professor in the Department of Economics, Craig School of Business at California State University, Fresno. (Salary includes $20,000 for participating in the Old Dominion University Economic Forecasting Project and the State of the Region and State of the Commonwealth Reports.)

Ms. Nicole S. Hutton Instructor of Political Science and Geography Tenure Track	$55,000	7/25/16	10 mos

Ms. Hutton received an M.A. in International Affairs: Natural Resources and Sustainable Development from American University, a B.A. in Environmental Studies and Political Science from Rollin College and is expected to receive a Ph.D. in Geography and Environmental Science and Policy from the University of South Florida. Previously she was a Teaching Assistant in the School of Geosciences at the University of South Florida. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2016.)

Mr. Joe W. Jackson, Jr. Visiting Professor of English	$45,000	7/25/16	10 mos

Mr. Jackson received a Master of Fine Arts in Creative Writing from the University of Arkansas and a Bachelor of Arts in English and Psychology from Florida State University. He is an Author and Journalist and has been a Visiting Writer at several universities and institutions. (Designated as the Mina Hohenberg Darden Endowed Professor of Creative Writing. One-third time appointment. First year of a three-year restricted appointment.)

Mr. Matt R. Judah Instructor of Psychology Tenure Track	$79,000	7/25/16	10 mos

Mr. Judah received an M.S. in Clinical Psychology from Oklahoma State University and a Bachelor's Degree in Psychology from Ozark Christian College and is expected to receive a Ph.D. in Clinical Psychology from Oklahoma State University. Previously he was a Psychology Intern at Charleston Consortium – Medical University of South Carolina/Ralph H. Johnson VA Medical Center and a Graduate Research Assistant at Oklahoma State University Laboratory of Emotion and Psychophysiology. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2016.)

Dr. Krishnanand N. Kaipa Assistant Professor of Mechanical and Aerospace Engineering Tenure Track	$83,000	7/25/16	10 mos

Dr. Kaipa received a Ph.D. and an M.Sc. in Aerospace Engineering from the Indian Institute of Science, India and a B.E. in Electrical and Electronics from Birla Institute of Technology and Science, India. Previously he was a Research Assistant Professor in the Department of Mechanical Engineering at the University of Maryland. (new position)

Dr. Margaret E. Konkol Assistant Professor of English Tenure Track	$59,740	7/25/16	10 mos

Dr. Konkol received a Ph.D. in English from the University of Buffalo, an M.A. in English from the University of Virginia, and a B.A. in English from Reed College. Previously she was a Visiting Assistant Professor of English at New College of Florida.

Dr. Kun (Carl) Liu Assistant Professor of Management Tenure Track	$125,000	7/25/16	10 mos

Dr. Liu received a Ph.D. in Strategic Management from the University of Utah and a B.A. in Economics from Nanjing University of Aeronautics and Astronautics, China. Previously he was an Assistant Professor of Strategy in the Department of Management & Information System

at Wayne State University.

Dr. Minu Maninder Lecturer of Chemistry and Biochemistry	$23,175	12/25/15	5 mos

Dr. Maninder received Ph.D. in Pharmacy (Pharmaceutical Chemistry), a Master of Pharmacy (Pharmaceutical Chemistry) and a Bachelor of Pharmacy from Panjab University, India. Previously she was an Adjunct Assistant Professor of Chemistry and Biochemistry at Old Dominion University.

Dr. MaryCatherine McDonald Assistant Professor of Philosophy and Religious Studies Tenure Track	$54,000	7/25/16	10 mos

Dr. McDonald received a Ph.D. in Philosophy from Boston University, an M.A. in Philosophy from The New School and a B.A. in Philosophy/Religious Studies from the College of the Holy Cross. Previously she was a Visiting Assistant Professor at the College of the Holy Cross.

Dr. Robert M. McNab Professor of Economics Tenure Track	$155,000	7/25/16	10 mos

Dr. McNab received a Ph.D. in Economics from Georgia State University and a B.A. in Economics from California State University. Previously he was Professor of Economics at the Defense Resources Management Institute and Interim Department Chair for the Global Public Policy Academic Group, Graduate School of Business and Public Policy at the Naval Postgraduate School. (Salary includes $25,000 for participating in the Old Dominion University Economic Forecasting Project and State of the Region and State of the Commonwealth Reports.)

Dr. Benjamin F. Melusky Assistant Professor of Political Science and Geography Tenure Track	$53,000	7/25/16	10 mos

Dr. Melusky received a Ph.D. and an M.A. in Political Science from the University of Pittsburgh and a B.A. in Political Science and International Affairs from Gettysburg College. Previously he was a Visiting Instructor of Government at Franklin and Marshall College.

Ms. Kimberly A. Murphy Instructor of Communication Disorders and Special Education Tenure Track	$67,000	7/25/16	10 mos

Ms. Murphy received a Master of Science in Speech-Language Pathology from McGill University, a Bachelor of Science in Psychology from Memorial University of Newfoundland

and is a Doctoral Candidate in the College of Education and Human Ecology at The Ohio State University. Previously she was a Graduate Research Associate for the Crane Center for Early Childhood Research and Policy at The Ohio State University. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2016.)

Dr. Marc A. Ouellette Assistant Professor of English Tenure Track	$60,500	7/25/16	10 mos

Dr. Ouellette received a Ph.D. and an M.A. in English from McMaster University, a B.A. in English from the University of Waterloo and a B.Ed. from Ontario Institute for Studies in Education at the University of Toronto. Previously he was a Visiting Assistant Professor of English at Old Dominion University.

Ms. Sylwia J. Piatkowska Instructor of Sociology and Criminal Justice Tenure Track	$61,000	7/25/16	10 mos

Ms. Piatkowska received an M.A. and B.A. in Sociology from Opole University, Poland and is expected to receive a Ph.D. in Sociology from the State University of New York at Albany. Previously she was an Instructor of Criminology in the Department of Sociology at the University of Albany. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2016)

Dr. Erin B. Purcell Assistant Professor of Chemistry and Biochemistry Tenure Track	$75,000	7/25/16	10 mos

Dr. Purcell received a Ph.D. in Biochemistry and Molecular Biology from the University of Chicago and an M.A. and B.A. in Biophysics from Johns Hopkins University. Previously, she was a Postdoctoral Fellow in the Department of Microbiology and Immunology at the University of North Carolina at Chapel Hill. (new position)

Dr. Taryn Raschdorf Assistant Professor of Music Tenure Track	$50,000	7/25/16	10 mos

Dr. Raschdorf received a Ph.D. in Music Education from the University of Colorado and an M.M.E. and a B.M. in Music Education from Old Dominion University. Previously she was an Instructor at Old Dominion University.

Dr. Shawn A. Ricks Associate Professor of Counseling and Human Services Tenure Track	$70,000	7/25/16	10 mos

Dr. Ricks received a Ph.D. in Educational Leadership and Cultural Foundations from the University of North Carolina at Greensboro and a Master of Education in Counselor Education and a Bachelor of Arts in General Arts and Sciences from The Pennsylvania State University. Previously she was Chair of the Department of Human Service Studies and Associate Professor of Rehabilitation and Human Services at Winston-Salem University.

Dr. Senora G. Ruffin Lecturer of Nursing	$65,000	12/25/15	10 mos

Dr. Ruffin received a Doctor of Nursing Practice, Master of Science in Nursing and Bachelor of Science in Nursing from Old Dominion University. Previously she was Director of Inpatient Services and Nursing Supervisor at Riverside Shore Memorial Hospital. (new position)

Dr. Xiang Xu Assistant Professor of Mathematics and Statistics Tenure Track	$75,000	7/25/16	10 mos

Dr. Xu received a Ph.D. in Mathematics from Pennsylvania State University, a Master's in Mathematics from Fudan University and a Bachelor's in Applied Mathematics from Shanghai Jiaotong University. Previously, he was a Visiting Assistant Professor of Mathematics and Statistics at Old Dominion University.

April 21, 2016

ADMINISTRATIVE FACULTY APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following administrative faculty appointments.

Name and Rank	Salary	Effective Date	Term
Mr. Charles Bankins Assistant Football Coach and Instructor	$100,000	2/12/16	12 mos

Mr. Bankins received a Bachelor of Science in Communications from James Madison University and a Master of Science in Sports Administration from Eastern Kentucky University. Previously he was the Special Teams Coordinator, Running Backs Coach and Tight Ends Coach at Vanderbilt University.

Ms. Rachelle Bowman Assistant Athletic Trainer and Instructor	$44,472	2/10/16	12 mos

Ms. Bowman earned a Bachelor of Science in Sports Medicine with a concentration in Exercise Science from Palm Beach Atlantic University and a Master of Science in Health Promotion with a concentration in Rehabilitation Science from California University of Pennsylvania. Previously she was an Assistant Athletic Trainer at Methodist University.

Mr. Robert E. Clark Director, Military Activities Liaison and Special Projects and Instructor	$125,000	1/10/16	12 mos

Captain Clark received a Master’s in Computer Science from the Naval Postgraduate School and a Bachelor's degree in Mechanical Engineering Technology from Old Dominion University. He retired after 26 years of naval service, having served most recently as Commanding Officer, Naval Station Norfolk. He is a member of the CIVIC Leadership Institute and served as the Navy's representative on the board of the Hampton Roads Transportation Planning Organization.

Ms. Adrienne Giles Academic Success Coordinator Advising and Transfer Programs and Instructor	$45,000	2/10/16	12 mos

Ms. Giles received an Education Specialist, a Master of Science in Education in Higher Education and a B.S. in Biology from Old Dominion University. Previously she was an Academic Advisor in the College of Sciences at Old Dominion University. (new position)

Dr. Mandalyn Gilles Director of Assessment and Planning for Student Engagement and Enrollment Services and Assistant Professor	$78,000	1/10/16	12 mos

Dr. Gilles received a Ph.D. in Assessment and Measurement from James Madison University and a Master's in Education, Community and College Counseling from Longwood University. Previously she served as the Program Evaluation Specialist for the Virginia Beach Public School System.

Mr. Christopher Harmon Assistant Men's Soccer Coach and Assistant Instructor	$38,000	2/25/16	12 mos

Mr. Harmon received a Bachelor of Science in Health and Physical Education from Old Dominion University. Previously he was an Assistant Women's Soccer Coach and Director of Soccer Operations for the Men's and Women's Soccer programs at Old Dominion University.

Mr. Jonathan Hartman Assistant Athletic Trainer and Instructor	$36,500	2/10/16	12 mos

Mr. Hartman received a Bachelor of Science in Athletic Training from Plymouth State University and a Master of Science in Athletic Training from Old Dominion University. Previously he was a Graduate Assistant Athletic Trainer with the ODU football and men's and women's tennis teams.

Ms. Julie Hodge Assistant Field Hockey Coach and Assistant Instructor	$42,432	2/25/16	12 mos

Ms. Hodge received a Bachelor of Science in Physical Education from Old Dominion University and was a student-athlete on the ODU field hockey team. Previously she was the Travel Club Coordinator for the Potomac Rapids Field Hockey Club in Leesburg, VA, and she served as the Volunteer Assistant Coach for the Old Dominion field hockey team in 2015.

Mr. Andrew Jacobs Athletic Facilities & Event Coordinator and Instructor	$35,700	2/25/16	12 mos

Mr. Jacobs received a Bachelor of Science in Sport Management and a Master of Science in Sport Administration from Western Kentucky University. Previously he was the Assistant Coordinator of Athletic Facilities and Events at Western Kentucky University.

Mr. Darius James Assistant Director of Athletic Development and Instructor	$45,000	1/4/16	12 mos

Mr. James received a Bachelor of Science in Human Services and a Master of Science in Education, Higher Education from Old Dominion University and was the Captain of the Men's Basketball team from 2007-2011. Previously he served as the Athletic Coordinator for Florida State University.

Ms. Joy Jefferson Associate Vice President for Alumni Relations and Assistant Instructor	$130,000	1/4/16	12 mos

Ms. Jefferson received a Bachelor of Arts in Mass Media Arts from Hampton University. She previously served as Vice President for External Relations at Hampton University.

Mr. Christopher Malone Offensive Run Game Coordinator and Instructor	$85,000	2/12/16	12 mos

Mr. Malone received a Bachelor of Science in Physical Education and a Master of Science in Consumer Studies from Virginia Polytechnic Institute & State University. Previously he was the Offensive Line Coach and Run Game Coordinator at the University of Tennessee at Chattanooga.

Ms. Joleen M. McInnis Librarian for Health Sciences	$58,000	3/10/16	12 mos

Ms. McInnis received an M.F.A. in Creative Writing from the University of Massachusetts-Boston, a Master of Science in Library and Information Science from Simmons College and a Bachelor of Arts in German Literature from the University of Massachusetts-Boston. Previously she was Interim Assistant Dean and References/Instruction Librarian at the State University of New York at New Paltz, Sojourner Truth Library.

Ms. Azalea Myers Instructor, Early Care and Education	$38,000	1/10/16	12 mos

Ms. Myers received a Bachelor of Science in Psychology from Virginia Commonwealth University. Previously she was an Assistant Teacher at Virginia Commonwealth University's Child Development Center.

Ms. Jasmine Myers Intellectual Property and Export Control Manager and Assistant Instructor	$60,000	2/10/16	12 mos

Ms. Myers received a Bachelor in Engineering Science and Bachelor of Arts from Dartmouth College. Previously she served as a Patent Examiner at the U.S. Patent & Trademark Office and as Compliance Assistant and Patent Docketer in the University of Pittsburgh Office of Technology Management.

Ms. Laura Nazario Success Coach and Instructor	$44,000	1/25/16	12 mos

Ms. Nazario received a Master of Arts in Counseling from Wake Forest University. Previously she served as an Academic Advisor at the College of Charleston in South Carolina. (new position)

Ms. Kimberly Oakes Success Coach Student Engagement and Enrollment Services and Instructor	$42,000	1/25/16	12 mos

Ms. Oakes received a Master of Science in Education from Old Dominion University. Previously she served as an Athletic Advisor for Football at Old Dominion University. (new position)

Ms. Stacey Parks Program Academic Advisor for International Studies and Interdisciplinary Studies Teacher Preparation Program and Instructor	$42,000	2/25/16	12 mos

Ms. Parks received a B.S. in Sociology and an M.S Ed. in Higher Education, Student Affairs from Old Dominion University. Previously she was the program manager in the Women's Studies Department at Old Dominion University.

Delegate Kenneth R. Plum Contributing Author for Old Dominion University Strome College of Business	$16,000	1/1/16-4/30/16	4 mos

Delegate Plum received a B.A. from Old Dominion University and an M.Ed. from the University of Virginia. He is a retired teacher and school administrator with Fairfax County Public Schools, where he served as Director of Adult and Community Education. Delegate Plum is a member of the Virginia House of Delegates, representing the 36th District. He has served in the House of Delegates from 1978-80 and 1982-present. He has been a contributing author each year since 2004.

Ms. Akelya Reid Transfer Success Coordinator Advising and Transfer Programs and Instructor	$45,000	2/10/16	12 mos

Ms. Reid received a Master of Science in Education from Old Dominion University. Previously she served as Transfer Advisor in the Strome College of Business at Old Dominion University. (new position)

Ms. Ja'Nomia Smith Assistant Director for Residence Education and Instructor	$40,000	1/25/16	12 mos

Ms. Smith received a Master's degree in College Student Personnel Administration from the University of Central Missouri. Previously she was a Coordinator for Staff Selection & Inclusion Education at Syracuse University.

Ms. Jackie Stein Director of Research Development and Instructor	$75,000	1/10/16	12 mos

Ms. Stein received a B.A. in English from the University of Maryland and an M.A. in Counseling Psychology from Bowie State University. Previously she was a Grant Development Specialist in the Office of Research at Old Dominion University.

Ms. Denisse Thillet Director of Student Outreach and Support and Instructor	$57,000	3/10/16	12 mos

Ms. Thillet received a Master of Arts in Student Personnel Administration from New York University. Previously she served as the Director of Hispanic/Latino Outreach at Hampton University.

Ms. Lenora Thorbjornsen First-Year Student Success Coach Advising and Transfer Programs and Instructor	$45,000	2/10/16	12 mos

Ms. Thorbjornsen received a Master of Science in Education in College Counseling from Old Dominion University. Previously she served as an Advisor and Student Success Coach in ODU's Center for Major Exploration and as an Advisor at the Virginia Beach campus of Tidewater Community College. (new position)

Ms. Allison Tollett Success Coach Student Engagement and Enrollment Services and Instructor	$44,000	2/10/16	12 mos

Ms. Tollett received a Master of Science in Education from Salisbury University. Previously she served as a Hall Director at Christopher Newport University. (new position)

Ms Kimberly Vaughan Assistant Athletic Trainer and Instructor	$36,720	2/10/16	12 mos

Ms. Vaughan received a Bachelor of Science in Athletic Training from the University of Evansville and a Master of Science in Athletic Administration and Coaching from Western Kentucky University. Previously she was a Graduate Assistant Athletic Trainer at Western Kentucky University.

Mr. Philip Walzer Editor of Monarch Magazine and Assistant Instructor	$78000	1/10/16	12 mos

Mr. Walzer received a Bachelor of Arts in English from Princeton University. Previously he was a lead writer for the Virginian Pilot for over 20 years.

Ms. Sherri Watson Director for Coaching Student Engagement and Enrollment Services and Instructor	$55,000	2/10/16	12 mos

Ms. Watson received a Master of Arts in Counseling from Regent University and is currently enrolled in the Ph.D. program in Education at Old Dominion University. Previously she served as a Student Success Advisor/Coach in the Center for Major Exploration at Old Dominion University. (new position)

April 21, 2016

EMERITUS/EMERITA APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the granting of the title of emeritus/emerita to the following faculty members and faculty administrators/faculty professionals. A summary of their accomplishments is included.

Name and Rank	Effective Date
Lindal Buchanan Associate Professor Emerita of English and Women's Studies	June 1, 2016
Sheri R. Colberg-Ochs Professor Emerita of Human Movement Sciences	June 1, 2016
Robert F. Curry Director Emeritus of Advising for Distance Learning	June 1, 2016
Kenneth G. Daley University Professor Emeritus and Professor Emeritus of Art	June 1, 2016
Donald D. Davis Associate Professor Emeritus of Psychology	June 1, 2016
Frank P. Day Eminent Scholar Emeritus and Professor Emeritus of Biological Sciences	June 1, 2016
Chandra R. de Silva Professor Emeritus of History	July 1, 2016
Lawrence G. Dotolo President Emeritus of the Virginia Tidewater Consortium	April 1, 2016
Charlene E. Fleener Associate Professor Emerita of Teaching and Learning	June 1, 2016

Chester E. Grosch — June 1, 2016
Eminent Professor Emeritus and Professor Emeritus of Ocean, Earth and Atmospheric Sciences

Lawrence J. Hatab — June 1, 2016
Professor Emeritus of Philosophy and Religious Studies, Louis I. Jaffe Professor Emeritus of Arts & Letters, Eminent Scholar Emeritus, and University Professor Emeritus

Brian Hodson — May 1, 2016
Director Emeritus of Information Technology in the Darden College of Education

Natalie Hutchinson — June 1, 2016
Senior Lecturer Emerita of Mathematics and Statistics

Linda Irwin-DeVitis — June 1, 2016
Professor Emerita of Teaching and Learning

James V. Koch — June 1, 2016
President Emeritus and Board of Visitors Professor Emeritus of Economics

Terry Kubichan — January 1, 2016
University Distinguished Teacher Emerita and Senior Lecturer Emerita of Accountancy

Philip J. Langlais — June 1, 2016
Professor Emeritus of Psychology

Roland W. Lawrence — June 1, 2016
Associate Professor Emeritus of Engineering Technology

Irwin B. Levinstein — June 1, 2016
Associate Professor Emeritus of Computer Science

Susan Mitchell — July 1, 2016
Director Emerita of Webb University Center and Auxiliary Services

Sara A. Morris — June 1, 2016
Associate Professor Emerita of Management

Mary M. Swartz — July 1, 2016
Registrar Emerita

Lenora Hicks Thompson September 1, 2016
Director Emerita of Counseling Services

Debbie Harmison White June 1, 2016
Senior Associate Athletic Director Emerita for External Relations

LINDAL BUCHANAN

Lindal Buchanan received a B.A. in Psychology from The University of Mississippi, an M.A. in English from The University of New Orleans in 1999, and a Ph.D. in English from The University of Louisiana at Lafayette in 2003. She joined Old Dominion as an Assistant Professor of English and Women's Studies in 2008 and achieved tenure and promotion to the rank of Associate Professor in 2014. As a joint-appointee, Buchanan served two departments and played a central role in advancing curricular innovations for both the Ph.D. program in English and the Women's Studies major.

During her years at Old Dominion University, Buchanan mentored many doctoral and master's students and supervised their research projects. She inspired undergraduate students in both English and Women's Studies. Her many achievements in the area of research include major book publications, such as *Rhetorics of Motherhood* (Southern Illinois University Press, 2013) and *Walking and Talking Feminist Rhetorics: Landmark Essays and Controversies* (edited with K. Ryan, Parlor Press, 2010). A sought after guest speaker and lecturer at international and national conferences, Buchanan's scholarship is recognized for pioneering the field of feminist rhetoric. She was awarded the Kneupper Award for best article in Rhetorical Society Quarterly.

SHERI R. COLBERG-OCHS

Sheri R. Colberg-Ochs received a B.A. in International Relations from Stanford University in 1985, an M.A. in Exercise Physiology from the University of California, Davis in 1987, and a Ph.D. in Exercise Physiology from the University of California, Berkeley, in 1992. She completed a two-year NIH-funded postdoctoral position at the University of Pittsburgh School of Medicine in 1993-1994.

After three years as a faculty member at California State University, East Bay, Colberg-Ochs joined Old Dominion as an Assistant Professor of Exercise Science in 1997 and achieved the rank of Professor in 2009. She has also been an Adjunct Professor of Medicine at nearby Eastern Virginia Medical School since 2008. This year, she served as an Entsminger Entrepreneurial Fellow at Old Dominion University and was a SCHEV Outstanding Faculty finalist at the state level.

During her 19 years at Old Dominion University, Colberg-Ochs has been a successfully funded research, author of 10 books, 18 book chapters, and 75 refereed articles, and mentor to many undergraduate and graduate students. In the past two decades, she has become a world renowned expert in the field of diabetes and exercise, and she is a highly sought-after opinion leader, shaping guidelines for many professional organizations related to her field of expertise. In

recognition of her lifetime of accomplishments, the American Diabetes Association selected her to receive the 2016 Outstanding Educator in Diabetes Award, a national honor.

ROBERT F. CURRY

Robert F. Curry received a B.A. from Furman University, an M.Ed. from the University of Georgia, and an Ed.D from William and Mary. He came to Old Dominion as an Academic Counselor and Instructor in the School of General Studies in 1979 and remained in that position for five years. From 1984-1994, he advised students in the College of Business and Public Administration's Advising Center.

Since the launch of TELETECHNET in 1994, Curry has worked for the Office of Distance Learning. He served as Site Director at Piedmont Virginia Community College and the Norfolk Ford Assembly Plant. He advised distance RN to BSN students from 1995-2001 and Navy College Engineering Technology students from 2000 to the present. He is currently Director of Advising and Assistant Professor.

Curry wrote a chapter on academic advising for three editions of "The Handbook of Distance Education." He has made presentations at regional and national conferences of the National Academic Advising Association. Curry has taught courses in career planning, orientation, and business communications. He was a founding member of the Association of University Administrators in 1990 and served as Treasurer of the organization from 1990-1993 and 1998-99, and President from 1999-2000.

KENNETH G. DALEY

Kennneth Daley received a B.F.A. from Philadelphia College of Art (University of the Arts) in 1963 and an M.F.A. from the Yale University School of Art and Architecture in 1965. Daley joined Old Dominion University in 1965 and achieved the rank of Professor of Art in 1979. He was named University Professor in 2000, and he also received in that same year the Charles and Elisabeth Burgess Award for Research and Creativity from the College of Arts and Letters. He was also the recipient of the University's prestigious A. Rufus Tonelson Distinguished Faculty Award for Excellence in Teaching, Research, and Service (1981).

Daley served as Chair, as Chief Departmental Advisor, and as Acting Chair on numerous occasions. During his 51 years at Old Dominion, Daley inspired multiple generations of students to become artists and teachers. He has been a superb mentor whose own work can be found in collections at The Chrysler Museum, The Colonial Williamsburg Foundation, The Museum of Modern Art Print Collection (NYC), The New Jersey State Museum, and Zhejiang Academy of Fine Arts (Hangzhou, China), among other venues.

DONALD D. DAVIS

Donald D. Davis received a B.A. in Psychology, Sociology from Central Michigan University in 1973, an M.S. in Psychology from Central Michigan University in 1977, and a Ph.D. in Psychology from Michigan State University in 1982. He received the Best Dissertation Award from the American Psychological Association (Division 27) in 1983.

Davis joined Old Dominion as an Assistant Professor of Psychology in 1982 and achieved the rank of Associate Professor of Psychology in 1987. He served as Graduate Program Director of the Industrial and Organizational Psychology program from 1986-1993. He served as Visiting Associate Professor of Psychology at the University of Virginia from 1994-1996, Fulbright Professor of Business Administration and Social Psychology, School of Management, Wuhan University, China from 1995-1996, Associate in Asian Studies, Institute for Asian Studies from1998-present, and member of the Executive Board, Confucius Institute of Chinese Studies from 2013-present. Davis also furthered his educational development through Faculty Development Seminars at Old Dominion University in Asian Studies and Chinese language in 1988-1990, and in Southeast Asian Studies in 2001-2002.

During his 34 years at Old Dominion University, Davis inspired a generation of students to become successful Psychologists. He was also a mentor for numerous doctoral and master's students and supervised their research projects. Throughout his career, Davis published many books, technical reports, and papers. Along with his professional service to the University and consulting, Davis was actively engaged in research in the area of Industrial/Organizational Psychology.

FRANK P. DAY

Frank P. Day received a B.S. in Botany in 1969 from the University of Tennessee and an M.S. in Botany in 1971 and a Ph.D. in Ecology in 1974 from the University of Georgia. He is retiring at the rank of Professor with the designation as an Eminent Scholar after 42 years of service in the Department of Biological Sciences.

Day was the primary architect of the highly successful Ph.D. Program in Ecological Sciences and served for 21 years as the program's first director. He has published 76 papers and book chapters, authored or coauthored 204 presentations at professional meetings, and obtained over $2.6 million dollars in grants from the National Science Foundation (NSF), Department of Energy, Environmental Protection Agency, and NASA. His honors include selection as a Fellow of the Society of Wetland Scientists (SWS), the SWS Presidential Service Award (awarded twice), and nomination as a finalist for the 2004 National Wetlands Award.
Day has served his profession as an elected officer of several societies and as chair or a member of numerous society committees. His elected offices include Chair of the Southeast Chapter of the Ecological Society of America, Chair of the South Atlantic Chapter of the Society of Wetland Scientists, Vice President and President of the Association of Southeastern Biologists (ASB), and President of the Society of Wetland Scientists (an international organization). As President of ASB and SWS he created Human Diversity Committees and initiated prominent

diversity activities. He established the SWS Undergraduate Mentoring Program, directed it for 11 years, and obtained funding for the program from NSF via four grants spanning 17 years. He has also been a member of NSF's Long Term Ecological Research Program (LTER) Diversity Committee, has co-chaired LTER diversity workshops, and developed a diversity plan for the Virginia Coast Reserve LTER Site.

CHANDRA R. DE SILVA

Chandra R. de Silva received a B.A. in History from the University of Ceylon in 1962 and a Ph.D. in History from the University of London in 1968. He also earned a "Diplôme en Langue Française" from the Alliance Française de Paris in 1987. De Silva joined Old Dominion University in 1998 as Professor and Chair of the Department of History. Prior to joining Old Dominion, he was a member of the University Council and Dean of the Faculty of the Arts at the University of Peradeniya in Sri Lanka. He came to the United States in 1989 and took a Visiting Professorship in History and Asian Studies at Bowdoin College. He next served as Professor and Chair of History at Indiana State University.

De Silva is known for his administrative acumen and collegiality. During his years at Old Dominion University, he held a number of administrative positions. After serving as Chair of History, he became Dean of the College of Arts and Letters (2003-2010). Next he served as Special Assistant to the Provost (2010-11), and then he became Vice Provost for Faculty Development (2010-2015). De Silva completed his distinguished career by holding the position of Interim Provost and Vice President for Academic Affairs in 2015-16.

A prolific writer and strong researcher, de Silva published two monographs, nine edited volumes, dozens of articles, book chapters, reports, short works and dozens more book reviews. He is an expert in Sri Lankan history and politics, Portuguese exploration and colonies, and Buddhism. He also wrote on contemporary education, ethnicity and politics, and legal issues. De Silva founded the American Institute for Sri Lankan Studies and was appointed its first President as well as a member of its executive committee. He inspired undergraduate and graduate students with his popular courses on Portuguese and African history and the history of South Asia. He was also a strong advocate of senior faculty teaching general education courses and led in this instance by example.

LAWRENCE G. DOTOLO

Lawrence G. Dotolo received a B.A. in English in 1967, an M.A.in English in 1971 and a Ph.D. in American Literature in 1978 from Marquette University. He came to Old Dominion University as an Instructor of English in 1972.

In 1975, Dotolo became the President of the Virginia Tidewater Consortium for Higher Education, a consortium of 14 institutions located in Hampton Roads and housed at Old Dominion University. Under his guidance, the consortium has established a multitude of cooperative projects among the colleges including, cross-registration, interlibrary borrowing,

international programs, security and emergency preparedness, a summer institute on college teaching, military education, substance abuse prevention, and access. In addition, he has managed a number of projects and has received over $17 million in grants, especially those dealing with access to higher education designed to encourage the traditionally underserved to participate in postsecondary education.

In 2007, Dotolo received the National Association for Consortium Leadership's "Pioneer Award" for his contribution to the enhancement of collaboration in higher education, and in 2012, he received the John B. Noftsinger Award for Leadership and Service for his continuous effort to promote cooperation in higher education at the national level. He has overseen various Consortium projects with the Commonwealth of Virginia, the State Council for Higher Education of Virginia, school divisions, workforce development centers, redevelopment and housing authorities, the U.S. Department of Education, the U.S. Department of Homeland Security, and the U.S. Department of Labor. In 2014, Dotolo was named an ApprenticeshipLeadershipUSA Member and serves on the White House-Department of Labor Committee designed to promote Apprenticeships in the United States.

CHARLENE E. FLEENER

Charlene E. Fleener received a B.S. in Elementary Education in 1978 and an M.S. in Reading Education in 1981 from The University of Houston, Clear Lake and an Ed.D. in Supervision, Curriculum, and Instruction in 1998 from Texas A & M University, Commerce. She was a classroom teacher in Texas from 1978-1995 and held reading specialist and gifted education endorsements in addition to her teaching license.

Fleener joined the Old Dominion University Darden College of Education faculty in 1998 as an Assistant Professor of Educational Curriculum and Instruction and achieved the rank of Associate Professor in 2004. She served as Graduate Program Director of Reading/Literacy from 2003-2013. She presided as the Chair of the Darden College of Education Faculty Governance Organization in 2007-2008. In 2008, Fleener became the Chair of the Department of Educational Curriculum and Instruction and continued to serve for six years as it transitioned into the Department of Teaching & Learning. During the time she served as Chair, she worked concurrently for three years as Graduate Program Director of the PK6, PK3, Reading, and Curriculum & Instruction Ph.D. programs.

During her 18 years at Old Dominion University, Fleener published several articles and authored along with Dr. Ray Morgan and Dr. Judy Richardson, three editions of a highly respected content area reading textbook, *Reading to Learn in the Content Areas*. She served as Co-Principal Investigator on several grants with funding totaling well over $500,000. She mentored several doctoral candidates and, through instruction and supervision, inspired a generation of students to become successful teachers. Fleener has presented well over 60 papers at international, nation, and state conferences. One of the highlights of her career was her service as a volunteer task force member for a USAID/IRA Secondary Education Activity project in cooperation with the American Institutes of Research where she had a role in providing training and guidance for a representative group of teachers in the country of Macedonia.

CHESTER E. GROSCH

Chester E. Grosch received an M.E. in Engineering in 1956, an M.S. in Mathematics in 1959, and a Ph.D. in Theoretical Physics with an emphasis on Fluid Dynamics in 1967, all from Stevens Institute of Technology. He spent time at Columbia University, the Pratt Institute, and the University of Reading before joining the faculty of Old Dominion University in 1973 as the Samuel L. and Fay M. Slover Professor of Oceanography. He was a founding member of the Center for Coastal Physical Oceanography. Grosch also held a joint appointment in Computer Science at ODU and was named an Eminent Professor. He was honored with the ODU Distinguished Research Career Award in 2005.

Grosch has a classical training in turbulence research, and he couples this with many years of experience in a wide variety of research and in applications of this challenging subject. He has over 100 publications in the peer-reviewed scientific literature, which span an impressive range of subjects that include the physics of supersonic flows, numerical simulation of turbulence, time series methods, boundary layer dynamics, parallel computing methods, and climate dynamics. Grosch taught a wide range of courses and advised many undergraduate and graduate students during his academic career. He is currently writing an undergraduate geophysical fluid dynamics textbook.

In addition to actual theory, Grosch has shared his extensive skills with the high-level numerical modeling that now defines progress in turbulence studies. With his former postdoctoral researcher, he developed a new model of turbulent processes in shallow coastal oceans that has become a community standard.

LAWRENCE J. HATAB

Lawrence J. Hatab received a B.S. degree from Villanova University in 1968, an M.A. in Philosophy from Villanova in 1971, and a Ph.D. in Philosophy from Fordham University in 1976. He joined Old Dominion as an Assistant Professor of Philosophy in 1976, achieved the rank of Full Professor in 1992, and was named Louis I. Jaffe Professor of Philosophy in 2004. He served as Chair of the Philosophy Department for 12 years.

During his 40 years at Old Dominion, Hatab was an award winning teacher and scholar. He received his College's teaching award in 1986 and in 2008 was named University Professor. He received his College's research award in 2001, the University Research Award in 2009, and was named Eminent Scholar in 2009. In 2009 Hatab won the SCHEV Outstanding Faculty Award. In 2013 he received the A. Rufus Tonelson Distinguished Faculty Award. Hatab has published six books and over 50 articles, mostly on German philosophy and ancient Greek philosophy.

BRIAN HODSON

Brian Hodson came to Old Dominion University after retiring from the U.S. Navy where he was trained as a mechanical engineer. He completed his M.S. degree in Elementary Education at

ODU as a student in the Military Career Transition Program (MCTP). Following his graduation from that program, Hodson entered the Urban Studies Ph.D. program at ODU and served as the graduate assistant to the MCTP program.

Hodson provided service for the Darden College of Education for 23 years. Part of his service included his work as a Lecturer and Senior Lecturer in the Educational Curriculum and Instruction Department, which is now recognized as the Teaching and Learning Department. Currently, Hodson is retiring in the position of Director of Information Technology for the Darden College of Education.

During his time as the Director of Technology, Hodson has capably served the College meeting the multitude of technological needs and services. He has served as a member of the College Technology Committee and has been noted for being the troubleshooter for all varieties of technology-related issues. In his role as Director, Hodson has been a steward of all technology assets and resources for the College and has been instrumental in designing and meeting technology needs for the new Education building. Most of all, he has helped the Darden College of Education continuously improve and evolve in an ever changing and advancing technological environment.

NATALIE HUTCHINSON

Natalie Hutchinson received a B.S. degree in Mathematics from Catholic University of American in 1980 and an M.S. degree in Mathematics at California State University, Fresno in 1988. She joined Old Dominion University as a Lecturer of Mathematics in 1995 and was promoted to Senior Lecturer in 2000. She taught numerous mathematics courses ranging from College Algebra to Calculus II. Her enthusiasm for teaching moved a generation of students to choose careers in mathematics and in science. Hutchinson also served as a mentor to a number of graduate students and guided their development of pedagogical skills. In addition to her teaching, she was very active in extracurricular activities. She served on numerous committees at the department as well as at the University level. She was in Faculty Senate from 2009 to 2011 and served as President of the Peninsula Council of Teachers of Mathematics from 2002 to 2003.

Hutchison has received numerous accolades at ODU. She was Co-PI of an ODU Faculty Innovator Grant in 2008. She was also a recipient of the College of Sciences Distinguished Teaching Award in 2012 and a recipient of the Shining Star Award from Student Engagement and Enrollment Services in Spring 2011 as well as in Spring 2015.

LINDA IRWIN-DEVITIS

Linda Irwin-DeVitis received a B.S. in English Education from the University of Tennessee in 1969, an M.S. in Curriculum & Instruction from the University of New Orleans in 1983 and an Ed.D. from the University of Tennessee in 1988. She came to Old Dominion University's Darden College of Education in 2010 as Professor of Teaching and Learning and Dean. She served as Dean until 2013.

During her tenure at Old Dominion University, Irwin-DeVitis worked with Darden faculty as the College earned NCATE re-accreditation in 2012 and increased the U.S. News national ranking to 64th in the same year. She led the college in the planning and designing of the new education building, which will open in 2016. Irwin-DeVitis, working with the Dean of the College of Sciences, began Monarch Teach, a joint program to encourage talented students in mathematics and science to enter teaching. Her co-edited book, *Adolescent Education*, won a 2011 Critics Choice Award from the American Educational Studies Association. In her 47 years in education, Irwin-DeVitis has mentored and prepared students, teachers, leaders and scholars with an emphasis on underserved and at-risk children and youth.

JAMES V. KOCH

James V. Koch received a B.A. in Economics from Illinois State University in 1964 and a Ph.D. in Economics from Northwestern University in 1968. He began his academic career at Illinois State University in 1967. There he rose through the academic ranks to full Professor and served as Chairman of the Department of Economics from 1972-1978. He served as Dean of the Faculty of Arts and Sciences at Rhode Island College from 1978-1980. From 1980 until 1986, Koch was the Provost and Vice President for Academic Affairs at Ball State University. In 1986 he became President of the University of Montana. In 1990, Koch became the sixth president of Old Dominion University. He retired from the presidency in July of 2001 and was appointed as Board of Visitors Professor of Economics and President Emeritus.

Koch has published 12 academic books. One of these books, *The Caterpillar Way*, was on the New York Times Best Seller list in the fall of 2014. He has published numerous monographs including the *State of the Region Report* and the *State of the Commonwealth Report* published by the Center he directs. Koch has published 110 articles in refereed journals, with a primary focus on applied microeconomics. He has made significant contributions in the economics of discrimination and affirmative action, the economics of education, industrial organization, and the economics of e-commerce.

During his years as President of Old Dominion University, Koch began the purchase of land for the expansion across Hampton Boulevard with projects of the University Village and the Ted Constant Convocation Center. He began the University's first major distance education effort with TELETECHNET. He also established the President's Lecture Series, spearheaded the first capital campaign in the University's history, worked to get numerous programs ranked in the top 25 in the country, introduced the University Professor designation to reward outstanding teaching, and established the Virginia Beach Higher Education Center. During his tenure as President the number of African-American and international students doubled.

Koch has performed consultations with over 50 universities across the country, been a member of over 20 regionally and nationally significant boards, received three honorary Ph.D.s from Asian universities, and received an honorary Doctor of Humane Letters from Illinois State University. Finally, Koch Hall is named for Koch and his wife, Donna L. Koch.

TERRY KUBICHAN

Terry Kubichan received a B.S. in Accounting and an M.S. in Accounting from Old Dominion University and began teaching at ODU in 1995. Upon retirement, she held the rank of Senior Lecturer. Kubichan holds both a Certified Public Accounting license and Certified Management Accounting license, and maintained her practitioner skills as a part-time consultant.

Kubichan taught five different courses over the years and always received strong evaluations from her students. She embraced new technology, finding ways to bring it to her traditional classroom and to distance learning whenever possible. She received several College teaching awards, Department teaching awards, and a teaching award from the Accounting Honor Fraternity, Beta Alpha Psi. She was one of the inaugural winners of the University Distinguished Teaching Award in 2014.

Kubichan became the Undergraduate Advising Coordinator for the Accounting Department in 2000 and held that position until she retired. She handled Accounting second degree students, evaluated transfer coursework, mentored students on academic probation, trained Accounting faculty on advising accounting majors, participated in the selection of the College's current Director of Undergraduate Advising, and coordinated the Monarch CPA Review course for several years.

Kubichan served on to the College's Recruitment, Retention, Advising, and Placement Committee and started many events to attract undergraduate students to the College. Even before becoming a member and Chair of that committee, she regularly participated in College recruiting events representing the Accounting Department. Although research was not expected of her, Kubichan co-authored a case study with two Accounting faculty that was published in *Issues in Accounting Education* in Spring 2010.

PHILIP J. LANGLAIS

Philip J. Langlais received a B.A. in Biology from Salem State College in 1969, an M.A. in Physiology from University of Texas Medical Branch in 1974, and a Ph.D. in Psychology from Northeastern University in 1985. Prior to joining Old Dominion University, he served as Associate Dean for Research and Graduate Studies for the College of Sciences at San Diego State University.

Langlais joined Old Dominion as a Professor of Psychology and as the Dean of Graduate Studies and Associate Vice President for Research in 2003. He served as Vice Provost for Graduate Studies and Research from 2005-2010.

During his 12 years at Old Dominion University, Langlais has worked on various college and department committees including the College of Sciences Promotion and Tenure Committee and the Psychology Department Faculty Affairs Committee. He has also held a multitude of positions as an officer or member in both professional activities, elected positions, community committees, along with being a consultant for the Universities of Aarhus and Copenhagen.

Langlais has written an assortment of articles, abstracts, and proposals and has been invited to speak at lectures, presentations, and workshops during his career.

Langlais has been chair or member of 38 graduate thesis or dissertation committees. Throughout his research career, he authored approximately 200 peer reviewed articles, abstracts, and book chapters. He is a world renowned expert in the responsible conduct of research and was a 2013 nominee for the Provost's Award for Leadership in International Education.

ROLAND W. LAWRENCE

Roland W. Lawrence received a B.S. and M.S. from Old Dominion University and a Ph.D. from North Carolina University. Since joining the faculty of the Engineering Technology Department in August 2006, he has collaborated with Engineering Technology faculty, Electrical and Computer Engineering faculty, and researchers at the Applied Research Center to develop research in the areas of microwave remote sensing, electromagnetic propagation, and the characterization of the electromagnetic properties of materials. His efforts resulted in over $970,000 of funded research. This work has resulted in one patent being awarded and one pending. He has authored or co-authored five journal articles, over 30 conference presentations and three book chapters in the area of microwave and millimeter wave remote sensing and EM materials.

Lawrence is nationally recognized as an expert the area of remote sensing. He was asked to serve as member of the Scientific and Organizing Committee for the 2009 and 2011 "International Symposium on Atmospheric Light Scattering and Remote Sensing." He is also an active member of the Material Measurement Working Group (MMWG) and was asked to serve on an industry team chartered by NASA/NOAA to review the instrument design and sensor calibration the CERES instrument.

In addition to his research efforts, Lawrence has been committed to teaching and enhancing the student's learning experience. He has also directed graduate work for students in the Department of Electrical and Computer Engineering. Lawrence has served as Chair of two committees in the Batten College of Engineering and Technology and many Engineering and Technology department committees.

IRWIN B. LEVINSTEIN

Irwin B. Levinstein received an A.B. in Philosophy from the University of Chicago in 1965, an M.A. in Philosophy from the University of Pittsburgh in 1967, and a Ph.D. in Social Thought from the University of Chicago in 1973. He joined Old Dominion as Director of Interdisciplinary Studies in 1974. In 1984, he was appointed as Assistant Professor in the Department of Computer Science and achieved the rank of Associate Professor in 2005. He served as the Assistant Chair of the Department of Computer Science from 1994 to the present.

During his 32 years in the Department of Computer Science, Levinstein published 23 research papers in International Conference proceedings. He received 17 research grants and contracts totaling more than $1.7M as PI or Co-PI from several agencies including National Science Foundation, Jefferson Labs, NASA, Center of Innovative Technology, Virginia International Terminals, and Institute of Education Sciences. He is known for his work on iSTART: Interactive Strategy for Active Reading and Thinking, a joint project with the Psychology Department. Levinstein inspired many undergraduate and undergraduate students though his courses in Database Management Systems. He also developed an on-line Database Management course to serve the new on-line M.S. initiative.

SUSAN MITCHELL

Susan Mitchell received a Bachelor of Science and a Master of Education in Human Resource Development from Western Carolina University in 1975 and 1989 respectively. She joined Old Dominion as an Assistant Director of Housing for Administration in 1989 and became the Director of Webb Center in 1992. She served as interim Co-Director of Housing and Residence Life from 2007-2008 and also served as Interim Assistant Vice President of Auxiliary Services from 2007-2009.

During her 26 years at Old Dominion University, Mitchell has been passionate about the Webb University Center being the HUB of student activity and the "Home away from Home" for students, while playing a significant role in supporting student success. Over her career, she has held prominent positions on various committees and boards for the National Association of College Auxiliary Services and Association of College Unions International. In 2012 she was one of seven college union officials nationwide who collaborated on a book about the history, philosophy and function of student unions in higher education by author/administrator Porter Butts.

SARA A. MORRIS

Sara A. Morris received a B.A. in English in 1971 from the University of Texas at Austin, an M.B.A. in 1978 and a Ph.D. in Management (Policy and Strategy) in 1987 from the University of Texas – Austin. Morris joined Old Dominion University in 1989 and achieved the rank of Associate Professor of Management in 1995. She has taught courses in strategic management and business ethics/business and society at the undergraduate, M.B.A., and Ph.D. levels and has championed the writing-intensive course for B.S.B.A. majors.

Morris is best known for her research in corporate philanthropy but she has also published in corporate social responsibility and business ethics. One of her articles is among the most frequently cited publications of the *Journal of Business Ethics*. A frequent presenter at the Academy of Management, Morris is a founding member, former officer, and career-long participant in the International Association for Business and Society, in conjunction with which she has presented her research around the globe. She has excelled in service and completed a

two and a half year full-time administrative assignment that culminated in the Reaffirmation of SACS Accreditation for the University in 2012.

MARY M. SWARTZ

Mary M. Swartz received a B.A. in History from the University of North Texas in 1972 and an M.Ed. in Higher Education Administration from The College of William and Mary in 1988. She joined Old Dominion as Associate University Registrar in 1996. She was named Interim University Registrar in 2000 and University Registrar in 2001.

During her 20 years at Old Dominion University, Swartz worked to develop numerous systems to better serve the needs of faculty, staff and students, including automation of academic scheduling, online registration processing, better use of data for decision making, online grade reporting and implementation of degree evaluation tools to assist advisors and students toward degree completion. Throughout her career, she has actively worked to support tools to enhance student success and the development of systems and new technologies as they become available.

LENORA HICKS THOMPSON

Lenora Hicks Thompson received a B.A. in Spanish from Shaw University in 1971, an M.S.Ed. in Urban Education in 1972, and an Ed.D. in Counseling in 1978 from the University of Massachusetts, Amherst. She joined Old Dominion as a Professional Counselor in 1979 and subsequently served as Associate Director (1987), Director (2011), Associate Dean (2011), and Senior Executive Director of Counseling Services (2012). In 1983, Thompson was the University's unanimous nominee to the Bryn Mawr Summer Institute for Women in Higher Education. She also served as an Adjunct Associate Professor in the Darden College of Education and received the Most Inspiring Faculty Award in 1997.

During her 36 years at Old Dominion University, Thompson inspired a generation of students to bring their personal, academic and career goals to fruition. She directed three student retention initiatives: The Mentoring Program, the First-Year Experience Program, and the Summer Transition Program, which enhanced student retention and graduation rates. Thompson also served as Advisor to several student organizations and received Honorary Membership into the Black Alumni Council. In recognition of her accomplishments, she was the Resilience Award recipient at the ODU NAACP Image Awards, and the Coalition of Black Faculty and Administrators awarded her the Visionary Award for University Commitment.

DEBBIE HARMISON WHITE

Debbie Harmison White holds a B.S. degree in journalism from West Virginia University and a Master of Arts in Education from the College of William and Mary. She joined Old Dominion University in 1979 as the Assistant Sports Information Director and was promoted to Sports

Information Director (SID) the following year, playing a key role in the national exposure that both the men's and women's basketball programs enjoyed in the early 1980's.

During her tenure as SID, White served on the 1981 and 1982 United States Olympic Sports Festival media staffs and represented the United States as one of four sports information directors on the media coordination team at the 1984 Winter Olympics in Sarajevo, Yugoslavia. After a one-year journalism teaching stint at Virginia Commonwealth University in 1984-85, she returned to Old Dominion as an Assistant Athletic Director and was promoted to Associate Director in 1995 and Senior Associate Director in 2003.

White was a member of the NCAA Communications Committee, NCAA Basketball Marketing Committee, and the Creative Content Committee for the Naismith Basketball Hall of Fame in Springfield, Massachusetts. She also served as a member of the media liaison team and as press moderator at the NCAA Women's Final Four from 1986-2006. White was a member of the Virginia Sports Hall of Fame honors court for 16 years, is a past president of the Susan G. Komen for the Cure Tidewater region, and a current member of the Hampton Roads Sports Hall of Fame committee. In 2000, the Old Dominion University Women's Caucus honored White with the organization's Recognition Award for her support of women and women's issues on campus. The College Sports Information Directors of America recognized her in 2006 with the Trailblazer Award for her pioneering efforts in the profession.

April 21, 2016

APPROVAL TO RENAME THE OFFICE OF GRADUATE STUDIES THE OLD DOMINION UNIVERSITY GRADUATE SCHOOL

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves renaming the Office of Graduate Studies in the Office of Academic Affairs the Old Dominion University Graduate School.

Rationale: The current strategic plan identified the creation of a graduate school as an objective that can help to strengthen the university's academic and research programs. A faculty workgroup reviewed how graduate education is administered at peer institutions, discussed past studies on graduate administration, solicited feedback from colleagues, and recommended that a graduate school be created in order to support graduate programs across the seven colleges offering graduate programs. The Provost's Council and Faculty Senate supported this recommendation. The creation of a graduate school will demonstrate that graduate education is an integral part of the university mission, provide for strategies to more efficiently devote resources to graduate education, enhance student support initiatives for graduate students, strengthen the University's identity as a research institution, and assist in the coordination of interdisciplinary graduate programs. Widespread support for the creation of a graduate school exists among the faculty, the academic deans, and the administrative units that interact with the office of graduate studies.

Proposal to Establish the Old Dominion University Graduate School: Supporting Excellence in Graduate Education

Overview

Based on the graduate exploratory committee's recommendation, we seek approval to create the Old Dominion University Graduate School. The creation of the school will involve transitioning the Office of Graduate Studies into the Old Dominion University Graduate School. The creation of the graduate school is justified on six overlapping grounds involving the following themes: (1) centrality of graduate education, (2) budgetary issues, (3) student support initiatives, (4) branding as a research university, (5) coordinating interdisciplinary activities, and (6) widespread support for promoting graduate education.

Rationale

With regard to the *centrality of graduate education* at ODU, recent growth at the undergraduate level has reshaped the position of graduate education relative to the broader university student population. Creating a graduate school will send a message that graduate education is central to the university. A centralized unit is needed to advocate towards university leadership for more resources that will help to bring graduate education more into the center of the university community.

In terms of *budgetary issues*, a strong graduate school can produce positive revenue enhancements for graduate education. This suggestion is grounded in seven points:

1. Having a single administrator advocating solely for new state funds and tuition revenue to support graduate education will increase the likelihood that those new funds will be allocated to graduate education.
2. Graduate deans are in a prime position to identify and support efforts to receive new external funds supporting graduate education.
3. A strong graduate school will provide a structure for strengthening the graduate student organization, which would give graduate students stronger access to student activity fees controlled by the Student Government Association.
4. The presence of a graduate school better ensures the application of policies consistently and efficiently, which reduces the direct and indirect costs stemming from inefficient and differential treatment of graduate students across colleges.
5. A strong graduate school can optimize resources by coordinating marketing and recruitment efforts using activities such as a recruitment academy or graduate school magazine.
6. Marketing and recruiting efforts will produce a larger number of graduate students, which will produce more tuition revenue for the university.
7. A graduate school can develop stronger relationships with university units that can be called upon to support graduate activities (e.g., the development office, alumni relations, financial aid, and Office of Research).

Student support initiatives for graduate students will also be enhanced through the creation of a graduate school. Currently, graduate student support strategies are not universally available to students. The provision of health care insurance, for example, requires representatives from multiple

departments to come together to make that program work. Placing more of the administrative process for that support activity in the graduate school will enhance the support given to students. In a similar way, other support services such as dissertation workshops, boot camps, professional development workshops, travel grants, writing support, and so on are not currently universally available to all graduate students. A central structure will be able to identify and provide the types of academic support initiatives graduate students need.

Regarding Old Dominion University's *branding as a research university*, strong research universities require strong graduate programs. With unprecedented growth in the undergraduate population occurring between 2005 and 2009, the role of graduate education was overshadowed. One of the pitfalls from this is that the university may appear to some to be an undergraduate institution with limited attention given to graduate education or research. The development of a graduate school stresses the importance of research to the university community.

In addition, a need exists both at the university and in higher education to provide better *coordination of interdisciplinary certificate and degree programs.* The university strategic plan expresses significant interest in building on interdisciplinary efforts at Old Dominion University. As it currently stands, very little coordination exists in terms of graduate interdisciplinary degree programs. Unlike the undergraduate level – which provides an interdisciplinary degree program including courses offered by each of the colleges through the College of Arts and Letters – there is no formal mechanism for supporting interdisciplinary graduate programs. With the development of a graduate school, formal efforts to support these initiatives between graduate programs can be expanded. Similar to the undergraduate level, the degrees would be housed within the academic college. Preliminary discussions are underway to develop an interdisciplinary graduate program in the College of Education similar to the undergraduate interdisciplinary studies program in Arts and Letters. Such programs would be coordinated and supported by the graduate school. The degrees would be offered by the colleges housing the interdisciplinary program.

All indications are that there is *widespread support for promoting graduate education* at Old Dominion University. During the strategic planning process, two different independent committees including faculty and staff listed the creation of a graduate school as something that should be part of the strategic plan. The resulting strategic plan did, in fact, list the creation of a graduate school as an action item that would improve our academic and research infrastructure. This conclusion is supported by recommendations made by consultants from the Council on Graduate Schools who recommended the following six years ago:

- ODU has shifted its model of graduate administration in recent decades from "centralization" to a degree of "decentralization" that is counterproductive. Strong collegiate and departmental units at ODU have been very successful in forging local strategies and operating solid programs. The lack of a strong central unit for graduate education, however, precludes a coherent campus vision and strategy for graduate studies; prevents the development of consistent academic and administrative standards and appropriate oversight and enforcement of them; militates against the most effective and efficient deployment of resources to programs and students; and makes comparative assessment of productivity difficult…Because ODU is in transition, however, it is well positioned to shape a new strategy for graduate education and for its administration on campus. The campus has great opportunities for research and graduate education

provided by its immediate location in Hampton Roads and broader setting in the coastal region.

In the first year of the implementation of the current strategic plan, an exploratory group was asked to determine whether a centralized structure should be developed and, if so, what form that structure should take. The group included faculty from each college as well as representation from the University Libraries, graduate admissions, Office of Research, and Student Engagement and Enrollment Services. The experiences and roles of the members of the task force included faculty members, department chairs, graduate program directors, an associate dean, faculty professionals, and representation from the executive committee of the faculty senate. After meeting several times between January and September of last year, the task force recommended the following: (1) a centralized structure for graduate education is needed, (2) the mission of the structure should be to support graduate students, faculty, and programs, (3) the structure should not have authority over faculty or graduate programs, (4) the structure should be labeled a "school" rather than a "college," and (5) the initial step in creating the graduate school should be to rename the "Office of Graduate Studies" as the "Old Dominion University Graduate School."

The task force report was made available to the university community in May 2015. Two university fora were held in Fall 2015. No opposition to the report was expressed. The concerns that were raised centered on whether renaming the Office of Graduate Studies would do any good. The consensus was that any changes would need to be supported by a strong financial commitment from the university. In order for the proposed graduate school to be successful, it was agreed that the amount of resources (financial and human) given to graduate education must expand.

Projected Outcomes

The outcomes from creating a graduate school are expected to include the following:

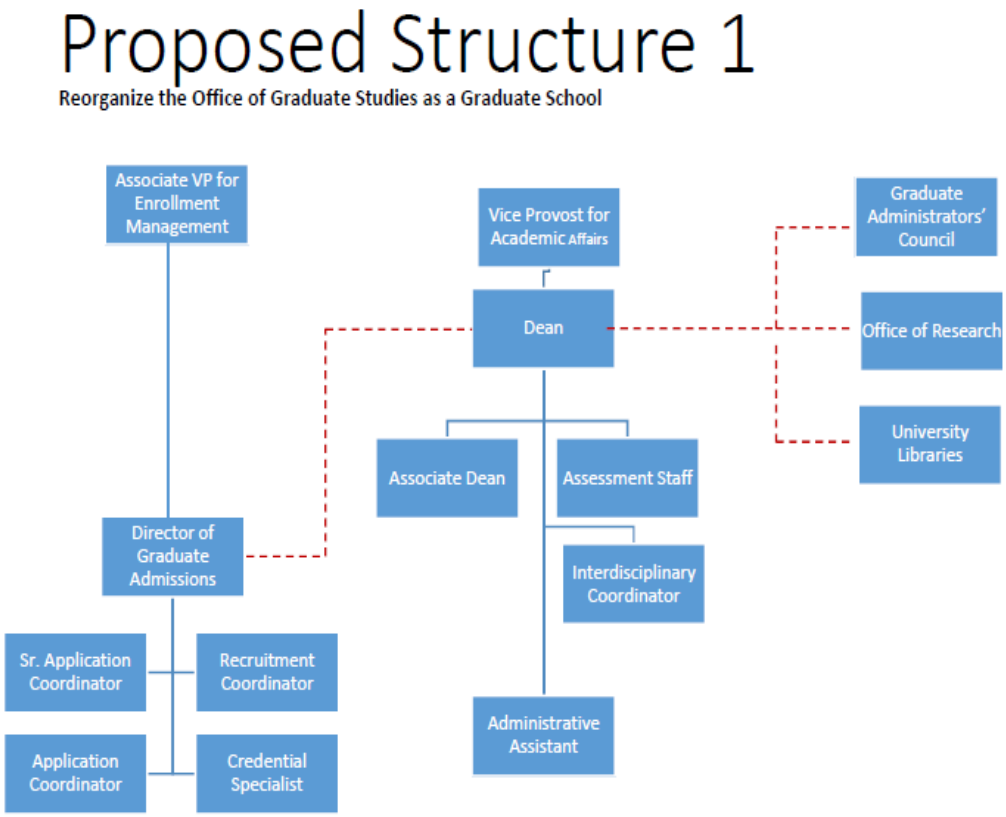
1. A larger portion of the university budget and new funds will be devoted to graduate education, including graduate assistantships, health insurance subsidies, and tuition waivers.
2. The graduate student organization will receive more funds from activity fees they pay.
3. Fewer complaints about inconsistent application of policies will be made by graduate students.
4. The decline in graduate enrollment will be stabilized and increases in targeted programs will become more likely.
5. Faculty and students will be more likely to view graduate education as important to the university.
6. A larger number of interdisciplinary programs will be created in the colleges.
7. A larger number of certificate and non-degree students will enroll in a degree program.
8. Decisions made at the university-level will be more likely to consider the interests of graduate education.
9. University-wide offices will provide human resources devoted to graduate education (e.g., the development office, marketing office, and Office of Research will assign staff to support fundraising, advertising, and grant writing respectively).
10. A strategic plan devoted specifically to graduate education will be developed, implemented, and assessed every five years.

Guiding Principles

The graduate school will adhere to the following principles:

- *Service* – the school exists to serve students, faculty, and graduate programs (not control them).
- *Budgeting* – zero sum budgeting processes that disadvantage other units in order to support the graduate school should be avoided so that the entire university benefits from a graduate school.
- *Advocacy* – advocating for graduate education should be the focus of all efforts.
- *Communication* – faculty feedback has been and should remain a critical part of the future of graduate education.
- *Balance* – graduate education must be balanced appropriately with undergraduate education.
- *Program diversity* – ODU administers many different types of graduate programs. From research and professional programs to STEM and Humanities programs, our university boasts a wide variety of graduate programs. The differences between these programs must be recognized, embraced, and considered in preparing for the future of graduate education at Old Dominion University.
- *Excellence*—the mantra of the graduate school will be "Supporting Excellence in Graduate Education."

The proposed organizational chart for the graduate school is shown below.



Transition Plan for ODU Graduate School

Administration

1. The vice provost will revise the position description for the associate vice provost of graduate studies. The new title will be Dean of the Graduate School. The dean will be a member of provost's council, advocate for graduate education to the disciplinary deans, and support the disciplinary deans in efforts to promote graduate education.
2. The dean will conduct an internal search for an associate dean. The search committee will include members from the Graduate Administrator's Council and Committee C from the faculty senate. It is recommended that the associate dean be converted to a twelve-month salary and placed on a 1-1 teaching load. The nature of this position will allow the associate dean to remain active as a scholar in their discipline while carrying out administrative duties.
3. The vice provost will move the Interdisciplinary Initiatives Administrator position from Vice Provost's office to Graduate School.
4. The Vice Provost and Dean will request that research analyst be assigned to the graduate school. Preferably, the specialist position will come from the research analyst line assigned to the Office of Graduate Studies prior to the most recent organization.
5. The structure will have the Preparing Future Faculty coordinator report directly to the Dean for the PFF duties.
6. The Provost's Fellow program will be expanded to appoint a faculty member as the Provost's Fellow for the Graduate School over the next two years. The Fellow will assist in developing administrative materials for the graduate school and creating a five-year plan for the school.
7. A "dotted line" reporting relationship will be requested to HR between the Graduate School and Office of Graduate Admissions to strengthen the ties between those units.
8. A request will be made to the development office, marketing, financial aid, and Office of Research that staff from their offices be assigned to support the graduate school (e.g., a development officer, marketing specialist, financial aid specialist, and grant writer would ideally have part of their duties focused on the graduate school).
9. Graduate Administrator's Council (GAC) will remain in its current form and the council will be asked to vote whether to add a representative from the Office of Research and the University Libraries. The chair of Committee C will be invited to participate on GAC.
10. Committee C of the senate will be encouraged to invite the dean of the graduate school to their meetings.
11. The dean and associate dean will be evaluated annually. The dean's evaluation will be conducted by the dean's supervisor, who will survey the graduate administrator's council and other individuals who work closely with the dean. For instance, if the dean works closely with members of Committee C, those faculty senators would be asked to provide confidential feedback to be used in the dean's annual evaluation.
12. The dean and chair of Committee C will oversee the development of a strategic plan for graduate education. Representatives on the planning committee will include faculty, representation from Committee C, representation from the university offices that work with graduate students, and the graduate student organization president. This plan must be approved by the faculty senate, provost's council, and president. It is recommended that a new plan be developed every five years involving the same approval process.

Space

1. The Office of Graduate Studies space will be used to house the Graduate School.
2. It is recommended that the Interdisciplinary Initiatives Office be housed in the new College of Education building, pending approval.

Personnel

Primary Responsibilities of the Dean of the ODU Graduate School

- Secure new base funding for graduate education
- Advocate for centrality and importance of graduate education to university community
- Identify external funding possibilities for graduate assistantships
- Develop student support mechanisms for all types of graduate students
- Oversee development and implementation of graduate education five-year strategic plan
- Work with disciplinary deans, associate deans, and GAC to stabilize graduate enrollments
- Coordinate and support interdisciplinary graduate programs

Primary Responsibilities of the Associate Dean

- Oversee centralized student support initiatives
- Address student complaints
- Provide CourseLeaf administration and training
- Oversight of the graduate health insurance program
- Process theses and dissertations
- Serve as academic advisor for undecided students

Faculty Fellow

- Assist with development of graduate school strategic plan
- Assist with development of graduate school handbook and revision of policies
- Conduct baseline assessment of perceptions about graduate education

Research Analyst

- Monitor continuance and suspension data
- Support requests from programs for data related to accreditation
- Provide data needed to support self-studies and annual reviews
- Monitor health insurance data

Interdisciplinary Coordinator

- Coordinate interdisciplinary graduate activities between colleges
- Maintain marketing initiatives for interdisciplinary activities
- Support development of new and revised interdisciplinary initiatives

Administrative Assistant

- Support activities of dean and associate dean
- Maintain records related to graduate school

Budget

1. In the upcoming budget cycle, the vice provost will request resources to support marketing graduate education, addressing administrative support needs, enhancing graduate assistant packages, and recruiting graduate students.
2. New signs, letterhead, and business cards will be purchased to reflect the new name.
3. As part of the transition, no funds will be taken from the Colleges or Departments to support the creation of the graduate school.
4. The proposed estimated budget model for the transition year and next five years is below.
5. To become competitive and enhance all graduate programming, the stipend packages should be increased. It is recommended that they increase $1,000,000 over the next five years.

	Current Graduate Budget	Proposed Year 1 Budget	Proposed Year 2 Budget	Proposed Year 3 Budget	Proposed Year 4 Budget	Proposed Year 5 Budget
Dean/Associate VP Salary	**$114,240**	**$114,240**	**$116,000**	**$118,200**	**$120,400**	**$122,600**
Associate Dean*	**n/a**	**$25,000**	**$25,000**	**$30,000**	**$30,000**	**$30,000**
Interdisciplinary Initiatives Admin.**	**n/a**	**n/a**	**$76,400**	**$78,000**	**$79,600**	**$81,200**
Administrative Assistant	**$46,040**	**$46,040**	**$47,000**	**$47,950**	**$48,850**	**$49,750**
Research Analyst	**n/a**	**na**	**$51,757**	**$53,000**	**$54,100**	**$55,200**
Graduate Admin Assistant	**$15,000**	**$15,000**	**$15,000**	**$17,000**	**$17,000**	**$17,000**
Non-Personnel Services	**$27,000**	**$45,000**	**$45,000**	**$50,000**	**$50,000**	**$50,000**
Travel for Graduate Students	**n/a**	**$40,000**	**$60,000**	**$80,000**	**$100,000**	**$120,000**
Health Insurance Subsidies	**$300,000**	**$375,000**	**$450,000**	**$500,000**	**$550,000**	**$600,000**
GRA/GTAs***	**$6,960,000**	**$7,160,000**	**$7,360,000**	**$7,560,000**	**$7,760,000**	**$7,960,000**
Program Marketing	**n/a**	**$100,000**	**$110,000**	**$120,000**	**$130,000**	**$140,000**
Recruiting Academy	**n/a**	**$100,000**	**$110,000**	**$120,000**	**$130,000**	**$140,000**
Faculty Fellow	**n/a**	**$25,000**	**$25,000**	**$30,000**	**$30,000**	**$30,000**
PFF	**$15,000**	**$15,000**	**$20,000**	**$20,000**	**$30,000**	**$30,000**

*Estimate represents costs for conversion to a 12 month salary and costs to cover courses associate dean is released from.

**Position will be reallocated from Vice Provost to Graduate School

***Of this amount, $3,000,000 is base budgeted across the colleges. The remainder is administered through the Associate VP for Academic Affairs. It is recommended that the allocations increase, but the same process for allocating funds be used (e.g., distribution should not be determined by the graduate school).

Timeline/Milestones

Year 1

- Secure additional new base funding from new funds for graduate education
- Develop Graduate Education Strategic Plan in Collaboration with Committee C
- Hire Associate Dean
- Assess faculty perceptions about graduate education.
- Gain approval from SCHEV to rename Office of Graduate Studies as the Graduate School.
- Appoint Faculty Fellow to assist with administrative functions
- Revise functions of Graduate Administrator's Council to support graduate activities
- Develop MOU between graduate admissions and graduate school
- Purchase new signs, letterhead, etc.
- Develop graduate school handbook
- Study degree to which graduate teaching assistantships could be expanded through use of adjunct funds.
- Host two open conversations (fora) with faculty to discuss progress of graduate school
- Develop directory of graduate student support services at ODU
- Develop process for evaluating the dean and associate dean
- Request that a grant writer be assigned from the Office of Research to the graduate school
- Request that a development officer be assigned from Development to the graduate school

Year Two

- Secure additional base funding for graduate education
- Recruit research analyst to perform analyses related to student progress, program growth, health insurance utilization, and so on
- Identify service gaps in terms of graduate students' needs
- Solicit new external funds from federal agencies and foundations to support graduate education
- Begin implementation of graduate education strategic plan
- Develop formal partnership with Office of Research and University Libraries
- Move interdisciplinary initiatives administrator to graduate school.
- Develop recruitment academy to recruit new students
- Host open conversations with faculty to discuss progress

Year Three

- Secure additional base funding for graduate education
- Secure expanded space for graduate school and graduate students
- Provide student support services to fill identified gaps
- Appoint new faculty fellow to begin to assess graduate education strategic plan
- Support fundraising efforts for graduate education
- Host open conversations with faculty to discuss progress

The Future of Graduate Education at Old Dominion University

A Report Submitted by the Graduate School Exploratory Committee to

Carol Simpson, Provost

and

Chandra de Silva, Vice Provost

May 2015

Amended in October 2015 after receiving feedback from faculty at two separate faculty forums hosted in September 2015.

Executive Summary

Old Dominion University's *2014-2019 Strategic Plan* presents a number of initiatives that have the potential to make a significant impact on graduate education at Old Dominion University. Chief among these initiatives is the proposal to establish a graduate school at the University, which prompted Dr. Carol Simpson to create an exploratory committee to address the following questions:

1. Should ODU develop a graduate school?
2. What model might be most effective for current and future needs at ODU?
3. What are the advantages and disadvantages of creating a more centralized graduate school?
4. If a centralized graduate unit is created, how should it be structured and what critical activities should it perform?
5. What resources are necessary for the model proposed?
6. How could such a unit improve the future of graduate education at ODU?

With these questions as a framework, the exploratory committee met several times during Spring 2015. We reviewed graduate structures at other universities, shared our own experiences with graduate schools, discussed arguments for and against a graduate school at ODU, surveyed committee members about activities they believed should be in a graduate school, and examined the purpose of a more centralized graduate unit at ODU.

The committee also expanded the conversation to others at the institution. For example, graduate program directors were invited to an open meeting to provide input about this endeavor; in addition, members of the committee solicited feedback from department chairs and other individuals—both on and off campus. Finally, the Graduate Administrator's Council has been routinely updated about the status of this committee's efforts.

Based on the results of the study, the committee reached the following conclusions:

- The current support structure for graduate education at ODU needs revision;
- A centralized structure should devote significant effort to supporting graduate students;
- The diverse nature of our graduate programs (in terms of professional and research-based programs) means that any centralized structure must be flexible and be able to address a wide range of needs for programs and students;
- The purpose of a centralized graduate unit should be to support graduate programs, not to control them;
- The structure would best be called a "graduate school" rather than a "graduate college;" and
- The initial changes can be funded through reallocation of existing lines at ODU but will require investments in both personnel and resources for long term success.

We present three possible structures, beginning with the current model, each of which has slightly different purposes and requires different resources. At this juncture, it will be important to start with a structure that supports the foundation of graduate education while allowing refinement in the future. We also recognize that the specific structure—including reorganization—and resources will require further discussion. As those decisions are made, the University community should have the opportunity to weigh in on the appropriate structural changes that would most fully optimize the future of graduate education at ODU.

The report was presented at a provost's retreat and two faculty forums. Three themes arose from those presentations. First, it was agreed that the Office of Research and University Libraries should be better integrated into graduate education at Old Dominion University. Second, participants in the various fora indicated that a commitment of resources will be required in the future in order to build and sustain graduate education. Third, the participants agreed that while a positive perception of graduate education is important, perception is simply a starting point that must be bolstered by strategic decision making, a recognition of the diverse nature of our graduate programs, and understanding that there are many different ways to measure success in graduate education. Enrollment is but one of those indicators. Others include societal demand, quality of the program, research productivity, and centrality to the university's mission. Each of these themes is integrated into this amended report.

Introduction

Old Dominion University's *2014-2019 Strategic Plan* demonstrates a commitment to graduate education. The plan includes a number of goals, objectives, and action items that, if completed, will significantly influence the future of graduate education at ODU. The development of a graduate school is a specific objective in the strategic plan, and in response to this action item, Provost Simpson convened an exploratory committee (see Appendix A) to consider whether the creation of a graduate school is appropriate at this time. The exploratory committee met several times during the Spring 2015 semester, reviewed materials related to graduate education, and discussed various options. This report summarizes the activities of the committee. In particular, the report addresses the following areas, which are described in more detail below:

1. History of Graduate Studies at Old Dominion University
2. Status Quo vs. Necessary Changes
3. Graduate Structures in Peer Institutions and Across Virginia
4. Arguments For and Against a Centralized Graduate Administrative Unit
5. Mission, Mantra, and Purpose of a Centralized Graduate Unit
6. Graduate School vs. Graduate College
7. Elements/Actions to Remain in the Academic Colleges
8. Elements/Actions to Move to the Graduate School
9. Possible Structures for a Centralized Unit
10. Moving Forward

History of Graduate Studies at Old Dominion University

Old Dominion University received university status in 1969. Shortly thereafter, the first graduate programs were approved at ODU, leading to dramatic increases in the number of graduate students over the next two decades. The majority of these students enrolled in professional master's programs—education, business, and health sciences.

In the early 2000s, the University launched an effort to expand its research and scholarly footprint. Part of this effort included the development of new doctoral programs in a variety of areas. As a result of these changes, the number of doctoral students increased from 590 in 2002 to 1,349 in 2014, an increase of nearly 130%.

While there was a significant increase in the number of doctoral students, the increase in the number of master's students and non-degree graduate students did not keep pace. Figures 1-3 (see Appendix B) show changes in graduate enrollment over the past two decades. Figure 1 presents the number of undergraduate and graduate students at ODU since 1995. As shown in the figure, the number of students enrolled at ODU has increased dramatically – from 17,000 in 1995 to more than 25,000 in 2015. All of this growth, however, occurred at the undergraduate level.

Figure 2 shows the proportion of graduate students making up the University population. In 1995, more than one-third of our students were in graduate courses and program. Currently, less than one-fifth of our students are graduate students. There are two reasons why the ratio of graduate to undergraduate students changed to such an extent. First, the number of undergraduate students grew significantly—from roughly 11,500 in the mid-1990s, to more than 20,000 today. Second, at the same time, the number of graduate students decreased. Figure 3 shows the number of graduate students over time. The number of graduate students peaked in 2003 with just under 6,600. This past fall, 4,817 graduate students were enrolled at ODU.

Some may attribute these declines to overall declines in graduate populations across the country. Our declines, however, are more dramatic than those found nationally. Also, much of the decline appears to be spread across programs, with many programs experiencing only minimal losses. However, the cumulative effect of these minimal losses at the program level means that the overall population of graduate students at ODU today is lower than it was in 1992. Figure 4 shows graduate enrollments across colleges since 2006. For Fall 2014, each college had fewer graduate students than it enrolled at some point in the past eight years. Importantly, the bulk of the loss occurred among non-degree students (which includes students who are not "owned" by specific programs). To reiterate, while few programs experienced significant enrollment drops, the total effect of many programs losing a few students added up over time to a large decline in the University's graduate student population.

At the same time, there have been changes in the faculty body that suggest a greater capability for research and graduate education. For example, between 2001 and 2013, ODU added 154 terminally-degreed full-time faculty positions to its faculty roster. Changes in research expenditures also point to a stronger faculty infrastructure available to support graduate

education. As shown in Figure 5, external research expenditures increased approximately 50% between 2004 and 2014 (from ~$32 million to ~$48 million). Most notably, federal expenditures nearly doubled in this timeframe.

In 2009, the University asked representatives from the Council on Graduate Schools to review the overall structure of graduate programs at ODU. A copy of their report is included in Appendix C. The current exploratory committee reviewed the report and specifically focused on how their recommendations had implications for our current discussions regarding a centralized graduate structure. In particular, the committee believed that certain recommendations applied today just as they applied six years ago. In particular, quoting from the report, the following recommendations seem to be just as relevant today:

- *"Create a campus level unit for graduate education and provide it with the responsibility, authority, and resources to offer strong leadership, academic oversight, student support, and student services.*
- *Assign this unit the status of graduate school or graduate college, and its leader the status of dean. Explore the many models available nationally for such a unit and decanal position. The current model at ODU of a graduate office headed by an Associate Provost for Graduate Studies is not working and is inadequate to realizing the aspirations for graduate education at ODU.*
- *Create a robust Graduate Council, with significant faculty representation and working subcommittees, that is chaired by and advisory to the graduate dean. Consider adding representatives from the graduate student body and the library to this Council.*
- *Shift this conversation on administration of graduate education from one of "centralization vs. decentralization," with its attendant focus on authority and control of resources," to a conversation focused on the challenges and opportunities at hand and the best administrative practices available for addressing them."*[1]

This final recommendation specifically resonated with the committee. It was agreed that our focus should be on how to optimize graduate education at ODU.

Status Quo and Necessary Changes

The committee reviewed materials related to graduate programming and discussed how graduate education is currently administered at ODU. Specific attention was given to the activities performed by the Office of Graduate Studies, the college units, and the graduate programs themselves. Asked whether the current administrative structure was meeting the needs of students, faculty, program directors, programs, and others, the committee unanimously agreed that the Office of Graduate Studies structure needed to be strengthened.

[1] CGS Graduate School Consultant's Report (2009).

Graduate Structures in our Peer Institutions and Across Virginia

To provide comparisons, we reviewed how graduate programming is structured at our peer institutions and in other universities in the Commonwealth of Virginia. As a result of this review, the committee arrived at two conclusions: (1) Every university has its own strategy for organizing graduate programming, and (2) The vast majority of our peer institutions and universities in Virginia organize their graduate structure within the framework of a graduate school.

Appendix D shows the types of graduate structures found in our peer institutions and a sample of Virginia universities. Among our 24 peer institutions, nineteen have graduate schools. The five that do not (Brigham Young University, Drexel University, Northeastern University, Ohio University, and University of Houston) centrally administer graduate education through a graduate office. In Virginia, VCU, JMU, Virginia Tech, and Radford had graduate schools while UVA, William and Mary, and GMU did not. UVA does, however, have graduate schools within their college structures. Also, William and Mary has an Office of Graduate Studies and Research and a graduate center within their school of arts and sciences, as well as four separate graduate colleges: business, education, law, and marine science.

Appendix E presents the structures of the Virginia universities, with their organizations ranging from rather simple to more complex structures. In addition, there appear to be a range of activities within each organization and varied kinds of information on websites at each institution. Each of the graduate entities included links aimed at reaching out to prospective students.

Arguments For and Against Centralized Graduate Administrative Unit

As noted above, our recently approved strategic plan calls for the development of a graduate school at ODU. As part of the introduction to the plan, the following paragraph highlighted the justification for developing a graduate school:

> Old Dominion University is one of very few Universities in the Commonwealth of Virginia that does not have a graduate school. National and international recognition of Old Dominion University's graduate programs would be greatly enhanced by the existence of a graduate school to promote and recruit for programs, ensure program quality, provide students with equitable levels of financial and other support, allow for interdisciplinary research across different colleges at the graduate level, and provide more effective development, administration, and operation of the University's graduate enterprise. Old Dominion University's standard aid packages for graduate students are lower than those offered by other doctoral institutions in the Commonwealth, which needs to be addressed in order for ODU to continue to attract high quality students.

Building on these justifications for a graduate school, the committee identified several reasons why ODU should develop a centralized graduate unit. Reasons we considered were (1) identity—a graduate school might serve to identify ODU as a University that is committed to graduate education; (2) marketing—a centralized unit could help to market general features of graduate education; and (3) focus—a graduate school could serve as a hub for promoting and supporting not only traditional graduate programs but interdisciplinary offerings at the graduate level as well.

The committee also considered cost. On the surface, some may believe that a centralized graduate unit is cost prohibitive. However, research shows that such units are actually more efficient than purely decentralized structures. Describing this difference, one study concluded:

> It should not be surprising that the cost of decentralized administration of graduate programs exceed the cost of a centralized office. A centralized office allows for economies of scale. It is because of this that the vast majority of universities in the U.S. do have centralized administration, and those that have decentralized administration have graduate programs in each discipline large enough to realize the benefits of the economies of scale. Some universities that moved from centralized to decentralized administrative structures reverted later to the centralized model.[2]

In addition to these advantages, two other benefits that stood out to the committee were resources and student advocacy. With regard to resources, the Dean's advocacy of graduate programs will likely result in enhanced opportunities for funding on a variety of levels. In the current administrative structure, although administrators may be committed to graduate programs, funding for graduate programming is not the sole priority of any specific administrator. Identifying a Dean who is accountable for graduate education and providing his or her unit the resources necessary to optimize graduate enrollments will strengthen graduate programs across the University. (As will be discussed below, the title of Dean in this context should not be confused with "deans" of academic colleges.)

Student advocacy will also be enhanced through the development of a graduate school. The University has made major investments in developing student success initiatives for undergraduate students. Similarly, a centralized unit advocating for graduate students can ensure that students are receiving the types of support they need to promote their success. The committee also agreed that a centralized unit could promote a consistent application of University policies at the program level. This should reduce the costs of grievances arising out of inconsistent application of policies throughout the University.

The committee discussed arguments against developing a graduate school. One argument we considered was whether a centralized unit was actually necessary. For some, another centralized

[2] Ghali, Moheb. Comparing the costs of alternative structures of graduate schools: Centralized vs. decentralized. Council of Graduate Schools, Occasional Paper Series. Available online at http://www.cgsnet.org/cgs-occasional-paper-series/western-washington-university/.

unit may be an added layer of bureaucracy. In addition, concern was expressed that a centralized unit might be a drain on college resources. Further, it may be that the colleges are able to address specific needs of their students, while a centralized unit would not be able to address those same needs. Another potential disadvantage involves the diverse nature of our graduate programs (including a wide range of professional programs and research-oriented programs) that must be effectively balanced in one administrative structure.

The committee agreed that the identified advantages outweighed the potential disadvantages and concluded that a centralized unit with specific mandates would enhance efficiency, optimize graduate programming, and best serve the needs of graduate students, graduate program directors, and the University.

Mission, Mantra, and Purpose

The committee addressed the mission of a centralized graduate unit. Committee members were asked to share words or themes that they thought epitomized the type of graduate school that should be developed at ODU. This discussion resulted in the identification of the following themes:

- Student-centered
- Advocacy
- Optimization
- Support for graduate faculty
- Resources
- Consistent application of policies
- Promoting graduate education
- Quality
- Linking graduate education with research
- Linking graduate education with strategic plan
- Enhancing visibility
- Community engagement
- Regional interests
- Interdisciplinary efforts

Based on these themes, a suggested mission statement is:

> *The mission of the Old Dominion University Graduate School is to serve graduate students and graduate programs in an interdisciplinary framework that coordinates and optimizes available resources and enhances the visibility and value of graduate education across the region and world. The purpose of the graduate school will be to advocate for graduate students and graduate programs in a centralized manner so that policies and practices are consistently developed and applied across the academic colleges.*

One of the committee members, an expert in marketing and management, suggested that we also develop a mantra—or catchphrase—with the purpose of "help[ing] employees truly understand why the organization exists."[3] With this in mind, a few possible mantras for the proposed graduate school are:

- ***Making Graduate Education Count***
- ***Quality Graduate Education that Counts***
- ***Making Graduate Education Excel***
- ***Fostering Excellence in Graduate Education***
- ***Promoting Excellence in Graduate Education***
- ***Promoting Graduate Excellence.***

The mantra should be determined through discussions among faculty, administrators, and students.

After discussing the possible mantra at three different forums, the one that resonated the most with participants was Promoting Excellence in Graduate Education. Another suggestion offered by a participant was "Supporting Excellence in Graduate Education" (which reflects the proposed mission of the school).

Graduate School or Graduate College

While it may be simply a matter of semantics, members of the Graduate Administrators' Council recommended the name, "graduate school" rather than "graduate college" for three reasons: (1) the name "graduate school" suggests that the centralized unit would support and work with other colleges rather than compete with the academic colleges, (2) the label "school" is a term that is part of current lexicon (e.g., students say they are going to "graduate school," not "graduate college;" and (3) the phrase "graduate school" more accurately embraces both professional programs and research-based programs. The committee supports this recommendation.

Activities to be performed by the Graduate School

The committee discussed various activities that serve to promote and enhance graduate education. Some of these activities might be best performed by a centralized unit, while individual graduate programs and colleges should carry out other activities. At the outset, it was agreed that a centralized graduate unit should support the colleges, graduate programs, and students. The committee agreed that a centralized unit should not focus on "counting" students, but on supporting them.

According to the Council of Graduate Schools (2004), graduate schools are typically responsible for:

[3] Kawasaki, Guy. (2006). Mantras versus missions. Available online at http://guykawasaki.com/mantras_versus_/.

- Articulating a vision of excellence for the graduate community
- Providing quality control for graduate education
- Maintaining equity across programs
- Defining graduate education
- Advocating for graduate education
- Promoting interdisciplinary efforts
- Enhancing the growth of graduate students and professors
- Providing an institutional perspective for graduate education
- Demonstrating the importance of preparing future college instructors
- Developing strategies that use graduate education to enhance undergraduate education
- Supporting services for graduate students
- Serving as an advocate for graduate programs

The CGS identifies certain elements "critical for the success of graduate education at every university." Table 1 identifies these elements and shows whether ODU currently possesses each element.

Table 1. Critical Elements for Graduate Education

Item	ODU
Governing Board and Administration that supports graduate education	Yes
Basic faculty units supervising graduate study and recommending degrees	Yes
Faculty committed to graduate programs and research	Yes
Chief Academic Officer for Graduate Education	No
Separate Degree-Granting Graduate Unit	No
GPD in each academic unit	Yes
Graduate Council	Yes
Graduate student representation	Yes

The CGS further outlines the types of activities that the graduate schools are typically involved in across colleges and universities. Table 2 outlines these activities and provides examples of the specific activities included within the broader categories.

Table 2. Graduate School Activities

General Area	Specific Activities
Program Content	• Reviewing new and revised programs • Assisting with development of new graduate programs • Promoting interdisciplinary programs • Reviewing existing graduate programs • Setting academic policies governing graduate study
Students	• Admissions (structure varies, but graduate school at a minimum should ensure that policies and standards are followed) • Recruitment ("primarily the responsibility of each graduate department or program"; graduate school should help) • Promoting Diversity • Identifying, securing, and distributing funding • Training TAs and RAs • Monitoring academic progress • Thesis and dissertation support • Thesis and dissertation approval • Student support services • Retention programs (either initiate or help departments develop) • Liaison with student organization • Liaison with student affairs officers • Student grievance
General Area	Specific Activities
Faculty	• Maintaining records of graduate faculty • Involved in hiring and promoting faculty (don't think so) • Faculty development • Overseeing postdocs and visiting scholars where appropriate
Administrative Support	• Data collection and dissemination • Liaison with legal affairs
University-wide activities	• Promoting intellectual capacity • Participating in central decisions making • Enhancing scholarship and research
External relations	• Participating in national and regional association • Liaison with legislatures and boards • Developing alumni relations • Fundraising

Using the information from CGS as a starting point, members of the exploratory committee were asked to indicate whether a centralized graduate unit should be responsible for 28 separate activities. Appendix F summarizes the results of this survey of the working group. Briefly, the

committee concluded that a centralized unit should carry out virtually all of the activities. The only activity that the committee did not want performed by a centralized graduate unit was the disbursement of graduate funding.

Building on this survey, members of the committee were asked to make a list of "activities that belong in a centralized unit" and "activities that belong in a decentralized unit." While not unanimous, in general, the following activities were identified as belonging in a central unit:

- Securing funding for graduate education
- University-level activities such as coordination, training, and policies
- International student programming
- Advocacy for graduate students
- Marketing of "graduate education"
- Student support services
- Catalog oversight
- Development of policies and procedures
- Coordination of faculty graduate certifications
- Thesis and Dissertation Processing
- Data gathering and reporting
- GPD Orientation
- Coordination of program review process
- TA Training
- Handling student complaints
- Serving as a liaison with SEES, research, development, external bodies (e.g. CGS)
- Maintaining records of graduate faculty
- Data collection and dissemination
- Serving as a liaison with legal affairs
- Participating in national and regional association
- Developing alumni relations (support decentralized unit)
- Fundraising (support decentralized unit)
- Student financial resource development and administration
- Academic advising for undecided students
- Serving as a liaison with legislatures and boards
- Events Coordination for University-wide student programs such as New Student Orientation, GTAI Institute, Graduate Research Achievement Day
- Dissemination of information applicable to all graduate students through the Graduate Newsletter, the website, etc.
- Graduate Health Insurance Administration
- Providing training to faculty involved in the administration of graduate programs.
- Serving as a faculty resource on graduate policies and procedures
- CourseLeaf Administration and Training
- Overseeing Academic Continuance Process
- Overseeing Suspension/Reinstatement Process
- Overseeing Doctoral Mentoring Award and Outstanding GTA Award Coordination

- Handling Graduate Assistantships – hiring, performance reviews, workload, enrollment criteria, etc.
- Providing leadership in establishing strategic goals & objectives for graduate education, including the convening of the Graduate Administrators' Council
- Approval of new courses, programs, and certificates
- Serving as Graduate Liaison with other University departments

Reviewing these activities, one key theme surfaces: the committee views the centralized unit as supporting and promoting graduate programming, as opposed to an entity that controls graduate programming.

Activities to be performed by the Academic Colleges

Committee members were also asked to report those activities that they believed should be performed by graduate programs. These activities included:

- Curriculum oversight
- Program marketing on the departmental level
- Faculty hiring
- Academic advising, certification for graduation
- Admissions – recruitment and selection
- Program/curriculum design and administration
- CourseLeaf/graduate catalog curricular/program updates
- Program assessment
- Establishing graduate certification standards
- Doctoral mentoring
- Performing program reviews/self-studies
- Thesis and dissertation formatting and approval
- TA and RA management

The clear delineation between those activities that "belong" in a centralized unit and those that "belong" in a department center around the curriculum, day-to-day activities of graduate programs, and strategies to maintain the integrity of the degree.

Possible Structures

As noted above, every university seems to have its preferred organizational structure for organizing graduate education. Appendix G includes four organizational charts from comparable universities. Using these structures and others reviewed by the committee, we considered different options for graduate education at Old Dominion University.

Appendix H offers a comparison of the current structure, as well as two alternative configurations. One of these alternatives is to establish a Graduate School by reallocating lines

within Academic Affairs and the University; this might include moving a coordinator of interdisciplinary programs, hiring an associate dean from the faculty, and shifting a staff member from Academic Affairs to the Graduate School. In addition, the title of the Associate Vice Provost for Graduate Studies would be converted to Dean of the Graduate School. This title is consistent with those used in other graduate schools. In addition, the Dean would be similar to other "deans" at ODU who handle student and academic matters but do not oversee an academic college. For example, the Dean of the Honor's College and Dean of Students each performs a wide range of activities that are clearly different from those performed by deans of academic colleges. In addition, a "dotted line" reporting relationship would be developed between the graduate school and graduate admissions.

The advantages of this structure are that (1) it is achievable under the current fiscal framework, (2) it would serve as a strong foundation for the initial phases of this new entity, and (3) the closer relationship between graduate studies and graduate admissions would provide for more focused and deliberate opportunities to increase enrollment. The disadvantage of this structure is that the new members of the team may require time to learn their roles within the new school.

A second alternative is to build a new Graduate College that includes multiple associate deans, reporting units, admissions personnel, marketing personnel, and others. The advantage of such a unit is that a comprehensive administrative structure would address the needs of nearly everyone involved in graduate studies at the University. The disadvantages are that such a model may be cost-prohibitive at this time and given forthcoming changes in the provost's office, such a structure may limit the ability of future administrators to help shape the structure of the graduate school.

A third alternative would be a hybrid model: a structure that borrows ideas from each of the alternatives noted above and remains flexible enough to serve as a solid foundation for future administrations to build upon.

Based on current realities, the committee concurred that the first alternative is the most viable option for creating the foundation for a Graduate School. While an ideal situation might include stronger support services for graduate students (which could be explored by future administrators), in the immediate future it is recommended that the foundation of the Graduate School be the first step in "promoting excellence in graduate education" at Old Dominion University.

Moving Forward

Old Dominion University is at a critical point in its history. Decisions made today will have a lasting effect on the future of graduate education. The *2014-2019 Strategic Plan* identifies the following items related to graduate education:

- Assess graduate program effectiveness on the basis of: student demand; student learning; relevance to future job expansion and national trends; relevance to the University's mission; external program reviews; SCHEV productivity measures; national rankings;

internal assessment of outcomes; comparison with similar internal programs and those in peer institutions, standardized for the number of faculty positions; and alumni placement in professional positions related to their degree program, graduate school acceptance, or postdoctoral position appointments.

- Implement a focused marketing program to attract high-performing graduate students to programs of excellence.
- Identify and develop new undergraduate and graduate certificate programs, both for-credit and non-credit, in areas of national need such as homeland security, cybersecurity, critical infrastructure security, big data, bioinformatics, biostatistics, sea level rise mitigation and adaptation, and global health, among others
- Raise the visibility of graduate education to attract the best graduate students, ensure high quality and enhanced productivity of Old Dominion University master's and doctoral programs, and bring recognition to the research and scholarly work of the University's graduate students.
- Develop and implement interdisciplinary and trans-disciplinary graduate programs in areas of local, regional, national and international need.
- Ensure graduate student enrollments align with program capacity.
- Increase graduate stipends and tuition assistance packages to peer institution levels and offer affordable health insurance plans to attract the most sought-after graduate students.
- Identify and develop professional master's programs in areas of high demand.

The exploratory committee believes that the Graduate School can play a leading role in helping to address these goals and perform the actions necessary to sustain graduate education well into the future. In the immediate future, the committee recommends the following steps:

- May 2015: Submit report to Provost Simpson and Vice Provost de Silva
- May 2015: Release report to University community
- July 2015: Present progress update to vice presidents and solicit feedback
- August 2015: Present update to Provost's Council and solicit feedback
- August/September 2015: Present report at faculty forums and solicit feedback on appropriate models for graduate education
- October 2015: Develop proposed foundation for centralized graduate structure and business plan
- November 2015: Submit recommendations to Faculty Senate and Provost's Council.
- December 2015: Submit proposal to the ODU Board of Visitors to rename the Office of Graduate Studies as the Old Dominion University Graduate School
- January 2016: Submit proposal to SCHEV to rename the Office of Graduate Studies as the Old Dominion University Graduate School
- March 2016: Officially rename the Office of Graduate Studies as Old Dominion University Graduate School

Concluding Comments

The upcoming changes in leadership in the Provost's office were discussed by the committee. We concluded that the change in Provost should not dictate whether or not a graduate school would be created. At the same time, we recognized that the future Provost will play a central role in determining how to structure and fund the proposed graduate school. Consequently, we recommend that the foundation of a graduate school be created by renaming the Office of Graduate Studies as the Old Dominion University Graduate School. Doing so will create the foundation of a centralized graduate unit. The future of graduate education is dependent on bold decision making across the University. The Old Dominion University Graduate School will be in a key position to foster bold decision-making toward strategic and innovative opportunities in the years to come.

APPENDICES

Appendix A Exploratory Committee Members

Appendix B Graduate Enrollments

Appendix C CGS Report

Appendix D Types of Graduate Structures at Peer Institutions and Across Virginia

Appendix E Features of Virginia Graduate Structures

Appendix F Results of Survey of Exploratory Group

Appendix G Administrative Structures at other Universities

Appendix H Current and Proposed Administrative Structures

Appendix A

Committee Members*

Brian Payne, Office of Academic Affairs, Chair

Sebastian Bawab, Batten College of Engineering and Technology

Jane Dane, Student Engagement and Enrollment Services

Gail Dickinson, College of Education

Karen Eck, Office of Research

Rodger Harvey, College of Sciences

Bill Heffelfinger, Office of Graduate Admissions

Dana Heller, College of Arts and Letters

Donna Hughes-Oldenburg, ODU Libraries

Kiran Karande, Strome College of Business

Kimberly Adams Tufts, College of Health Sciences

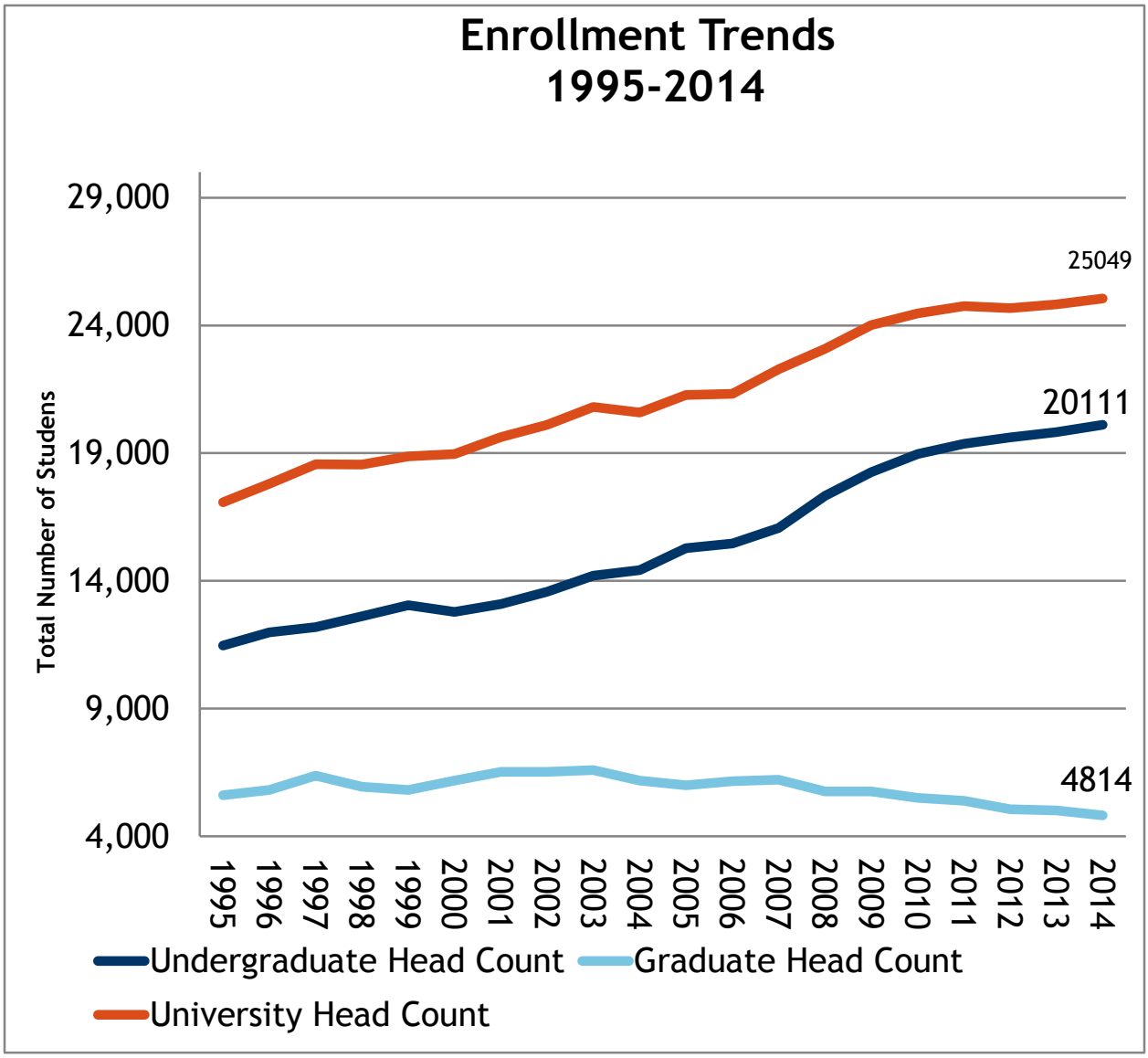
Robert Wojtowicz, Office of Graduate Studies

The committee was staffed by Missy Barber.

*The committee would like to express its appreciation to Missy Barber for providing historical and procedural background information that assisted the committee in its deliberations.

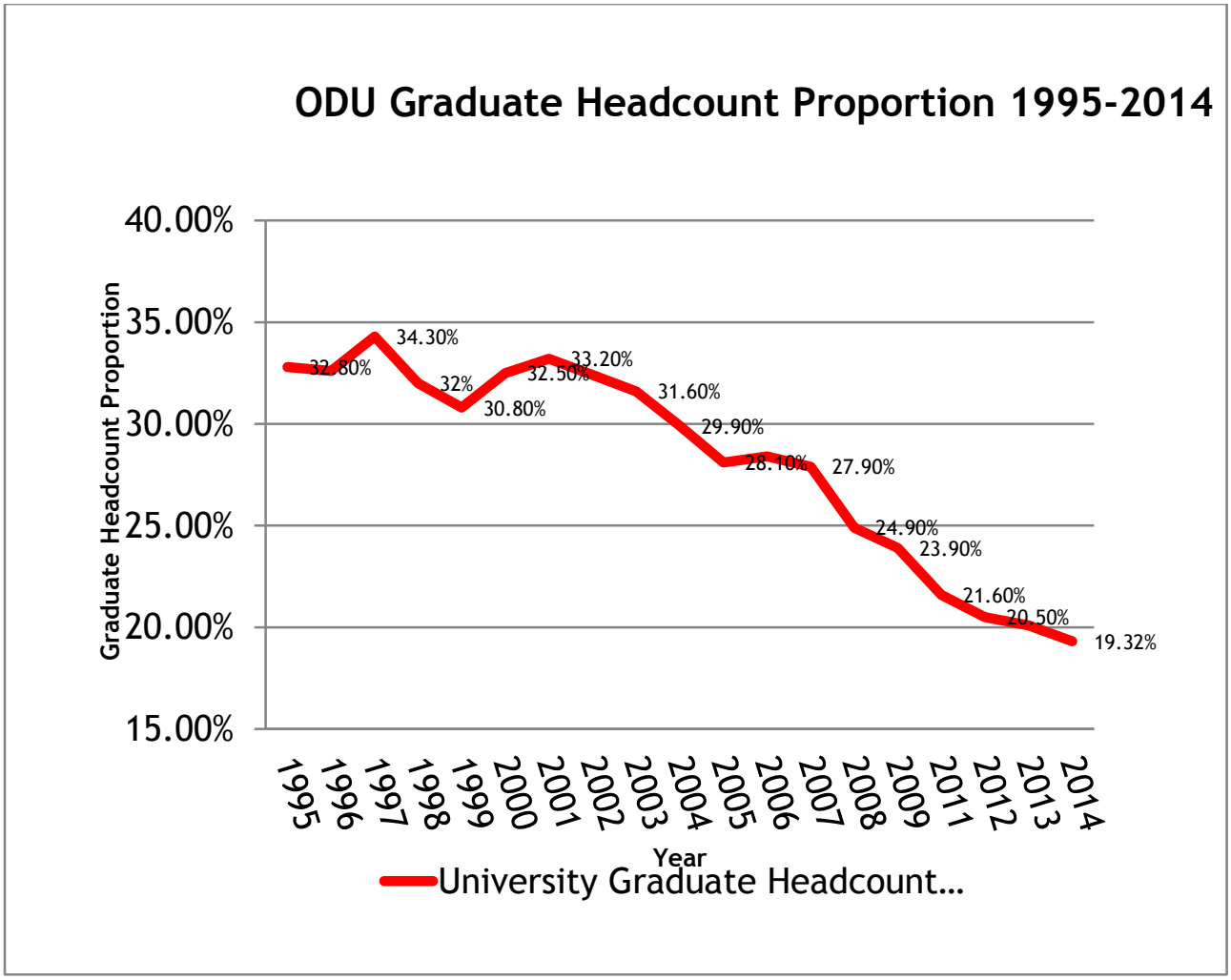
Appendix B

Figure 1



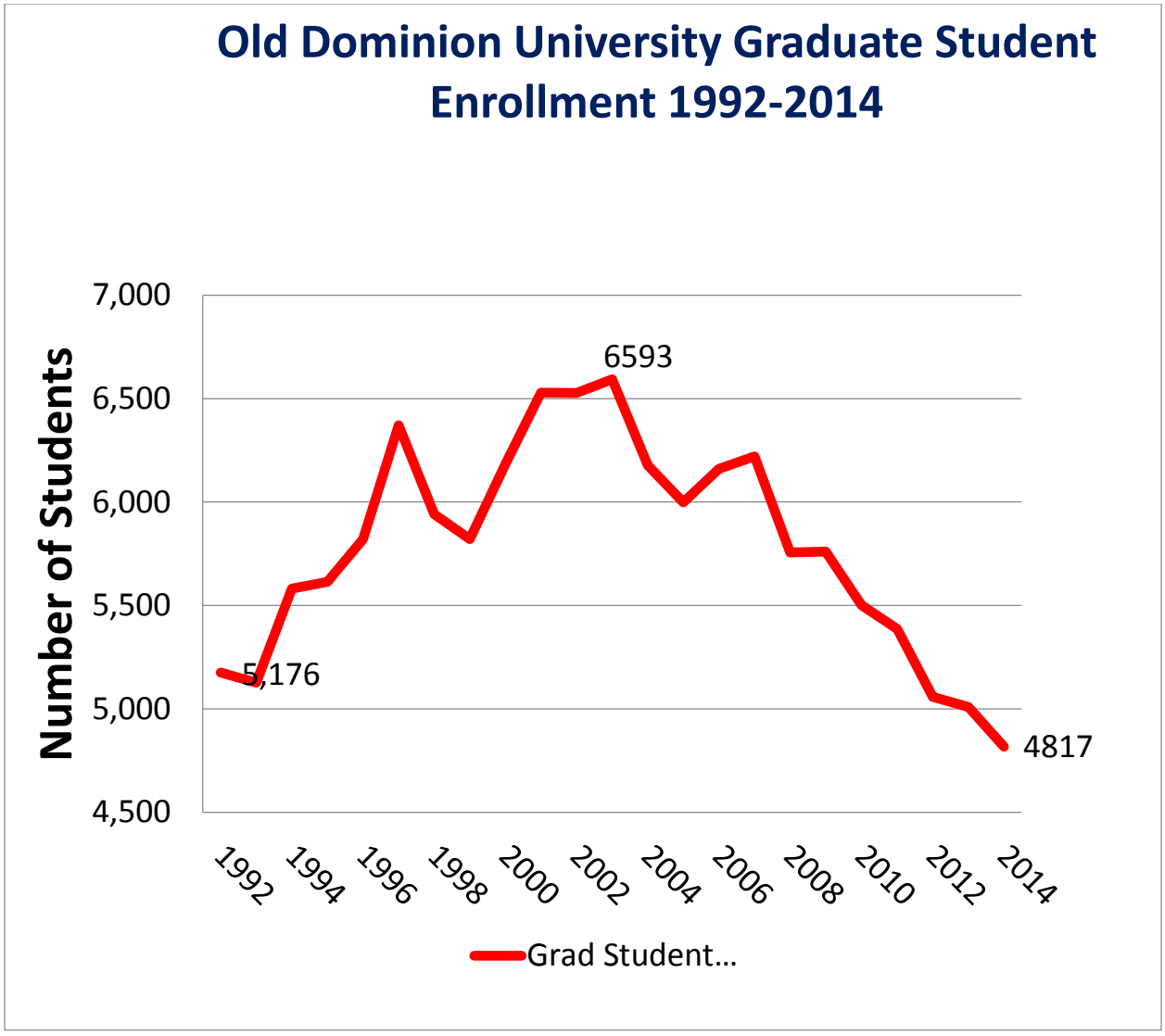
Appendix B

Figure 2



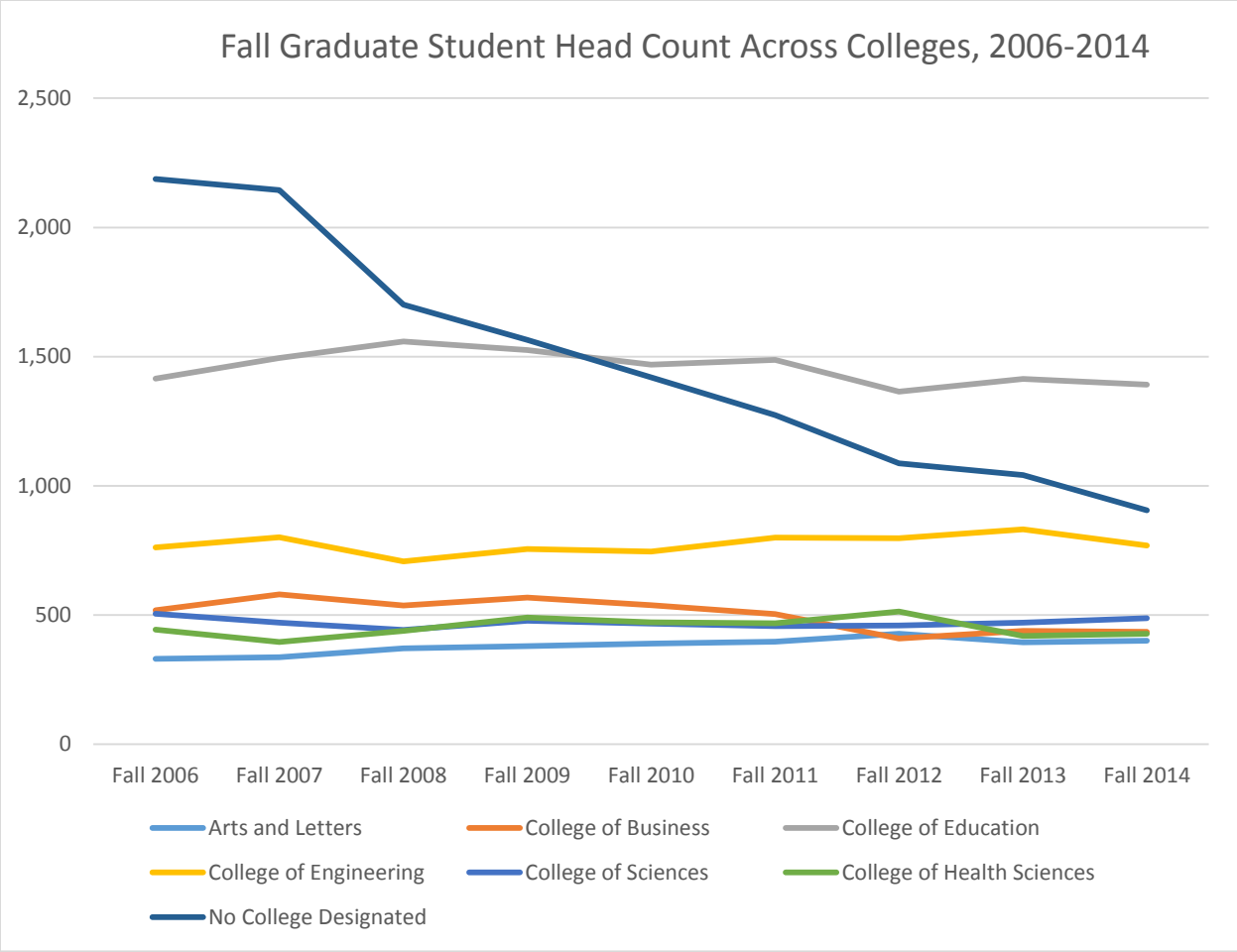
Appendix B

Figure 3



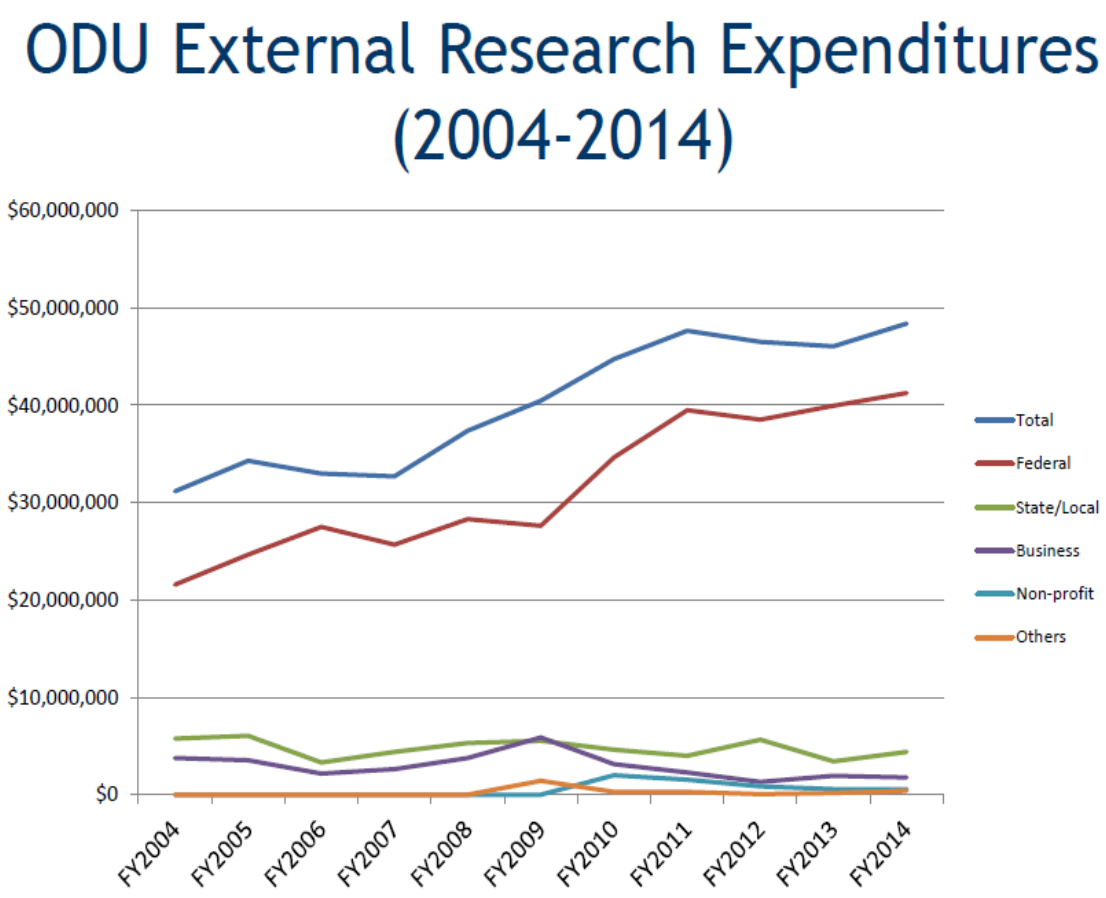
Appendix B

Figure 4



Appendix B

Figure 5



Source: National Science Foundation, National Center for Science and Engineering Statistics. 2015. Higher Education Research and Development Survey: Detailed Statistical Tables, Arlington, VA. Available at http://www.nsf.gov/statistics/srvyherd/#tabs-2

Appendix C

February 27, 2009

To: Dr. Carol Simpson
Provost and Vice President for Academic Affairs Old Dominion University

From: Dr. Patricia Bishop

Vice Provost and Dean, College of Graduate Studies University of Central Florida

Dr. Charles Caramello
Associate Provost and Dean, The Graduate School
University of Maryland

Dr. John Koropchak
Vice-Chancellor for Research and Graduate Dean
Southern Illinois University Carbondale

Subject: Report of CGS Consultation Team

INTRODUCTION

As part of a comprehensive enrollment management initiative, Old Dominion University (ODU) contracted with the Council of Graduate Schools for CGS Consultation Service. The CGS appointed a Consultation Team (CT) comprising the three signatories of this report.

Dr. Carol Simpson contacted the CT on January 6, 2009, requesting that it "provide specific recommendations that will enhance the quality, productivity and management of [ODU's] graduate programs, utilizing 'best practices' and a SWOT . . . analysis." Dr. Simpson asked the team to provide evaluation of and recommendations for four areas:

- Assessment methods and management of graduate program quality, capacity and viability;
- Graduate enrollment management—marketing, recruitment, admissions, student support (financial and social);

- Allocation and management of university resources to support graduate programs;

- Organizational structure and administrative resources of the Office of Graduate Studies and its reporting units.

The CT conducted a site visit to ODU on January 27-29, 2009, in the course of which it held twenty separate meetings with principal stakeholders in graduate education on campus, including representatives of the administration, faculty, staff, and students.
The meetings were highly productive, and the CT wish to thank all those who met with us for their thorough preparation, candor, and openness. We particularly wish to thank Associate Dean Robert Wojtowicz for his extremely gracious and professional management of the visit.

The CT understand our charge as referring to the overall graduate program at ODU, rather than to individual programs. We also understand our role to be that of advisors, rather than that of program reviewers. We restrict our recommendations to those areas indicated by Dr. Simpson, but we wish first to provide a context for them.

GENERAL OBSERVATIONS

- ODU is facing challenges and opportunities in graduate education not uncommon in research universities, particularly universities in transition. Many institutions are assessing their policies and practices regarding program assessment, student recruitment and enrollment management, resource allocation, and administration of graduate education. The Council of Graduate Schools has produced a number of excellent policy statements and guides on these matters, detailing "best practices." Those that we consider most directly relevant to ODU are listed under General Recommendation below.

- ODU expanded its graduate programs and enrollments significantly over a short period of time, focusing more on growth and rankings than on achieving excellence. This expansion lacked clear strategic direction and has outpaced available resources and infrastructure. ODU faces the challenge, under these circumstances, of establishing graduate programs of distinction and of providing the resources necessary to recruit, train, graduate, and place top graduate students, a challenge compounded by the fact that, because of recent expansion, ODU currently has a significant graduate student population in the pipeline.

- ODU has shifted its model of graduate administration in recent decades from "centralization" to a degree of "decentralization" that is counterproductive. Strong collegiate and departmental units at ODU have been very successful in forging local strategies and operating solid programs. The lack of a strong central unit for graduate

education, however, precludes a coherent campus vision and strategy for graduate studies; prevents the development of consistent academic and administrative standards and appropriate oversight and enforcement of them; militates against the most effective and efficient deployment of resources to programs and students; and makes comparative assessment of productivity difficult.

Three documents provided the CT by ODU reflect this problem: "Graduate Programs: Reporting Lines and Authority"; "Office of Graduate Studies" (document dated 12/17/08); and "GAC Task Force on Graduate Administration Final Report." The first presents an organizational structure that lacks coherence; the second a policy document so generalized that it could apply to graduate administration in virtually any university; and the third an enumeration of GPD responsibilities that suggests both too high a burden and too strategic a role for Graduate Program Directors (GPD).

- Precisely because ODU is in transition, however, it is well positioned to shape a new strategy for graduate education and for its administration on campus. The campus has great opportunities for research and graduate education provided by its immediate location in Hampton Roads and broader setting in the coastal region. We believe that ODU should focus on developing: (a) a small number of strategically selected doctoral programs, niche programs that match the strengths of the university, the advantages of its location, and the realities of available resources, and that will have the possibility of achieving true excellence; and (b) a larger number of professional masters programs responsive to the workforce needs of the region, programs that, among other objectives, will provide a revenue stream for adequate support of doctoral programs and doctoral students.

SWOT ANALYSIS

Strengths

- Committed faculty
- Colleges and departments of demonstrable excellence
- Campus leadership for whom graduate education is a priority
- An increasingly productive research enterprise
- Location and demographics providing many opportunities
- A high graduate student percentage of total student body
- A wealth of data on the status and trends of graduate programs

Weaknesses

- Insufficient central oversight of graduate admissions, programs, and student support by administrators with expertise in graduate issues
- A general campus culture in which the connections between research and graduate education are not self-evident, as suggested by stagnant support for graduate students from grants and contracts
- Uneven level of attention paid to development of programs specific to location and demographic opportunities
- Large percentage of part-time graduate students
- Low percentage of graduate students supported by fellowships or assistantship for a research institution
- High percentage of available support directed to master's students (as opposed to doctoral students)
- Relatively low PhD productivity considering total graduate enrollment
- Lack of rigorous, systematic, periodic program review process

Opportunities

- Strategic plan that places significant emphasis on research and graduate education
- Fluidity in campus leadership and in strategic planning may enable reorganization of graduate administration
- Campus strengths well-aligned with proposed federal stimulus plan
- Capacity for enhanced collaboration with military and regional partners
- Regional characteristics conducive to progressive graduate programming concepts, such as professional science masters degrees
- Potential for smart growth of student body

Threats

- Lack of clear mission, vision, strategy for graduate education
- Inadequate level of expert central oversight for graduate education by "best practices" measure
- An administrative culture that does not appear to promote collaboration across disciplines and colleges
- Recent expansion of graduate programs and enrollment appears to have outpaced infrastructure, resources, and critical mass necessary for programmatic distinction at the doctoral level
- Students express allegiance to programs but not to university
- Significant dependence on state support in a declining state and national economy
- ODU must compete for state resources with three distinguished research institutions (UVA, VT, W&M) and one other urban university (VCU)

RECOMMENDATIONS REGARDING SPECIFIC AREAS

1. Assessment methods and management of graduate program quality, capacity, and viability.

- Create a formal and systematic reporting process from programs to colleges to graduate college or school (see number 4 below) (GS) so that the quality of students, faculty, and programs can be assessed at the campus level.
- Utilizing this process, conduct a campus level review of current program policies and practices regarding admissions, curriculum, advising/mentoring, monitoring of student progress, formation of doctoral examining committees, granting of policy waivers, certifying graduation, and so on.
- Utilizing this process, conduct a campus level review of program benchmarks and student success in meeting them via a comprehensive assessment of input, throughput, and output:
    - Assess quality indicators of recent incoming cohorts, including GPA, GRE, and discipline specific indicators.
    - Assess program benchmarks for student competency and success of current students in meeting them.
    - Assess program objectives for placement of graduates and success in meeting them. This assessment also should include objectives for completion, attrition, and time to degree rates.
- Review the current program proposal process with an eye toward creating a campus level process moving from program, to college, to GS, to Senate, to Provost. Include a pre-proposal process that provides clear guidelines and includes vetting of pre-proposals in GS.
- Guard against *de facto* creation of new programs via multiplication of tracks in existing or proposed programs.
- Identify strong doctoral programs and enhance them; identify weak doctoral programs and either enhance them because of their disciplinary centrality or eliminate them to enable enhancement of strong programs and creation of new programs to be developed as strategic opportunities arise.
- Strengthen and consolidate academic outreach via enhancement of professionally oriented master's programs, paying particular attention to utilization of state-of- the-art delivery systems.

2. Graduate enrollment management—marketing, recruitment, admissions, student support (financial and social).

- Provide collaborative and effective central oversight of graduate admissions, exceptions to university policies, graduation certification, and content of Graduate Catalog, regardless of where the effective decision-making and processing of these responsibilities occur.

- Increase the graduate application fee and use the increase to create and maintain enhanced technological infrastructure for admissions. This should enable a decrease in current turn-around time in processing.
- Review admission criteria for doctoral programs and consider (or reconsider) direct access into doctoral programs with the bachelor's degree. This should enable a reformulating of master's programs for professional/executive audiences, creating revenue streams that could be used to enhance support for doctoral students.
- Conduct a thorough assessment of the effectiveness of current graduate student support in attracting and retaining top students. Current support packages do not appear competitive, particularly with regard to the number of years of funding provided the student.
- Increase the number of years of Graduate Assistant support, and abolish the widespread practice of converting GAs into adjunct faculty with tuition waivers.
- Investigate all methods for providing fully or partially subsidized health insurance for graduate assistants, including and especially externally funded research.
- Conduct a campus wide discussion of use of student fees, insuring that graduate student fees are used for services that benefit graduate students, including support of a robust Graduate Student Organization.
- Review all student handbooks at program, college, and campus levels, ensuring that the implicit is always made explicit. This is important in a graduate community that includes significant numbers of distance learners and of first-in- family graduate students.
- Review and enhance program content descriptions in the Graduate Catalog, and move the Catalog on line as soon as is feasible.

3. Allocation and management of university resources to support graduate programs.

- Provide incentives to faculty, programs, and colleges to write graduate assistant support into all proposals for extramural funding. Increase the percentage of funding for graduate students from external support in relation to funding from State. ODU data indicate that externally funded research has increased but that student support has remained flat.
- Revisit the IDC allocation formula and consider reallocating some of the portion now returned to units for central redistribution to graduate students in the form of fellowships and assistantships.
- Devise a closer correlation of assistantship stipend allocations with tuition waiver/credit allocations. Review financial processes to enable allocation of resources to programs earlier in recruitment cycle.
- Provide a GS or other central unit with resources sufficient to conduct reviews as recommended under number 1 above. Review all programs on a formal, regular cycle, whether or not required by the State. Make these reviews part of resource allocation decisions.
- Resources should be allocated not on an historical model, but on the basis of excellence as demonstrated in program reviews based on input-throughput-output measures recommended under number 1 above. This allocation process should be

transparent to the university community.

- Provide a GS or other central unit with resources sufficient to create programs, perhaps on a cost-sharing basis with colleges, for professional development of graduate faculty and students and for building a campus intellectual community.

4. Organizational structure and administrative resources of the Office of Graduate Studies and its reporting units.

- Create a campus level unit for graduate education and provide it with the responsibility, authority, and resources to provide strong leadership, academic oversight, student support, and student services. Commensurate accountability should accompany this responsibility.
- Assign this unit the status of Graduate School or Graduate College, and its leader the status of dean. Explore the many models available nationally for such a unit and decanal position. The current model at ODU of a Graduate Office headed by an Associate Provost for Graduate Studies is not working and is inadequate to achieve the aspirations for graduate education at ODU.
- Create a robust Graduate Council, with significant faculty representation and working subcommittees, that is chaired by and advisory to the graduate dean. Consider adding representatives from the graduate student body and the library to this Council.
- Shift the campus conversation on administration of graduate education from one of "centralization vs. decentralization," with its attendant focus on authority and control of resources, to a conversation focused on the challenges and opportunities at hand and the best administrative practices available for addressing them.

GENERAL RECOMMENDATION

- The CT believe that issues pertaining to graduate education raised in this report may exceed the scope of the enrollment management initiative. We strongly encourage the President and/or Provost to appoint a distinguished Task Force to consider these issues and to formulate an implementation plan for addressing them.

- We further recommend that the Task Force consult the following policy statements issued by the Council of Graduate Schools: *Assessment and Review of Graduate Programs; An Essential Guide to Graduate Admissions; Organization and Administration of Graduate Education; The Doctor of Philosophy Degree; PhD Completion and Attrition; Task Force Report on the Professional Doctorate; Master's Education; Professional Master's Education.*

Appendix D

Graduate Structures at Peer and Virginia Universities

Institution	Graduate School	Graduate office
Brigham Young University		Yes
Drexel University		Yes
Florida International University	Yes	
Florida State University	Yes	
Georgia State University		Yes
Northeastern University		Yes
Ohio University-Main Campus	Yes	
Oklahoma State University-Main Campus	Yes	
Southern Illinois University Carbondale	Yes	
SUNY at Albany	Yes	
Texas Tech University	Yes	
University of Arkansas Main Campus	Yes	
University of Central Florida	Yes	
University of Connecticut	Yes	
University of Delaware		Yes
University of Houston	Yes	
University of Louisiana at Lafayette	Yes	
University of Memphis	Yes	
University of Nevada-Las Vegas	Yes	
University of Nevada-Reno	Yes	
University of Oklahoma Norman Campus	Yes	
University of Rhode Island	Yes	
University of Southern Mississippi	Yes	
University of Wisconsin-Milwaukee	Yes	
Wright State University-Main Campus	Yes	
Virginia Universities		
Virginia Commonwealth University	Yes	
James Madison University	Yes	
William & Mary		Yes
Virginia Tech	Yes	
Longwood University		Yes
Radford University	Yes	

Appendix E

Features of Graduate Structures in Virginia

VCU	Graduate School	Dean, 2 Associate Deans, Director of graduate enrollment services, AE to the Dean, AE to the Associate Dean, Director of IT, Director of graduate student fnding and financial operations	Student Life, Research (not much info), professional development, student resources, Faculty/staff resources.	Seems like mainly support functions including funding opportunities, policies and procedures, graduation, etc.
UVA	Office of Graduate & Postdoctoral Affairs	AVP, programs administrator, Associate director, and director of professional development, director of diversity programs, program and fiscal support.	Career development, diversity programs, and post doctoral affairs, separate links for graduate programs in each School (admissions, financial information, FAQ, and programs)	Mostly professional development and diversity
George Mason	Graduate Admissions	Not available	Mostly admissions related information	Don't seem to have graduate school
Willam and Mary	Graduate Programs	Not available	Mostly directs to college web sites	Don't seem to have graduate school
Virgia Tech	Graduate School	Vice President and Dean of Graduate Education, 4 Associate Deans, no information on staff	CGS&P minutes, diversity initiatives, graduate certificates, graduate curriculum committee, graduate program review, interdisciplinary graduate education, meet the deans, news and announcemtns, transformative graduate education. Resources for prospective students, current students, faculty and staff, and alumni and friends.	Mostly academic
JMU	Graduate School	Interim Dean, Interim Assciate Dean, Assistant to the Dean, Director, Student Support, Finance Coordinator, Graduate Admissions Technolgy and Document Manager, Receptionist, Director Admissions and Student Records, Assistant Director Admissions, Degree Auditor, plus 2 GAs	Prospective Students (graduate programs, application process, and international admissions), Current graduate students, Faculty and Staff, Graduate Student Life, Graduate Student Association	Looks like graduate admissions fall under Graduate School. Admissions and student support seem to be the two important functions.

Appendix F

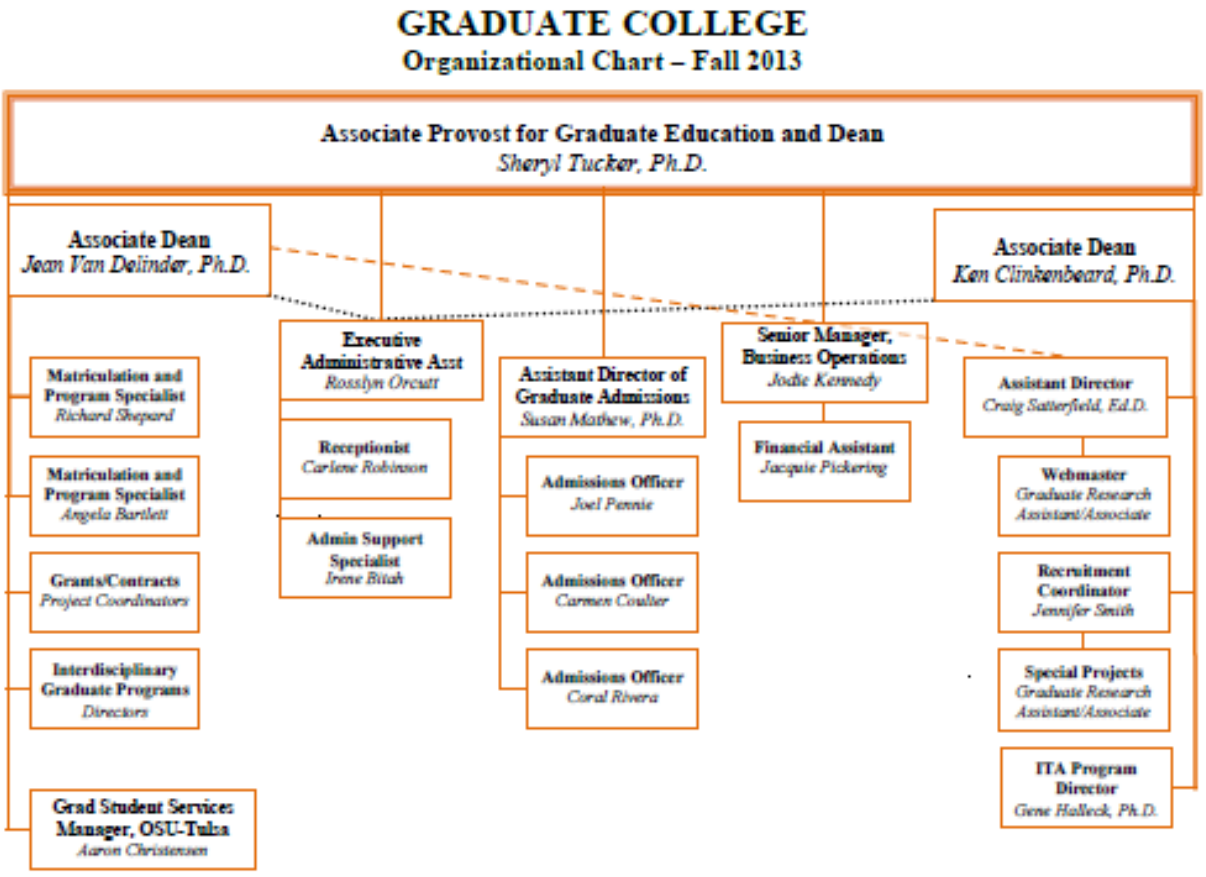
Results of Survey of Exploratory Committee

Please respond to the following statements.

Regardless of whether it is expanded or not, the graduate unit should be responsible for…	Strong Disagree	Disagree	Agree	Strongly Agree	N/A
1. Coordinating the administration of graduate education at ODU			4	5	
2. Providing leadership in establishing strategic goals and objectives for graduate education		1	3	5	
3. Convening the Graduate Administrators' Council (GAC)			3	6	
4. Approving new graduate-level courses, programs, and certificates			3	5	1
5. Updating and publishing the University Graduate Catalog			1	8	
6. Overseeing the continuance process, including probation, suspension, and reinstatement		1	3	5	
7. Organizing and providing training for graduate program directors (GPDs) and other graduate administrators and staff			1	8	
8. Advising the six academic colleges on the faculty graduate certification process			2	7	
9. Coordinating the Graduate Teaching Assistant Institute (GTAI), the process for training and certifying graduate teaching assistants			4	5	
10. Planning and facilitating University-wide events, including the New Graduate Student Orientation and the Graduate Research Achievement Day (GRAD)		1	1	7	
11. Resolving student issues & grievances not resolved at other levels		1	2	6	
12. Acting as faculty representative for the Graduate Student Org.	1	1	3	4	
13. Coordinating the Doctoral Mentoring and Outstanding Graduate Teaching Assistant Awards processes			5	4	
14. Selecting the Alumni and Meredith Scholarship winners		2	2	3	2
15. Interacting with the Council of Graduate Schools, the Council of Southern Graduate Schools, and Virginia CGS			2	6	1
16. Coordinating graduate health insurance			3	6	
17. Certifying graduate faculty		1	2	6	
18. Monitoring graduate continuance data			3	6	
19. Gathering/reporting institutional data related to graduate education			4	4	1
20. Marketing graduate programs		1	5	2	1
21. Coordinating the GA evaluation process and post-GTAI training, including specialized training for international students		2	3	4	
22. Organizing graduate program reviews		3	3	3	
23. Monitoring curriculum guidelines and core requirements that are mandated by SACS and SCHEV		2	2	5	
24. Developing specialized programming for international students		2	3	1	3
25. Overseeing the disbursement of graduate assistantships, fellowships, tuition waivers, and tuition grants	2	3	3		1
26. Increasing professional development activities for graduate students		2	4	2	1
27. Coordinating postdoctoral initiatives		1	3	3	2
28. Managing the thesis/dissertation submission process		2	3	3	1

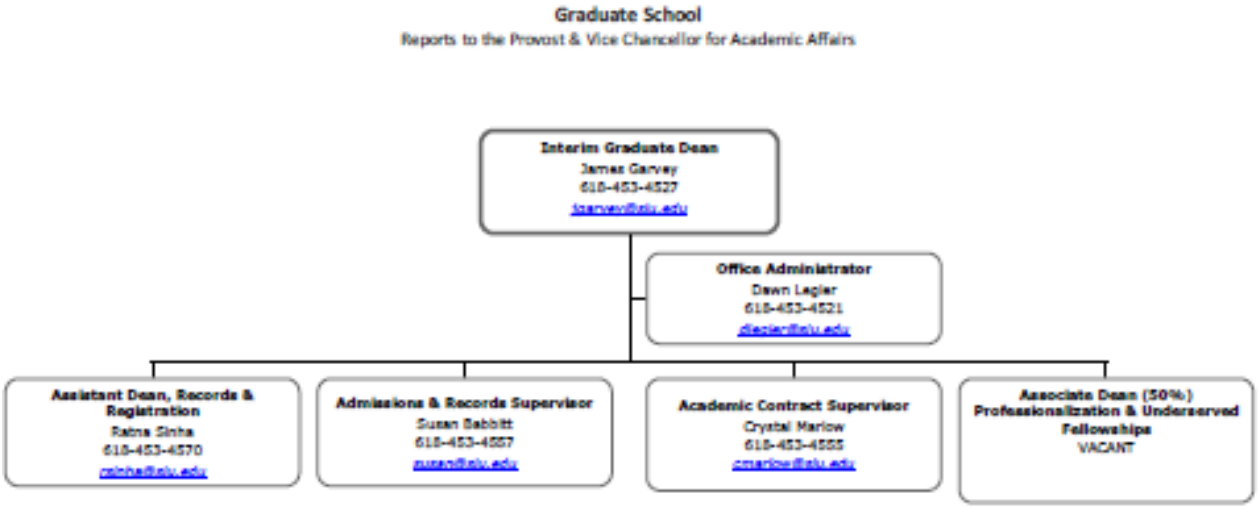
Appendix G

Sample Structure 1 (Oklahoma State)



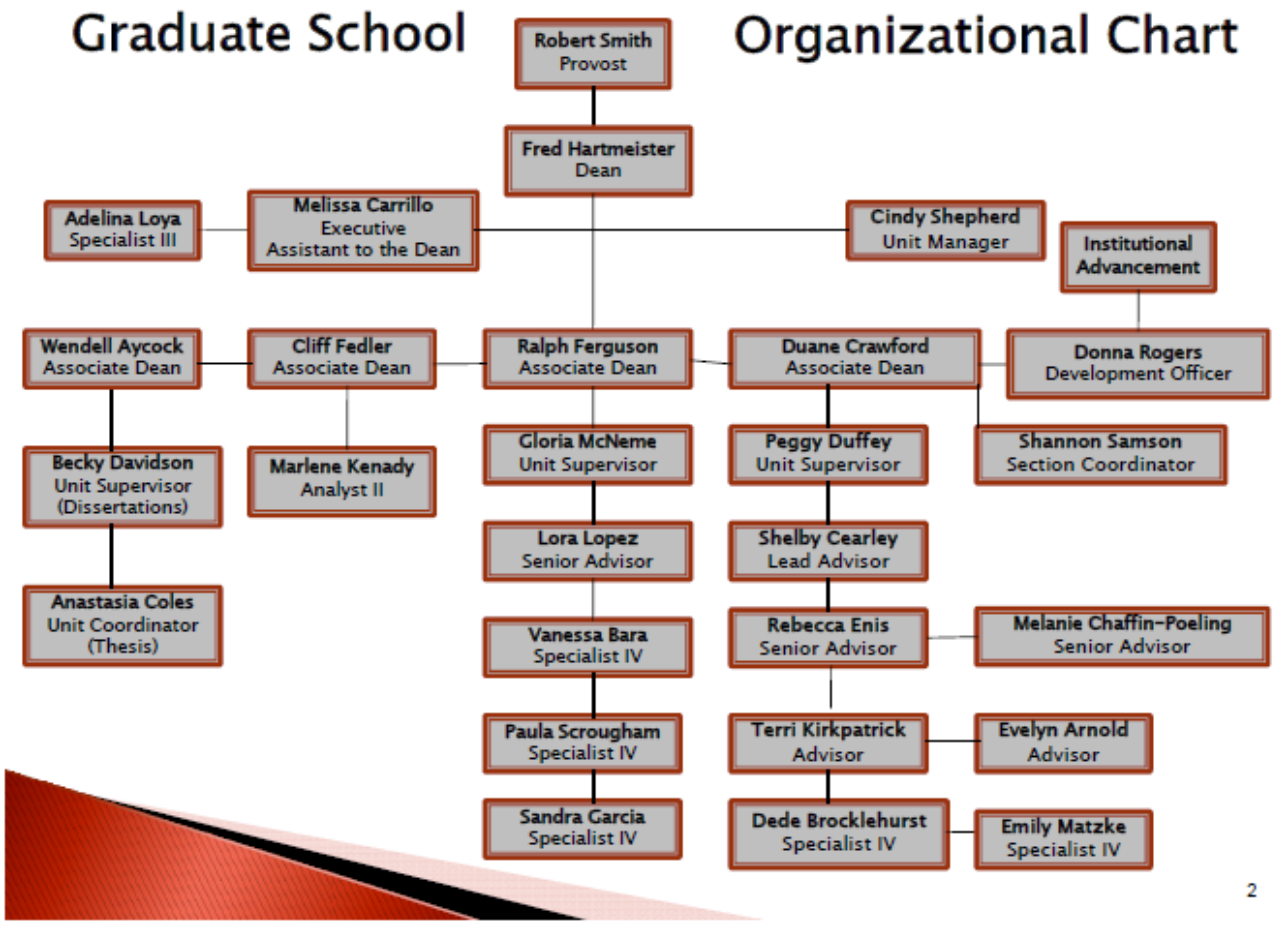
Appendix G

Sample Structure 2 (SIU)



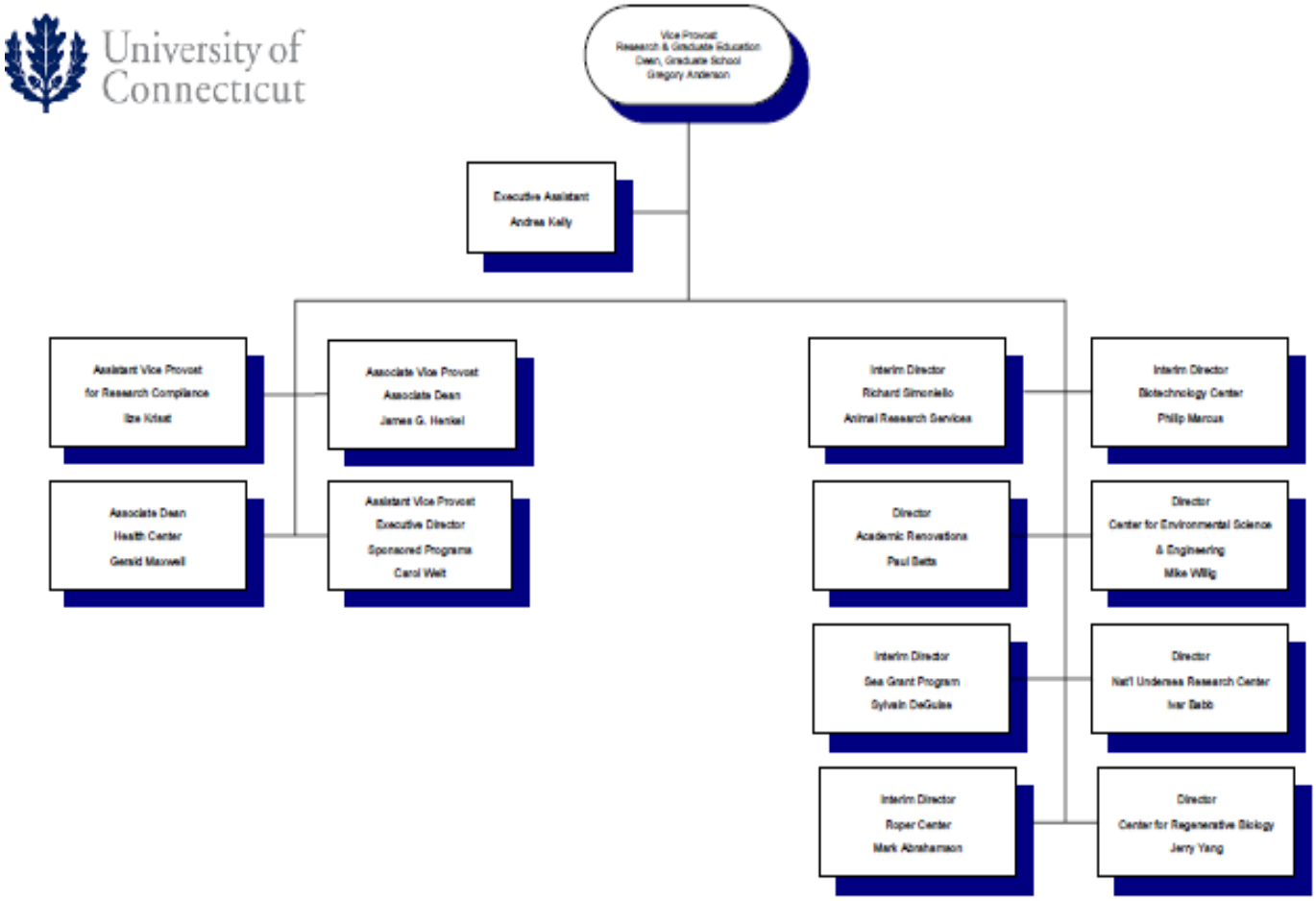
Appendix G

Sample Structure 3 (Texas Tech)



Appendix G

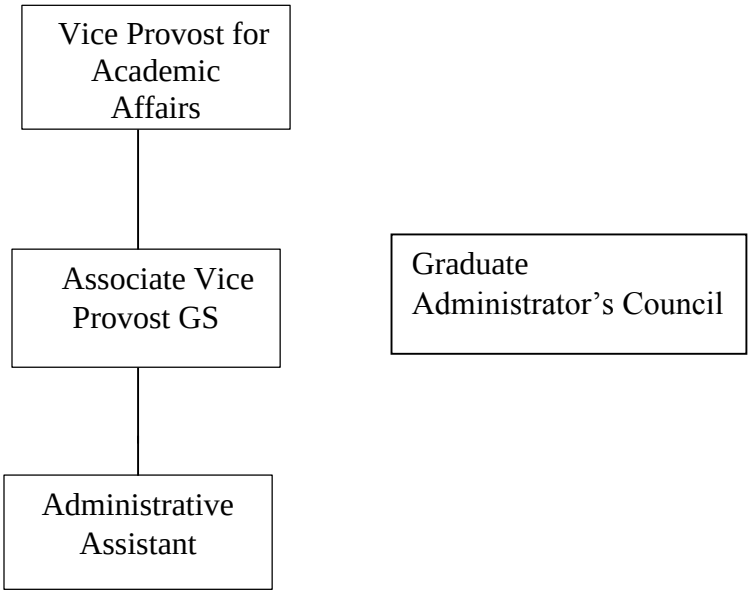
Sample Structure 4 (UCONN)



Appendix H

Current and Proposed Structures

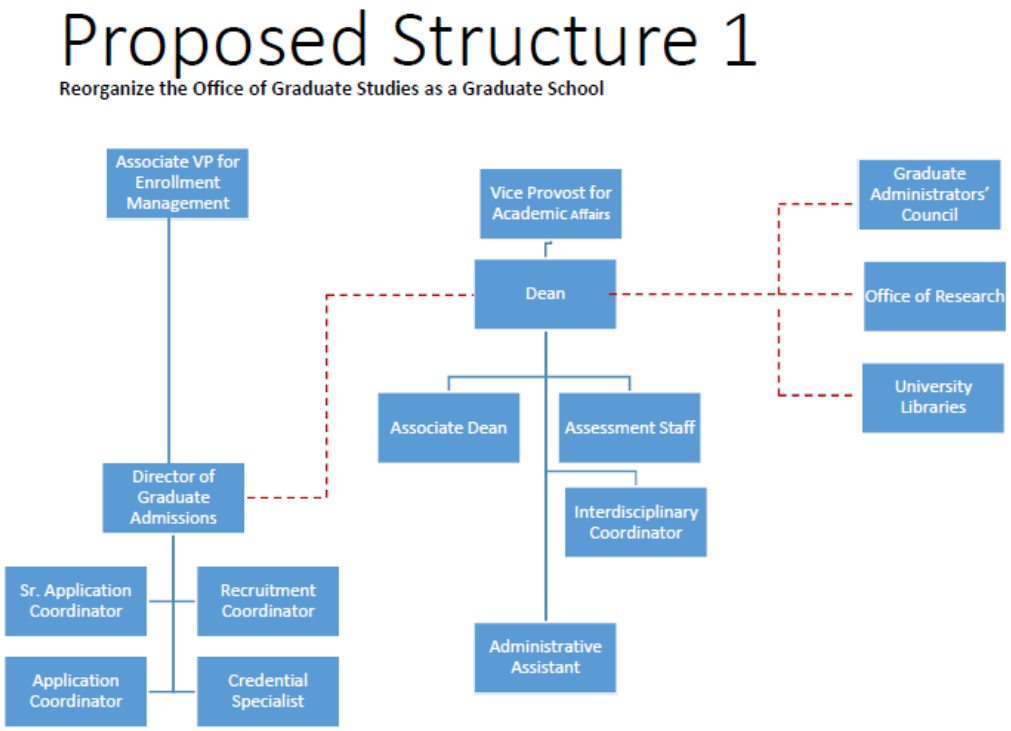
Figure 1: Current Organization of the Office of Graduate Studies



Activities Currently Performed in the Office of Graduate Studies	
Approval of new courses, programs, and certificates	Convening of Graduate Administrators' Council
Advocacy for graduate students	CourseLeaf administration and training
Administration of policies and procedures	Oversight of Academic Continuance Process
Coordination of faculty graduate certifications	Oversight of the suspension/reinstatement processes
Providing GPD Orientation and TA Training	Oversight of awards
Handling student grievances	Oversight of graduate health insurance administration
Participating in national and regional associations	Providing training to faculty involved in the administration of graduate programs
Events coordination for University-wide programs such as New Student Orientation, GTAI Institute, and Graduate Research Achievement Day	Dissemination of information applicable to all graduate students through the graduate newsletter, website, and other avenues
Handling graduate assistantships, including hiring, performance reviews, workload, enrollment criteria, etc.	Providing leadership in establishing strategic goals and objectives for graduate education

Appendix H

Proposed Structure 1



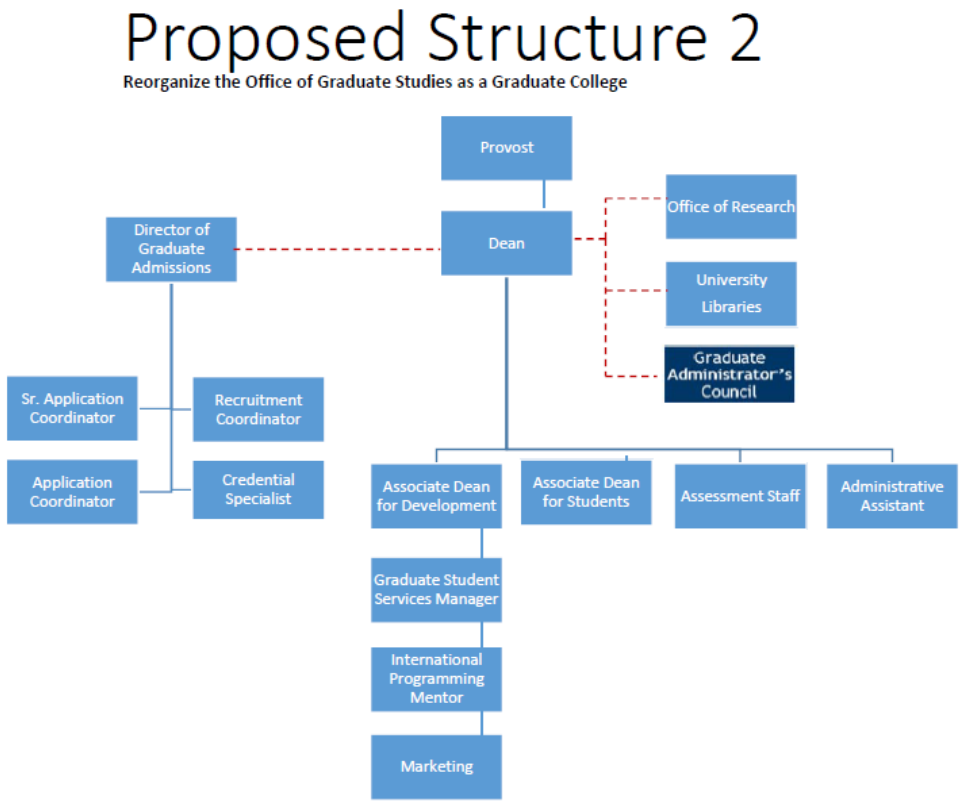
In addition to the activities in the current structure, the following would be included:

- Coordination of interdisciplinary graduate programs
- Advising for interdisciplinary graduate students
- Securing funding for graduate education
- Student support services
- Data gathering and reporting
- Coordinating program review process
- Coordinating self-studies for graduate programs
- Data collection and dissemination
- Academic advising for undecided students
- Developing strategic plan for graduate education
- Thesis and dissertation processing
- Coordination with graduate admissions

Appendix H

Proposed Structure 2

Figure 3: Reorganize the Office of Graduate Studies as a Graduate College



In addition to the activities in the current structure, the following would be included:

- Coordination of interdisciplinary graduate programs
- Advising for interdisciplinary graduate students
- Securing funding for graduate education
- Providing student support services
- Data gathering and reporting
- Coordinating program review process
- Coordinating self-studies for graduate programs
- Data collection and dissemination
- Academic advising for undecided students
- Developing strategic plan for graduate education
- Thesis and dissertation processing
- Coordination with graduate admissions
- International student programming
- Marketing of "graduate education"
- Serving as the liaison with legal affairs
- Serving as the liaison with legislatures and boards
- Developing alumni relations (support)
- Fundraising (support)
- Student financial resource development and administration

April 21, 2016

PROMOTIONS IN ACADEMIC RANK
EFFECTIVE 2016-2017

The President has approved the promotions in academic rank for the following faculty members, effective with the 2016-17 academic year. A brief summary of each person's career at Old Dominion University for those promoted to professor, librarian III, and research associate professor is included.

Promotion to Professor

College of Arts and Letters

Michael Clemons
Department of Political Science and Geography

Since August 1999, Dr. Clemons has taught nine different courses at the undergraduate and graduate levels in both traditional and online formats. He has received good student evaluations in all cases. Students report that he is helpful and encourages class participation. He has developed new courses including one on the Global Impact of the Civil Rights Movement funded through an NEH Teaching Fellowship.

Dr. Clemons led the present day Institute for Race and Ethnicity for seven years. He has served on many university, college and department committees. He has been involved with national organizations on African American Studies. He is reviewer for several journals and has been active in local schools.

Since his promotion to Associate Professor in 1999, Dr. Clemons has published one co-authored book, one edited volume, eight articles and seven book chapters. He is the founding editor of *The Journal of Race and Policy.*

David Earnest
Department of Political Science and Geography

Since August 2009, Dr. Earnest has taught seven different courses at the undergraduate and graduate levels. He has been consistently successful at all these levels. Student praise his knowledge and commitment to their success. Portfolio reviews of his course material by peers are uniformly positive. He has successfully directed eleven doctoral dissertations and seven master's theses since 2009. Evidence suggests that he is a very effective teacher. He was awarded the Robert L. Stern Award for Outstanding Teaching, College of Arts and Letters in 2013 and the Doctoral Dissertation Mentoring Award, College of Arts and Letters in 2014.

Dr. Earnest has been Associate Dean for Research and Graduate Studies in the College of Arts and Letters since 2014. He was Chief Departmental Advisor for Political Science (2012-2014) and participated in several university level initiatives. He is in great demand as a speaker at local and regional events, and has appeared on televised programs on C-SPAN and The Learning Channel. He has published many popular pieces. He has served on one College Committee and on several department committees.

Since his promotion to Associate Professor in 2009, Dr. Earnest has written one book published by the State University of New York Press, six articles in journals, two chapters and has edited a book of letters. He has presented many papers at conferences. Since 2013, he has been Editor of the James N. Rosenau Series in World Politics, SUNY Press. He is a reviewer for several journals and has contributed to community service through lectures and contributions to news media.

Jennifer Fish
Department of Women's Studies

Since August 2006, Dr. Fish has taught eight different courses at the undergraduate and graduate levels. She has been consistently successful at all these levels. Student praise her knowledge and support. She has supervised one doctoral dissertation and eight Masters' theses. She has developed and led three study abroad programs. Evidence suggests that she is a very effective teacher

Dr. Fish has been chair of the Department of Women's Studies since 2008. She has raised nearly $100,000 for s service learning scholarship. She is active in her profession. Her service contributions, including participation in university strategic planning and service on search committees, have been outstanding.

Since her appointment as Associate Professor in 2006, Dr. Fish has published nine articles in journals, eleven chapters, two edited books, in addition to directing or producing films and writing technical reports. Her second sole-authored book on domestic workers is due to be published this year. Dr. Fish has won several grants. She has been a research consultant for many organizations including the United Nations and the ILO.

Jonathan Leib
Department of Political Science and Geography

Since August 2008, Dr. Leib has taught eight different courses at the undergraduate and graduate levels and has supervised one Masters' thesis. Some of his undergraduate courses have had very high enrollments. As Associate Professor at Florida State University, he directed five Ph.D. dissertations and taught several other graduate and undergraduate courses. Student feedback has been positive. Portfolio reviews of his course material by peers describe his courses as well designed. In 2005, he was awarded a Distinguished Teaching Achievement Award by the National Council for Geographic Education.

Dr. Leib has directed the Geography program within his department since 2009. He helped establish an accelerated M.A. in Humanities with a concentration in Human Geography. He has served on several departmental, college and university committees. He has held positions with the Association of American Geographers, including serving as the founding chair of the Study of the American South Specialty Group, and regularly serves as an external reviewer for scholarly journals and academic presses. He contributed to and served as Managing Editor of the six-volume Encyclopedia of Geography (2010), which received a 2011 Outstanding Reference Source Award from the American Library Association.

Since his promotion to Associate Professor in 2001, Dr. Leib has published one co-edited book, fifteen articles in journals, and eight book chapters. He has presented many papers at conferences.

Batten College of Engineering and Technology

Abdelmageed Elmustafa
Department of Mechanical and Aerospace Engineering

As Associate Professor, Dr. Elmustafa has taught three different courses at the undergraduate levels and an undergraduate lab. His chair certifies that Dr. Elmustafa was assigned these courses by him based on departmental needs and the university should commend Dr. Elmustafa for his contribution to regularly teach undergraduates. Student opinion surveys provide positive feedback and his quantitative scores are well above average. He has supervised one Ph.D. dissertation.

Dr. Elmustafa has served on department, college and university committees. He is an advisor to two student associations. He serves as a peer reviewer for several professional journals and is on the editorial board of several journals.

Dr. Elmustafa has published 25 papers after his promotion. He has also published more than twenty conference proceedings papers. His work has been cited extensively. He has received $350,000 in grants.

Dean Krusienski
Department of Electrical and Computer Engineering

As Associate Professor, Dr. Krusienski has taught five different courses at the undergraduate and graduate levels in Electrical and Computer Engineering and in the Biomedical Engineering programs. He developed two new courses. He has successfully supervised six Ph.D. students and four Masters' students and mentored many undergraduate students. Student opinion surveys provide positive feedback and portfolio reviews provide evidence of ways in which he has adjusted course materials.

Dr. Krusienski has served as Graduate Program Director for Biomedical Engineering since 2013. He has served on department, college and university committees as well as on the Faculty Senate. He is on the editorial boards of several journals and is the Co-founder of Hampton Roads Neuroscience Network (HRNN). He has served on a number of NSF panels, supervised several high school interns and been an advisor on high school senior research projects.

Dr. Krusienski has published 14 papers and received $1.5 million in grants after he joined this institution. He has also authored many conference papers. Dr. Krusienski won the Excellence in Research Award of the Batten College of Engineering in 2013 and has clearly demonstrated excellence in research.

Ghaith Rabadi
Department of Engineering Management and Systems Engineering

As Associate Professor, Dr. Rabadi has taught four different courses at the graduate level as well as several short courses on M&S. Student opinion surveys provide positive feedback and his quantitative scores are well above average. Since 2008, he has supervised ten Ph.D. dissertations and two Masters' theses.

Dr. Rabadi was Graduate Program Director (Spring 2007 – Fall 2010) and has served on department, college and university committees. He maintained the department website for many years. He is editor-in-chief of *International Journal of Planning and Scheduling* journals and is on the editorial board of the *International Journal of Business Analytics.* He is a reviewer for many journals and is founder of the *SchedulingResearch.com* web site. He has considerable community service.

Dr. Rabadi has published 23 papers, two book chapters and two technical reports after his promotion. He has published many conference proceedings papers. His work has been cited extensively. He has been PI for grants of about $400,000 and Co-PI for grants worth over $2 million.

College of Health Sciences

Kimberly Adams Tufts
School of Nursing

As Associate Professor, Dr. Adams Tufts has taught six Master's and four Doctor of Nursing Practice (DNP) courses. She has taught both distance and face-to-face courses and also has taught at the undergraduate level. Student opinion surveys provide positive feedback about her enthusiasm and ability to promote discussion. There are no portfolio reviews and that is a concern. However, there is other evaluative material on her teaching and Dr. Adams Tufts won the College Excellence in Teaching Award in 2009.

Dr. Adams Tufts provided excellent service to the institution. Currently, she is Associate Dean

for Interprofessional Education. She has served on department, college and university committees as well as on the Faculty Senate. She was President of the Women's Caucus. She was Co-Chair and Chair of the Qualitative Research RIG for the Southern Nurses Research Society (2010-2012) and has served as guest editor and reviewer of journals.

Dr. Adams Tufts has published 20 papers as Associate Professor. She has also authored has published two book chapters, 24 conference papers and 10 posters. She has received over $1.5 million in grants since she joined this institution. Dr. Adams Tufts won the Nursing Faculty of the Year Award in 2007 and the College of Health Sciences Gene W. Hirschfeld Faculty Excellence Award in 2013.

Muge Akpinar-Elci
School of Community and Environmental Health

As Associate Professor, Dr. Akpinar-Elci has taught eight different graduate courses. At Old Dominion University she has developed a 15-credit Graduate Certificate in Global Health. She has been active in working with doctoral students. Student opinion surveys provide very positive feedback with her quantitative scores being very high.

Dr. Akpinar-Elci provided excellent service as Associate Professor. Since 2013, she has served as Director of The Center for Global Health. She has served on college and university committees. She works with the Mitigation and Adaptation Research Institute, with International Programs and with EVMS. She has served on the editorial board of several journals and has worked with the World Health Organization (WHO). She was Founder Director of the World Health Organization (WHO) Collaborating Center on Environmental and Occupational Health, Grenada, WI, 2012-2014.

Dr. Akpinar-Elci has published 17 articles and four book chapters as Associate Professor. She has also authored four technical reports and 25 abstracts. She was Co-PI on two major grants in 2012 and 2013. She is Fellow of The Royal Society for Public Health (2014-).

Anna Jeng
School of Community and Environmental Health

As Associate Professor, Dr. Jeng has taught six different courses at the graduate and undergraduate levels. A recent portfolio review rated her courses above expectations in all areas. She has been active in working with doctoral students having been the chair of four dissertation committees. Student opinion surveys provide very positive feedback with her quantitative scores being above departmental and college means.

Dr. Jeng has been Graduate Program Director since 2010. She has served on department, college and university committees and on the Faculty Senate. She is Founder of Southeast CARE coalition (2010-) and is a Council Member on the National Environmental Health Science and

Protection Accreditation Council from 2013. She has been on the editorial board of the *Journal of Environmental Science and Health, Part B, Pesticides, Food Contaminants, and Agricultural Waste* (2011-) and the *International Journal of Environmental Engineering* (2009-). She guest edited a special issue of *Oxidative Medicine and Cellular Longevity*, 2012-2013. She received the Outstanding Faculty Professional Service Award, College of Health Sciences, Old Dominion University, 2015 and the President John R. Broderick Diversity Champion Award, Old Dominion University, 2014-2015.

Dr. Jeng has published 26 peer-reviewed journal articles and nine book chapters after her promotion to the rank of Associate Professor. She has also authored four technical reports and some 25 abstracts. She has won several major grants. She was awarded the Gene W. Hirschfeld Faculty Excellence Award, College of Health Sciences, Old Dominion University, 2011.

College of Sciences

John Cooper
Department of Chemistry and Biochemistry

Since August 1999, Dr. Cooper has taught nine different courses and several labs at the undergraduate and graduate levels. He has been consistently successful at all these levels with very high student evaluations. Student comments included: "This was one of the best classes I've taken in grad school" and (from an undergraduate class) "I liked how Dr. Cooper geared class discussions toward real-life applications and encouraged active participation."

As Interim Chair, Dr. Cooper provided leadership in revising the freshmen curriculum and in dealing with difficult issues. Before he became chair, Dr. Cooper served on a number of department committees. He has served as article reviewer for several journals. For many years he provided summer experience for high school students.

Since his promotion to Associate Professor in 1999, Dr. Cooper has published thirteen articles in journals, and four conference proceedings. He has had six patents and has gained well over $3 million in research funding from federal agencies and private companies.

Promotion to Librarian III

Frederick Robert Tench
Perry Libraries

Mr. Tench is a member of the Association of University Administrators and the Virginia Library Association and former member of the American Library Association. He is currently chair of the Virginia Tidewater Consortium Collections Committee and represents Old Dominion University in the Virtual Library of Virginia Collections Committee.

Mr. Tench has participated in the annual International Charleston Conferences on Acquisitions and Collection Development, the Virginia Library Association, the 3rd Annual William and Mary Graduate School of Education Research Symposium, and the first VIVA Collections Forum in Charlottesville. Since May 2012, he has wrote 29 reference book reviews for the *Library Journal*, an article on leadership for the Fall 2015 edition of the *William and Mary Educational Review*, and co-authored two articles for *Against the Grain*.

Mr. Tench has provided exemplary service to Old Dominion University. His annual evaluations have been consistently positive, and in 2012 he was recognized for his service and accomplishments by being named Old Dominion University's Librarian of the Year in 2012. He is a highly effective member and chair of a number of Libraries' teams and committees, including the Collection Development Team, Materials Budget Team, Fund Code Task Force, Preservation Team, and many more. In his service to the University, he is a member of the Faculty Senate Services to Students Committee and has participated in many events and activities including REACH ODU, Freshman Rally, HACE walk, and annual commencement exercises.

Mr. Tench has provided exemplary service to the Libraries with his dedication to improve the processes of acquiring and renewing access to information resources. This requires many hours of hard work and frequent communication with Old Dominion University's Procurement Services and numerous vendors.

Promotion to Research Associate Professor - Office of Research

Saikou Diallo
Virginia Modeling, Analysis & Simulation Center

Research Faculty are evaluated primarily on their success in funded research, production of scholarship and where relevant, product development. They might also be engaged in proposal development, teaching and service activities.

Since 2010, Dr. Diallo has served as PI for six projects totaling $1.3 million and was Co-PI for nine projects totaling $1.4 million. He has nine peer reviewed articles and seven book chapters. External reviewers comment positively on the quality of his publications. One reviewer points out, "He is publishing papers with some of the leaders in the field of modeling and simulation." Another states that his, "publication record is outstanding for a research faculty at his level of seniority." One notes that his work is "exemplary."

Dr. Diallo has taught graduate level courses for and provided guidance to M&S students through independent study courses. He has also served on thesis and dissertation committees. He has served as guest editor of the journal, *Simulation: Transactions of the Society for Modeling and Simulation International* and reviewed articles for other journals. He has been an active conference participant and conference organizer.

R. Michael Robinson
Virginia Modeling, Analysis & Simulation Center

Research Faculty are evaluated primarily on their success in funded research, production of scholarship and where relevant, product development. They might also be engaged in proposal development, teaching and service activities.

Since 2010, Dr. Robinson has served as PI for ten projects totaling $3 million and was Co-PI for nine projects totaling $2.0 million. He has fourteen peer reviewed articles. Six external reviewers comment positively on the quality of his publications. One reviewer points out, "His work bridges theory with practice, which is key for a scholar working in a research professor role." Another states, "Dr. Robinson is an outstanding research scientist." One notes, "His funded-research record surpasses that of many faculty, including faculty who hold positions as full professor at top institutions."

Dr. Robinson has taught two different 600 level graduate level courses. He has also served on thesis and dissertation committees. He has served on state level transportation boards and on faculty search committees.

Promotion to Senior Lecturer

College of Art and Letters

Farideh Goldin
Department of English

Tim Kidd
Department of Political Science and Geography

Mary Beth Pennington
Department of English

Janis Smith
Department of English

Jeffrey Toussaint
Department of Sociology and Criminal Justice

Beth Vincellete
Department of English

Promotion to Senior Lecturer Con't.

Agnieszka Whelan
Department of Art

Kideste Wilder-Bonner
Department of Sociology and Criminal Justice

Darden College of Education

Laura Hill
Department of Human Movement Sciences

Aundrea Lyons
Department of Human Movement Sciences

Batten College of Engineering and Technology

Nestor Escobales
Department of Engineering Technology

College of Sciences

Andrea Jones
Department of Mathematics and Statistics

Marie Melzer
Department of Chemistry and Biochemistry