




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

Toykea S. Jones, Chair
Lisa B. Smith, Vice Chair
Kay A. Kemper (*ex-officio*)
R. Bruce Bradley (*ex-officio*)
Carlton F. Bennett
Robert S. Corn
Unwana B. Dabney
Jerri F. Dickeski
Alton (Jay) Harris
P. Murry Pitts
Nina W. Brown (*Faculty Representative*)

FROM: Augustine O. Agho 
Provost

DATE: April 12, 2021

The purpose of this memorandum is to provide you with background information for our meeting on Wednesday, April 21, 2021.

I. Approval of Minutes of the December 10, 2020 Meeting

The minutes of the December 10, 2020 meeting will be presented for approval as previously distributed.

II. Closed Session

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

III. Reconvene in Open Session and Vote on Resolutions

IV. Consent Agenda

Included in the consent agenda materials are resolutions recommending 14 faculty appointments and 19 administrative appointments.

Office of the Provost and Vice President for Academic Affairs

2004 Koch Hall, Norfolk, VA 23529 • Phone: 757-683-3079 • Fax: 757-683-6888 • odu.edu/acadaffairs

V. Vote on Consent Agenda Resolutions

VI. Regular Agenda

The regular agenda includes a proposal to establish a Faculty Code of Conduct and a request to change the name of the Bachelor of Arts and Bachelor of Science Degrees in Women's Studies to Women's, Gender and Sexuality Studies.

VII. Vote on Regular Agenda Resolutions

VIII. Information Items

Information items include two requests for leave of absence without compensation and the report from the Marketing Subcommittee. The report from the Marketing Subcommittee will include a presentation by Max Milder, Director of Research at EAB.

C: John R. Broderick
Donna Meeks

OLD DOMINION UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND RESEARCH ADVANCEMENT COMMITTEE
APRIL 21, 2021
AGENDA

- I. APPROVAL OF THE MINUTES OF DECEMBER 10, 2020
- II. CLOSED SESSION
- III. RECONVENE IN OPEN SESSION AND VOTE ON RESOLUTIONS
- IV. CONSENT AGENDA
 - A. Faculty Appointments (p. 4-6)
 - B. Administrative Appointments (p. 7-11)
- V. VOTE ON CONSENT AGENDA RESOLUTIONS
- VI. REGULAR AGENDA
 - A. Proposal to Establish a Faculty Code of Conduct (p. 12-18)
 - B. Request to Change the Name of the Bachelor of Arts and Bachelor of Science Degrees in Women's Studies to Women's, Gender and Sexuality Studies (p. 19)
- VII. VOTE ON REGULAR AGENDA RESOLUTIONS
- VIII. INFORMATION ITEMS
 - A. Report from the Provost
 - 1. Requests for Leave of Absence Without Compensation (p. 20)
 - B. Report from the Marketing Subcommittee, including a presentation by Max Milder, Director of Research at EAB

April 22, 2021

FACULTY APPOINTMENTS

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

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Ms. Loretta Alsop Lecturer of Mathematics and Statistics	\$55,000	12/25/20	10 mos

Ms. Alsop received an M.S. in Mathematics and Statistics and a B.S. in Mathematics Education from Indiana University of Pennsylvania. Previously she was a manager at Market Analytics and an Assistant Professor of Statistics and Mathematics at South University.

Dr. Virginia Brinn Lecturer of Art	\$45,000	12/25/20	10 mos
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Dr. Brinn received a Ph.D. in Art Education from Virginia Commonwealth University, an M.Ed. in Early Childhood Education Pk-5 from Armstrong Atlantic State University, and a B.F.A. in Art Education from Virginia Commonwealth University. Previously she was a Lecturer in the Department of Art at Old Dominion University.

Ms. Molly Brown Assistant Professor of English Tenure Track	\$66,000	7/25/21	10 mos
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Ms. Brown received an M.F.A. in Creative Writing, Poetry from the University of Mississippi and a B.A. in English, Creative Writing from Stanford University. Previously she was a faculty member at Kenyon College.

Ms. Emily Culver Visiting Assistant Professor of Art	\$57,000	12/25/20	5 mos
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Ms. Culver received a Master of Fine Art in Metalsmithing from Cranbrook Academy of Art and a B.F.A. in Metals/Jewelry/CAD-CAM from Tyler School of Art at Temple University. Previously she was an Instructor in the Department of Craft/Material Studies at Virginia Commonwealth University.

Mr. Rhett Epler Instructor Department of Marketing Tenure Track	\$134,000	7/25/21	10 mos
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Mr. Epler received an M.A. in American Studies, a B.A. in Distributed Social Sciences and is expected to receive a Ph.D. in Marketing from the University of Wyoming. Previously he was an Assistant Lecturer of Marketing at the University of Wyoming. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2021)

Dr. Emily J. Hawkins	\$70,000	7/25/21	10 mos
Clinical Assistant Professor			
School of Rehabilitation Sciences			

Dr. Hawkins received a Doctor of Physical Therapy from Old Dominion University, a B.S. in Exercise Physiology from East Carolina University and is pursuing a Ph.D. in Kinesiology and Rehabilitation at Old Dominion University. Previously she was a Lecturer and Interim Director of Clinical Education for the Doctorate in Physical Therapy (DPT) in the School of Rehabilitation Sciences at Old Dominion University. (Designated as Director of Clinical Education for the DPT Program)

Dr. Jonathan Leib	\$170,000	1/25/21	12 mos
Professor of Political Science and Geography			
Tenured			

Dr. Leib received a Ph.D. and an M.A. in Geography from Syracuse University and a B.A. in Geography, Political Science from Mary Washington College. Previously he was a Professor and Chair in the Department of Political Science and Geography at Old Dominion University. (Designated as Interim Dean of the College of Arts and Letters. Salary includes additional \$10,000 added to current salary and \$40,000 administrative stipend for serving as Interim Dean.)

Dr. Kate Mattingly	\$60,000	7/25/21	10 mos
Visiting Assistant Professor			
Communication and Theatre Arts			

Dr. Mattingly received a Ph.D. in Performance Studies from the University of California, Berkeley, an M.F.A. in Dance from New York University, and a B.A. in Architecture: History and Theory from Princeton University. Previously she was Assistant Professor in the School of Dance at the University of Utah.

Dr. Heather Basara Richter	\$130,000	1/25/21	12 mos
Research Associate Professor			
Office of Research			

Dr. Richter received a Ph.D. in Occupational and Environmental Health, an M.S. in Environmental Management and an M.S. in Industrial Hygiene from the University of Oklahoma Health Science Center, Oklahoma City, and a B.S. in Botany from the University of Oklahoma. Previously she was a Managing Partner and Scientific Consultant at Geomedicus, LLC.

Dr. Sachin Shetty Associate Professor Virginia Modeling, Analysis and Simulation Center	\$165,000	2/25/21	12 mos
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Dr. Shetty received a Ph.D. in Modeling and Simulation from Old Dominion University. Previously he was Associate Director in the Virginia Modeling, Analysis and Simulation Center at Old Dominion University. (Designated as Executive Director – Center for Secure and Intelligent Critical Systems (CSICS)).

Dr. Demetrice Smith-Mutegi Assistant Professor Department of Teaching and Learning Tenure Track	\$67,106	7/25/21	10 mos
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Dr. Smith-Mutegi received a Doctor of Education, Science Education from Morgan State University, a Master of Arts in Teaching, Science Education from East Carolina University, and a B.A. in Biology from the University of North Carolina at Chapel Hill. Previously she was an Assistant Professor of STEM Education at Marian University, Klipsch Educators College.

Dr. Veronica Thomas Associate Professor Department of Marketing Tenure Track	\$136,000	7/25/21	10 mos
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Dr. Thomas received a Ph.D. in Marketing and an M.B.A. with a concentration in Marketing from Kent State University and a B.S.B.A. in Marketing from Robert Morris University. Previously she was an Associate Professor of Marketing at Towson University.

Dr. Suzanne Wright Associate Professor School of Nursing	\$198,000	6/10/21	12 mos
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Dr. Wright received a Ph.D. in Health-Related Sciences, Nurse Anesthesia, an M.S. in Nurse Anesthesia, and a B.S. in Nursing from Virginia Commonwealth University. Previously she was the Herbert T. Watson Professor and Chair in the Department of Nurse Anesthesia, College of Health Professions at Virginia Commonwealth University. (Designated as Chair of the School of Nursing) (reallocated position)

Mr. Hamed Yousefi Visiting Assistant Professor of Finance	\$103,000	7/25/21	10 mos
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Mr. Yousefi received an M.A. in Economics and is expected to receive a Ph.D. in Finance from Old Dominion University in May 2021, an M.B.A. in Finance from the University of Economic Sciences, Iran and a B.Sc. in Mechanical Engineering from Ferdowsi University, Iran. Previously he was an Instructor and Teaching Assistant in the Department of Finance at Old Dominion University.

April 22, 2021

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.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Charles Anderson Executive Director of Counseling Services and Assistant Professor	\$120,000	3/10/21	12 mos

Dr. Anderson received a B.A. in Music from George Washington University and an M.S. and Psy.D. in Counseling Psychology, both from Virginia Commonwealth University. Previously, he worked as the Director of Counseling and Psychological Services for the University of New Haven. Dr. Anderson also worked as the Associate Director of Clinical Services for the College of William and Mary and as the Associate Director of the Counseling Center for Virginia Tech.

Ms. Alexandra Butterfield Training and Assessment Coordinator, ODUOnline and Instructor	\$53,000	3/25/21	12 mos
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Ms. Butterfield received a B.S. in Sociology and an M.A. in Education, both from Virginia Tech. Previously, she worked as an Enrollment Coordinator for ODUOnline.

Ms. Sarah Camp Instructional Technology Specialist, Center for Learning and Teaching and Instructor	\$56,100	3/10/21	12 mos
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Ms. Camp received a B.A. and an M.A. in English, both from Old Dominion University. Previously, she worked as an Adjunct Instructor for the University's English Department.

Ms. Christy Cheesman Student Clinical Services Coordinator, School of Nursing and Instructor	\$52,005	1/4/21	12 mos
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Ms. Cheesman received a B.A. in Conflict Analysis and Resolution from George Mason University and an M.Ed. in Counselor Education from Virginia Commonwealth University. Previously, she worked as an Intern Career Counselor for the University of Richmond.

Ms. Kate Couch Civil Rights/Title IX Investigator, Institutional Equity and Diversity and Instructor	\$70,000	2/25/21	12 mos
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Ms. Couch received a B.S. in Geology and an M.S.Ed., both from Old Dominion University. Previously, she worked as the Investigator and Deputy Title IX Investigator for Christopher Newport University. (new position)

Ms. Shanna Crockett Digital Media and Graphic Design Advisor, Tech Talent Program, Academic Affairs and Instructor	\$43,000	2/10/21	12 mos
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Ms. Crockett received a B.F.A. in Graphic Design and an M.A. in Lifespan and Digital Communication, both from Old Dominion University. Previously, she worked as the Creative Communications and Design Coordinator for the University's Center for High Impact Practices. (new position)

Ms. Venicia Ferrell Research Associate, Center for Educational Partnerships and Instructor	\$90,000	3/10/21	12 mos
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Ms. Ferrell received a B.S. in Biology and an M.S. in Teaching Biology, both from Hampton University. Previously, she worked as the Science Curriculum Leader for Hampton City Schools and as the Lead Science Coordinator for Virginia Beach Public Schools.

Mr. Toni Gaines Director of Finance and Support Services, Auxiliary Business Services and Assistant Instructor	\$81,500	1/5/21	12 mos
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Mr. Gaines received a B.S. in Political Science from North Carolina State University. Previously, he worked as the Director of Business and Administration for North Carolina State's College of Veterinary Medicine.

Ms. Nina R. Gonser Associate Vice President for Academic Affairs and Instructor	\$151,000	4/10/21	12 mos
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Ms. Gonser received a Bachelor of Science in Business Administration in Finance/Business Analytics and a Master of Business Administration in Finance/Human Resources from Temple University. Previously, she was Interim Vice President for Academic Affairs at Old Dominion University. Prior to that, Ms. Gonser was Director of the Business Services Center and Director of Finance and Operations at Temple University.

Mr. Victor Irokansi Assistant Football Coach and Assistant Instructor	\$102,500	2/4/21	12 mos
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Mr. Irokansi received a B.S. in Sociology from Oklahoma State University. Previously, he worked as the Defensive Line Analyst for Oklahoma State and as the Defensive Line Graduate Assistant for both the University of Mississippi and Texas State University.

Dr. Kevin Leslie Executive Director, Hampton Roads Biomedical Research Center and Assistant Professor	\$160,000	12/10/20	12 mos
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Dr. Leslie received a B.S. and an M.S. in Biology, both from the College of William and Mary, and a Ph.D. in Integrated Life Sciences from Virginia Commonwealth University. Previously, he worked as the New Venture Manager for VCU Ventures. Dr. Leslie also worked as a Senior Scientist for MR Technologies in Midlothian, VA and as a Laboratory and Research Manager for Virginia Commonwealth University.

Mr. Tyler Miller-Gordon Senior Research Associate, Institutional Effectiveness and Assessment and Assistant Instructor	\$50,000	3/25/21	12 mos
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Mr. Miller-Gordon received a B.A. in Philosophy from Youngstown State University. Previously, he worked as the Graduate Assistant for International Initiatives for the University's Office of Intercultural Relations.

Mr. Fontel Mines Assistant Football Coach and Assistant Instructor	\$105,000	2/26/21	12 mos
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Mr. Mines received a B.A. in Anthropology from the University of Virginia. Previously, he worked as an Inside Receivers Coach for East Carolina University. Mr. Mines has also worked

as a Recruiting Coordinator for James Madison University and as the Wide Receivers Coach and Recruiting Coordinator for the University of Delaware.

Ms. Alyssa Sebesto Assistant Women's Lacrosse Coach and Instructor	\$30,900	12/10/20	12 mos
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Ms. Sebesto received a B.S. in Sociology and Criminal Justice and an M.S. in Sport Management, both from Old Dominion University. Previously, she worked at MadDog Lacrosse in Wayne, NJ as an Assistant Coach.

Dr. Smruti Shah Instructional Designer, Center for Learning and Teaching and Assistant Professor	\$67,626	3/25/21	12 mos
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Dr. Shah received a B.S. in Psychology, an M.S. in Psychology, and a Ph.D. in Instructional Design and Technology, all from Old Dominion University. Previously, she worked as a Research Assistant for the University's Center for Learning and Teaching.

Dr. Don Stansberry Vice President for Student Engagement and Enrollment Services (SEES) and Assistant Professor	\$235,000	1/10/21	12 mos
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Dr. Stansberry received a B.S. in Organizational Communication and an M.Ed. in College Student Personnel Administration from Ohio University and a Ph.D. in Higher Education Administration from Old Dominion University. Prior to accepting this role, he served as the Interim Vice President for SEES. Dr. Stansberry has over 20 years of ODU service, including as Dean of Students and as Assistant Vice President. Before joining Old Dominion, he served in various student affairs leadership roles at Towson University, Western Illinois University, and Defiance College.

Dr. Jess Whitehead Executive Director, Institute for Coastal Adaptation and Resilience (ICAR) and Assistant Professor	\$225,000	2/25/21	12 mos
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Dr. Whitehead received a B.S. in Physics from the College of Charleston and an M.S. in Meteorology and a Ph.D. in Geography, both from Pennsylvania State University. Previously, she worked as the Chief Resilience Officer for North Carolina's Office of Recovery and Resiliency. Dr. Whitehead also worked as a Coastal Communities Hazards Adaptation Specialist for the North Carolina Sea Grant. (new position)

Mr. Alex Whitney Academic Advisor, Darden College of Education and Professional Studies and Instructor	\$45,000	2/10/21	12 mos
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Mr. Whitney received a B.S. in Chinese Languages and Literature from Christopher Newport University and an M.S.Ed. from Old Dominion University. Previously, he worked as a Graduate Assistant Academic Advisor for Old Dominion University. (new position)

Mr. Christopher Yost Coordinator for Tech Talent Transfer Initiatives, Center for Advising Administration and Academic Partnerships and Instructor	\$47,000	1/10/21	12 mos
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Mr. Yost received a B.S. in Psychology from Christopher Newport University and an M.S.Ed. from Old Dominion University. Previously, he worked as a Data Agent for T. Parker Host in Norfolk, VA.

April 22, 2021

APPROVAL TO ESTABLISH A FACULTY CODE OF CONDUCT

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the establishment of a Faculty Code of Conduct, effective April 22, 2021.

Rationale: The proposal to establish a Faculty Code of Conduct was recommended by the Faculty Senate and subsequently approved by the Deans Council and President Broderick. Part I of the Code sets forth the responsibility of the University to maintain conditions and rights supportive of the faculty's pursuit of the University's central functions. Part II of the Code elaborates standards of professional conduct, derived from general professional consensus about the existence of certain precepts as basic to acceptable faculty behavior. Conduct that departs from these precepts is viewed by faculty as unacceptable because it is inconsistent with the mission of the University.

Faculty Code of Conduct

Preamble

Ethical principles refer to general judgments that function as a basic justification for ethical prescriptions and evaluations of human actions. Old Dominion University employs the widely accepted Belmont Report (Belmont, 1979) as its Code to guide researchers in the protection of individuals who participate in research as human subjects. We extend Belmont's three principles protecting human research subjects to frame the Old Dominion University Faculty Code of Conduct intended to guide faculty and administrators in their mutual protection and in their duty to the community in the course of their activities at Old Dominion University: (1) Respect for persons, (2) Beneficence, and (3) Justice.

Part I of this Code sets forth the responsibility of the University to maintain conditions and rights supportive of the faculty's pursuit of the University's central functions.

Part II of this Code elaborates standards of professional conduct, derived from general professional consensus about the existence of certain precepts as basic to acceptable faculty behavior. Conduct which departs from these precepts is viewed by faculty as unacceptable because it is inconsistent with the mission of the University. The articulation of types of unacceptable faculty conduct is appropriate both to verify that a consensus about minimally acceptable standards in fact does exist and to give fair notice to all that departures from these minimal standards may give rise to disciplinary proceedings. This code outlines principles that require interpretation by faculty members who have relevant experience and expertise in areas close to the behavior in question. As such, it lays out principles that require interpretation and application by a faculty member's peers. This Code, and any process for its enforcement, emphasizes faculty members' judgment as preferable to specific rules that are applied more mechanically.

In Part II a clear distinction is made between statements of (1) ethical principles, (2) expected behaviors and (3) types of unacceptable behavior.

The scope of this Code is inclusive of all faculty: full-time, adjunct, administrators with faculty appointments, faculty librarians, and research faculty. Usage of the term "faculty" hereafter uses this inclusive definition.

Ethical Principles

1. Respect for persons. (A) Individuals should be treated as autonomous agents holding unique opinions and choices (self-determination). Faculty should refrain from obstructing free speech and other legally protected rights and refrain from obstructing each other's actions that are not harmful to others. (B) Due to their position, status, or circumstance some faculty may have diminished autonomy and require additional protections in order to uphold the principle of respect.

2. Beneficence. (A) Do no harm is a fundamental ethical principle guiding researchers, physicians, and the like. Faculty should refrain from actions that injure, damage, or otherwise expose each other to harm. (B) A corollary principle is ethical faculty should conduct themselves in ways that seek to maximize personal benefits for each other, that is, to act in the best interests of each other.

3. Justice. According to Belmont, an injustice occurs "when some benefit to which a person is entitled is denied without good reason or when some burden is imposed unduly" (p. 5). Benefits and burdens should be distributed fairly among faculty, and the criteria determining assignment of benefits and burdens should be transparent, with redress processes clear and respected. Differential treatment should be justified. Ethical faculty and administrators should conduct themselves in ways that maximize fairness and justice for each other.

In summary, faculty members are expected to conduct themselves in a manner, both on campus and in the community, that is in consonance with the University's reputation as an institution of high ethical values. At the same time, the University affirms and protects faculty members' rights to academic freedom, freedom of expression, and due process.

I. Responsibilities of The University

A. Responsibilities of the University - Rights of Faculty

As an institution of higher learning, a major responsibility of the University and its academic community is to support faculty members in their teaching, learning, research, and professional service activities and to protect them in these functions. The authority to discipline faculty members derives from the shared recognition by the faculty and the University that discipline may sometimes be necessary to preserve conditions hospitable to these pursuits. In outlining expected behavior of its faculty, the University acknowledges that all expectations and discipline of departures from these expectations must be done respecting each faculty member's fundamental rights to Academic Freedom¹, Freedom of Expression², Due Process, and other legal requirements.

Examples of how faculty members enact these rights include, but are not limited to:

1. Free inquiry and exchange of ideas;
2. Presenting controversial material relevant to a course of instruction and the faculty member's expertise;
3. Addressing any matter of institutional policy or action when acting as a member of the faculty;
4. Participation in the governance of the University, as provided in the Bylaws and Standing Orders of The Board of Visitors and the regulations of the University, including:
 - a. approval of course content and manner of instruction;
 - b. establishment of requirements for matriculation and for degrees;
 - c. appointment, reappointment, tenure and promotion of faculty;
 - d. selection of chairs of departments and certain academic administrators;
 - e. discipline of members of the faculty, and the formulation of rules and procedures for discipline of students;
 - f. establishment of norms for teaching responsibilities and for evaluation of both faculty and student achievement; and
 - g. determination of the forms of departmental governance.
5. When appropriate, being evaluated or judged by one's colleagues, in accordance with fair procedures and due process, in matters of promotion, reappointment, tenure, and discipline, solely on the basis of the faculty members' professional qualifications and professional conduct.

II. Responsibilities of Faculty

This listing of faculty responsibilities, ethical principles, and types of expected and unacceptable behavior is organized around the individual faculty member's relation to teaching and students, to scholarship, to the University, to colleagues, and to the community. Since University discipline, as distinguished from other forms of administrative actions, should be reserved for faculty misconduct that is either serious in itself or is made serious through its repetition, or its consequences, the following general principle is intended to govern all instances of its application.

University discipline under this Code may be imposed on a faculty member only for conduct which is not justified by the ethical principles and which impairs the University's central functions as set forth in the Preamble. To the extent that violations of University policies mentioned in the examples below are not also inconsistent with the ethical principles, these policy violations may not be independent grounds for imposing discipline as defined herein. The guiding ethical principle for each section and examples of expected and unacceptable conduct are listed below. Examples of expected conduct listed below illustrate the standards of behavior, whereas examples of unacceptable conduct illustrate conduct that may be presumptively subject to University discipline. Other types of serious

¹ University Policy 1403: Academic Freedom

² University Policy 1011: Statement on Freedom of Expression

misconduct, not specifically enumerated herein, may nonetheless be the basis for disciplinary action if they also violate ethical standards of conduct³ or professional ethics⁴.

1. Faculty's Responsibilities for Teaching and Students

Ethical Principles. "As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom." (AAUP Statement, 1966; Revised, 2009)

The integrity of the relationship between faculty and students is the foundation of the University's educational mission. This relationship vests considerable trust in the faculty member, who, in turn, bears authority and accountability as mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between faculty member and student must be protected from influences or activities that can interfere with learning consistent with the goals and ideals of the University. Whenever a faculty member is or will be responsible for academic supervision of a student, a personal relationship between them of a romantic or sexual nature, even if consensual, is inappropriate. Any such relationship jeopardizes the integrity of the educational process. Faculty members are expected to treat students with respect, providing guidance and mentoring in a manner that avoids verbally abusive interactions. **In this section, the term student refers to all individuals, whether undergraduates, graduate students, postdoctoral fellows, or other trainees, under the academic supervision of faculty.**

- A. Faculty are expected to:
1. Encourage student learning both in and out of the classroom;
 2. Demonstrate respect for students as individuals;
 3. Adhere to their roles as intellectual guides and counselors;
 4. Foster honest academic conduct;
 5. Ensure that faculty evaluations of students reflect the students' true merit;
 6. Acknowledge students' significant academic or scholarly contributions in publications, presentations, and other scholarly endeavors;
 7. Protect students' academic freedom;
 8. Avoid or appropriately manage dual relationships with students in a manner that respects their autonomy and the rights of other students;
 9. Where relevant, disclose conflicts of interest.
 10. Meet the responsibilities of instruction and refrain from:
 - a. arbitrary denial of access to instruction;
 - b. significant intrusion of material unrelated to the course;
 - c. evaluation of student work by criteria not directly reflective of course performance;
 - d. delay in evaluating student work that is excessive and beyond course and department standards.

³ University Policy 1002: Code of Ethics

⁴ University Policy 1404: Professional Ethics

11. Abide by university policies governing discrimination⁵;
 - a. sexual violence and sexual harassment;
 - b. nondiscrimination against students on the basis of disability;
 - c. participating in, tolerating, or abetting disruption, interference, or intimidation in the classroom;
 - d. verbal abuse or harassment of a student.
12. Refrain from entering into a romantic or sexual relationship with any student for whom a faculty member has, or should reasonably expect to have in the future, academic responsibility (instructional, evaluative, or supervisory);
13. Refrain from exercising academic responsibility (instructional, evaluative, or supervisory) for any student with whom a faculty member currently has or has previously had a romantic or sexual relationship. Note: A faculty member should reasonably anticipate future academic responsibility of this nature (instructional, evaluative, or supervisory) for (1) students whose academic program will require them to enroll in a course taught by the faculty member, (2) students known to the faculty member to have an interest in an academic area within the faculty member's academic expertise, or (3) any student for whom a faculty member must have academic responsibility (instructional, evaluative, or supervisory) in the pursuit of a degree.

2. Faculty's Responsibilities for Scholarship

Ethical Principles. "Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry." (AAUP Statement, 1966; Revised, 2009)

A. Faculty are expected to:

1. Practice intellectual and academic honesty in all interactions with students, colleagues, and academic communities, observe the canons of intellectual honesty and avoid research misconduct and/or intentional misappropriation of the writings, research, and findings of others;
2. Accurately acknowledge the scholarly contributions of colleagues, students, other trainees, and relevant institutions and affiliations in work that is shared with the larger community;
3. Practice scholarly activities within their bounds of expertise, making the distinction between public statements of expertise and non-expert personal opinion;
4. Where relevant, disclose conflicts of interest;
5. For full-time faculty members or part-time faculty members whose primary scholarly work was done at Old Dominion University, to acknowledge Old Dominion University as their primary institutional affiliation.

3. Faculty's Responsibility to the University

Ethical Principles. "As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to

⁵ University Policy 1005: Discrimination

their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.” (AAUP Statement, 1966; Revised, 2009)

- A. Faculty are expected to:
1. Seek above all to be effective teachers and scholars;
 2. Observe the stated regulations of the institution, provided the regulations do not contravene academic freedom;
 3. Maintain their right to criticize and seek revision of the institution’s regulations;
 4. Give due regard to their paramount responsibilities within their institution in determining the amount and character of the work done outside it;
 5. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions. They do not engage in activities that may disrupt future research or instruction, such as deleting online course content from University-managed servers.
 6. Observe or abide by university policies and rules governing:
 - a. intentional disruption of functions or activities sponsored or authorized by the University;
 - b. incitement of others to disobey or disrupt functions or activities sponsored or authorized by the University;
 - c. unauthorized use of University resources or facilities for personal, commercial, political, or religious purposes;
 - d. forcible detention, threats of physical harm to, or harassment of another member of the University community, that interferes with that person’s performance of University activities;
 - e. the professional conduct of faculty, including but not limited to policies applying to research, outside professional activities, conflicts of commitment, clinical practices, violence in the workplace, and whistleblower protections.

4. Faculty’s Responsibility to Colleagues

Ethical Principles. “As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.” (AAUP Statement, 1966; Revised, 2009)

- A. Faculty are expected to:
1. Respect and defend the free inquiry of associates, in a manner that respects the Commonwealth of Virginia’s workplace policies.
 2. Show due respect for the opinions of others;
 3. Acknowledge academic obligations;
 4. Strive to be objective in their professional judgment of colleagues;
 5. Accept their share of faculty responsibilities for the governance of their institution;
 6. Where relevant, disclose conflicts of interest;

7. Make evaluations of the professional competence of faculty members using criteria directly reflective of professional performance;
8. Act without discrimination or harassment, in violation of University policy and ethical standards;
9. Act without violation of the University policy, including the pertinent guidelines, applying to non-discrimination against faculty on the basis of disability;
10. Abide by established rules governing confidentiality in personnel procedures;
11. Act without misrepresentation of faculty affiliations;
12. Refrain from behavior that is disruptive to another faculty member's exercise of their academic freedom, freedom of expression, teaching, scholarship, professional service, or other pertinent academic duties.

5. Faculty's Responsibilities in The Community

Ethical Principles: "As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom."

- A. Faculty are expected to:
 1. In their professional roles, participate in their communities in a manner that represents their discipline and which upholds their responsibilities to their students, colleagues, and the institution;
 2. Communicate their credentials accurately;
 3. In public actions, fulfill the obligation to promote free inquiry and the public's understanding of their subject and the practice of scholarship in their discipline;
 4. Clarify in any communication or correspondence when they are speaking or acting as private persons to avoid the impression that they are speaking for the university or in a capacity of expertise represented in their role as professor;
 5. Observe the University's Code of Ethics and Values across platforms and venues in which communication takes place, including social media and other electronic media⁶;
 6. Where relevant, disclose conflicts of interest;
 7. Comply with criminal laws.

- Approved by the President
December 2, 2020

⁶ Virginia State Policy 1.75: Use of Electronic Communications and Social Media

April 22, 2021

APPROVAL TO CHANGE THE NAME OF THE BACHELOR OF ARTS AND BACHELOR OF SCIENCE DEGREES IN WOMEN'S STUDIES TO WOMEN'S, GENDER AND SEXUALITY STUDIES

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves changing the name of the Bachelor of Arts and Bachelor of Science degrees in women's studies to women's, gender and sexuality studies effective July 1, 2021.

Rationale: The proposed name change is needed for two reasons: 1) ensure the program name reflects the curriculum and focus of the program and 2) align the program name with national trends and language of the field.

The proposed new program name will more accurately reflect the material of the curriculum. Of the eight required core courses for the Bachelor of Arts/Bachelor of Science, four courses focus on gender, sexuality, race, class, or geographic placement. Of the 12 restricted electives for the Bachelor of Arts and 11 restricted electives for the Bachelor of Science, five courses examine gender and sexuality content. The proposed name change is needed and will reflect the substance in the curriculum and align with the current offerings.

The National Women's Studies Association notes that "(t)oday the field's interrogation of identity, power, and privilege go far beyond the category "woman." Drawing on the feminist scholarship of U.S. and Third World women of color, women's studies has made the conceptual claims and theoretical practices of intersectionality, which examines how categories of identity (e.g., sexuality, race, class, gender, age, ability, etc.) and structures of inequality are mutually constituted and must continually be understood in relationship to one another, and transnationalism, which focuses on cultures, structures and relationships that are formed as a result of the flows of people and resources across geopolitical borders, foundations of the discipline." Gender has been part of the main focus of the field for over 20 years. The proposed name for the degree program will better align the degree name with national trends and language in the field.

No substantial changes will be made to the curriculum as a result of the proposed name change. The focus of the program remains the same, and the curriculum requirements and the number of credit hours for the degree will remain the same.

National Women's Studies Association (2021, February 10). About. National Women's Studies Association. <https://www.nwsa.org/page/about-NWSA>

April 22, 2021

REQUESTS FOR LEAVE OF ABSENCE WITHOUT COMPENSATION

The President has approved the following requests for leave of absence without compensation.

<u>Name and Rank</u>	<u>Leave of Absence</u> <u>From</u> <u>To</u>	<u>Contract Salary</u>
Brian Diller Assistant Professor F. Ludwig Diehn School of Music	Academic Year 2021-22	\$59,740
Reason for Leave:	Attend Marshall School of Business at the University of Southern California to pursue an M.B.A.	
Gena Gerstner Assistant Professor Department of Human Movement Sciences	Academic year 2021-2022	\$60,000
Reason for Leave:	Postdoctoral Research Fellowship in the Department of Environmental Sciences and Engineering at the University of North Carolina at Chapel Hill	