MEMORANDUM

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

Michael J. Henry, Chair
Toykea S. Jones, Vice Chair
Carlton F. Bennett, (ex-officio)
Lisa B. Smith, (ex-officio)
R. Bruce Bradley
Robert S. Corn
Jerri F. Dickseski
Alton J. Harris
Maurice D. Slaughter
Andres Sousa-Poza (Faculty Representative)

FROM: Augustine O. Agho
Provost

DATE: June 1, 2018

The purpose of this memorandum is to provide you with background information for our meeting on Thursday, June 14, 2018. The committee will meet from 11:00 a.m.-12:00 noon in the Kate and John R. Broderick Dining Commons, Committee Room A (Room 2203).

I. Approval of Minutes of the April 26, 2018 Meeting

The minutes of the April 26, 2018 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 32 faculty appointments, nine administrative appointments, and five emeritus/emerita appointments.

V. Vote on Consent Agenda Resolutions

VI. Regular Agenda

The regular agenda includes three proposed new degree programs: a Bachelor of Science in Exercise Science, a Bachelor of Science in Public Health, and a Master of Library and Information Studies. In addition, revisions are proposed for four policies: Evaluation of Lecturers, Senior Lecturers, and Master Lecturers and Promotion of Lecturers and Senior Lecturers, Reappointment or Nonreappointment of Faculty, Promotion in Rank, and Tenure. Also included is a request to rename the Darden College of Education the Darden College of Education and Professional Studies.

VII. Vote on Regular Agenda Resolutions

VIII. Information Items

Information items include the Annual Report on Committee Actions, the report from the Provost, and the report from the Vice President for Research. The report from the Provost will include information on promotions in academic rank effective for 2018-19. The report from the Vice President for Research will include an update on research.

IX. 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
JUNE 14, 2018
AGENDA

11:00 a.m.-12:00 noon – Kate and John R. Broderick Dining Commons, Committee Room A (Room 2203)

I. APPROVAL OF THE MINUTES OF APRIL 26, 2018

II. CLOSED SESSION

III. RECONVENE IN OPEN SESSION AND VOTE ON RESOLUTIONS

IV. CONSENT AGENDA
- A. Faculty Appointments (p. 4-10)
- B. Administrative Appointments (p. 11-12)
- C. Emeritus/Emerita Appointments (p. 13-15)

V. VOTE ON CONSENT AGENDA RESOLUTIONS

VI. REGULAR AGENDA

- A. Approval of a New Bachelor of Science in Exercise Science (p. 16-42)
- B. Approval of a New Bachelor of Science in Public Health (p. 43-70)
- C. Approval of a New Master of Science in Library and Information Studies (p. 71-100)
- D. Proposed Revisions to the Policy on Evaluation of Lecturers, Senior Lecturers, and Master Lecturers and Promotion of Lecturers and Senior Lecturers (p. 101-106)
- E. Proposed Revisions to the Policy on Reappointment or Nonreappointment of Faculty (p. 107-111)
- F. Proposed Revisions to the Policy on Promotion in Rank (p. 112-120)
- G. Proposed Revisions to the Policy on Tenure (p. 121-133)
- H. Request to Rename the Darden College of Education the Darden College of Education and Professional Studies (p. 133a-b)

VII. VOTE ON REGULAR AGENDA RESOLUTIONS

VIII. INFORMATION ITEMS

- A. Annual Report on Committee Actions (p. 134-148)
- B. Report from the Provost
  1. Report on Promotions in Academic Rank Effective for 2018-19 (p. 149-150)
- C. Report from the Vice President for Research

IX. TOPICS OF INTEREST TO BOARD OF VISITORS MEMBERS

June 14, 2018

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
Mr. Matthew C. Beale Lecturer of English	$44,000	7/25/18	10 mos

Mr. Beale received an M.A. and a B.A. in English and a B.A. in Communication Studies from Virginia Tech and is expected to receive a Ph.D. in English from Old Dominion University. Previously he was Assistant to the English Department Webmaster and Affiliate Faculty at Old Dominion University.

Dr. James Bellamy Associate Professor of Community and Environmental Health	$95,000	7/25/18	10 mos

Dr. Bellamy received a Ph.D. in Health Systems Research and a Masters of Public Health and a B.S. in Nuclear Medicine Technology from the University of Arkansas for Medical Sciences. Previously he was Associate Professor and the Program Director for the Nuclear Medicine Advanced Associate at the University of Arkansas for Medical Sciences. (Salary includes $5,000 for serving as the Program Director for the Bachelor of Science in Health Sciences.)

Dr. Kathryn C. Bennett Instructor of English	$42,000	7/25/18	10 mos

Dr. Bennett received a Ph.D. in American Studies from the College of William and Mary, an M.A in English from Boston College and a B.A. in English from Montana State University. Previously she was an Adjunct Instructor in the Department of English at Old Dominion University.

Dr. Federica Bono Lecturer of Political Science and Geography	$47,000	7/25/18	10 mos

Dr. Bono received a Ph.D. in Geography, an M.Sc. in Geography, and a B.Sc. in Geography from KU Leuven, Belgium and an M.Sc. in Urban and Regional Planning from the University of Birmingham, UK. Previously she was a Research Fellow at KU Leuven, Belgium and a Visiting Scholar at Christopher Newport University.

Dr. Andrew J. Collins Assistant Professor of Engineering Management and Systems Engineering Tenure Track	$84,000	7/25/18	10 mos

Dr. Collins received a Ph.D. and an M.Sc. in Operations Research from the University of Southampton and a B.A. in Mathematical Science from the University of Oxford. Previously he was a Research Assistant Professor at Old Dominion University, Virginia Modeling, Analysis and Simulation Center.

Dr. Brett Cook-Snell Lecturer of STEM Education and Professional Studies	$50,000	7/25/18	10 mos

Dr. Cook-Snell received a Ph.D. in Education/Instructional Design and Technology from Old Dominion University and a Master of Education and a Bachelor of Arts from Regent University. Previously he was a Lecturer in the Department of STEM Education and Professional Studies at Old Dominion University.

Dr. Matthew DiLorenzo Assistant Professor of Political Science and Geography Tenure Track	$56,000	7/25/18	10 mos

Dr. DiLorenzo received a Ph.D. in Political Science from Vanderbilt University, an M.A. in Political Science from the University of New Hampshire and a B.S. in Political Science from Salem State University. Previously he was an Adjunct Lecturer of Government and a Research Analyst, AidData at the College of William and Mary.

Dr. Hamid Eisazadeh Assistant Professor of Engineering Technology Tenure Track	$75,000	7/25/18	10 mos

Dr. Eisazdeh received a Ph.D. from the Department of Mechanical and Aeronautical Engineering at Clarkson University, an M.S. from the Department of Manufacturing Engineering, Tehran University and a B.S. from the Department of Manufacturing Engineering, Mazandaran University. Previously he was an Assistant Professor of Mechanical Engineering Technology at County College of Morris.

Dr. Hadiza Galadima Assistant Professor of Community and Environmental Health Tenure Track	$92,000	7/25/18	10 mos

Dr. Galadima received a Ph.D. in Biostatistics from Virginia Commonwealth University

and a B.S. in Statistics from St. Cloud State University. Previously she was Assistant Professor of Biostatistics in the Center for Health Analytics and Discovery at Eastern Virginia Medical School.

Dr. Veleka S. Gatling Lecturer of Educational Foundations and Leadership	$58,000	7/25/18	10 mos

Dr. Gatling received a Ph.D. from Virginia Tech, an M.S. from Old Dominion University and a B.A. from James Madison University. Previously she was Executive Director of Differentiated Academic Programs and Professional Learning at Virginia Beach Public Schools.

Dr. Mohamed Haouari Visiting Professor of Engineering Management and Systems Engineering	$100,947	7/25/18	10 mos

Dr. Haouari received a Doctorate and an M.Sc. in Industrial Engineering from Ecole Centrale de Paris. Previously he was a Professor in the Department of Mechanical and Industrial Engineering at Qatar University.

Dr. Jessica Huffman Lecturer of Sociology and Criminal Justice	$50,000	7/25/18	10 mos

Dr. Huffman received a Ph.D. in Criminology and Criminal Justice, an M.A. in Applied Sociology and a B.S. in Criminal Justice from Old Dominion University. Previously she was Chief Departmental Advisor and Lecturer in the Department of Sociology and Criminal Justice at Old Dominion University.

Dr. Sherif S. Ishak Professor of Civil and Environmental Engineering	$168,000	7/25/18	12 mos

Dr. Ishak received a Ph.D. and an M.S. in Civil Engineering (Transportation) from the University of Central Florida and a B.S. in Civil Engineering from Cairo University, Egypt. Previously he was Professor and Department Chair in the Department of Civil and Environmental Engineering at the University of Alabama in Huntsville. He was also Lloyd Guillory Professor in Civil and Environmental Engineering and Associate Dean for Academic Programs at Louisiana State University. (Designated as Chair of the Department of Civil and Environmental Engineering)

Dr. Ukwatta K. S. Jayarathna Assistant Professor of Computer Science Tenure Track	$95,000	7/25/18	10 mos

Dr. Jayarathna received a Ph.D. in Computer Science from Texas A&M University, an M.S. in Computer Science from Texas State University and a B.S. in Computer Science from

University of Peradeniya, Sri Lanka. Previously he was an Assistant Professor in the Department of Computer Science at California State Polytechnic University.

Dr. Saltuk B. Karahan Lecturer of Political Science and Geography	$56,000	5/25/18	12 mos

Dr. Karahan received a Ph.D. in International Studies from Old Dominion University, a Master of Arts in Security Studies from Army War College, Turkey, a Master of Science in Modeling, Virtual Environments and Simulation from Naval Postgraduate School and a Bachelor of Science in Systems Engineering from Turkish Military Academy, Turkey. Previously he was a Visiting Scholar at the Virginia Modeling, Analysis and Simulation Center at Old Dominion University. (Designated as Cybersecurity Program Coordinator) (new position)

Mr. Charles E. Kirkpatrick Lecturer of Information Technology and Decision Sciences	$62,000	7/25/18	10 mos

Mr. Kirkpatrick received an M.S. in Management of Information Technology from the University of Virginia and a B.S. from East Tennessee State University. Previously he was an Adjunct Instructor in the Strome College of Business at Old Dominion University and a Visiting Scholar in the McIntire School of Commerce at the University of Virginia. (new position)

Dr. Rohan Maddamsetti Visiting Assistant Professor of Biological Sciences	$60,000	7/25/18	10 mos

Dr. Maddamsetti received a Ph.D. from the Department of Integrative Biology at Michigan State University and an Sc.B in Computational Biology from Brown University. Previously he was a Postdoctoral Research Fellow in the Department of Systems Biology at Harvard Medical School.

Ms. Meredith E. Magoun Lecturer of Communication and Theatre Arts	$45,000	7/25/18	10 mos

Ms. Magoun received an M.F.A. in Costume Design from Carnegie Mellon University and a B.A. in Theater from Smith College. Previously she was a Lecturer in Costume Design/Technology at Central Washington University.

Mr. Kole A. Matheson Instructor of English	$42,000	7/25/18	10 mos

Mr. Matheson received an M.A. in Applied Linguistics and a B.A. in English from Old Dominion University. Previously he was an Instructor in the Department of English at Old Dominion University.

Mr. James Morrow Assistant Professor of Communication and Theatre Arts Tenure Track	$57,000	7/25/18	10 mos

Mr. Morrow received an M.F.A. in Dance from Hollins University and a Bachelor of Arts from Northeastern Illinois University. Previously he was an Assistant Professor of Dance at Salem State University.

Ms. Kelly Morse Lecturer of English	$44,000	7/25/18	10 mos

Ms. Morse received an M.F.A. in Creative Writing-Poetry from Boston University and a B.A. in Spanish Literature from Boise State University. Previously she was a Lecturer in the Department of English at Old Dominion University.

Ms. Sara E. Riggs Lecturer of Finance	$62,000	7/25/18	10 mos

Ms. Riggs received an M.B.A. from Old Dominion University and a B.S. in Management from the University of Delaware. Previously she was an Adjunct Instructor in International Business at Old Dominion University.

Dr. Young Shim Visiting Assistant Professor of Accountancy	$107,000	7/25/18	10 mos

Dr. Shim received a Ph.D. in Business Administration – Accounting, a Ph.D. in Mass-Communication and Media Arts, a Master of Accountancy, an M.S. in Journalism, and a B.S. in Information System Technology from Southern Illinois University Carbondale and a B.S. in Architectural Engineering from Hanyang University, Seoul. Previously he was an Instructor at Southern Illinois University Carbondale.

Dr. Lisa M. Shollenberger Assistant Professor of Biological Sciences Tenure Track	$80,000	7/25/18	10 mos

Dr. Shollenberger received a Ph.D. in Biochemistry and Molecular Biology from the University of Pittsburgh School of Medicine and a B.S. in Biotechnology from The Pennsylvania State University. Previously she was an Adjunct Researcher at Fundacão Oswaldo Cruz, Belo Horizonte, MG, Brazil and an Assistant Research Scientist and faculty member in the Department of Infectious Diseases at the University of Georgia.

Ms. Rita Soulen Lecturer of Teaching and Learning	$43,000	7/25/18	10 mos

Ms. Soulen received an M.S.Ed. with Library Science Endorsement from Old Dominion University, a B.S. in Middle Education from the College of William and Mary and is enrolled in the Curriculum and Instruction doctoral program at Old Dominion University. Previously she was a School Library Media Specialist at Norfolk Public Schools.

Dr. Jiangwen Sun Assistant Professor of Computer Science Tenure Track	$95,000	7/25/18	10 mos

Dr. Sun received a Ph.D. in Computer Science and Engineering from the University of Connecticut, an M.E. in Computer Science and Technology from Nanjing University, China and a B.M. in Clinical Medicine from Second Military Medical University, China. Previously he was an Assistant Research Professor in the Department of Computer Science and Engineering at the University of Connecticut.

Ms. Kelly Vega Lecturer of Communication Disorders and Special Education	$61,000	6/10/18	12 mos

Ms. Vega received an M.S. in Speech-Language Pathology and a B.S. in Psychology from Old Dominion University. Previously she was a Clinical Educator in the Department of Communication Disorders and Special Education at Old Dominion University and a Speech-Language Pathologist at Sentara. (Designated as Clinical Educator – ODU Speech and Hearing Clinic)

Ms. Heather M. Weddington Lecturer of English	$44,125	7/25/18	10 mos

Ms. Weddington received an M.F.A. in Creative Writing and a B.A. in English from Old Dominion University. Previously she was an Instructor in the Department of English at Old Dominion University.

Dr. John P. Whiteman Assistant Professor of Biological Sciences Tenure Track	$80,000	12/25/18	10 mos

Dr. Whiteman received a Ph.D. in Ecology and an M.Sc. in Zoology and Physiology from the University of Wyoming and a B.A. in Biology from the University of St. Thomas. Previously he was a Post-Doctoral Research Associate and Adjunct Assistant Professor of Biology at the University of New Mexico.

Dr. Jian Wu Assistant Professor of Computer Science Tenure Track	$95,000	7/25/18	10 mos

Dr. Wu received a Ph.D. in Astronomy and Astrophysics and a minor in Computational Science from Pennsylvania State University and a B.S. in Physics and Astronomy from the University of Science and Technology of China. Previously he was an Assistant Teaching Professor in the Department of Information Sciences and Technology at Pennsylvania State University.

Dr. Tian-Bing Xu Associate Professor of Mechanical and Aerospace Engineering Tenure Track	$94,000	7/25/18	10 mos

Dr. Xu received a Ph.D. in Materials Sciences and Engineering and an M.S. in Electrical Engineering from The Pennsylvania State University and a Diploma in Physics from Shandong University, China. Previously he was an Associate Research Fellow at NASA Langley Research Center.

Ms. Susan Zehra Lecturer of Computer Science	$50,000	7/25/18	10 mos

Ms. Zehra received an M.S. in Electronics Engineering and Computer Science from Norfolk State University, a B.S. in Electrical Engineering from JMI, New Delhi, India and is pursuing a Ph.D. in Computer Science at Old Dominion University. Previously she was an Instructor of Computer Science at Hampton University. (new position)

June 14, 2018

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
Ms. Karen D. Centeno Education Librarian	$54,000	7/10/18	12 mos

Ms. Centeno received a Master's degree in Information Science and a Bachelor's degree in Arts of Education in Secondary Level from the University of Puerto Rico and is a doctoral candidate in Library Sciences from the Universidad Carlos III de Madrid. Previously she was a Library/Media Specialist at Greensville Elementary School.

Ms. Morgan Collins Assistant Sailing Coach and Assistant Instructor	$33,549	4/18/18	12 mos

Ms. Collins received a B.A. in Interdisciplinary Studies from Old Dominion University. Previously, she worked as the Assistant Sailing Coach for SUNY Maritime University.

Mr. Erik Edwards Coordinator, Outdoor Adventure Program and Assistant Instructor	$38,500	5/25/18	12 mos

Mr. Edwards earned a B.S. in Recreation Management from Georgia Southern University. Previously, he worked as a graduate assistant for the University's Department of Recreation and Wellness.

Mr. Keith Freeman Assistant Women's Basketball Coach and Instructor	$120,000	5/01/18	12 mos

Mr. Freeman earned a B.S. in Business Administration from Huntington College and an M.B.A. from Ball State University. Previously, he worked as the Associate Head Women's Basketball Coach for Wright State University. Mr. Freeman was also the Head Women's Basketball Coach for both Valparaiso University and St. Joseph's College.

Ms. Karen Gershman Director of Major Gifts and Assistant Instructor	$110,000	4/25/18	12 mos

Ms. Gershman received a B.S. in Communication from Old Dominion University. Previously, she worked within various roles at the Children's Hospital of the King's Daughters (CHKD), including Senior Director of Development, Director of Development, Senior Development Associate, and Special Events Coordinator. Ms. Gershman was also the Assistant Director for the Downtown Norfolk Development Corporation and the Marketing Director for Janaf Shopping Center. (new position)

Ms. Megan Mize Associate Director of ePortfolio and Digital Media Initiatives, Center for High Impact Practices and Instructor	$50,000	5/25/18	12 mos

Ms. Mize earned a B.A. in English from the College of William and Mary and an M.A. in English from Old Dominion University. Previously, she was a Lecturer in the University's English department. (new position)

Ms. Elaine M. Pearson Associate Vice President for Academic Affairs and Instructor	$147,000	6/25/18	12 mos

Ms. Pearson received an M.B.A. in Management from Texas Women's University, an M.Ed. in Educational Technology from the University of Phoenix and a B.S. in Information Systems Technology from the University of Houston. Previously she was Executive Director for Academic Administration and Operations and Director of Academic Budgets and Operations at the University of Houston-Downtown.

Ms. Saranette Williams Associate Director of Employer Programs and Development, Career Development Services and Instructor	$62,000	4/30/18	12 mos

Ms. Williams earned a B.S. in Finance and an M.A. in Education from Virginia Tech. Previously, she worked as the Director of University Career Services at Regent University.

Ms. Ziniya Zahedi Technology Administrator, Dragas Center for Economic Analysis and Policy and Instructor	$71,500	4/25/18	12 mos

Ms. Zahedi received a B.S. in Business Administration and an M.S. in Engineering Management from Old Dominion University. Previously, she worked as a Database Analyst for Eastern Virginia Medical School.

June 14, 2018

EMERITUS/EMERITA APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves 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
Martyn Bradley Associate Athletic Director Emeritus for Sports Medicine and Athletic Training	July 1, 2018
Lynn Johnson Senior Lecturer Emerita of Management	June 1, 2018
Sharon Judge Professor Emerita of Communication Disorders and Special Education	July 1, 2018
Judy Luedtke Executive Director Emerita of Student Transition and Family Programs	August 1, 2018
David Radcliffe Associate Director Emeritus for Military Operations	July 1, 2018

MARTYN BRADLEY

Martyn Bradley, associate athletic director for sports medicine and athletic training, received a Bachelor of Science in physical education from Southern Illinois University and a Master of Science in athletic training from the University of Arizona. He joined Old Dominion University in 1975 and currently oversees all aspects of the athletic training and sports medicine programs. Since joining ODU, Bradley has been responsible for the administration of the athletic training program for all of the Monarchs varsity programs. He also served as the program director for the nationally accredited graduate athletic training program for 22 years. Prior to ODU, he was the head athletic trainer for a minor league affiliate within the New York Mets organization.

Bradley has received numerous honors and awards throughout his years at ODU, including the National Athletic Trainers Association (NATA) Service Award, the NATA 25-Year Award, NATA Most Distinguished Athletic Trainer Award and the ODU Service Recognition Award. He has also served on the NATA Board of Directors (1991-97), served as the organization's vice president (1994-95) and was a member of the NATA Post Certification Graduate Education Committee (1997-02). In 2011, Bradley was inducted into the first class of the Mid-Atlantic Athletic Trainers Association's Hall of Fame, and in 2015 was inducted in the Virginia Athletic Trainers Hall of Fame.

LYNN JOHNSON

Lynn Johnson, senior lecturer of management, received a master's degree in human resource management from Marymount University. She joined Old Dominion University in 2006 as a lecturer in the Department of Management. She received an award for Teaching with Technology for development of her online course on Employee Relations.

Johnson served as the chief faculty advisor and mentored numerous faculty advisors. She played a crucial role in developing advising relationships between students and faculty members. Johnson has also served on the College Nominations, Elections and Awards Committee for the past ten years, serving as its chair for many years. She was previously the faculty advisor for the ODU Society for Human Resource Management Student Chapter. Johnson is a Certified Mediator for the State of Virginia and a professional member of the Society for Human Resource Management.

SHARON JUDGE

Sharon Lesar Judge received a B.A. in education from the University of Arizona, an M.Ed. in special education from the University of North Texas, and a Ph.D. in education with a concentration in special education from the University of California, Santa Barbara. Early in her career she taught elementary and special education in Texas and California schools. After receiving her Ph.D., she joined the College of Education faculty at the University of Tennessee, Knoxville, achieving the rank of professor. Judge joined Old Dominion University in 2006 where she also achieved the rank of professor of communication disorders and special education.

While at ODU, Judge served as the Executive Director of the Children's Learning and Research Center from 2008-2013 and as the Associate Dean of Graduate Studies for the Darden College of Education from 2007-2013. She has an impressive record of more than $8 million in grant funding from the U.S. Department of Education to support her work training high-quality teachers, most recently preparing teachers to work with children who are English learners with disabilities.

Judge's publication record is outstanding, including more than 60 peer-reviewed papers, two books, and more than a dozen book chapters. She has presented her research at more than 100 conferences in the U.S. and Europe. She is the Associate Editor of the *International Journal of Learner Diversity and Identities* and is on the editorial boards of three other scholarly journals in education. Since 2011 Judge has regularly served on federal grant review panels for the Institute

of Education Sciences. In 2001, she was a Fulbright Scholar in Moscow, Russia and now is a consultant to the Fulbright Senior Specialist Program.

JUDY LUEDTKE

Judy Luedtke, executive director of student transition and family programs, received a B.A. degree in political science from Carthage College (Wisconsin) and a master's degree in educational psychology from the University of Wisconsin-Milwaukee. She joined Old Dominion in 2006 and has worked in new student and family programming for her entire tenure. She has been responsible for freshman and transfer Preview orientations, UNIV 100 orientation courses, and family programming, which includes Monarch Family Weekend.

Among Luedtke's accomplishments are the introduction of a common read for the UNIV 100 classes, the creation of an online orientation for transfer students, and initiation of a Parents' Association for all interested Monarch families. Her University service includes committee membership in Excellence in Advising, Week of Welcome, Enrollment Communications, and Learning Communities.

DAVID RADCLIFFE

David Radcliffe, associate director for military operations, received an A.B. in geography from Syracuse University, an M.B.A. from the University of North Dakota, and a master's in education with teaching license in middle school from Old Dominion University. He joined ODU in 1995 after retiring from the United States Air Force with 24 year of active duty service. He served in the Air Weather Service, the Missile (ICBM) career area, and in Logistic Plans.

After his hire in 1995, Radcliffe worked exclusively at the local Navy Bases including NAS Oceana, JEB Little Creek and NS Dam Neck. He was a part of the University's local military outreach through the Base Education Offices and served as an ODU advisor for any program of interest to the base Navy personnel. He also supervised ODU staff members at Naval Station Norfolk and the military bases on the Peninsula.

The primary program Radcliffe promoted was the Military Career Transition Program. This led to an M.S.Ed. with teaching license in all the core subjects. He also spearheaded a teaching license for technology education in middle and high school with the Department of Occupational and Technical Studies. In the late 1990s these programs spread to military bases throughout Hampton Road and into bases in Northern Virginia.

In 2003 Radcliffe became the regional director for military site operations in Hampton Roads. He later became responsible for managing all of the University's military sites throughout Virginia, which allowed the University to focus on key processes that standardized military distance learning management throughout Virginia.

June 14, 2018

APPROVAL OF A NEW BACHELOR OF SCIENCE IN EXERCISE SCIENCE

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposal for a new Bachelor of Science in Exercise Science degree program to be effective with the fall 2019 semester.

Rationale: The Darden College of Education seeks approval to offer a Bachelor of Science in Exercise Science, to begin fall 2019. This program will be offered by the Department of Human Movement Sciences.

The purpose of the Bachelor of Science in Exercise Science is to prepare students for various entry-level jobs in the fitness industry, including personal trainers, strength coaches and corporate health promotion managers. Students may also secure entry-level positions in the healthcare field as exercise physiologists in cardiac rehabilitation or clinical exercise specialists. Lastly, a B.S. in Exercise Science is often considered a "stepping stone" degree toward the pursuit of a professional post-baccalaureate healthcare degree (e.g., physical therapy).

Graduates of the proposed Bachelor of Science in Exercise Science will be equipped with knowledge and skills to work independently or on a team to perform fitness assessments, provide exercise prescriptions, and perform basic health screenings such as blood pressure and body composition assessment. They will be equipped with knowledge to understand how and why exercise is effective in treating and preventing disease, and the ability to prescribe exercise as a treatment and preventative tool for chronic diseases and improving fitness.

A baccalaureate-level exercise science concentration has been offered within the physical education program at Old Dominion University since the early 1970s. However, the current classification under physical education is incongruous with the focus of exercise science. The existing concentration is not focused on pedagogy and does not prepare individuals to teach in school settings. The proposed program is aligned with the skills and knowledge required in the field of exercise science.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal ☒ Spin-off proposal ☐ Certificate document ☐
3. Name/title of proposed program Exercise Science	4. CIP code 31.0505
5. Degree/certificate designation Bachelor of Science	6. Term and year of initiation Fall 2019
7a. For a proposed spin-off, title and degree designation of existing degree program 7b. CIP code (existing program)	
8. Term and year of first graduates Fall 2019	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of Department of Human Movement Sciences School(s) or college(s) of Darden College of Education Campus(es) or off-campus site(s) Main campus in Norfolk	
Mode(s) of delivery: face-to-face ☒ hybrid (both face-to-face and distance) ☐	Distance (51% or more web-based) ☐
13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program. Jeanie Kline, Ed.D. SCHEV Liaison, 757.683.3261	

Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to offer a Bachelor of Science in Exercise Science, to begin fall 2019 in Norfolk, Virginia. This program will be offered by the Department of Human Movement Sciences in the Darden College of Education.

The purpose of the Bachelor of Science in Exercise Science is to prepare students for various entry-level jobs in the fitness industry, including personal trainers, strength coaches and corporate health promotion managers. Further, a BS in Exercise Science is often considered a "stepping stone" degree toward the pursuit of a professional post-baccalaureate healthcare degree (e.g., physical therapy).[1]

Graduates of the proposed program will have the knowledge and skills to work independently or on a team to perform fitness assessments, provide exercise prescriptions, and perform basic health screenings such as blood pressure and body composition assessment. They will be equipped with the knowledge to understand how and why exercise is effective in treating and preventing disease, and the ability to prescribe exercise as a treatment and preventative tool for chronic diseases and improving fitness. Graduates will also be able to make physical fitness measurements and develop and adapt wellness programs for a variety of populations. They will be prepared to work in the fitness and wellness industry or in clinical settings such as cardiac rehabilitation. Finally, graduates will be capable of working with a diverse population of clients and adapt fitness and wellness programs to each client's individualized needs.

This field has its roots, in part, in the founding of the American College of Sports Medicine (ACSM) in 1954 by a small group of physicians, scientists, and physical educators. The organization has grown to become the largest professional body of exercise scientists in the world. Because the ACSM's initial focus was on the physiology, training, and medical care of athletes, some overlapping terminology has developed in the field. The ACSM no longer has "sports medicine" as its primary focus, but the term remains in the name for historical purposes. The best term for the field of study that encompasses the scientific study of how the body responds to exercise is "exercise science." A related term is "kinesiology," which technically means "study of movement." It is sometimes used synonymously with exercise science, but kinesiology also has a more narrow focus in describing which muscles are involved in what movements. More broadly, exercise science incorporates the study of the physiological responses within the body to acute or chronic exercise (exercise physiology) and the study of the forces involved in movement utilizing the laws of physics (biomechanics).

The existing Bachelor of Science in Education—Physical Education—with a concentration in exercise science has been offered at Old Dominion University since 1966. However, the current classification under physical education is incongruous with the focus of exercise science. The existing concentration is not focused on pedagogy and does not prepare individuals to teach in

[1] See http://www.exercise-science-guide.com/blog/what-can-you-do-with-exercise-science-degree/#Bachelor8217s_Degree

school settings. The proposed program is aligned with the skills and knowledge required in the field of exercise science.

Mission

The mission of the institution says: "Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through "rigorous academic programs", strategic partnerships, and active civic engagement."

The Bachelor of Science in Exercise Science will align with this mission by providing a "rigorous academic program" that prepares graduates for careers in health- and fitness-related fields. Such work utilizes exercise as preventive or rehabilitative medicine (e.g., corporate health promotion, strength and conditioning, cardiac rehabilitation). The proposed program also gives students the foundation required for graduate programs in exercise science, physical therapy and occupational therapy.

Further, both faculty and students in the proposed degree program in exercise science will be engaged in the community and maintain "strategic partnerships" with organizations outside of ODU. Faculty and students in the proposed program will continue such engagement in offering biometric screening, volunteering in the department's wellness institute, and offering exercise prescriptions and programming for various populations in the community.

Admission Criteria

Requirements for admission to the proposed Bachelor of Science in Exercise Science include:

- A completed online application and application fee
- A high school diploma or GED for traditional freshman students
- Official copies of transcripts from all regionally-accredited post-secondary institutions attended, with a GPA of 2.5 or better, for those who have attended previous institutions
- A Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the iBT) for non-native English speakers

Optional documentation for prospective students who choose to submit such materials may include reference letters, a personal essay or other materials selected by the applicant.

Target Population

No specific target population of students will be recruited for the proposed degree program.

Curriculum

The proposed Bachelor of Science in Exercise Science is a 120-credit hour program. Students are required to complete lower- and upper-division general education requirements, 34 credits in the exercise science professional core, 20 credits in the science core, and 12-18 credits in the selected option. The curriculum will include two concentrations: scientific foundations and prevention and rehabilitation.

The focus of the core curriculum is to provide students with a solid foundation in nutrition, kinesiology, exercise physiology, strength and conditioning, chronic disease, wellness, and exercise diagnoses and prescriptions. Through the core curriculum, students become knowledgeable about a variety of aspects related to exercise and its connection to disease, fitness, wellness, and health. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application of exercise testing and programming. Students then choose one of the proposed concentrations to gain knowledge, skills, and abilities that are more specific to a particular area.

The selected concentrations available are:

1. Prevention and rehabilitation with an internship experience, intended to provide students with hands-on practice in a clinical, corporate, or research setting related to exercise science
2. Scientific foundations, aimed at preparing students for a graduate program in a health profession. Students will consult with an exercise science faculty member for appropriate courses in this latter option.

Program Requirements

Lower Division General Education (38-44 credit hours)

Written Communication Skills	6 credits
Oral Communication	3
Mathematical Skills	3
Language and Culture	0-6*
Information Literacy and Research	3
Human Creativity	3
Interpreting the Past	3
Literature	3
Philosophy and Ethics	3
The Nature of Science: BIOL 121N/122N and BIOL 123N/124N	8
Human Behavior: PSYC 201S	3
Impact of Technology	0
Satisfied in the major (EXSC 417W)	

*Students who earned a high school diploma before December 31, 1985 and those whose native language is not English are exempt from this requirement. Others may meet the requirement if they have a transfer associate degree that satisfies all lower-level general education coursework or if they have successfully completed three years of one language or two years of two different

languages in high school. If the requirement has been met, no course work is needed for this category. Otherwise, students must complete 6 credit hours of a foreign language.

Science Core (20 hours)

BIOL 240 or 250 Anatomy & Physiology I	4 credits
BIOL 241 or 251 Anatomy & Physiology II	4
CHEM 121N/122N Foundations of Chemistry I	4
CHEM 123N/124N Foundations of Chemistry II	4
PHYS 111N Introductory General Physics	4

Exercise Science Core (34 credit hours)

EXSC 225 Introduction to Exercise Science	3 credits
EXSC 240 Prevention and Care of Injuries Related to Physical Activity	3
EXSC 250 Strength and Conditioning Leadership	3
EXSC 322 Anatomical Kinesiology	3
EXSC 326 Exercise Physiology I	3
EXSC 327 Exercise Physiology II	3
EXSC 366 Exercise Science Seminar	1
EXSC 408 Nutrition for Fitness and Sport	3
EXSC 415 Exercise Testing for Normal and Special Populations	4
EXSC 417W Biomechanics	4
EXSC 428 Exercise Prescription and Chronic Disease	3
EXSC 431W Wellness Programming and Administration	3

Concentrations (12-18 credit hours)

Students will choose one of the options below, in consultation with the advisor.

<u>Prevention and Rehabilitation (12 credits)</u>

The purpose of this concentration is to prepare students for careers as exercise science professionals in the fitness industry and clinical settings. Field based learning, in which students will practice the foundational skills and knowledge acquired through their core classes, is an important part of this curriculum and students will gain this knowledge through EXSC 368 (Internship).

EXSC 368 Internship*	12 credits

<u>Scientific Foundations (16-18 credits)</u>

The purpose of this concentration is to prepare students for careers in research and in preparation for advanced degrees (M.S.) in exercise science. This coursework will allow students to learn research, statistics, and professional communication skills.

PHYS 112N	4 credits
STAT 130M	3
Approved Elective	3-4

Approved Elective	3-4
EXSC 420 Research Methods in Exercise Science	3

Upper Division General Education (6-30 credit hours)
Four options are available for students in the proposed program, as follows:

Option A
Disciplinary Minor (a minimum of 12 credit hours determined by the department) or Second Major or Second Degree

Option B
Interdisciplinary Minor (specifically 12 credit hours, 3 of which may be in the major)

Option C
An approved certification program such as teaching licensure

Option D
Six (6) credit hours of elective upper division courses from outside the student's major discipline and college. Three hours may be met with the philosophy/ethics requirement within general education.

Electives
If needed, students will work with their advisor to select elective coursework sufficient to reach the minimum requirement of 120 credit hours for the baccalaureate degree.

Internship
Students who select the prevention and rehabilitation option are required to complete an internship. Experiential learning is a key component of the curriculum for students wishing to pursue a clinical career after graduation. The internship provides students with the opportunity to apply concepts learned in the classroom to real world experiences. This on-the-job training gives students opportunities to be competitive in the job market, with a portfolio of proficiencies gained through their program.

Field-Based Learning Requirements

Requirements of the internship include the completion of 400 documented clock hours in an approved setting and completion of pre-determined goals and objectives. During the internship, students must follow the guidelines set forth in the internship manual and complete all required assignments. These assignments include: 1) an initial report detailing schedules, responsibilities, and goals; 2) weekly reports signed by the site supervisor and sent to the faculty supervisor; and 3) written reports on a collection of case studies or projects completed through their internships. In addition, the internship site supervisor provides both a mid-term and final evaluation on the student's work. The internship is graded on a letter basis. If a student fails the internship, the student may complete another internship after consulting with the internship coordinator. Failure of the second internship results in termination from the program.

Sample plans of study are available in Appendix A. Course descriptions are provided in Appendix B. Internship sites are available in Appendix C.

Student Retention and Continuation Plan

Student retention will be facilitated by requiring that all students entering the Bachelor of Science in Exercise Science meet with the undergraduate program coordinator (UPC), or a faculty advisor from exercise science, to discuss program requirements, advising, and continuance. Subsequently, if difficulties develop, faculty will direct students to various university resources (e.g., Student Success Center, Academic Enhancement, Counseling, Writing Center, tutors). Students must meet with faculty on a semester-by-semester basis for course registration and degree planning.

Advising/scheduling workshops are also held several times throughout each semester in order to provide students with information necessary to register for courses for the following term. Additionally, the undergraduate program coordinator will be available during regularly-scheduled office hours to meet with individual students concerning scheduling, internships, career options, etc. The program coordinator may also schedule meetings with students who are underperforming in the program in order to formulate a plan of action for improvement.

During scheduling workshops and individual advising meetings, the program coordinator will reiterate the continuance requirements for the program, including an overall GPA of 2.0, demonstrated writing proficiencies, and completion of all exercise science core requirements. If a student is struggling, the advisor will work with the student to put a plan of action in place to improve academic performance, such as tutoring, a change of study habits, additional resources for a difficult topic, or referral to the Student Success Center.

Faculty

The Department of Human Movement Sciences has 18 full time faculty. Five tenured or tenure-track and one non-tenure-track faculty in the department will teach in the proposed degree program. Existing faculty members in the Department of Human Movement Sciences have both depth and breadth of knowledge in exercise science to cover the full range of classes offered in the major. The exercise science faculty include one full professor, one associate professor, and three assistant professors, all of whom possess terminal degrees in exercise science or related areas. One additional member of the faculty, a lecturer, holds a master's degree.

The tenured and tenure-track faculty members have established records as productive researchers with over 200 peer-reviewed publications among them. Further, faculty serve as textbook editors and manuscript editors and reviewers for some of the top journals and most widely used books in our field. The tenure-track faculty in the proposed degree program have made over 120 presentations as professional meetings. With this experience comes a balance of expertise. One faculty is a specialist in biomechanics and one faculty hold a Registered Dietician degree in addition to his Ph.D. and is a specialist in nutrition. Three faculty have degrees in exercise

physiology with an expertise in nutrition in health and fitness and sport; cardiorespiratory exercise prescription; and cardiovascular and metabolic responses to exercise and physical inactivity. Collectively, the faculty have 70 years of teaching experience.

One lecture line is currently vacant and will be filled in fall 2018. In addition, a new faculty line—a lecturer—has been approved for this program effective fall 2018. Both new lecturers are expected to have, at minimum, a graduate degree in exercise science and will teach in the proposed program.

Additional faculty members from the College of Sciences will teach the math and science courses required for the proposed degree. These include tenured, tenure-track, and lecturer faculty from the Department of Mathematics and Statistics, the Department of Biological Sciences, the Department of Chemistry and Biochemistry, and the Department of Physics. Each faculty member will have the credentials and expertise in his/her discipline to teach the respective classes.

Abbreviated CVs of the exercise science faculty can be found in Appendix C.

Program Administration

The program will be housed in the Department of Human Movement Sciences (HMS) within the Darden College of Education. A full-time faculty member from HMS will serve as undergraduate program coordinator (UPC), and will direct the coordination of the Bachelor of Science in Exercise Science, and prepare assessment and accreditation reports for the program in addition to teaching in the proposed degree program. The UPC will also ensure program compliance with university policies and procedures. This faculty member will teach in the proposed program.

An administrative assistant, housed in the Department of Human Movement Sciences, will support the program. This individual serves as Office Manager and Fiscal Tech for Human Movement Sciences. She/he will assist with scheduling classes, making arrangements for guest speakers, completing book orders, and other duties requested by faculty.

The full-time exercise science program faculty will continue their current practice of meeting monthly throughout the academic year and as needed during the summer months.

Student Assessment

Data related to the student learning outcomes will be collected on an annual basis to reflect Commission on Accreditation of Allied Health Education Programs (CAAHP) accreditation standards and reported on the university's assessment database. Evidence of student achievement of learning objectives will be assessed during the program through practical and written exams, assignments, research projects and presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

In order to assure that students are learning the major objectives of the program, faculty will assess student learning in several ways, including annual evaluation of all courses, tracking students' academic progress each semester, reviewing faculty evaluations conducted by the student and through peer evaluation.

The student learning outcomes for the Bachelor of Science in Exercise Science include the following:

1. Research a problem, analyze data and construct logical conclusions relative to issues/problems in the field of exercise science.
2. Demonstrate professional communication skills (written, oral and technology based) and adapt these skills based on the population's needs.
3. Apply skills needed to assess physical fitness measurements.
4. Acquire and apply knowledge in the specific core content areas that are the foundation of the exercise science discipline.
5. Demonstrate competency and employ creativity in developing and adapting wellness topics and programs to a variety of audiences and settings.

Below is a map of these outcomes, as well as the method of assessment associated with each. Each student learning outcome (SLO) is addressed multiple times during the curriculum because acquiring the knowledge, skills and abilities for mastery of the objectives is a process rather than a one-time event. At the completion of the curriculum each student will have had the opportunity to demonstrate mastery of each SLO.

Curriculum Map	
Student Learning Outcomes	**Courses & Co-Curricular Activities that Develop Competency** Course Number & Title Assessment (rubric used for grading)
1. Research a problem, analyze data and construct logical conclusions relative to issues/problems in the field of exercise science.	**EXSC 420- Research Methods in Exercise Science** Assessment: 80% of students will meet the standards of the group research project. **EXSC 368 – Internship** Assessment: 80% of students will meet the standards of the internship portfolio rubric.
2. Demonstrate professional communication skills (written, oral and technology based) and adapt these skills based on the population's needs.	**EXSC 420- Research Methods in Exercise Science** Assessment: 80% of students will meet the standards of the group research project, which includes a presentation of the project. **EXSC 368 – Internship** Assessment: 80% of students will meet the standards of the internship portfolio rubric.
3. Apply skills needed to assess physical fitness measurements.	**EXSC 415-Exercise testing for normal and special populations** Assessment: 80% of students will meet the standards of the lab practical rubric.
4. Acquire and apply knowledge in the specific core content areas that are the foundation of the exercise science discipline.	**EXSC 326 & EXSC 327- Exercise Physiology I & II** Assessment: 80% of students will demonstrate core content on final exam.
5. Demonstrate competency and employ creativity in developing and adapting wellness topics and programs to a variety of audiences and settings.	**EXSC 431- Wellness Programming and Administration** Assessment: 80% of students will meet the standards provided for the development of a comprehensive wellness activity based on a specific wellness topic. Assessment: 80% of students will meet the standards provided for the development and write up of a detailed individual behavior change plan based on an assessment of their current wellness status.

Workplace Competencies/Employment Skills

Specifically, graduates of the proposed program will have the ability to:

1. Critically appraise and conduct physical fitness training and testing in healthy and unhealthy populations;
2. Demonstrate an understanding of contraindications, risks, safety precautions, and end point of a stress test;
3. Effectively communicate (written, oral, and technological) with clients/patients and team members to ensure that goals are being met;
4. Maximize the safety of each member/client by assisting fitness area/equipment instruction and proper exercise program development based on individual's health and fitness condition;
5. Assist clients with exercise programming and health education, and utilize disease management techniques in order to help the client/patient achieve a healthier lifestyle;
6. Perform basic health/laboratory techniques for patient safety during exercise such as blood pressure monitoring, stress testing, body composition analysis;
7. Educate clients/athletes on areas such as heart rate monitoring, recovery techniques, hydration strategies, overtraining, and acclimatization to maximize performance; and
8. Provide corrective coaching on poor ergonomic body postures and provide potential countermeasures to improve physical performance.

Upper-Level Curriculum Content Fulfilling Workplace Competencies:

	Exercise Science Courses										
Competencies	322	326	327	366	408	415	417W	428	431W	368	420
1	X	X	X			X	X	X	X	X	X
2						X		X		X	
3		X		X						X	
4						X		X		X	
5					X	X	X	X	X	X	
6						X				X	X
7		X	X		X	X		X	X	X	
8	X						X			X	

Program Assessment

The program will be assessed by the Department of Human Movement Sciences, the Darden College of Education, and the Office of Academic Affairs. The department review will be completed annually in the fall of each year, and will consist of:

- Analyzing data from the university's assessment report;
- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion;

- Analyzing the results of the Old Dominion University internship site evaluations to identify potential areas for improvement within the curriculum;
- Analyzing the need for curriculum changes based on student, alumni, or accreditation feedback.

Results of these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The program review may result in strategic decisions about the program, may identify areas of potential improvement, may make resource recommendations, may articulate considerations for expansion or consolidation, and may consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections including consideration of the context of the SCHEV 5-year benchmark and other on-going enrollment targets;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of this review will be incorporated into the college's annual review. The dean and associate dean will read the program review each year to ensure that progress is being made. The college annual review of the program will be sent to the vice provost for review each year.

Institutionally, the vice provost will ensure the provost is kept abreast of any items that need to be addressed in the process.

Benchmarks of Success

Benchmarks of success for the proposed program will include enrollment goals and professional placement of graduates. Success will be determined by the way the program affects academic and career goals as well as the future job prospects and mobility of its students:

- 80% retention of students who enter the program;
- 25% of students will participate in the national credentialing exams following graduation (e.g. American College of Sports Medicine, American Council on Exercise, National Strength and Conditioning Association);
- 75% of the students will have earned jobs in exercise science and related fields
- 20% will be enrolled in graduate programs within 12 months of program completion;
- 85% of students will be satisfied with the program as determined by the university's Student Satisfaction Survey;

Faculty and administrators will conduct a yearly evaluation of the success of the program in meeting these benchmarks. Methods of benchmark-related data collection will include surveys, interviews, and employer feedback. If program benchmarks are not achieved, the program faculty will examine curriculum, instructional methods, internship placements, advising practices, and course and lab evaluations to determine where changes need to be made, or if benchmarks need to be updated. The plan of action will be submitted to the associate dean for approval, suggestions, and any allocation of resources necessary for success.

Expansion of an Existing Program

The Bachelor of Science in Exercise Science is an expansion of a current concentration with the Bachelor of Science in Education—Physical Education. The concentration in exercise science has grown since its inception in the 1960s and this standalone degree addresses the field of exercise science rather than the physical education discipline. It also aligns with SCHEV core requirements for majors. Once the proposed program is approved, the concentration will be discontinued.

The current B.S. in Physical Education is incongruous with the focus of exercise science. The existing concentration is not focused on pedagogy and does not prepare individuals to teach in school settings. The proposed program is aligned with the skills and knowledge required in the field of exercise science. Thus, a standalone degree program in exercise science will provide students with a degree title that more accurately reflects the coursework taken and jobs in the field.

Relationship to Existing Degree Programs

The proposed Bachelor of Science in Exercise Science is not similar or related to any other baccalaureate degree program at Old Dominion University.

Compromising Existing Degree Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs
(Specific Demand)

The field of exercise science has expanded for two key reasons: (1) there is a greater focus on unhealthy individuals and their need for exercise to help them regain their health, and (2) there is a growing interest among healthy people, including athletes, to maintain and improve their health. Both reasons contribute to the need for workers with expertise in exercise science.

Among the former, many Americans suffer from lifestyle diseases of obesity, type 2 diabetes, heart disease, osteoporosis and more, and exercise is a key factor that can be used to reduce these diseases.[2] More than two-thirds of adult Americans are overweight (33%) or obese (36%).[3] In Hampton Roads, Norfolk has an obesity rate of 35% and the rate in Portsmouth is 42%.[4] Excess weight greatly increases the risk of type 2 diabetes and contributes to other chronic conditions such coronary heart disease (which is the leading cause of death in the U.S.) and osteoporosis.[2] Proper exercise can reduce obesity; it also has a direct effect in combatting diabetes (by increasing insulin sensitivity),[5,6] heart disease (by multiple mechanisms),[7,8] and osteoporosis (by stimulating bone mineral density).[9] The proposed program is intended to equip individuals with knowledge and skills that will address many of these health concerns—through exercise.

In addition, professionals with backgrounds in exercise science can also work with healthy individuals and elite athletes. Paul Davis, Associate Professor of Kinesiology at UNC Greensboro, noted, "The type of client that can benefit from training under an exercise physiology professional varies greatly, ranging from world class athletes wishing to improve their performance to patients with chronic illnesses wishing to increase or maintain their ability to accomplish activities of daily living."[10] As the number of individuals with chronic disease continues to grow, so will the demand for individuals with exercise science degrees. Demand continues to rise, also, for individuals working in fitness, wellness, and nutrition environments.

This demand for those with a bachelor's degree in exercise science is growing with the rapid rise in the fitness industry. According to the International Health, Racquet, and Sportsclub Association (IHRSA) from 2009 to 2016 the number of individuals visiting health clubs

[2] Pedersen and Saltin, 2015, http://www.ncbi.nlm.nih.gov/pubmed/26606383
[3] National Institute of Diabetes, Overweight and Obesity Statistics, https://www.niddk.nih.gov/health-information/health-statistics/Pages/overweight-obesity-statistics.aspx
[4] Robert Wood Johnson Foundation, County Health Rankings, http://www.countyhealthrankings.org/app/virginia/2015/measure/factors/11/map
[5] Way et al., 2016 http://www.ncbi.nlm.nih.gov/pubmed/27535644
[6] Colberg et al., 2010 http://www.ncbi.nlm.nih.gov/pubmed/21115758
[7] Varghese et al., 2016 http://www.ncbi.nlm.nih.gov/pubmed/26941396
[8] Swain and Franklin, 2006 http://www.ncbi.nlm.nih.gov/pubmed/16377300
[9] Castrogiovanni et al., 2016 http://www.ncbi.nlm.nih.gov/pubmed/27311988
[10] Davis, Paul. "Careers in Exercise Physiology." *American Kinesiology Association*. NP, 2015. Web. 20 Sept. 2016.

increased 25%; globally, the health club industry revenue was $81 billion in 2016.[11] Individuals with an exercise science degree will be qualified to work with clientele in the fitness industry:

> If we believe that the need for physical activity in our country and the world is paramount because the benefits of a physically active lifestyle are great in terms of good health, then we must conclude that the more people involved in both physical activity and the promotion of physical activity, the better. Thus, the growth in the undergraduate major is a good thing and one that perhaps would not have been imagined a few decades ago.[12]

In the exercise science field, the American College of Sports Medicine (ACSM) is a highly regarded organization, and certifications from ACSM are considered to be the gold standard of the field. Thus, students wishing to pursue the exercise science field, need to have a bachelor's degree in exercise science in order to obtain these certifications. It is stated on the American College of Sports Medicine website "The academic eligibility requirement to take the CEP (Clinical Exercise Physiologist) exam is a baccalaureate degree or higher from an accredited college or university with a major in exercise science…"[13] Many jobs in the exercise science field call for employees to have additional certifications though ACSM, ACE, or NSCA to be eligible to for the position. The proposed Bachelor of Science in Exercise Science at Old Dominion University will be the first step in these students' careers in obtaining certifications and ultimately jobs in the exercise science field. Further, the ACSM has recognized the importance of exercise as a component of health care and has outlined the "most urgent goals for advancing the profession." These goals are focused on the education of exercise science professionals at the collegiate level.

The goals mentioned by the ACSM include the importance of articulating "the value of an academic degree in exercise science for those working with patients and clients with medical conditions that require minimal- to advanced-clinical support." The value of the exercise science degree is such that "Exercise Science professionals holding an exercise-science based degree have specific knowledge that is not duplicated in other health-related professions. A degreed exercise professional has the in-depth background and appropriate training for proper patient/client interventions." And that "It is critically important to educate health care professionals, policymakers and the general public about the difference between a degreed exercise professional and a non-degreed exercise professional, and the value that degreed professionals bring to patient populations with medical conditions that require minimal to advanced clinical support."[14]

Further, the American Society of Exercise Physiologists (ASEP) lists as an organizational objective "to encourage the implementation of undergraduate and graduate education programs

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[11] International Health, Racquet, and Sportsclub Association (IHRSA). Global Fitness Industry Records Another Year of Growth. http://www.ihrsa.org/news/2016/5/25/global-fitness-industry-records-another-year-of-growth.html

[12] Thomas, J.R. et al. The Public Face of Kinesiology in the 21st Century. Quest. 2014, page 316.

[13] Degree Requirements for the ACSM Clinical Exercise Physiologist. http://certification.acsm.org/certified-clinical-exercise-physiologist-degree-requirements

[14] ACSM Exercise Professional Licensure Statement. https://certification.acsm.org/acsm-exercise-professional-licensure-statement

to meet the diverse interests and healthcare career opportunities in exercise physiology…"[15] While exercise physiology is only one component of an exercise science degree, this statement by the ASEP reiterates a similar demand for programs in exercise science.

"Enrollment patterns in a number of institutions confirm the heightened interest in kinesiology as an undergraduate major."[16] "The more than 11,300 kinesiology majors in the California State University system, for example, reflects a 50.5% increase over a 5-year period compared to a 6.5% increase in overall enrollments, ***with similar increases observed in other states.***"[17] Thus, a demonstrated need exists for kinesiology (exercise science) undergraduate programs to fulfill the needs of undergraduate students wanting to pursue this career. "A key factor in kinesiology's unprecedented growth and increased popularity as an undergraduate degree choice has been its expanded scientific basis and its increased professional application opportunities."[18]

Employment Demand

There exists a growing demand for exercise science professionals in today's job market.[19] Most graduates of the proposed Bachelor of Science in Exercise Science are expected to seek employment in hospital or clinical (outpatient) settings (cardiac, pulmonary, oncology rehabilitation, physical or occupational therapy-with an additional degree) or corporate settings (fitness and wellness centers).

Some graduates of the proposed program wishing to pursue higher education may also secure careers in academia, such as teaching and/or research with an additional master's or doctoral degree in exercise science. Specific job titles for graduates of the program may include: Sports Performance Coach, Performance Specialist, Cardiac Exercise Specialist, Wellness Coach II, Exercise Physiologist I, Fitness Performance Coach, and Health Fitness Specialist I.

The Bureau of Labor Statistics provides a detailed breakdown in job outlook by occupation. For the period from 2016 through 2026, faster than average growth is expected in the occupation of exercise physiologists, 13%. These data provide evidence that the exercise science job market is strong, and thus, employment demands for individuals with college degrees in exercise science is

[15] American Society of Exercise Physiologists. Goals & Objectives. https://www.asep.org/index.php/about-asep/goals-objectives/
[16] American Kinesiology Association. Kinesiology on the Move: One of the Fastest Growing (But Often Misunderstood) Majors in Academia. http://www.americankinesiology.org/white-papers/white
[17] American Kinesiology Association. Kinesiology on the Move: Of the the Fastest Growing (But Often Misunderstood) Majors in Academia http://americankinesiology.org/Content/Documents/Position%20Statement_1.pdf
[18] American Kinesiology Association. Kinesiology on the Move: One of the Fastest Growing (But Often Misunderstood) Majors in Academia. http://www.americankinesiology.org/white-papers/white-papers/kinesiology-on-the-move--one-of-the-fastest-growing-but-often-misunderstood-majors-in-academia
[19] Bureau of Labor Statistics: Occupational Outlook Handbook http://www.bls.gov/ooh/a-z-index.htm#K

high. "Demand may rise as hospitals emphasize exercise and preventive care to help patients recover from cardiovascular and pulmonary diseases and improve their overall health." [20]

The Virginia Employment Commission provides details about demand for jobs related to exercise science within the Commonwealth. The table below shows the long-term employment projections for exercise physiologists in Virginia for the 2014-2024 projection period.[21]

2014 Estimated Employment	2024 Projected Employment	Total 2014-2024 Employment Change	Annual Avg. Percent Change	Total Percent Change
924	1,083	159	1.60%	17.21%

Graduates of the existing Bachelor of Science in Physical Education with a concentration in exercise science have been successful in finding employment. They have gotten jobs at:
They have also been successful at getting into graduate degree programs such as physical therapy athletic training, or exercise science

Letters of support for the Bachelor of Science in Exercise Science are available in Appendix D. Job announcements are located in Appendix E.

Student Demand

Two pieces of evidence demonstrate robust student demand for the proposed Bachelor of Science in Exercise Science.

1. The Office of Institutional Research at Old Dominion University reported that the existing program, Bachelor of Science in Physical Education with a concentration in exercise science, has successfully enrolled over 150 students per year over the past seven years. Faculty anticipate that this level of enrollment will be maintained when the program is a Bachelor of Science in Exercise Science.

2. The Office of Student Transitions and Family Programs maintains specific records of all preview…… provided data regarding strong interest in exercise science during freshman and transfer preview (orientation) sessions over the last several years, as noted below. They meet with advisors based on their interest, and enroll in classes.
   2013-2014: 109 Freshmen, 33 Transfers
   2014-2015: 90 Freshmen, 27 Transfers
   2015-2016: 87 Freshmen, 38 Transfers
   2016-2017: 102 Freshmen; 46 Transfers

[20] https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm
[21] https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF THE PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected Enrollment:

Year 1		Year 2		Year 3		Year 4 **Target Year (2-year institutions)**			Year 5 **Target Year (4-year institutions)**		
2019-20		2020-2021		2021-2022		2022-2023			2023-2024		
HDCT	FTE	HDCT	FTE	HDCT	FTE	HDCT	FTE	GRAD	HDCT	FTE	GRAD
160	140	160	140	160	140	160	140		160	140	40

Assumptions
Retention in the program: 80%
Percentage of full-time students: 80%
Percentage of part-time students: 20%
Full-time students credit hours per semester: 15
Part-time students credit hours per semester: 6-9
Full-time students graduate in 4 years
Part-time students graduate in 6-8 years

Duplication

There are six public institutions in Virginia that offer programs similar to the proposed Bachelor of Science in Exercise Science. Similarities and differences between each of these programs and the proposed program are described below.

George Mason University (GMU)
The program at GMU is a Bachelor of Science in Kinesiology.

Similarities
Both programs require two semesters of anatomy and physiology and exercise physiology. Further both programs require exercise testing and prescription courses, a biomechanics course, and a sports nutrition course.

Differences
For the core science courses, the ODU program requires chemistry and physics, and these are not required at GMU. Further, the GMU program requires an additional functional anatomy course that the ODU program does not include. While both programs have internship courses, GMU requires 18 internship credit hours and ODU offers a 12-credit internship option for students who select this option. The ODU program has 2 options 1) prevention and rehabilitation (internship

option) or 2) scientific foundations (scientific foundations option) which the GMU program does not distinguish between different career options. Both programs require a psychology course, however, the course required at GMU is psychology of sport, while at the ODU this is a human behavior course. The approximate number of credits for the ODU program is 66, while number of credit hours is 71 for the GMU program. Finally, the GMU program does not contain a laboratory course within the program, while the proposed program at ODU requires two 4-credit laboratory classes.

James Madison University (JMU)
JMU offers a Bachelor of Science in Exercise Science.

Similarities
The approximate number of credits for the program is similar (ODU-66 credits and JMU-60-68 credits). Both programs require anatomy and physiology, along with chemistry, and both programs offer an exercise physiology course.

Differences
The ODU program has a strong science foundation by requiring biology and physics as core science courses in addition to anatomy and physiology and chemistry; biology and physics are not required at JMU. The ODU program requires an introduction to psychology course while the JMU program requires a physical activity-behaviors course. JMU offers a motor development course, while the ODU program does not. The biomechanics and kinesiology classes that the ODU program requires are combined into one class at JMU. The program at ODU requires a research methods course for the scientific foundations option, and the program at JMU does not offer such course. JMU requires that students complete an internship of 4-12 credit hours, while at ODU the internship is optional.

College of William and Mary (W&M)
The College of William and Mary offers a Bachelor of Science in Kinesiology and Health Sciences with an option of selecting one of the following concentrations: allied health, premed, and public health. Students may also complete the program without a concentration. While none of these concentrations is particularly similar to the proposed program at ODU, the allied health concentration has some similarities to the ODU program.

Similarities
An internship is offered for those who select the career track in the ODU program; it is also available to those who select the allied health concentration at W&M. Both programs have laboratory-based courses within the program. Both programs require a biomechanics course.

Differences
The ODU program requires a number of science courses (biology, anatomy and physiology, chemistry, and physics) while the W&M program requires human anatomy and physiology. The W&M program offers a 34-credit curriculum, while the ODU program is 66 credits. ODU's laboratory-based courses are in both science and exercise science classes and W&M laboratory-based courses are part of anatomy and physiology classes. The ODU program requires 2 semesters of exercise physiology, chemistry, anatomy and physiology while the W&M program

requires 1 semester. The W&M program does not require psychology, exercise testing and prescription, or physics while the program at ODU does require these courses. The ODU program does not require statistics, public health, microbes in human disease, physiology of aging, neuromuscular physiology or medical terminology courses while the W&M program does require these courses.

Norfolk State University (NSU)
NSU offers a Bachelor of Science in Kinesiotherapy.

Similarities
NSU and ODU programs offer an internship and/or clinical experience practicum as part of the curriculum. Further, both programs have a rigorous science core requirement of biology, chemistry, physics, anatomy and physiology, and psychology. Both programs also offer lab courses within the program.

Differences
The NSU program does not offer an exercise testing and prescription class. Further, the biomechanics course at NSU does not have a lab, whereas the ODU biomechanics course does. The NSU program requires a research methods course as part of its curriculum, while at ODU this is required if the student is in the scientific foundations track. ODU does not offer a neurological and pathological foundations in exercise science course. Lastly, the NSU program requires 1 exercise physiology course while the ODU program requires 2 exercise physiology courses in the curriculum.

University of Virginia (UVA)
UVA offers a Bachelor of Science in Education—Kinesiology.

Similarities
UVA requires a practicum that is similar to the internship that ODU offers to students who select the Preventative/rehabilitation concentration. UVA also requires exercise physiology and biomechanics courses as part of their core courses similar to the proposed program at ODU.

Differences
The core science classes are different between the two programs with UVA requiring biology, anatomy and physiology, and calculus. ODU requires biology, anatomy and physiology, chemistry and physics as core science classes. Biomechanics and kinesiology are combined into one course in the UVA curriculum. A second exercise physiology course is offered as an elective at UVA, the ODU program requires two exercise physiology courses for the curriculum.

Longwood University (LU)
LU offers a Bachelor of Science in Kinesiology.

Similarities
The science core classes are similar between ODU and Longwood with both requiring biology, physics, chemistry, anatomy and physiology. Psychology and 2 courses in exercise physiology are also required for both degree programs. Both programs offer a sports nutrition course.

Differences

The ODU program offers 2 tracks, internship and scientific foundations. The LU program does not offer these tracks, nor do they offer an internship course. Research methods is required for the LU program while it is only required in the scientific foundations option in the ODU program. The LU program requires a statistics course, while the ODU program does not.

Projected Resource Needs for the Proposed Program

Resource Needs

The Department of Human Movement Sciences will have sufficient resources to initiate and sustain the proposed program. The department has faculty, staff, equipment (with additional computer/peripherals for a new faculty position), space, and library resources to launch and sustain the proposed program. The program allocates 1 FTE of instructional effort for every 20 FTE of enrollment. Therefore, 7 FTE of instructional effort will be required when the program is launched and into the target year.

Full-time faculty

There are three faculty members whose current teaching load is dedicated. In addition, two additional lecturers will be hired for the exercise science concentration in fall 2018. These faculty will be assigned to teach in the proposed program, with one having a course release each semester for advising work. Thus, 4.5 FTE faculty will teach in the proposed program at the outset and will continue into the target year.

Part-time faculty

Among the departmental faculty who are teaching in the exercise science major, four members' teaching load is part time. These faculty members' combined load is equivalent to 1.0 FTE. An additional .50 FTE in faculty support is contributed by the College of Sciences for core science courses.

Adjunct faculty

Two or three adjunct faculty per semester are required to launch and sustain the proposed program. Each year, the instructional contribution from these faculty represents 1.0 FTE, with a combined salary of $24,000 and FICA of $1,836.

Graduate Assistants

No graduate assistantships are required to launch and sustain the proposed program.

Classified Positions

There is currently one full-time classified position within the Department of Human Movement Sciences, an Administrative and Program Specialist III, who will assist faculty who teach in the BS in Exercise Science (.2 FTE), representing $6,000 in salary and $2,226 in benefits) with program needs.

Targeted Financial Aid
No targeted financial aid is required or designated to initiate and sustain the proposed program.

Library
No new library resources are required to launch and sustain the proposed program. The University Libraries will be able to fully support the BS in Exercise Science. The primary search engine for locating research articles in the field is PubMed, which is available to all students and faculty at Old Dominion University. Major journals in the field include the American Journal of Physiology, Clinical Biomechanics, Diabetes, Exercise and Sports Science Reviews, International Journal of Sport Nutrition, Exercise & Metabolism, Journal of Applied Physiology, Journal of Biomechanics, Journal of Strength and Conditioning Research, Medicine and Science in Sports and Exercise, and many others.

Telecommunications
No new telecommunications resources are required to launch and sustain the proposed program.

Space
No new space is required to launch and sustain the proposed program.

Equipment (including computers)
No additional equipment is required to launch and sustain the proposed program.

Other Resources (specify)
No additional resources are required to launch and sustain the proposed program.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM
Parts A-D

Part A: Answer the following questions about general budget information.

• Has or will the institution submit an addendum budget request to cover one-time costs?	Yes		No	X
• Has or will the institution submit an addendum budget request to cover operating costs?	Yes		No	X
• Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?	Yes		No	X
• Will each type of space for the proposed program be within projected guidelines?	Yes	X	No	
• Will a capital outlay request in support of this program be forthcoming?	Yes		No	X

Part B: Fill in the number of FTE and other positions needed for the program				
	Program Initiation Year 2019- 2020		Expected by Target Enrollment Year 2023- 2024	
	On-going and reallocated	**Added (New)**	**Added (New)*** **	**Total FTE positions**
Full-time faculty FTE*	3.50	1.00		4.50
Part-time faculty FTE**	1.50			1.50
Adjunct faculty	1.00			1.00
Graduate assistants (HDCT)				0.00
Classified positions	0.20			0.20
TOTAL	6.20	1.00	0.00	7.20
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added **after** initiation year				

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year 2019- 2020		Expected by Target Enrollment Year 2023- 2024	
Full-time faculty	3.50	1.00	0.00	4.50
salaries	$271,250	$77,500		$348,750
fringe benefits	$100,634	$28,753		$129,387
Part-time faculty (faculty FTE split with unit(s))	1.50	0.00	0.00	1.50
salaries	$117,500			$117,500
fringe benefits	$43,593			$43,593
Adjunct faculty	1.00	0.00	0.00	1.00
salaries	$24,000			$24,000
fringe benefits	$1,836			$1,836
Graduate assistants	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Classified Positions	0.20	0.00	0.00	0.20
salaries	$6,000			$6,000
fringe benefits	$2,226			$2,226
Personnel cost				
salaries	$418,750	$77,500	$0	$496,250
fringe benefits	$148,289	$28,753	$0	$177,042
Total personnel cost	$567,039	$106,253	$0	$673,292
Equipment				$0
Library				$0
Telecommunication costs				$0
Other costs				$0
TOTAL	**$567,039**	**$106,253**	**$0**	**$673,292**

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

__X__ No _____
Signature of Chief Academic Officer

If "no," please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2019 – 2020	Target enrollment year 2023 - 2024
Reallocation within the department *(Note below the impact this will have within the department.)*	$618,452	$618,452
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*		
Reallocation within the institution *(Note below the impact this will have within the institution.)*	$54,840	$54,840
Other funding sources *(Specify and note if these are currently available or anticipated.)*		

2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.

Reallocation within the department**:** The Department of Human Movement Sciences currently contains an existing budget that includes funding for the Bachelor of Science—Physical Education with a concentration in Exercise Science. These same funds will be used for the B.S. in Exercise Science. Funding for the concentration will be reallocated for the Bachelor of Science in Exercise Science. No adverse impact in the department is anticipated with this reallocation or with the new program.

Reallocation within the institution: Faculty in the College of Sciences will teach courses in biology, chemistry, physics, and anatomy & physiology to students in the proposed program. No adverse impact on the college is anticipated when the program is launched.

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

__X__ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

June 14, 2018

APPROVAL OF A NEW BACHELOR OF SCIENCE IN PUBLIC HEALTH

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposal for a new Bachelor of Science in Public Health degree program to be effective with the fall 2019 semester.

Rationale: Old Dominion University (ODU) seeks approval to initiate a Bachelor of Science in Public Health to begin fall 2019. This program will be offered through the School of Community and Environmental Health in the College of Health Sciences.

The purpose of the proposed program is to offer robust educational content and experiences that encompass frameworks, policies and strategies in the field of public health to students who wish to enter or advance in the field. Public health spans several disciplines—epidemiology, social and behavioral sciences, environmental sciences, health policy, biostatistics—dedicated to the improvement of the health and well-being of populations across the globe. These key disciplines will be covered in the proposed program.

Graduates of the proposed program will be prepared to work in a variety of public health settings to conduct health promotion and wellness programs; lead research and public health activities in governmental and other agencies; facilitate innovation to educate and empower the public about health, safety, and prevention of disease; manage data to provide responsiveness and reporting; use evidence to create public health policies; and establish organizational cultures that are committed to life-long learning. Ultimately, graduates will be prepared to address public health challenges in a diverse array of organizations.

For a number of years, ODU has offered a major in public health within the Bachelor of Science in Health Sciences. While the new program will offer a similar curriculum, the competencies will have an enhanced focus on the interdisciplinary approach to public health. Thus, students will have a strong underpinning in public health content and experiences so that they may use evidence-based decision making and practice to improve the health and well-being of multiple communities.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal ☒ Spin-off proposal ☐ Certificate document ☐
3. Name/title of proposed program Public Health	4. CIP code 51.2201
5. Degree/certificate designation Bachelor of Science	6. Term and year of initiation Fall 2019
7a. For a proposed spin-off, title and degree designation of existing degree program 7b. CIP code (existing program)	
8. Term and year of first graduates Fall 2019	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of School of Community and Environmental Health School(s) or college(s) of College of Health Sciences Campus(es) or off-campus site(s) Main campus in Norfolk	
Mode(s) of delivery: face-to-face ☐ hybrid (both face-to-face and distance) ☐	Distance (51% or more web-based) ☒
13. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program. Jeanie Kline, Ed.D. SCHEV Liaison, 757.683.3261	

Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to initiate a Bachelor of Science in Public Health to begin fall 2019 in Norfolk, Virginia. This program will be offered through the School of Community and Environmental Health in the College of Health Sciences.

The purpose of the proposed program is to offer robust educational content and experiences that encompass frameworks, policies and strategies in the field of public health to students who wish to enter or advance in the field. Public health spans several disciplines—epidemiology, social and behavioral sciences, environmental sciences, health policy, biostatistics—dedicated to the improvement of the health and well-being of populations across the globe. These key disciplines will be covered in the proposed program.

Graduates of the proposed program will be prepared to work in a variety of public health settings to conduct health promotion and wellness programs; lead research and public health activities in governmental and other agencies; facilitate innovation to educate and empower the public about health, safety, and prevention of disease; manage data to provide responsiveness and reporting; use evidence to create public health policies; and establish organizational cultures that are committed to life-long learning. Ultimately, graduates will be prepared to address public health challenges in a diverse array of organizations focused on the health and well-being of populations in Virginia and beyond.[2]

According to the CDC Foundation, public health "is the science of protetcting and improving the health of people and their communities."[1] This is accomplished through "implementing educational programs, recommending policies, administering services and conducting research…" Faculty have developed a program that will prepare graduates to work in one or more of these areas of public health in the Commonwealth of Virginia and throughout the country.

For a number of years, ODU has offered a major in public health within the Bachelor of Science in Health Sciences. While the new program will offer a similar curriculum, the competencies will have an enhanced focus on the interdisciplinary approach to public health. Thus, students will have a strong underpinning in public health content and experiences so that they may use evidence-based decision making and practice to improve the health and well-being of multiple communities.[2] The proposed program will also address social determinants of health and will

[1] https://www.cdcfoundation.org/what-public-health

[2] Department of Health and Human Services (2014). Healthy People 2020:Prevention and Population Health Education Across the Health Professions. Accessed 02/06/2018 from https://www.healthypeople.gov/sites/default/files/HP2020HealthEdAcrossHealthProf_9.09%20slides_0.pdf

help graduates work toward developing healthier populations through individuals' and communities' lifestyle and behavioral changes.[3]

Mission

The mission of the institution says: Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement. The Bachelor of Science in Public Health will align with the university's mission by providing a rigorous academic program that prepares public health graduates to address community and population health needs through strategic partnerships and engagement with stakeholders in state, regional and local health departments, education, non-governmental organizations, and health care organizations.

Further, Old Dominion's location within the Southeastern region of Virginia—with municipalities, military health care facilities, other governmental entities, and non-profit agencies—places it in a unique position to provide the integrated networks necessary to provide educational support and development of public health leaders in all phases of health care.

Online Delivery

The proposed Bachelor of Science in Public Health will be taught online in synchronous and asynchronous web-based formats. Students enrolled in the program will be able to access course materials utilizing Blackboard, the university's course management system. All assignment submissions and other course management actions take place in Blackboard. Further, asynchronous class meetings will be delivered via WebEx software. Faculty-student interaction is available via email, phone, in-person meetings, and WebEx meetings.

Faculty members who teach in the web-based format are trained in course development and delivery through the Center for Learning and Teaching (CLT). There, instructional designers and technologists work individually with each faculty member to convert course content, assignments, testing, and other course work to a web-based platform. Faculty work closely with the designers to ensure web-based content and student learning outcomes are the same as face-to-face content and learning outcomes.

[3] Office of Disease Prevention and Health Health Promotion (2018). 2020 Topics and Objectives: Social Determinants of Health. Accessed 02/06/2018 from https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health

Admission Criteria

The requirements for admission to the proposed Bachelor of Science in Public Health will include:

- An Old Dominion University admission application and associated fee
- A supplemental application for the program in public health
- Official transcripts from all regionally-accredited post-secondary institutions or equivalent foreign institutions attended, with a minimum GPA of 2.5 in prior coursework; a GPA of 3.0 or better will make the applicant more competitive
- A Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the iBT) for non-native English speakers

Target Population

The proposed Bachelor of Science in Public Health will target individuals from community colleges and health care settings who are interested in pursuing advanced training in health-related fields and wish to have greater depth of knowledge in public health. It will also target those interested in securing entry-level positions in public health.

Curriculum

The proposed Bachelor of Science in Public Health is a 120-credit program that consists of a science foundation, a public health core, and major requirements that address global, public, and community health. The program will also include coursework in ethics, policy, economics, and environmental issues, among other areas. Further, students will gain knowledge of basic research methods necessary for assessment, analysis, communication, problem solving, critical thinking and evidence-based health care. A key component of the program is practical experiences in public health settings.

The proposed program's curriculum will be built on the five core competencies in public health: epidemiology, environmental and occupational health, biostatistics, social and behavioral aspects of health, and health policy and management. It is designed to provide students with the requisite skills needed in the public health profession.[4] Foundational science courses provide basic knowledge and skills in key areas of the sciences, as well as in healthcare terminology, so that students will understand the development of disease and injury process in individuals and in communities. Program courses will prepare students for prospective roles in public health, aimed at promoting health and preventing disease and injury.

The 120-credit curriculum encompasses the following requirements.
*Courses marked with an asterisk must be completed with a grade of C or better.

[4] Friedman, L. and Lee, J. (2015). Undergraduate Public Health Education: Is There an Ideal Curriculum? *Frontiers in Public Health*, 3

All are existing courses at the university, with the exception of 5 new program courses, identified below.

Lower-Division General Education (32-38 credit hours)	
Written Communication Skills*	6 credits
Oral Communication	3
Mathematical Skills—MATH 162M*	3
Language and Culture	0-6**
Information Literacy and Research—HLTH 150G	3
Human Creativity	3
Interpreting the Past	3
Literature	3
Philosophy and Ethics (met in the major)	0
The Nature of Science*—BIOL121N, 122N, 123N, 124N	8
Human Behavior (met in foundational science)	0
Impact of Technology (met in the major)	0

Additional Lower-Division Coursework/Prerequisites (6 credit hours)	
STAT 130M*	3 credits
CHP 200*	3

**Students who earned a high school diploma before December 31, 1985 and those whose native language is not English are exempt from this requirement. Others may meet the requirement if they have a transfer associate degree that satisfies all lower-level general education coursework or if they have successfully completed three years of one language or two years of two different languages in high school. If this has been met, no course work is needed for this category.

Foundational Science Courses (25 credit hours)		
BIOL 240 or 250	Human Anatomy and Physiology I	4 credits
BIOL 303	Genetics	3
CHEM 121N-122N	Foundations of Chemistry I	4
CHEM 123N-124N	Foundations of Chemistry II	4
CHEM 211	Organic Chemistry	3
PHYS 111N	Introductory General Physics	4
PSYC 201S	Introduction to Psychology	3
or SOC 201S	Introduction to Sociology	

Program requirements (48 credit hours)		
CHP 328*	Public Health Science	3 credits
CHP 335*	Population Health	3
CHP 360*	Introduction to Global Health	3
CHP 390*	The U.S. Health Delivery System	3
CHP 400*	Ethics in Health Administration	3
CHP 415W*	Critical Issues in Public/Community Health Promotion	3
Or CHP 430W*	Community Health Resources and Health Promotion	
CHP 445*	Health Services Research Methods	3

CHP 450*	Public/Community Health Administration	3
CHP 461*	Managerial Epidemiology	3
CHP 485*	Health Informatics	3
ENVH 301*	Introduction to Environmental Health	3
PUBH 403W* *(new)*	Social and Behavioral Aspects of Public Health	3
PUBH 415* *(new)*	One Health and One Medicine	3
PUBH 421* *(new)*	Leadership in Public Health	3
PUBH 422* *(new)*	Essentials of Health, Culture and Diversity	3
PUBH 441* *(new)*	Multi-Disciplinary Approaches to Suicide Prevention	3

Culminating Experience (3 credit hours)

CHP 468	Internship in Public Health	3 credits

The culminating course, CHP 468, Internship in Public Health, is designed to ensure that students achieve the following objectives:

- Practical experience in a health setting via exposure to an organization and/or community context that generates health activities.
- Acquisition of practical skills through field assignments that challenge students to utilize knowledge of competencies learned from the academic curriculum. Improved understanding of the political, economic, social and organizational context within which public health and health services administrative activities operate.

Students who do not pass the culminating experience in the first attempt will have the opportunity to repeat the course twice. If they are unsuccessful on their final attempt, they will not be able to earn the Bachelor of Science in Public Health.

Upper-Division General Education (6-24 credit hours)

Students may choose one of the following options to fulfill their upper-division general education requirement.

Option A

A University-approved disciplinary minor, second degree or second major, with advisor approval

Option B

A University-approved interdisciplinary minor

Option C

International business and regional courses or an approved certification program

Option D

Six (6) hours of upper division courses outside the College of Health Science

The plan of study for full-time students is available in Appendix A. Course descriptions are provided in Appendix B.

Student Retention and Continuation Plan

Students in the proposed Bachelor of Science in Public Health will be provided a synchronous web-based orientation of policies and procedures at the university and within the program so that they will fully understand the expectations of the program. The orientation will also highlight the internship process and the importance of this culminating experience.

Advising in web-based platforms or by phone is a key component of the proposed program, given its online format. Each admitted student will be assigned to a faculty member, who will be available during regularly-scheduled office hours for course planning, internship information, and career preparation. At least one advising session per semester will be required of all students. Advisors will schedule more frequent meetings with students who are underperforming in the program in order to formulate a plan of action for improvement. WebEx or Adobe Connect will be used to schedule meetings on a regular basis. In addition, ODUOnline and Student Engagement advisors and coaches regularly work with the online students, and will be available for assistance when students find themselves in academic difficulty.

Faculty

Four existing full-time faculty members in the School of Community and Environmental Health are dedicated to the proposed program. The faculty, who have intensive public health teaching experience, include one professor, one associate professor, and two lecturers, all of whom hold terminal degrees. The tenured and tenure-track faculty members have established records as productive researchers in areas such as general public health, environmental health, behavioral health, health services and management, occupational health, adolescent health, school health, substance abuse, climate change, to name a few.

Further, there are two adjunct faculty members who teach 1-2 courses in public health each term. Each of these individuals has a minimum of a master's degree with 18 hours in the public health content they are teaching.

Abbreviated CVs of the public health faculty in the department can be found in Appendix C.

Program Administration

The proposed program will be housed in the School of Community and Environmental Health, College of Health Sciences. A full-time public health faculty member will serve as the Undergraduate Program Coordinator (UPC). The UPC will teach in the program, advise students, serve on committees, and provide administrative oversight for the Bachelor of Science in Public Health. The UPC will also ensure program compliance with university policies and procedures. An administrative assistant, housed in the School of Community and Environmental Health, will contribute approximately 25% of her/his time in support the program.

Student Assessment

The Association of Schools and Programs of Public Health (ASPPH, 2013) provides an outcome-oriented approach[5] to learning that emphasizes demonstrable and measurable behavior, displayed as knowledge, skills, and/or attitudes, to perform a given task or fulfill a role, function, or job. This approach will serve as the philosophical foundation of the proposed program. Students will engage in ongoing formative assessments such as quizzes, exams, projects and presentations as they complete the respective components of the academic program. The program is designed to prepare graduates to meet the skill sets typically required for entry-level positions in public health organizations. Students will also be prepared to pursue advanced degrees in public health or other health-related fields. As a result of completion of the academic program, students will achieve mastery of the following learning outcomes. They will be able to:

1. Examine how major local, national and global health challenges impact public health;
2. Analyze alternative viewpoints and assess the source and quality of health information and data, as related to individual community health;
3. Apply ethical reasoning skills in real-world challenges that arise in the field of public health and examine the fundamental right to health and health services;
4. Synthesize and apply public health knowledge, skills, and responsibilities to new settings and complex problems within the field.

Data related to the student learning outcomes will be collected on an annual basis and reported on the university's assessment database. Evidence of student achievement of learning objectives will be assessed during the program through practical and written exams, assignments, research projects and presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

Faculty will assess student learning in several ways, including annual evaluations of all courses, tracking students' academic progress each semester, reviewing student opinion survey data, and conducting faculty teaching observations through peer observations. The Office of Institutional Effectiveness and Assessment works with faculty to evaluate data related to these assessments.

The public health faculty will complete the following activities each year as part of the efforts to assess learning:

- Analyze **student learning** in coursework by evaluating representative student papers, oral presentations, and assignments;
- Examine **subject matter and pedagogy** for necessary changes that contribute to successful student learning;
- Analyze **internship portfolios** to assess how well students have mastered the learning outcomes of the program demonstrated through successful completion of assignments outlined in the Internship Manual.

[5] Association of Schools and Programs of Public Health, 2013. Accessed 02/13/2018 from: https://s3.amazonaws.com/aspph-wp-production/app/uploads/2014/02/CompetencyReferenceGuide1.pdf

Below is a map of the Student Learning Outcomes (SLOs) for the program, as well as the method of assessment associated with each. Each SLO is addressed multiple times during the curriculum because acquiring the knowledge, skills and values for mastery of the objectives is an iterative process rather than a one-time event. For example, a student may engage in an activity, such as analyzing case studies, three different semesters and each time his or her understanding and skill will be further developed. At completion of the curriculum each student will have had the opportunity to demonstrate mastery of each Student Learning Outcome.

Curriculum Map

Student Learning Outcome	Measure	Target
1. Examine how major local, national and global health challenges impact public health.	Case studies and essay questions from: CHP 328 Public Health Science CHP 390 The US Health Delivery System CHP 461 Managerial Epidemiology ENVH 301 Principles of Environmental Health Science CHP 335 Population Health	80% of students will earn 80% or higher on the case study questions and essay questions. This target will be evaluated for each course.
2. Analyze alternative viewpoints and assess the source and quality of health information and data, as related to individual community health.	CHP 415W Critical Issues in Public/ Community Health Promotion (critical analysis paper) CHP 430W Community Health Resources and Health Promotion (research paper)	80% of students will earn "meets or exceeds standard" on the critical analysis paper/research paper/research proposal rubric.
3. Apply ethical reasoning skills in real-world challenges that arise in the field of public health and examine the fundamental right to health and health services.	CHP 400 Ethics in Health Administration (case analysis) CHP 450 Public and Community Health Administration (case analysis)	80% of students will score an 80 or higher on the case analysis.
4. Synthesize and apply public health knowledge, skills, and responsibilities to new settings and complex problems within the field	CHP 454 Leadership in Public Health (paper) CHP 468 Internship in Public Health (portfolio)	80% of students will earn an 80 or higher on the paper. 80% of students will earn a "meets or exceeds standard" on all sections of the portfolio reflection assignment

Employment Skills/Workplace Competencies

Graduates of the proposed program will have the ability to:

1. Collaborate with health teams or work independently on program development and implementation for public health clients

2. Develop and implement evidence-based policy, systems and environmental change strategies directed toward community health improvement, active living, healthy eating, obesity prevention, tobacco use prevention and injury prevention

3. Ensure compliance with all local, state and federal regulations, client site-specific policy and ethical standards through engagement with client appropriate departments

4. Provide reports on effectiveness of public health strategies, methods, and tools for public health professionals

5. Maintain a positive working relationship with other team members and outside agencies and create improved opportunities for the exchange of information through various media and processes

6. Demonstrate knowledge and skill in working with diverse populations and have the ability to work independently

7. Demonstrate patient centered/patient valued behaviors and advocate for evidence-based social changes that improve the health of individuals and communities and champion the role of prevention in promoting a healthy community

8. Demonstrate ability to analyze approaches for assessing and controlling environmental hazards that affect community health.

Curriculum Content Fulfilling Workplace Competencies

Competency	ENV 301	CHP 328	PUBH 422	CHP 390	PUB H 421	CHP 445	CHP 450	CHP 461	CHP 485	PUBH 403W
1	x		x			x	x	x		
2	x	x	x	x		x	x	x	x	x
3	x	x	x	x	x				x	
4			x				x	x	x	
5	x	x		x	x		x			x
6		x	x	x	x		x	x	x	x
7		x	x	x	x		x			x
8	x			x	x	x		x		x

Program Assessment

The program will be assessed by the School of Community and Environmental Health, the College of Health Sciences and the Office of Academic Affairs. The school review will be completed annually in the fall of each year, and will consist of:

- Analyzing data from the university's assessment tool.
- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion
- Analyzing the results of the Old Dominion University internship site evaluations to identify potential areas for improvement within the curriculum
- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the public health field and evaluate the program's ability to meet market demands (following initial graduates' completion)

Results of these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The public health program review may (a) result in strategic decisions about the program, (b) identify areas of potential improvement, (c) make resource recommendations, (d) articulate considerations for expansion or consolidation, and/or (e) consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of the annual review will be incorporated into the College of Health Science's annual review. The dean and associate dean will read the program review each year to ensure that progress is being made with respect to meeting student learning outcome measures, ensuring that benchmarks are met and excellence is maintained. Similarly, the college's annual review/report will be sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the Provost, and makes recommendations, if needed, for meeting benchmarks or updating student learning outcomes.

Benchmarks of Success

Benchmarks of success for this undergraduate program will include professional placement of graduates and graduate satisfaction with the program:

- 40 students will be admitted during the initiation year and the projected enrollment will grow to 60 students by the target year
- 90% retention of the enrolled students
- 75% of students will have graduated in 4 years
- 70% of the students will have earned jobs in the public health field within one year of program completion
- 25% of the students will continue on to graduate school within one year of program completion
- 90% of students will be satisfied with the program as determined by the University's Student Satisfaction Survey

Methods of benchmark-related data collection will include surveys, interviews, and consultations. If the proposed Bachelor of Science in Public Health has not met one or more of the benchmarks of success, the chair will meet with program faculty and determine what course of action is required to make sure that the inadequacy is addressed. The plan of action will be submitted to the associate dean for approval, suggestions, and any allocation of resources necessary for success.

Expansion of Existing Programs

The proposed Bachelor of Science in Public Health represents an expansion of an existing public health major in the Bachelor of Science in Health Sciences. This new program will allow students take courses in public health and develop foundational knowledge and skills needed to enter the public health workforce or pursue advanced public health degrees. Once the proposed program is approved, the major will be discontinued.

Relationship to Existing Degree Programs

The proposed Bachelor of Science in Public Health has no relationship with or similarity to any other baccalaureate program at the university.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaborative or Standalone Program

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Specific Demand

According to the World Health Organization (WHO), public health refers to all organized measures – whether public or private – to prevent disease, promote health, and prolong life among the population as a whole. The aim of public health activities is to provide conditions in which people can be healthy, with a focus on population health. "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity."[6]

The three main public health functions, according to WHO, are:

- The assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities.
- The formulation of public policies designed to solve identified local and national health problems and priorities.
- To assure that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services.

Figure 1. What is Public Health? (Source: http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/ten-essential-public-health-services/main)

[6] World Health Organization. (2006). *Constitution of the World Health Organization – Basic Documents*, Forty-fifth edition.

There is a convergence of factors that contribute to the specific demand for public health professionals, especially at the undergraduate level: escalating health care costs and unsatisfactory health care outcomes, the Affordable Care Act, information technology, changing demographics and workforce characteristics. Specific demand is driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people healthy habits and behaviors and explaining how to use available healthcare services.[7]

In the U.S., rising costs for health care have not resulted in improved health care outcomes. Although more money is spent on health care in the U.S. than in any other nation, the country's health is ranked 37th worldwide, with the health of its citizens lagging far behind other nations.[8] There have also been sweeping changes in U.S. health care delivery to produce better health care outcomes with less cost. Examples of these changes is the shifting of health care to less expensive settings than emergency or acute care hospitals, and a shifting focus from treatment of disease to prevention. The demographic and epidemiologic transitions and the shifts in disability burden have also influenced health systems and health professionals to reach into homes and communities, addressing the needs of populations to stay healthy. As the large baby-boom population ages and people remain active later in life, the healthcare industry has increased demand for individual and population health services.

The Affordable Care Act (ACA) has had an effect on the demand for a larger public health workforce through coverage of wellness services. It has created two initiatives to promote prevention and public health: the Prevention and Public Health Fund and the National Prevention Strategy.[9] With the passage of the ACA, most health plans require access to wellness and preventive health at no cost; this includes blood pressure and cholesterol screenings, cancer screenings such as colonoscopies and mammograms, and immunization vaccinations for adults and youth (e.g., flu, measles, and mumps) and contraceptive measures. Several behavioral health interventions are also covered at no cost, including alcohol misuse screening and counseling, depression screening, and tobacco cessation counseling and interventions.

The Prevention and Public Health Fund (PPHF) is a funding source for expanded and sustained federal investments in research; surveillance and tracking; and public health infrastructure, workforce, and training. The PPHF contributes to a number of programs, including the National Prevention Strategy, and locally-based grants such as the Community Transformation Grants and the National Public Health Improvement Initiative. The National Prevention Strategy identifies four strategic directions and seven strategic priorities with the overarching goal of increasing the number of Americans who are healthy at every stage of life. The report provides recommended policy, program, and systems approaches for each strategic direction. All of these preventive

[7]Education Advisory Board (2017). Labor Market Snapshot: Bachelor of Health Administration, EAB-Market report, 2017.
[8] World Health Organization Health Statistics, United States, 2017. http://apps.who.int/iris/bitstream/10665/255336/1/9789241565486-eng.pdf?ua=1
[9] Summary of the Affordable Care Act. The Henry L. Keiser Family Foundation (2013). https://www.kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/ (Accessed March 1 2018)

measures, services and programs have created a greater demand for public health workforce in both public and private sectors.

Innovations in technologies and therapeutic systems have emerged that enable monitoring and intervention in person and at a distance. Although health professionals have the enhanced support of information technology, new skills are needed to validate, synthesize, and apply decisions. There is often an overload of available information, making the role of the public health professional essential to the entire health care team. Teamwork involving public health professionals, community workers and the public has become even more important to influence individual behavior and lifestyle, as well as shape large-scale policies.

Historically, education and training in public health has been delivered primarily through graduate education, but the focus is now changing. Programs in public health at the undergraduate level are becoming more common among institutions of higher learning. Undergraduate degrees in public health are addressing an unmet demand focused on prevention and wellness for populations and communities rather than specialized health care delivery for individuals having trauma or disease.[10] However, undergraduate degrees in public health are still not offered as widely as graduate programs in the field.

A larger public health workforce is needed to address these compelling public health needs and issues. There are many confounding variables that contribute to inadequate supply of a public health workforce, including having too few workers with degrees in public health (only 17% of the current public health workforce presently has formal public health training,[11]) an aging workforce, a wide range of work settings and increased demand for population health. The public health professional works in a variety of public and private organizations including public health departments, governmental agencies, school systems, health care organizations and the private sector.[12,13] The National Academy of Medicine has stated its desire that those in governmental public health have a formal public health degree at the undergraduate or graduate level.

In addition to the limited number of trained public health workers, a large percentage of workers is expected to retire in the coming decade.[14] On average, public health staff average 48 years of age, 6 years older than the total U.S. workforce; this includes 47% of the public health workforce aged 50 or older, and 15% aged 60 or older. Comparatively, only 15% of this workforce is under

[10] Zahner, S. and Henriques, J. (2013). Interest in Public Health Careers Among Undergraduate Student Nurses. *Journal of Public Health Management and Practice*, 19(1), pp.62-69.
[11] Leider, J.P., Harper, E., Bharthapudi, K., and Castrucci, B.C. Educational attainment of the public health workforce and its implications for workforce development. J Public Health Manag Pract. 2015; 21: S56–S68DOI: https://doi.org/10.1097/PHH.0000000000000306
[12] PublicHealthDegrees.org., https://www.publichealthdegrees.org/what-can-you-do-with-public-health-degree, accessed October 10, 2017
[13] http://www.vdh.virginia.gov/vdh-programs/ (accessed March 1, 2018).
[14] Leider, J. P., Coronado, F., Beck, A.J., Harper, E. Reconciling Supply and Demand for State and Local Public Health Staff in an Era of Retiring Baby Boomers. American Journal of Preventive Medicine, 2018; 54(3), 334 – 340 DOI: https://doi.org/10.1016/j.amepre.2017.10.026

35.[15] These findings are consistent with those reported among the Centers for Disease Control and Prevention employees, validating that the public health workforce is aging across the governmental enterprise.

Beginning in 2001, the Robert Wood Johnson Foundation urged the Institute of Medicine (IOM) to examine the education of public health professionals and develop recommendations as to how public health education, training, and research could be strengthened to meet the needs of future public health professionals. The aim would be to improve the overall health of the U.S. population.[16] The existence of a significant public health workforce shortage in the U.S. was acknowledge over 10 years ago when the Association of Schools and Programs of Public Health (ASPPH) reported that more than 250,000 additional public health workers with bachelor- and master-level training are needed by 2020.[17]

In 2010, the Robert Wood Foundation commissioned a systematic review of the public health workforce.[18] The ASPPH suggests additional workers will avert a workforce shortage that would leave the nation vulnerable to a range of pending threats, including infectious diseases (e.g., pandemic flu, chronic health problems, bioterrorism and natural disasters). Based on these estimates, schools of public health have needed to produce three times the past number of graduates—including those with baccalaureate degrees—to replenish the workforce. The number of graduates projected with the Master of Public Health cannot meet this demand and jobs are beginning to emerge for entry into public health to address the unmet needs. Consequently, the field has evolved to create a market for persons trained at the undergraduate level.[19] Ultimately, while the public's health needs and public health career routes are growing, the available undergraduate public health degree programs have not kept pace with the needs.[20]

Virginia Needs

Innovative public health practices and workforce development are growing requirements in the Commonwealth of Virginia, where population-based healthcare is playing an increasingly important role. The proposed program will produce a needed workforce at the undergraduate level to promote well-being, prevent disease, and reduce disparities across the Commonwealth.

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[15] Bureau of Labor Statistics. (https://www.bls.gov/emp/ep_table_111.htm)Educational attainment for workers 25 years and older by detailed occupation. 2013

[16] Association of Schools and Programs of Public Health (ASPPH). (2013) Public Health Trends and Redesigned Education, https://s3.amazonaws.com/aspph-wp-production/app/uploads/2015/02/BlueRibbon-FinalRptforFTFSitein2015.pdf

[17] Association of Schools and Programs of Public Health. (2008).

[18] Beck, A. and Boulton, M. (2012). Building an Effective Workforce: A Systematic Review of Public Health Workforce Literature. Am J Prev Med 2012;42 (5S1): S6 –S16.

[19] Holsinger, J., Lewis, A. and Chen, Q. (2015). Undergraduate Public Health Education: Does it Meet Public Health Workforce Needs? *Frontiers in Public Health*, 3.

[20] Joshi, A. and Amadi, C. (2016). Assessment of CEPH-Accredited Institutions Offering Public Health Programs in the United States: A Short Report. *Frontiers in Public Health*, 3.

With an aging population, greater demand for healthcare, and high health care expenditures, there is a growing health burden for the general population. According to CDC's eleven measures of health burden, Virginia ranked higher than the nation for diagnosed diabetes, diagnosed hypertension, and medicated hypertension. Health promotion, accessible health care, prevention, and health education are essential to reduce and eliminate the threat of these burdensome diseases. To reduce the growing burden of poor health, there is a need for health promotion and prevention, supported by qualified public health professionals. The focus of health care is gradually shifting from individual, episodic, technical care for the treatment of disease to integrated, continuous care focused on the health of the community. Health care and public health are merging into a more cohesive approach, creating a specific demand for public health workforce educated at the undergraduate level.

According to the current United States Census Bureau, Virginia had an estimated population of 8.4 million in 2017, approximately 3% of the total population of the United States.[21] Virginia's large population and significant number of aging baby boomers drive the demand for public health services while also straining healthcare systems and resources. Delivering efficient and effective public health programs requires Virginia to expand its public health workforce in the 35 local health districts, in addition to providing a trained workforce for private settings. The Virginia Department of Health (VDH) recognizes a need for more trained public health workers.[22,23] The proposed program will integrate the needs and priorities of VDH, local health departments, the U.S. Navy and other military branches, non-governmental organizations health systems, and other community partners.

According to the American Health Rankings for 2017,[24] Virginia ranks 19th in overall national health ranking for 2017, a rank which has remained essentially the same since 1990. Highlights of Virginia's 2017 America's Health Rankings include:

Strengths:

- 6% decrease in air pollution (since 2013)
- 25% decrease in preventable hospitalizations among Medicare beneficiaries (since 1994)
- 27% decrease in smoking (from 20.9% to 15.3% of adults in past 5 years)
- 38% decrease in infant mortality (since 1994)

Challenges:

- Low immunization coverage among children and teens
- High infant mortality rate
- High drug overdose rates*

[21] U.S. Census Bureau, Population Estimates 2017. https://www.census.gov/quickfacts/fact/table/VA/PST045216.

[22] Unequal Health Across the Commonwealth Report, Office of Minority Health and Public Policy; Virginia Rural Health Plan-2008.

[23] Virginia Health Equity Report, 2012. http://www.vdh.virginia.gov/health-equity/virginia-health-equity-report/

[24] America's Health Rankings, United Health Foundation, (2017). https://www.americashealthrankings.org/explore/2017-annual-report/measure/Overall/state/VA).

- High poverty
- Premature death before age 75 (3% higher in the past 3 years)

*In the past five years, drug deaths increased 41% from 8.0 to 11.3 deaths per 100,000 population.

A review of health indicators, health burden, risk factors, and preventative services in Virginia points to four major public health challenges: maternal and child health; suicide and mental health; chronic disease; and resilience communities and environmental health.

The proposed Bachelor of Science in Public Health will produce well-prepared graduates who can provide sustainable solutions to public health issues and meet escalating demand for population health. The proposed program will provide a valuable foundation for those who wish to enter or advance in public health work while addressing a specific demand for the U.S. and the Commonwealth of Virginia.[25]

Employment Demand

The Bureau of Labor Statistics (BLS) predicts 5-19% growth in public health careers between 2016 and 2026.[26] The variation stems from the kinds of jobs projected and the grouping provided by the BLS. In a review of the *Occupational Outlook Handbook* (OOH), jobs for public health professionals have been listed under various occupational groups. For instance, epidemiologists were listed under "Life, Physical, and Social Science" while health educators and community health workers have been listed as part of the "Community and Social Service Occupations" group. Overall, however, job growth among public health workers is expected to be greater than average between 2016 and 2026.

According to the OOH, the projected growth rate for major public health professions is expected to be much faster than the average for all occupations from 2016 to 2026 (see table below).[23]

Table 3: Employment Demand – National Projections

Public Health Occupation	% Growth from 2016 to 2026
Epidemiologists	6%
Health Educators and Community Health Workers	13%
Environmental Scientists and Specialists	11%
Medical and Health Services Managers	17%

[25] Tarasenko, Y. and Lee, J. (2015). U.S. Undergraduate Education in Public Health: Hot or Not? *Frontiers in Public Health*, 3.
[26] Bureau of Labor Statistics, 2018. *May 2016 State Occupational Employment and Wage Estimates Virginia.* https://www.bls.gov/oes/current/oes_va.htm#29-0000. Accessed 01/12/2018.

The Virginia Employment Commission (VEC)[27, 28] provides further insight into the demand for public health jobs within the Commonwealth of Virgina. Data gathered from the VEC shows that the demand for most public health jobs is higher than the current pool of qualified candidates within the Commonwealth. For instance, as of February 13, 2018 there were 10 job openings for epidemiologists and only three potential candidates looking for work in this area were identified.[28]

The demand for medical and health services managers is even higher. As of February 13, 2018 there were 465 job openings for medical and health services managers and only 184 potential candidates to fill the positions. In addition, employment of medical and health services managers, most of whom have at least a bachelor's degree before entering the workforce, is projected to grow 17 percent from 2014 to 2024, much faster than the average for all occupations, according to the VEC. The demand for community health workers is twice the average for all occupations at 15%. Currently 2.67 candidates per job are available in Virginia.[28] Employment of health educators and community health workers is projected to grow 13 percent from 2014 to 2024, faster than the average for all occupations. [29]

Employer demand is evident in newly created and existing jobs that explicitly state that the applicant have a baccalaureate degree in public health to provide health education, health promotion, environmental safety, community-based health programs, and chronic disease management.[30,31,32,33] A variety of positions are available in diverse employment sectors, including government, industry, health care systems, non-profit organizations, school systems, higher education, and small businesses.

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[27] Virginia Employment Commission, 2018. http://www.vec.virginia.gov/sites/default/files/documents/2024-Jobs-Outlook.pdf. Accessed on 02/13/2018.

[28] Virginia Employment Commission, 2018. https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj

[29]Commonwealth of Virginia (Virginia.gov), 2018. Accessed on 02/13/2018 from: https://data.virginialmi.com/vosnet/analyzer/drill/drill.aspx?session=occdetail&valueName=occupation

[30] Understanding the Relationship Between Education and Health: A Review of the Evidence and an Examination of Community Perspectives. Content last reviewed September 2015. Agency for Healthcare Research and Quality, Rockville, MD. http://www.ahrq.gov/professionals/education/curriculum-tools/population-health/zimmerman.html

[31] Centers for Disease Control and Prevention, 2017. Using the Workplace to Improve the Nation's Health At A Glance 2016. Accessed on 02/13/2018 from: https://www.cdc.gov/chronicdisease/resources/publications/aag/workplace-health.htm

[32] Aligning Medical Education with the Nation's Health Priorities: Innovations in Physician Training in Behavioral and Social Sciences. Content last reviewed July 2015. Agency for Healthcare Research and Quality, Rockville, MD. http://www.ahrq.gov/professionals/education/curriculum-tools/population-health/satterfield.html

[33] American Public Health Association, 2015. The Role of Health Education Specialists in a Post-Health Reform Environment. Accessed on 02/13/2018 from: https://www.apha.org/policies-and-advocacy/public-health-policy-statements/policy-database/2016/01/27/13/58/role-of-health-education-specialists

Graduates of the existing Bachelor of Science in Health Science with a major in public health have been successful in finding employment. Students have secured internships and jobs with such well-known public health organizations as the Virginia Department of Health, American Red Cross, INOVA Health System, Carilion Clinic, among others.

The employer survey and results are provided in Appendix D. Samples of job announcements, available in Appendix E, provide evidence of the strong market for individuals who hold a baccalaureate degree in the field of public health.

Letters of support are available in Appendix F.

Student Demand

Student demand for the existing Bachelor of Science in Health Sciences with a major in public health has been strong during the most recent 5 years. In fact, after exceeding 100 undergraduate students during the 2013-2014 academic year, faculty addressed the need to reduce enrollment to a more manageable level for the faculty load. The following chart, compiled by Institutional Research at Old Dominion, demonstrates the results of this reduction.

	Fall 2015	Fall 2016	Fall 2017
Head Count (public health major)	170	130	96

Continued demand for the undergraduate program in public health is reflected in interest expressed by incoming freshmen and transfer students. According to the Orientation staff at Old Dominion University, nearly 30-40 new students per year have expressed interest in the public health program during the last three academic years as demonstrated from the intended-major enrollments during the years 2012-2017. Based on faculty analysis of student demand, the following projections are provided from the proposed program's launch to the target year.

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 **Target Year (2-year institutions)**			Year 5 **Target Year (4-year institutions)**		
2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023			2023 - 2024		
HDCT 40	FTES 40	HDCT 40	FTES 40	HDCT 50	FTES 50	HDCT 60	FTES 60	GRAD ____	HDCT 60	FTES 60	GRAD 18

Assumptions
Retention percentage: 90%
Percentage of full-time students: 100%
Full-time student credit hours per semester: 15
Full-time students graduate in 4 years

Duplication

Currently, in Virginia, no baccalaureate degree in public health exists. Therefore, Old Dominion University will be the first institution with this offering. Several institutions have concentration or minor areas in public health, as noted below.

The University of Virginia offers an interdisciplinary Bachelor of Arts in Global Development with a minor in global public health. The program explores fundamental global health burdens, determinants of health, and health measures from the perspective of different disciplines, including public health, anthropology, sociology, politics, history, and cultural studies.

George Mason University offers a Bachelor of Science in Community Health and minors in public health and global health. The program provides students with a basic knowledge and understanding of community and public health systems, and issues and policies related to health promotion, health education and disease prevention in populations of all sizes.

James Madison University offers Bachelor of Science in Health Science with concentration in public health education. The program addresses content such as in community health, nutrition, environmental health and education methods for students who wish to serve in public health education or health-related positions in a wide variety of government, community, and voluntary health agencies, such as health departments and community-based health programs.

Projected Resource Needs for the Proposed Program

Resource Needs

The School of Community and Environmental Health has sufficient resources to launch and sustain the proposed program. Specifically, faculty members with expertise in public health, as well as associated resources, have been available in the undergraduate public health major, and will be maintained when the proposed program is launched.

The proposed program allocates 2.0 FTE of instructional effort for every 24.0 FTE of enrollment. The Bachelor of Science in Public Health will therefore require a total of 3.0 FTE of instructional effort in 2019-2020 when it is launched. By the target year, it will require 4.5 FTE in instructional effort.

Full-time Faculty
Two current faculty members in the School of Community and Environmental Health have a teaching load at 50% or more for this program. They will contribute 2.0 FTE of instructional effort when the program is launched and through the target year.

Part-Time Faculty
Two current faculty members have a teaching load below 50% for this program. Their instructional effort will be .75 FTE when the program is launched and 1.0 FTE by the target year.

Adjunct Faculty
Two adjunct faculty members will teach in the proposed program. They will contribute .25 FTE in instructional effort when the program is launched and 1.50 FTE by the target year.

Graduate Assistants
No graduate assistantships are required to launch and sustain the proposed program.

Classified Position
There is currently one full-time classified position within the School of Community and Environmental Health, an administrative assistant, who will assist faculty who teach in the proposed program (20% of this position's time or $6,000 in salary and $2,226 in benefits).

Targeted financial aid
There is no targeted financial aid needed or available to launch and sustain the proposed program.

Library
The Public Health/Health Administration section of the Medical Libraries Association provides a list of current core journals for the discipline and the University Libraries subscribe to each one. The Libraries license databases including PubMed, CINAHL, Cochrane, Web of Science, ScienceDirect, APA PsycNet, and SocIndex, among others. The Libraries monographic collections also currently support topics in public health. The Department of Community and Environmental Health is currently allocated $4,300. No additional resources are required to support this new program.

Telecommunications
No new telecommunication resources are required to launch and sustain the proposed program.

Space
No additional space is necessary to launch and sustain the proposed program.

Equipment (including computers)
No new equipment is necessary to launch and sustain the proposed program.

Other resources (specify)
No additional resources are required to launch and sustain the proposed program.

Resource Needs: Part A-D

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes_____ No__X__
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes_____ No__X__
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes_____ No__X__
- Will each type of space for the proposed program be within projected guidelines? Yes__X__ No____
- Will a capital outlay request in support of this program be forthcoming? Yes_____ No__X__

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2019- 2020		**Expected by Target Enrollment Year 2023- 2024**	
	On-going and reallocated	**Added (New)**	**Added (New)*****	**Total FTE positions**
Full-time faculty FTE*	2.00			2.00
Part-time faculty FTE**	0.75		0.25	1.00
Adjunct faculty	0.25		1.25	1.50
Graduate assistants (HDCT)				0.00
Classified positions	0.20			0.20
TOTAL	3.20	0.00	1.50	4.70

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year		**Expected by Target Enrollment Year**	
	2019- 2020		**2023- 2024**	
Full-time faculty	2.00	0.00	0.00	2.00
salaries	$190,400			$190,400
fringe benefits	$73,437			$73,437
Part-time faculty (faculty FTE split with unit(s))	0.75	0.00	0.25	1.00
salaries	$71,400		$23,800	$95,200
fringe benefits	$27,539		$9,180	$36,719
Adjunct faculty	0.25	0.00	1.25	1.50
salaries	$6,750		$33,750	$40,500
fringe benefits	$516		$2,580	$3,096
Graduate assistants	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Classified Positions	0.20	0.00	0.00	0.20
salaries	$6,000			$6,000
fringe benefits	$2,314			$2,314
Personnel cost				
salaries	$274,550	$0	$57,550	$332,100
fringe benefits	$103,806	$0	$11,760	$115,566
Total personnel cost	$378,356	$0	$69,310	$447,666
Equipment				$0
Library				$0
Telecommunication costs				$0
Other costs				$0
TOTAL	**$378,356**	**$0**	**$69,310**	**$447,666**

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

____ Yes _____
Signature of Chief Academic Officer

_X_ No _____
Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2019 - 2020	Target enrollment year 2023 - 2024
Reallocation within the department *(Note below the impact this will have within the department.)*	$378,356	69,310
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*		
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department: The School of Community and Environmental Health currently maintains a budget that includes funding for the Bachelor of Science in Health Sciences with a major in public health. These same funds will be used for the proposed Bachelor of Science in Public Health. Therefore, funding for the existing program will be reallocated for the Bachelor of Science in Public Health. No adverse impact in the school is anticipated as a result of launching the new program.

3. Secondary Certification.
If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

X Agree _____
Signature of Chief Academic Officer

___ Disagree _____
Signature of Chief Academic Officer

June 14, 2018

APPROVAL OF A NEW MASTER OF LIBRARY AND INFORMATION STUDIES

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposal for a new Master of Library and Information Studies degree program to be effective with the fall 2019 semester.

Rationale: Old Dominion University seeks approval to offer a Master of Library and Information Studies (MLIS) to begin fall 2019. The proposed program will be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS) in the Darden College of Education.

The purpose of the Master of Library and Information Studies is to prepare students with the theoretical knowledge and practical skills that will enable them to become highly skilled librarians and information specialists. This includes, but is not limited to, professional positions in academic libraries, public libraries, school libraries, and special libraries such as health sciences, law, or business libraries as well as positions for information professionals in health environments, museums, businesses, government and other agencies. Graduates of the program will be prepared to manage libraries, select and organize library collections, and interact with library patrons to determine and fulfill information needs.

The degree has three initial concentrations. The school library concentration will prepare students for endorsement as school librarians, and a youth services concentration will prepare students to work with youth in public libraries and other settings. The assessment and evaluation concentration addresses a new and growing area of information studies and will prepare students to become assessment/systems librarians. Within these concentrations, graduates will gain expertise that will enable them to provide users with technical support for emerging technologies and consult with users to provide technology solutions for information problems.

The American Library Association (ALA) has determined that the master's degree is the appropriate level degree for librarians. The

proposed program is aligned with the ALA Standards for the Accreditation of Master's Programs in Library and Information Studies. Although a library science program focusing solely on the preparation of licensed school librarians has existed at Old Dominion University since 1968, the proposed program will be the first of its kind in the Commonwealth of Virginia since the first half of the last century. The current program began as a concentration option in the Bachelor of Science in Elementary Education. Over time, a second concentration was added in the Master of Science in Education, Secondary Education.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET

1. Institution Old Dominion University	2. Academic Program (Check one): New program proposal __X__ Spin-off proposal _____ Certificate document _____
3. Name/title of proposed program Library and Information Studies	4. CIP code 25.1010
5. Degree/certificate designation Master	6. Term and year of initiation Fall 2019
7a. For a proposed spin-off, title and degree designation of existing degree program 7b. CIP code (existing program)	
8. Term and year of first graduates Fall 2020	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of Department of Science, Technology, Engineering and Mathematics Education and Professional Studies (STEMPTS) School(s) or college(s) of Darden College of Education Campus(es) or off-campus site(s) Main campus, Norfolk Mode(s) of delivery: face-to-face _____ distance (51% or more web-based)_____ hybrid (both face-to-face and distance) __X__	
13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. Dr. Jeanie Kline, SCHEV Liaison, 757.683.3261, jkline@odu.edu	

Description of the Proposed Program

Program Background

Old Dominion University (ODU) seeks approval to offer a Master of Library and Information Studies (MLIS) to begin fall 2019. The proposed program will be offered through the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS) in the Darden College of Education.

The purpose of the Master of Library and Information Studies is to prepare students with the theoretical knowledge and practical skills that will enable them to become highly proficient librarians and information specialists. This includes, but is not limited to, professional positions in academic libraries, public libraries, school libraries, and special libraries such as health sciences, law, or business libraries as well as positions for information professionals in health environments, museums, businesses, government and other agencies.

Graduates of the program will be prepared to manage libraries, select and organize library collections, and interact with library patrons to determine and fulfill information needs. Further, librarianship has become a technology-based career and the proposed program reflects this focus. Through specific skills taught in the courses contained in the program of study, individuals will engage in the collection, organization, retrieval, preservation, management, and dissemination of information resources to enrich cultures within society. Thus, MLIS graduates will be also trained to perform tasks such as analyzing patron information requests, assisting in finding information sources including print, audio-video, and virtual information, and teaching information literacy skills.

The degree has three initial concentrations. The school library concentration will prepare students for endorsement as school librarians, and a youth services concentration will prepare students to work with youth in public libraries and other settings. The assessment and evaluation concentration addresses a new and growing area of information studies and will prepare students to become assessment/systems librarians. Within these concentrations, graduates will gain expertise that will enable them to provide users with technical support for emerging technologies and consult with users to provide technology solutions for information problems.

The American Library Association (ALA) has determined that the master's degree is the appropriate level degree for librarians. Although library technicians and other support staff are noted as important components of library staffing, the master's degree from a library and information studies program accredited by the ALA or a master's degree preparing school librarians accredited by the Council for the Accreditation of Educator Preparation (CAEP) is considered the appropriate first professional degree.[1] Therefore, for the purposes of this proposal, when the term 'librarian' is used, it refers to master's-prepared individuals.

[1] The policy manual for the American Library Association is available at: http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/governance/policymanual/cd_10_2_Section%20B%20New%20Policy%20Manual-1%20%28final%206-13-2017%20with%20TOC%29_0.pdf

The proposed program is aligned with the ALA Standards for the Accreditation of Master's Programs in Library and Information Studies. The title of the program—Library and Information Studies—is based on American Library Association (ALA) guidelines that cover "names such as Master of Library Science, Master of Arts, Master of Librarianship, Master of Library and Information Studies, and Master of Science." Faculty selected Master of Library and Information Studies as the title of the proposed program to accurately reflect on access to information resources, instead of the name Master of Library Science, which tends to focus on more traditional approaches to librarianship.[2]

Although a library science program focusing solely on the preparation of licensed school librarians has existed at Old Dominion University since 1968, the proposed program will be the first of its kind in the Commonwealth of Virginia since the early 1900s. The current program began as a concentration in the Bachelor of Science in Elementary Education. Over time, a second concentration was added in the Master of Science in Education, Secondary Education. Graduates from the current program receive Virginia endorsement as school librarians.

Mission

The institutional mission states: "Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement."

The Master of Library and Information Studies program will align with this mission by providing a rigorous academic program that (1) equips students with the knowledge and skills they will need for an ever-changing and ever-growing information-based world, (2) engages students with their communities by requiring project-based learning and internships set in real-world settings, (3) focuses on the preparation of culturally-responsive librarians who can provide resources and services for increasingly diverse communities for the Commonwealth of Virginia, the nation, and the world, and (4) connects students to the library and information science profession.

Online Delivery

The proposed Master of Library and Information Studies will be offered in a hybrid format, with online course offerings serving as the primary delivery method. Blackboard is Old Dominion's learning management system, which will be used for the proposed program, with extensive use of synchronous meetings in the Adobe Connect platform. Additionally, faculty utilize Adobe Connect or WebEx for weekly synchronous office hours and other real-time communication throughout each semester. Further, there is a required 3-day summer institute on the Norfolk campus.

Old Dominion University has a robust distance learning support network that supports faculty in web-based course development and delivery. Faculty who teach in the program are trained in course development and delivery through the Center for Learning and Teaching (CLT). The

[2] American Library Association. 2015. Standards for Accreditation of Master's Programs in Library and Information Studies. Section II. Curriculum. http://www.ala.org/accreditedprograms/sites/ala.org.accreditedprograms/files/content/standards/Standards_2015_adopted_02-02-15.pdf.

instructional designers, technologists, and other staff work with the library faculty to assist in implementing technology, including social media, into classes and providing the latest in course development strategies.

Accreditation

American Library Association (ALA) accreditation is a key goal in the development of the proposed MLIS program. Program faculty are planning to seek accreditation from the ALA following approval of this program. ALA is recognized by the Council for Higher Education Accreditation (CHEA).

The school library preparation program, which will be incorporated into the proposed MLIS degree as a concentration, is also part of the teacher education unit at ODU accredited by the National Council for the Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP). The school library program is nationally recognized by NCATE/CAEP in conjunction with the process of review by the American Association of School Librarians (AASL).

On the state level, the proposed program also fully meets the standards of the Virginia Department of Education for the preparation of school librarians, and the Virginia standards leading to certification of public librarians.

Appendix A provides a full list of the ALA curriculum standards, the VDOE endorsement standards, and the public library standards.

Admission Criteria

Applicants for the MLIS program are required to submit credentials to Old Dominion University for consideration. The required credentials include:

- A completed online application and admission fee
- Official transcripts from all postsecondary institutions attended, with evidence of a completed baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution
- A minimum cumulative GPA of 3.0 (on a 4.0 scale) in the undergraduate degree
- Copy of current resume
- Writing sample based on a specific prompt provided by Admissions.
- Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79- 80 on the iBT) for non-native English speakers

Admission as a graduate student at ODU does not imply acceptance into the MLIS program. An admissions committee, consisting of program faculty, will review applications on a regular basis to determine acceptance.

Students with previously completed work from other ALA-accredited programs may submit a request for a maximum of 12 credit hours to be transferred as electives. Students with school library preparation coursework taken at other nationally recognized programs may submit a request to transfer courses for the school library program requirements.

Target Population

The initial target population for the proposed program would include those interested in the school library concentration as well as candidates with an interest in one of the other concentrations: youth services and evaluation and assessment. Approximately 90% of current students are classroom teachers employed in Virginia school divisions who seek additional endorsement as school librarians. Many of these students will be interested in the additional credential such as the youth services concentration or in a position with evaluation and assessment working with youth in public libraries or to pursue positions beyond K-12 including community colleges and universities.

A new population will also be targeted for the MLIS: those planning for positions as professional librarians or in related fields of informatics, technology, museum administration, or knowledge management. In particular, paraprofessionals, volunteers and patrons in public and academic libraries would be interested in the youth services or assessment concentrations. Students in ODU majors such as communications, computer science, or psychology would also be targeted for opportunities in library careers. The assessment concentration has broad applications to multiple kinds of libraries including academic, government and technical.

Curriculum

The proposed Master of Library and Information Studies is a non-thesis program comprised of 30 credits. The curriculum is based on standards established by the American Library Association, American Association of School Librarians/Council for the Accreditation of Educator Preparation, and the Virginia Department of Education 2015 Virginia Licensure Regulations for Educational Professionals.

A core of required courses will cover the foundational library and information studies competencies identified by the American Library Association, including coursework related to collection development, information organization and retrieval, leadership, management and assessment, and the history and ethical foundations of the profession. Within the core curriculum, a gateway course is designed to offer a robust foundation of the library and information science field. This course provides an overview of the profession and helps guide the student in understanding the broad nature of library/information science, the place of libraries and information centers in society, and to help identify a preferred career within the broad LIS field. The remaining core courses include project-based work that is aimed at addressing competencies related to the organization and management of information resources, access to resources in a variety of formats, and an overview of research in the library profession as well as emerging trends and issues.

Students are taught to understand and articulate the information needs of users, to select resources, curate print and virtual collections using current and emerging technologies, and assess and plan for future information needs. Threaded through the required courses are characteristics and attributes that are detailed in the core values of librarianship. These include equity, diversity, attention to the public good, and a focus on lifelong learning. These dispositions are based on the Core Values of Librarianship prepared by the American Library

Association and exemplify the user interactions taught in the core courses.[3] Students who complete the core courses will be prepared for entry level positions in libraries and other information settings.

An institute that focuses on trends and issues in library studies will held each summer on the Norfolk Campus, and will be required of all students. It will carry no credit, but will allow students to use technological tools and practice face-to-face collaboration. The institute will also demonstrate the types of learning commonly experienced at professional conferences, a key requirement in the AASL Standards for the Preparation of School Librarians.

A 3-credit internship will serve as the capstone to the program and is required of all students. A non-credit component, attendance at the annual 3-day summer institute, is also required of all students. Threaded through the program is the requirement for the development of an e-portfolio. The internship will give students the opportunity to apply professional knowledge and skills from coursework in authentic settings where they will work with patrons and other professionals and library staffs. This experience is highly valued by prospective employers and extends the understanding of job expectations. In lieu of a thesis or comprehensive exam, students will complete and present an electronic portfolio of their accomplishments and professional reflections. An electronic portfolio is considered an authentic tool for job-seekers and to showcase continuing professional growth. The Summer Institute is a professional conference providing students with an opportunity to network with classmates, faculty, and librarians and to experience first-hand the value of professional conferences for continuing professional development.

Initial concentrations include (1) school library, designed for students who wish to have a Virginia endorsement for school librarians; (2) youth services, designed for students seeking employment in public libraries working in children's or youth services and (3) assessment and evaluation, designed to prepare librarians for assessment, research, and data analysis in a variety of library contexts. In anticipation of the new degree, new core courses have been developed and offered in the current master's program that prepares school librarians. Additional coursework to support the youth services and assessment concentrations have also been approved through the ODU curriculum approval process.

Concentrations directed to specific types of libraries and library positions that require American Library Association accreditation will be built when the program achieves full accreditation. These new concentrations will provide specific knowledge and skills leading to jobs in various types of libraries (public, academic, special). Students will also be able to design an elective program of study leading to specific careers within the library science and information science fields (reference or knowledge access, information management, technical services).

Core Courses (12 Credits)

LIBS 600	Institute on Trends and Issues in Library and Information Studies (0 credits)
LIBS 608	Foundations in Library and Information Science (3 credits)
LIBS 658	Knowledge Resources: Planning, Selection, and Managing Collections (3 credits)
LIBS 674	Management and Leadership in Library and Information Studies (3 credits)
LIBS 677	Knowledge Organization and Access (3 credits)

[3] American Library Association. Core Values of Librarianship. http://www.ala.org/advocacy/intfreedom/statementspols/corevalues.

School Library Concentration Required Courses (9 credits)

LIBS 602 Production of Instructional Materials (3 credits)
LIBS 642 Children's Literature Across the Curriculum, PK-8
or LIBS 644 Literature and Media for Young Adults (3 credits)
LIBS 676 Library Curriculum (3 credits)

School Library Restricted Elective Courses (6 credits)

LIBS 612 Research Methods in Library and Information Science (3 credits)
LIBS 642 Children's Literature Across the Curriculum, PK-8 (3 credits)
LIBS 644 Literature and Media for Young Adults (3 credits)
LIBS 655 Methods and Strategies for the School Library (3 credits)
LIBS 656 User Services & Programming (3 credits)
READ 620 Multicultural Children's Literature and Literacy (3 credits)
READ 628 New Literacies, Digital Technologies, and Learning (3 credits)

Youth Services Concentration Required Courses (9 credits)

LIBS 642 Children's Literature Across the Curriculum, PK-8
or LIBS 644 Literature and Media for Young Adults (3 credits)
LIBS 656 User Services and Programming (3 credits)
SPED 613 Human Growth and Development (3 credits)

Youth Services Restricted Elective Courses (6 credits)

LIBS 602 Production of Instructional Materials (3 credits)
LIBS 612 Research Methods in Library and Information Science (3 credits)
LIBS 642 Children's Literature Across the Curriculum, PK-8 (3 credits)
LIBS 644 Literature and Media for Young Adults (3 credits)
READ 620 Multicultural Children's Literature and Literacy (3 credits)
READ 628 New Literacies, Digital Technologies, and Learning (3 credits)

Assessment and Evaluation Concentration Required Courses (9 credits)

LIBS 612 Research Methods in Library and Information Science (3 credits)
LIBS 681* Assessment and Evaluation in Libraries (3 credits)
FOUN 713 Program Evaluation (3 credits)

Restricted Elective Courses (6 credits) or others, selected with advisor approval

IDT 739 Needs Analysis and Assessment (3)
LIBS 656 User Services and Programming (3)

Capstone Course (3 Credits)

LIBS 668 Internship in Libraries (3 credits)

All students will be expected to complete an internship in a library or information setting as a capstone course where they will have the opportunity to apply, develop, and demonstrate the competencies acquired in core courses and electives. Students will be expected to identify a problem of practice in the internship placement and then to propose and conduct an action research project on site. The internship is offered pass/fail and students are coached to successful completion of the course requirements. In the rare case that a student fails the internship, they will be offered an opportunity to extend or repeat the internship with the option of a different setting.

Institute on Trends and Issues in Library and Information Studies

Although the program is largely online, students are required to attend an annual institute on the Norfolk campus during one summer of study. This institute allows students to use technological tools and practice face-to-face collaboration. The institute will also demonstrate the types of learning commonly experienced at professional conferences, a key requirement in the AASL Standards for the Preparation of School Librarians. In order to accurately track attendance and ensure that this experience is represented on the transcript, LIBS 600, Institute on Trends and Issues in Library and Information Studies, has been developed.

Electronic Portfolio

Submission of an Electronic Portfolio (E-Portfolio) will serve as the comprehensive exam in the program. Students will begin work on the portfolio in their first course with coaching and peer-review throughout the program. Finally, students will be expected to present and pass portfolio before graduation.

The E-Portfolio will be a coached project throughout coursework. Students are expected to develop a portfolio that represents their mastery of standards, examples of projects completed in the program, and a focus on their individual strengths and beliefs about the profession including a resume and statement of philosophy. Students who do not pass the e-portfolio will be provided detailed feedback and expected to re-submit. Those unable to successfully complete this project will be dismissed from the program.

Sample plans of study are available in Appendix B. Course descriptions can be found in Appendix C.

Student Retention and Continuation Plan

Upon admission to the program, each student is assigned a faculty advisor who will meet at least once each semester with him or her, either electronically or face-to-face. All faculty who teach in the program maintain weekly online office hours in the evening, so that working and distance students have access to advising.

The first course in the proposed program requires students to explore the range of careers in the library and information studies profession. At the conclusion of that course they will work with their advisor to develop a plan of study that will assist them in achieving their academic and career goals.

In addition, a student chapter of the American Library Association will be launched to ensure that students feel connected to the profession and to ODU. Students are offered additional opportunities to connect with professionals in the field when ODU participates in regular alumni meetings at state library conferences.

Students who are unable to maintain a 3.0 GPA are assigned to a specific faculty member for additional mentoring, including being placed in specific sections taught by mentors to assist struggling students. Other strategies for students who are facing difficulties in the program will include offering additional online office hours, telephone calls, or scheduled face-to-face mentoring appointments.

Further, the program will use a modified cohort model that will encourage students to work closely with their colleagues throughout their studies. Students who enter the program in the same semester will be encouraged through group work and other interactions to form a community of practice with classmates and faculty. Students in these early courses will be assigned to smaller advising groups. Throughout the program, these advising groups will be encouraged to remain in contact through an advisor and to provide feedback to each other's e-portfolios.

Time to Degree

Full-time students will be able to complete the program in one academic year with enrollment in fall, spring and summer. Along with attendance at the summer institute, summer enrollment is required in the proposed program as some courses will only be offered in the summer term. Part-time students will complete the program in approximately 3 years.

Faculty

The proposed program will be staffed with four faculty members devoted full-time to the program. Three of the faculty lines are currently filled with two assistant professors and one associate professor. One new hire is scheduled to begin work in fall 2018. That line is filled in the meantime by a full-time lecturer. In addition, a fifth faculty member is currently serving as associate dean for the college and teaches one class per year for the program. All of the faculty are tenured or on a tenure track with terminal degrees, and four have ALA-accredited master's degrees along with their doctoral degrees.

The faculty in the current school library program have a strong record of national-level professional service. Members of the faculty have held leadership positions in the American Association of School Librarians (AASL) including chairing and serving on committees, serving on the AASL Board of Directors, chairing a section of AASL, or other leadership roles. One faculty members has served as president of the association. Two faculty members have won national research awards in library science. Total external funding for the current program in the last five years is well over one million dollars, and all faculty are grant-active.

Adjunct faculty with a degree from an ALA-accredited program will teach in the proposed program, and would be carefully selected on the basis of their proven expertise in specific areas of librarianship, such as archives, health sciences, and museums. Other criteria considered in selecting adjunct faculty are national service, publications in scholarly or practitioner journals, and presentations at national conferences. The current program has 11 adjuncts who teach in the program. Current adjuncts have an average of 10 years of experience as a practicing librarian. Two adjuncts have experience in academic libraries, while the remainder have school library experience.

Abbreviated CVs of program faculty are included in Appendix D.

Program Administration

The proposed Master of Library and Information Studies program will be housed in the Department of Science, Technology, Engineering, and Mathematics Education and Professional Studies (STEMPS) in the Darden College of Education.

A full-time faculty member in the program will serve as the Graduate Program Director (GPD) and will be responsible for student recruitment, admission to the program, retention of students, and certifying students for graduation. Under the direction of the GPD, faculty will meet once a month to plan for the needs of the program and to discuss students or program issues.

One staff member in the department, an administrative assistant, will support the proposed program. This individual will assist the GPD on program procedures, such as semester schedules, admissions, and annual reports. Approximately 10% of the position will support the program.

Student Assessment

Students have ongoing formative assessments in each class that are aligned with the standards and best practices of the field. Students who graduate with the MLIS degree will have mastered the knowledge and skills to be librarians and/or information specialists.

The program faculty have identified the following student learning outcomes based on the ALA accreditation standards. Students will be able to:

1. Create innovative responses to the needs and interests of diverse and global communities.
2. Demonstrate leadership attributes for a variety of information environments.
3. Synthesize basic and applied research related to assisting patrons in the application and creation of new knowledge.
4. Integrate evolving technologies and theories that underpin their design, application and use.
5. Analyze current and historical trends to forecast future directions of the library and information field.
6. Develop a plan for continuous professional development and lifelong learning.

Data related to the Student Learning Outcomes (SLOs) will be collected on an annual basis and reported on the university's assessment database. Evidence of student achievement of learning objectives will be assessed during the program through assessments embedded in coursework, including field-based projects, practical and written exams, and other assignments and practica. Each course has objectives that need to be met in order for the student to successfully pass that course and those objectives are aligned with the program's SLOs.

Course-level outcomes are based on the program outcomes map below; in the school library concentration, these will also be aligned with the Virginia licensure regulations for school librarians. Learning outcomes and associated measures are provided in the following chart.

Student Learning Outcomes	Measures/Assessment Rubric
1. Create innovative responses to the needs and interests of diverse and global communities.	**LIBS 658.** Collection Plan. 3 year plan for innovative improvements of the collection resources and services based on research and the community analysis and needs assessment. Assessment: 80% of students will attain target on the assignment rubric.
2. Demonstrate leadership attributes for a variety of information environments.	**LIBS 658.** Presentation of Collection Plan & Budget. Students will identify an audience of stakeholders and present their plan and budget using multimedia. Assessment: 80% of students will attain target on the assignment rubric. **LIBS 674.** Grant Writing. Students will prepare a grant using guidelines from a national grant program. Assessment: 80% of students will attain target on the assignment rubric.
3. Synthesize basic and applied research related to assisting patrons in the application and creation of new knowledge.	**LIBS 668.** Action Research Proposal. Students will develop an action research proposal that will support program improvement in a library or information workplace. Assessment: 80% of students will attain target on the assignment rubric. **LIBS 668.** Conducting Research. Students will conduct their planned action research, analyze the data and determine the steps for program improvement.
4. Integrate evolving technologies and theories that underpin their design, application and use.	**LIBS 677.** Pathfinder. Students will locate, evaluate, select, and disseminate a collection of digital resources to support a content area. Assessment: 80% of students will attain target on the assignment rubric.
5. Analyze current and historical trends to forecast future directions of the library and information field.	**LIBS 608.** Implementing Change. Students will explore a current issue, policy or trend in the library and information field and present a webinar to classmates. Assessment: 80% of students will attain target on the assignment rubric.
6. Develop a plan for	**LIBS 608.** Professional Organizations. Students will attend a

continuous professional development and lifelong learning.	state library conference and write a one page memo to a supervisor about the experience. Assessment: 80% of students will attain target on the assignment rubric. **LIBS 674.** Personal Professional Development Plan. Students will create a plan for continued growth and professional development in their chosen area including their professional learning network. Assessment: 80% of students will attain target on the assignment rubric.

Employment Skills/Workplace Competencies

Competencies have also been identified for the various specializations such as school librarians, children's services, young adult services, academic libraries and special libraries.

		608	658	668	674	677
1	Assess, plan, and advocate for the information and knowledge needs of individuals, organizations, and communities.		X	X	X	X
2	Teach and support the effective use of knowledge, data, and information in a variety of formats.	X				X
3	Identify, evaluate, and select information resources, systems, and tools		X			X
4	Establish a budget, advocate for funds, and navigate vendors and other sources of materials and services for acquisitions and licensing.	X	X		X	
5	Employ expert search strategies using search engines and other information discovery and retrieval tools to provide information to stakeholders.	X		X		X
6	Organize, manage, and curate information and knowledge resources for discovery, access, and use.		X			X
7	Model and teach ethical information behavior.	X		X		
8	Enable sharing and dissemination of information and knowledge products.			X		X

9	Effectively manage and use information and communication technology such as library management systems and social media.	X			X	X
10	Employ sound project management principles and procedures in the planning, implementation, assessment, and communication of programs and services.		X		X	
11	Investigate, assess, and apply new trends, data, research, and technology to the improvement of practice.			X	X	

Program Assessment

ODU requires that every academic program submit an annual program report to the Office of Institutional Research and Effectiveness. This is usually submitted by the Graduate Program Director. Through the annual review, the faculty will monitor data from the following self-assessments: percentages of students achieving the 80% benchmark in each academic class and results of a program exit survey administered anonymously to graduating students. For any measure that falls short of the 80% benchmark, the Graduate School and the Office of Academic Affairs require the program to develop an action plan to address the shortcoming and improve outcomes in subsequent years.

As part of the effort to assess the proposed program's effectiveness, the faculty in this proposed program have developed the following assessments as part of their annual review, and submitted them to the department chair.

- Analyze patterns of student learning through assessment of the final e-portfolio;
- Complete an annual review and update of curriculum, subject matter and pedagogy to make necessary changes to assure successful student learning;
- Review student opinion survey data for each course;
- Analyze student professional activity and attendance at ALA's national conferences to determine the degree to which the program has instilled the values of the profession;
- Evaluate job placement to determine the extent to which the program is preparing students with the knowledge, skills, and abilities for jobs in libraries;
- Distribute and analyze program evaluation exit surveys. The exit surveys will align with accreditation standards and focus on core knowledge and professional skills that students should be accruing across the curriculum. The annual results will be used by the faculty as feedback to revise course content and requirements as appropriate.

Results from the assessments will be used to evaluate the quality of the program, to stimulate program development, and to evaluate the role of the program in fulfilling ODU's institutional mission. The program review may result in strategic decisions about the curriculum, identify areas of potential improvement, make resource recommendations, articulate considerations for expansion or consolidation, and consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;

- Enrollment projections such as 5-year benchmarks and other on-going enrollment targets;
- Course descriptions and implementation;
- Curriculum adaptation based on evolution in the field of library and information studies;
- Faculty development and research activities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of the annual review will be incorporated into the Darden College of Education's annual review. The dean and associate dean will read the program review each year to ensure that progress is being made with respect to meeting student learning outcome measures, ensuring that benchmarks are met and excellence is maintained.

The college's annual review/report will be sent to the Vice Provost for Academic Affairs for review each year. The Vice Provost summarizes the results for the Provost, and makes recommendations, if needed, for meeting benchmarks or updating student learning outcomes.

Following the approval of pre-candidacy leading to ALA accreditation, a detailed report of progress towards candidacy is required to be presented to ALA's Office for Accreditation.[4] The program will also become an institutional member of the Association for Library and Information Science Education (ALISE) and will report to the *ALISE Statistical Report and Database*.[5]

Finally, the Office of Academic Affairs requires graduate programs to be reviewed by internal and external evaluators on a regular rotation, typically every 7 years or as required by an accrediting body. This program's initial review will take place 7 years after its launch, approximately 2026.

Benchmarks of Success

Benchmarks of success for this master's program will focus on program's ability to reach and maintain enrollment targets, achieve national accreditation, and develop a cohesive national-level program. Another benchmark will include factors indicating that the program has maintained the strong school library preparation program as measured in terms of job placement and career satisfaction of graduates. Specific areas of achievement include:

- 80% of graduates will be employed in a library or in an information-related position within 1 year of graduation from the program
- 20 school library students interested in the degree for school library endorsement will be admitted each fall and 10 school library students will be admitted in each spring, for a total of 30 new school library students each academic year
- An additional 5-8 students interested in other concentrations will be enrolled in coursework in the first semester the program is offered. (Note that non-school library

[4] The mission of the ALA Office for Accreditation is to serve "the general public, students, employers, and library and information studies Master's programs through the promotion and advancement of education in library and information studies". http://www.ala.org/offices/accreditation/.

[5] The ALISE Statistical Report and Database is a compilation and analysis of statistical data and information about graduate library and information science education programs in ALISE Institutional members. http://www.alise.org/index.php?option=com_content&view=article&id=415.

students will not be hirable in ALA-MLS positions until the program achieves accreditation)
- 80% of graduates will report satisfaction with job preparation at ODU as measured by annual survey of graduates
- The pre-candidacy application will be accepted by ALA during the semester following initiation of the program

Progress toward the benchmarks will be reported to the dean. If the program does not meet all of the benchmarks, the program will meet with the department chair and associate dean for graduate studies to determine which benchmarks were not met and why. For example, if employment goals are not met, the program will meet with employers to determine how the program can better meet workplace needs.

Expansion of an Existing Program

The proposed program is an expansion of the current program concentrations for those who wish to become school librarians. Upon approval of the new Master of Library and Information Studies, the library science concentration in both the Master of Science in Education, Elementary Education, and the Master of Science in Education, Secondary Education, will be discontinued. No additional faculty are required to expand the program to the broader librarian population. Current students who are already in the MSEd program may choose to graduate from their original program or from the new MLIS.

Relationship to Existing Old Dominion University Degree Programs

The proposed program is not similar or related to any other master's degree program at Old Dominion University.

Compromising Existing Programs

No degree program will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

The specific demand for librarians focuses on the ways that the traditional focus on teaching of information skills and management of information resources has broadened and intensified in what is now called the Digital Age. Over the last century, the formats in which information is

packaged have changed, the reach of the library has become virtual, and the information available has exploded for a populace underprepared to manage the information swirling around them.

What has not changed are the responsibilities of librarians to the communities they serve. In a white paper presented to the American Library Association, the skills of professional librarians are outlined in values ranging from social justice issues surrounding open access to information, the resolution of the information problems of everyday citizens, and to provide both virtual and physical learning spaces for information skills. As noted in the paper, "there is no other professional degree program that focuses on the combination of information, people, needs, learning, values, technology, and communities."[6]

Librarians trained at the master's level take specific coursework to learn how to promote information literacy, provide equitable access to balanced viewpoints in multiple formats, and practice strategies for managing personal and professional data.

The importance of providing professional library services is highlighted in three growing societal trends related to information. First, the current political polarization and claims of "fake news" highlights the need in a democracy for a public that is able to discern fact from opinion, bias, or deliberate falsification. Librarians are trained to apply criteria of authority and credibility to information sources and teach information literacy to students and patrons.[7] Second, issues such as net neutrality and the digital divide underscore the inequities in today's information landscape where those with more resources have faster and more ubiquitous access to technology and digital resources.[8] Librarians are trained to provide open and free access to resources selected and curated for their communities. Third, an era of big data is changing organizations and societies—where data-driven decision-making and evidence-based practice require knowledge of valid information resources and the skills to retrieve and re-package data that is accessible and usable for knowledge workers. Librarians are trained in information organization and retrieval and in the issues of privacy and security surrounding data collection and sharing.[9] Each of these trends is explored in more detail below.

Identifying Accurate and Trustworthy Information Sources

A recent Pew research report noted that although many Americans expressed confidence that they could tell the difference between accurate and "fake" news, almost 90% also believed that it caused confusion in the public understanding of basic facts regarding current events. Nearly one fourth admitted sharing fake news on social media, with over half of that group confessing that they shared information without realizing, at least at first, that it was fake. It is no wonder that the public is now beginning to believe that, as *School Library Journal* notes in its January 2017 article The Smell Test, "In the era of fake news, librarians are our best hope."[10]

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[6] Bertot, J.C. & Sarin, L. C. (2016). The value of American Library Association-accredited master's programs in library and information studies: Serving our communities through a professional workforce. American Library Association, p. 5.

[7] Jacobsen, L. (2017). The smell test. School Library Journal, 24-28

[8] White, S. (2014). Net neutrality and libraries: Conflicts of access. *Serials Librarians*. 67. Sept 1, 2014, 151-157.

[9] Prindle, S. (2017). Information ethics and academic libraries: Data privacy in the era of big data. *Journal of Information Ethics*, 26 (2), 22-3.

[10] Jacobsen, L. (2017). The smell test. *School Library Journal*, p.24.

Media and information literacy is believed to be the "central skill of the digital age" and a Stanford University professor notes, "Librarians are natural allies for educators in helping students become critical news consumers."[11] The Pew Research Center's latest 2016 survey about libraries highlight the growing importance of librarians. They reported that communities, especially millennials, see the value of libraries, with 87% noting that the teaching of information literacy is a crucial role in librarians' work.[12]

While library instruction is clearly a role identified with school and academic librarians, the general public responding to a recent Pew survey said they would like training in how to identify trustworthy information from the internet. As part of the same survey, Americans listed the library as the most trusted resource for information.[13]

Lloyd (2003) predicted that information literacy would be the meta-competency of the future, and noted that "Librarians need to realign their roles from providers and organizers of information, to facilitators and educators of clients' information access and process."[14] Todd (2017) affirms Lloyd's conclusions in his overview of the history and the future of information literacy instruction.[15] While the preparation of school librarians has always focused on the design and delivery of information literacy instruction, now librarians who are prepared for every type of library see teaching as part of their job, and the proposed master's program reflects that.

The Master of Library and Information Studies degree will prepare librarians to discern the veracity, reliability and quality of information resources and to identify, select, and provide access to diverse viewpoints for patrons. The degree will also prepare librarians to provide instruction and guidance to users in information literacy.

Curated Access to Resources

One of the foundational values of librarians is "Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves."[16] Many of those resources are accessed on the Internet, and many of those using the library are those least able to afford home access to fast, reliable internet service.
The public library is open to all inclusive of homeless,[17] recent immigrants,[18] and those differently abled.[19] Since the 1980s, the public library has been viewed as a safe alternative for "latchkey children" who have no parent or guardian at home while the parents are still at work. Although some libraries initially barred unattended children, the preparation for youth services

[11] Banks, M. (2017). Fighting fake news: How libraries can lead the way on media literacy. *American Libraries*, Mar-April 2017, 18-21
[12] http://www.pewinternet.org/2016/09/09/libraries-2016/
[13] http://www.pewinternet.org/2017/09/11/the-elements-of-the-information-engagement-typology/
[14] Lloyd, A. (2003). Information literacy: The meta-competency of the knowledge economy? An exploratory paper. *Journal of Library and Information Science*. 25 (2), 87-91.
[15] Todd, R. J. (2017). Information literacy: Agendas for a sustainable future. *Journal of Information Literacy*. 11(1), 120-136.
[16] Library Bill of Rights. http://www.ala.org/advocacy/intfreedom/librarybill
[17] Bardoff, Corina1. 2015. "Homelessness and the Ethics of Information Access." Serials Librarian 69, no. 3/4: 347-360.
[18] Branyon, Angela P.1. 2017. ""A Home for Me When I Am So Far from Home": Perceptions of Libraries by Immigrant Mothers in Language Acquisition and Cultural Acclimation." Public Library Quarterly 36, no. 3: 185-198
[19] Lewis, Jill, jill.lewis1@verizon.net. 2013. "Information Equality for Individuals with Disabilities: Does It Exist?." Library Quarterly 83, no. 3: 229-235.

librarians now includes instruction in how to develop and deliver specific programs designed to provide support and enrichment. Some of these are in collaboration with other public agencies, for example, Virginia Beach, where the public library teams with Parks and Recreation to provide "support and educational enrichment."[20]

Access to the printed book and library programming also remain in demand. The book remains a compact, sharable, portable, and accessible format for many users. In fact, research suggests readers comprehend and retain material from print text better than that from digital text.[21] Young children may particularly need the material form of print text, page layout, and page turns as they acquire the skills of reading. As families turn to libraries to provide books for children and other family members, they are also increasingly seeking library programming and technology. A Pew survey found that millennials are the heaviest library users, attributing this to the increased programming for families in libraries and access to new technologies such as 3-D printers.[22] A recent IMLS study found program attendance at public libraries up 34% for the past ten years and use of library computers up 55% in the same period.[23]

The Master of Library and Information Studies will educate professionals committed to the foundational principles put forth in documents such as the Library Bill of Rights. These professionals understand the role of libraries in communities of providing access to all members of the community from the lap-sitting toddler to the newest immigrant. The program of study also is rich in technology, so that librarians have the skills to maximize use of current technology and the confidence to master the use of emerging and future technologies.

The internet has made authors and publishers of many individuals, from the 140-character tweet to the sharing of large datasets. Some information resources, especially non-fiction, are now rushed into publication. Virtually anyone can write and publish anything from a blog to a full-length book. The vetting that formerly was done by print publishing houses so that only readable literature of reasonable quality would reach print is nonexistent in self-published materials. In one hometown newspaper, a front-page article touted a new children's book written by an "author" who proudly stated that she "wrote the book in about 30 minutes but has spent the last 9 months publicizing it."[24]

Many librarians are using their knowledge of the selection of quality literature to assist self-publishing, thus moving the library from "walled garden" to a more open welcome to well-researched and well-written materials of all formats.[25] Academic libraries have, in the last decades, established digital repositories for faculty to publish. Public libraries, as well, are beginning to recognize the intrinsic motivation to write. Heather Sandy describes the self-

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[20] TEAM-UP (Teaching Environmental Awareness Mobile Unit Program). Virginia Beach Public Library. https://www.urbanlibraries.org/team-up--teaching-environmental-awareness-mobile-unit-program--innovation-520.php?page_id=104

[21] https://www.scientificamerican.com/article/reading-paper-screens/

[22] http://www.pewresearch.org/fact-tank/2017/06/21/millennials-are-the-most-likely-generation-of-americans-to-use-public-libraries/

[23] https://www.imls.gov/news-events/news-releases/imls-releases-annual-data-and-survey-results-american-public-libraries

[24] The Valley Log weekly newspaper, Orbisonia, PA. Sept 20, 2017, p. 1

[25] Beagle, D. (2013). From walled garden to wilderness: Publishing in the digital age. Against the grain 25 (3), 22-24.

publishing center at a Kansas public library with library assistance given to budding authors in the mechanics of writing, illustrations, and marketing finished books.[26]

Who is working to curate and preserve this explosion in self-expression from the smallest tweets to large, scientific sets of climate data? Librarians are at the forefront. The Library of Congress is working to archive Twitter posts.[27] On the eve of the most recent presidential inauguration, citizens learned the new administration planned to remove climate data from public domain websites. As these citizens rushed to preserve that information, librarians were cataloging the data with additional information about the data sources, in order to preserve "a secure chain of provenance" for future users."[28]

The Master of Library and Information Studies will prepare professionals to select quality resources to meet patron needs, to organize resources into accessible collections, and to constantly evaluate and update collections. These library professionals will provide support to authors and consumers of information in all formats.

Data-driven decision-making and Evidence-based Practice

In 2010, author Neil Gaiman was quoted as saying "Google can bring you back 1000 answers, librarians can bring you back the right one." This doesn't stop Google from employing an algorithm customized to return search results tailored to the person making the inquiry and creating what some have termed the "Filter Bubble."[29] In return, Google collects data about the person conducting the search.[30] Google and Facebook may be reinforcing today's political polarization while also collecting big data about each of their users. Librarians are committed to helping users find information while protecting their privacy.

The proposed Master of Library and Information Studies is developed for the future of information and the information needs of citizens for education, career, and life. Specific skills to prepare students to become librarians include understanding information resources now and in the future, understanding the needs of the community, and the ability to assist patrons in the creation, sharing, and storage of information to meet their needs.

The MLIS: Now More than Ever

A special issue of the library financial journal *The Bottom Line* focused on the value of the MLS degree. In that issue, Fraser-Arnott identified four areas of transferable key skills taught in library programs that were appropriate to a wide variety of jobs, including titles such as internet researcher, knowledge manager, communications director, and website content manager.[31] These areas were a focus on client service, the ability to identify need, the ability to search for information and identify databases, and the ability to evaluate information resources.

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[26] Sandy, H. M. (2016). The role of public libraries in self-publishing: Investigating author and librarian perspectives. Journal of Library Administration (56), 892-912.

[27] Loc Twitter Archive Grows to 170 Billion Tweets." Library Journal, vol. 138, no. 2, 2/1/2013, p. 17.

[28] https://www.wired.com/2017/01/rogue-scientists-race-save-climate-data-trump/

[29] Pariser, Eli (2011). The filter bubble: How the new personalized web is changing what we read and how we think. New York: Penguin Books.

[30] http://fortune.com/2017/06/28/gmail-google-account-ads-privacy-concerns-home-settings-policy/

[31] Fraser-Arnott, M. (2016) "The value of the MLS or MLIS degree: Transferable skills identified by LIS graduates in non-library roles", The Bottom Line, Vol. 29 Issue: 3, pp.129-141, https://doi.org/10.1108/BL-03-2016-0015

Increasingly, assessment and evidence-based practice are key competencies required of library and information professionals.[32] Assessment and research are competencies valued in all kinds of libraries as they work to align, measure, and share objectives with those of the parent institutions or stakeholders. From user services through collection development and information fluency instruction, all kinds of librarians are called upon to evaluate the needs of their stakeholders and provide evidence of their effectiveness.

The proposed Master of Library and Information Studies is developed to address the future of information and the information needs of citizens for education, career, and life. Specific skills to prepare students to become librarians include understanding information resources now and in the future, understanding the needs of the community, and the ability to assist patrons in the creation, sharing, and storage of information to meet their needs.

Employment Demand

The BLS states, "Communities are increasingly turning to libraries for a variety of services and activities. Therefore, there will be a continuous need for librarians to manage libraries and help patrons find information,"[33] with the Master in Library Science as the typical minimum degree.

Librarians are identified in a May 2017 study released by Pearson as one of the top ten occupations predicted to increase by 2030. They noted “Libraries, traditionally conceived, have been going through massive transformations, as the way we create, share, and store information has evolved. We’ll still need people, librarians, to help us navigate information both old and new. But like many occupations, the skills profile of a librarian is likely to shift substantially in the years ahead.”[34]

Although this proposal is for a master’s degree to be offered by ODU—initially—without accreditation, it represents a first step toward an ALA-accredited master’s program in library science which would provide librarians for America’s libraries. According to the latest ALA Library Fact Sheet, there are 119,487 libraries in the United States. This includes 9,082 public libraries, 3,793 academic libraries, and 98,460 school libraries. Other types of libraries include 6,966 special libraries, 252 armed forces libraries, and 934 government libraries.[35]

The Bureau of Labor Statistics (BLS) indicates that the function of the librarian is to act as an intermediary to find and organize information resources to conduct research to assist patrons. The occupational outlook for library-related positions from 2016 to 2026[36] is presented below:

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[32] Fraser-Arnott, M. (2016) "The value of the MLS or MLIS degree: Transferable skills identified by LIS graduates in non-library roles", The Bottom Line, Vol. 29 Issue: 3, pp.129-141, https://doi.org/10.1108/BL-03-2016-0015

[33] https://www.bls.gov/ooh/education-training-and-library/librarians.htm

[34] The future of skills: Employment in 2030. Pearson. https://futureskills.pearson.com/assets/pdfs/media-pack.pdf, p. 6.

[35] http://www.ala.org/tools/libfactsheets/alalibraryfactsheet01.

[36] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Librarians, on the Internet at https://www.bls.gov/ooh/education-training-and-library/librarians.htm (visited *November 07, 2017*).

Occupational Title	Employment 2016	Change, 2016-2026	
		Percent	Numeric
Librarians	138,200	9	12,400
Archivists, Curators, and Museum Workers	31,000	13	4,200
Library Technicians and Assistants	203,500	9	18,800

Although the jobs for Library Technicians and Assistants do not require master's degrees, their work in libraries is supervised by librarians who have this credential.

Employment Postings

In their 2012 study, Detmering and Sproles found that a third of entry-level library job postings included work in assessment. Evidence suggests that this area will continue to grow. Passoneau and Erickson looked at academic job advertisements between 2012 and 2014 and found 44 job titles that included assessment, with an additional 187 that mentioned assessment or evaluation in the ad. These are positions that will be attracting graduates of the proposed MLIS.

A recent Georgetown University policy paper reviewed the impact of the 2008 recession and project recovery of the economy noting an approximate 20% increase in the specific demand for jobs in the sector that includes library science. The report also noted Information Services as having strong potential, forecasting "Between 2010 and 2020, information services will experience the largest growth in productivity ($350,220 per employee) and become the most productive industry in the country."[37]

Virginia Needs

Since Virginia does not have an ALA-accredited program, employers must look to out-of-state universities to fill positions for librarians. This creates a situation in which Virginia standards, Virginia information history and resources, and the diversity of cultures within Virginia are not part of librarian education for any professional position in the Commonwealth requiring an ALA-accredited MLS.

The table below notes the specific demand in Virginia for the jobs most commonly associated with an ALA-accredited degree, either for professional librarians, or for the types of jobs that professional librarians are required to supervise. An analysis of this chart shows the need for

[37] Recovery: Job growth and education requirements through 2020. Center on Education and the Workforce. Georgetown University Public Policy Institute. June 2013 (p. 13) https://repository.library.georgetown.edu/bitstream/handle/10822/559311/Recovery2020.FR.Web.pdf?sequence=1&isAllowed=y

professional librarians in the Commonwealth, with digital information-related jobs showing the strongest need.

Occupational Projections (Long Term) for Multiple Occupations in Virginia, 2014-2024
Occupational Projections Table[38]

Occupation	2014 Estimated Employment	2024 Projected Employment	Employment Change	Annual Avg % Change	Total % Change
Librarians	4,238	4,559	321	.73%	7.57%
Library Technicians	2,661	3,006	345	1.23%	12.97%

Virginia statistics report 91 libraries, with an additional 356 branch libraries. There are currently 953 librarians, with 3856 library staff.[39] The Commonwealth has established Standards of Quality (SOQ) that outlines the requirements for school structures, staffing, curricula, and policy.[40] The 2016 SOQ requires one full-time librarian in every public school with more than 300 students, and two full-time librarians in schools with enrollment that exceed 1,000 students.[41]

Employer survey—to be added
Employer letters of support—to be added

Appendix E provides sample job listings for the proposed program.

Student Demand

Demand for the existing MSed in Elementary and Secondary Education with a concentration in library science has been growing in recent years, based on data from the Office of Institutional Research at ODU. Since 2014, the growth in overall student FTE is evident, as shown below. The graduate numbers also show increases.

Year	Fall 2014	Fall 2015	Fall 2016
Student FTEs	19	25	40
Graduates	7	5	25

Student survey—to be added

[38] (https://data.virginialmi.com/vosnet/analyzer/results.aspx?session=occproj
[39] Virginia Public Libraries. (2014). http://thedataweb.rm.census.gov/TheDataWeb_HotReport2/pls/pls_library.hrml?STATE=48&COUNTY=ALL
[40] 2016 Standards of Quality. §§ 22.1-253.13:1 through 22.1-253.13:10 of the Code of Virginia. http://www.doe.virginia.gov/administrators/superintendents_memos/2016/176-16a.pdf
[41] See H3. http://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:2/

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF THE PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Year 1		**Year 2**		**Year 3**		**Year 4 Target Year (2-year institutions)**			**Year 5 Target Year (4-year institutions)**		
2019-2020		2020-2021		2021-2022		2022-2023			2023-2024		
HDCT 80	FTES 55	HDCT 80	FTES 55	HDCT 80	FTES 55	HDCT 80	FTES 55	GRAD ___	HDCT 80	FTES 55	GRAD 20

Assumptions
Retention percentage: 80%
Percentage of full-time students: 25% Percentage of part-time students: 75%
Full-time student credit hours per semester: 9-12, including summer
Part-time student credit hours per semester: 3-6, including summer
Full-time students graduate in 1 year
Part-time students graduate in 3 years

Duplication

No Master of Library Science graduate program in library administration, library science or library and information studies exists in Virginia at this time. Therefore, the proposed program would be the first of its kind in the Commonwealth. Longwood University offers an MED in School Librarianship, and the University at Virginia at Wise offers a post-baccalaureate endorsement program. Longwood is accredited by AASL/CAEP but is not eligible for accreditation from the American Library Association, which is the industry standard for all libraries except school libraries.

Because preparation as a school librarian requires approval by the Virginia Department of Education based on a specified set of competencies, the programs of study for the school librarianship concentration at ODU are similar to both UVA-Wise and Longwood. Neither UVA-Wise nor Longwood has coursework similar to the Assessment and Evaluation concentration. Both programs have courses in young adult resources, but none in programming or services for young adults.

Projected Resource Needs for the Proposed Program

Resource Needs

The Department of Science, Technology, Engineering and Mathematics Education and Professional Studies (STEMPS) has sufficient resources to initiate and sustain the proposed program. The department has the faculty, staff, equipment, space, and library resources that will support the program. Existing resources from the current program under the Master of Science in Education (MSED) in Elementary and Secondary Education—each with a concentration in library science—are available for this proposed degree program.

The proposed program allocates 1.0 FTE of instructional effort for every 11.0 FTE of enrollment. The MLIS will therefore require a total of 5.0 FTE of instructional effort in 2019-2020 when it is launched. It will remain at this level through the target year, 2023-2024.

Full-time Faculty
Three existing full-time faculty will teach academic coursework in the Master of Library and Information Studies. Each of these faculty member's teaching loads, two at 100% and one at 75%, comprises courses that are designated only for the proposed program. A fourth faculty member, in a one-year appointment, will also teach 100% in this program. A permanent line will fill this role in 2018-19 and beyond. Thus, 3.75 FTE faculty are available when this proposed program is launched and will continue to sustain the program.

Part-Time Faculty
One faculty member will teach one course per year when the program is launched and through to the target year of the proposed program, at .25 FTE.

Adjunct Faculty
Four adjunct faculty are needed to launch and sustain the proposed program, with instructional efforts at 1.0 FTE per year. The rate for their instruction—combined—is $18,204 with benefits of $1,393.

Graduate assistants
Four graduate assistants are required to launch and sustain the proposed program at a combined pay of $57,000. No benefits are paid to graduate students.
Classified Positions
One classified position, the administrative assistant in the Department of Science, Technology, Engineering and Mathematics Education and Professional Studies (STEMPS), will support this proposed program when it is launched and through to the target year. The position's time allotted to the proposed program is 20%, represented in a salary of $6,000 and benefits of $2,226.

Targeted financial aid
There is no targeted financial aid needed or available to launch and sustain the proposed program.

Library
No new library resources are required to launch and sustain the proposed program.

Telecommunications
No new telecommunication resources are required to launch and sustain the proposed program.

Space
No additional space is necessary to launch and sustain the proposed program.

Equipment (including computers)
No new equipment is necessary to launch and sustain the proposed program.

Other resources (specify)
No additional resources are required to launch and sustain the proposed program.

Resource Needs: Parts A - D

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2019- 2020		Expected by Target Enrollment Year 2023- 2024	
	On-going and reallocated	**Added (New)**	**Added (New)*** **	**Total FTE positions**
Full-time faculty FTE*	3.75			3.75
Part-time faculty FTE**	0.25			0.25
Adjunct faculty	1.00			1.00
Graduate assistants (HDCT)	4.00			4.00
Classified positions	0.20			0.20
TOTAL	9.20	0.00	0.00	9.20

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year

Part C: Estimated resources to initiate and operate the program				
	Program Initiation Year		Expected by Target Enrollment Year	
	2019- 2020		2023- 2024	
Full-time faculty	3.75	0.00	0.00	3.75
salaries	$281,250			$281,250
fringe benefits	$104,344			$104,344
Part-time faculty (faculty FTE split with unit(s))	0.25	0.00	0.00	0.25
salaries	$18,750			$18,750
fringe benefits	$6,956			$6,956
Adjunct faculty	1.00	0.00	0.00	1.00
salaries	$18,204			$18,204
fringe benefits	$1,393			$1,393
Graduate assistants	4.00	0.00	0.00	4.00
salaries	$57,000			$57,000
fringe benefits				$0
Classified Positions	0.20	0.00	0.00	0.20
salaries	$6,000			$6,000
fringe benefits	$2,226			$2,226
Personnel cost				
salaries	$381,204	$0	$0	$381,204
fringe benefits	$114,919	$0	$0	$114,919
Total personnel cost	$496,123	$0	$0	$496,123
Equipment				$0
Library				$0
Telecommunication costs				$0
Other costs				$0
TOTAL	**$496,123**	**$0**	**$0**	**$496,123**

Part D. Certification Statement

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

__X___ No _____
Signature of Chief Academic Officer

If "no," please complete Items 1, 2, and 3 below.

1. **Estimated $$ and funding source to initiate and operate the program.**

Funding Source	Program initiation year 2019 - 2020	Target enrollment year 2023 - 2024
Reallocation within the department (Note below the impact this will have within the department)	$496,123	$496,123
Reallocation within the school or college (Note below the impact this will have within the school or college.)		
Reallocation within the institution (Note below the impact this will have within the institution.)		
Other funding sources (Specify and note if these are currently available or anticipated.)		

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department: Within the Department of Science, Technology, Engineering, and Mathematics (STEM) Education and Professional Studies, an existing budget includes base funding for the MSED in Secondary and Elementary Education with a concentration in library science. These same funds will be reallocated for the proposed Master of Library and Information Studies. No adverse impact is anticipated on existing programs within the department.

3. Secondary Certification
If resources are reallocated from another unit to support this proposal, the institution will not subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

__X__ Disagree _____
Signature of Chief Academic Officer

June 14, 2018

APPROVAL OF PROPOSED REVISIONS TO THE POLICY ON EVALUATION OF LECTURERS, SENIOR LECTURERS, AND MASTER LECTURERS AND PROMOTION OF LECTURERS AND SENIOR LECTURERS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed revisions to the policy on Evaluation of Lecturers, Senior Lecturers, and Master Lecturers and Promotion of Lecturers and Senior Lecturers effective July 1, 2018.

Rationale: The proposed changes to the policy on Evaluation of Lecturers, Senior Lecturers, and Master Lecturers and Promotion of Lecturers and Senior Lecturers are intended to simplify and clarify the processes for annual evaluation and bring the policy in alignment with current practice of all faculty evaluations.

The current policy language suggests that lecturers, senior lecturers and master lecturers may be awarded a three-year contract, when such is not the case. Language describing the role of the Dean in the evaluation process for lecturers, senior lecturers and master lecturers has been added to the policy. Also, the in-depth evaluation for senior lecturers has been changed from three years to five years to be consistent with the in-depth evaluation for master lecturers. Moreover, the current fifth-year review has been redundant in instances when lecturers are readily preparing for promotion consideration in the semester immediately following the review. The proposed language and policy change treats these faculty as all other faculty are treated: with regular annual evaluations and then more in-depth evaluations at the time of promotion consideration.

Evaluation of Lecturers, Senior Lecturers, and Master Lecturers and Promotion of Lecturers and Senior Lecturers

NUMBER: 1417

APPROVED: September 26, 2013; Revised June 9, 2016 (eff. 7/1/16)

The academic ranks of lecturer, senior lecturer, and master lecturer do not carry tenure, and time at Old Dominion University in these ranks is not counted as part of the probationary period for tenure. These ranks are intended to meet the University's need to fill special instructional roles that differ from the traditional university faculty role, preparation, and expectation. All appointments and reappointments are contingent upon available funding.

A. Lecturer - This is a full-time rank that requires an appropriate master's degree and evidence of teaching ability. Demonstrated expertise in a specific field may also be required. Persons appointed to this rank are expected to assume a predominantly instructional role, at undergraduate or graduate levels, and participate in other professional service activities normally assigned to or expected of full-time faculty.

1. Evaluation

a. Lecturers will be evaluated by their department committee and department chair and a recommendation will be made to the dean concerning the lecturer's reappointment on an annual basis, according to the policy on "Reappointment or Nonreappointment of Faculty."

~~a. Persons initially appointed at the rank of lecturer will be evaluated and a decision made concerning their reappointment on an annual basis, according to the policy on "Reappointment or Nonreappointment of Faculty." In addition, during the fall semester of the fifth year of service, persons holding this rank will receive a major faculty review. This review will be conducted by the dean and will include an in-depth evaluation of the individual's teaching effectiveness and other professional activities, as well as the needs of the department. The purposes of this review shall be to evaluate the individual's performance and determine whether he or she should be retained beyond the fifth year. An evaluation report should be submitted to the provost and vice president for academic affairs following completion of the review at the college level.~~

b.

~~c.~~ If the evaluation is positive and the dean's recommendation on retention is affirmative, the individual will be reappointed according to the policy on "Reappointment or Nonreappointment of Faculty." ~~may be offered an appointment for the next three academic years. Those persons who are reappointed in this manner shall be subject to another in-depth review conducted by the dean during the fall semester of the third year of the reappointment. Lecturers may be reappointed for additional three-year periods by utilizing the same procedure as described above.~~

c. If the decision by the dean is ~~made~~ not to retain the lecturer, ~~either after the fifth year of initial service or subsequent three-year appointments,~~ he or she will be notified of termination according to the appropriate schedule contained in the policy on "Reappointment or Nonreappointment of Faculty" and may request a review of the nonreappointment decision by the provost and vice president for academic affairs as provided by the same policy.

d. Lecturers considered for promotion to senior lecturer in a given year will not undergo a separate annual evaluation in the same year.

2. Promotion from Lecturer to Senior Lecturer

Promotion to the rank of senior lecturer from the rank of lecturer shall be initiated by request from the lecturer and conferred upon the recommendation of the department promotion and tenure committee, chair, and college promotion and tenure committee to the dean of the college.

a. The candidate prepares and submits to the department chair his/her professional accomplishments to include at a minimum a curriculum vitae prepared in accordance with the Guidelines from the Provost's Office, a list of teaching assignments with teaching portfolio evaluations, student opinions both quantitative and qualitative, all annual evaluations by the department chair and dean, and other relevant materials. The chair forwards the credentials to the department promotion and tenure committee.

b. The department promotion and tenure committee reviews the credentials, votes, and makes a recommendation. The vote should be recorded. The recommendation and votes are submitted to the department chair with a copy to the lecturer seeking promotion.

c. The department chair makes an independent evaluation and recommendation with copies to the lecturer seeking promotion and forwards all credentials and recommendations to the college promotion and tenure committee.

d. The college promotion and tenure committee reviews the documents, votes, and makes a recommendation. The materials, votes and other documents are forwarded to the dean.

1. If the dean decides against the promotion, the candidate may request a review by the provost and vice president for academic affairs. The decision of the provost and vice president for academic affairs is final.

2. If the dean finds in favor of promotion, the promotion becomes effective at the start of the subsequent academic year.

B. Senior Lecturer - This is a full-time rank that requires an appropriate master's degree, demonstrated expertise in the field, a sustained record of effective performance in teaching and professional service, evidence of continued development and study in the field, and a minimum of five years' experience at the rank of lecturer or equivalent. Persons appointed to this rank are expected to assume a predominantly instructional role, at undergraduate or graduate levels, and participate in other professional service activities normally assigned to or expected of full-time faculty.

1. Evaluation

   a. ~~Persons initially appointed at the rank of s~~Senior lecturers will be evaluated by their department chair and a decision made concerning their reappointment on an annual basis, according to the policy on ~~the~~ "Reappointment or Nonreappointment of Faculty." Every five years, a more in-depth evaluation will be conducted including the department tenure committee and chair. ~~In addition, during the fall semester of the fifth year of service, persons holding this rank will receive a major faculty review. This review will be conducted by the dean and will include an in-depth evaluation of the individual's teaching effectiveness and other professional activities as well as needs of the department. The purposes of this review shall be to evaluate the individual's performance and determine whether he or she should be retained beyond the fifth year. An evaluation report should be submitted to the provost and vice president for academic affairs following completion of the review at the college level.~~

   b. If the evaluation is positive and the dean's recommendation on retention is affirmative, the individual will be reappointed according to the policy on "Reappointment or Nonreappointment of Faculty.~~may be offered an appointment for the next three academic years. Those persons who are reappointed in this manner shall be subject to another in-depth review conducted by the dean during the fall semester of the third year of the reappointment. Senior lecturers may be reappointed for additional three-year periods by utilizing the same procedure as described above.~~

   c. If the decision by the dean is ~~made~~ not to retain the senior lecturer, ~~either after the fifth year of initial service or subsequent three-year appointments,~~ he or she will be notified of termination according to the appropriate schedule contained in the policy on "Reappointment or Nonreappointment of Faculty" and may request a review of the nonreappointment decision by the provost and vice president for academic affairs as provided by the same policy.

   ~~c.~~d. Senior lecturers considered for promotion to master lecturer in a given year or going through an in-depth review will not undergo a separate annual evaluation in that same year.

2. Promotion from Senior Lecturer to Master Lecturer

   Promotion to the rank of master lecturer from the rank of senior lecturer shall be initiated by the senior lecturer and conferred upon the recommendation of the department promotion and tenure committee, chair, and college promotion and tenure committee to the dean of the college.

   a. The candidate prepares and submits to the department chair his/her professional accomplishments to include at a minimum a curriculum vitae prepared in accordance with the Guidelines from the Provost's Office, a list of teaching assignments with teaching portfolio evaluations, student opinions both quantitative and qualitative, all annual evaluations by the department chair and dean, and other relevant materials. The chair forwards the credentials to the

department promotion and tenure committee.

b. The department promotion and tenure committee reviews the credentials, votes, and makes a recommendation. The vote should be recorded. The recommendation and votes are submitted to the department chair with a copy to the senior lecturer seeking promotion.
c. The department chair makes an independent evaluation and recommendation with copies to the senior lecturer seeking promotion and forwards all credentials and recommendations to the college promotion and tenure committee.
d. The college promotion and tenure committee reviews the documents, votes, and makes a recommendation. The materials, votes and other documents are forwarded to the dean.

    1. If the dean decides against the promotion, the candidate may request a review by the provost and vice president for academic affairs. The decision of the provost and vice president for academic affairs is final.

    2. If the dean finds in favor of promotion, the promotion becomes effective at the start of the subsequent academic year.

C. Master Lecturer – This is a full-time rank that requires an appropriate master's degree, demonstrated expertise in the field, a sustained record of superior performance in teaching and professional service, evidence of recognition within teaching or professional service, evidence of continued development and study in the field, and a minimum of five years' experience at the rank of senior lecturer or equivalent. Persons appointed to this rank are expected to assume a predominantly instructional or leadership role, at undergraduate or graduate levels, and participate in other professional service activities normally assigned to or expected of full-time faculty.

1. Evaluation

    a. ~~Persons initially appointed at the rank of m~~Master lecturers will be evaluated by their department chair and a decision made concerning their reappointment on an annual basis, according to the policy on ~~the~~ "Reappointment or Nonreappointment of Faculty." Every five years, a more in-depth evaluation will be conducted including the department tenure committee and chair. ~~In addition, during the fall semester of the fifth year of service, persons holding this rank will receive a major faculty review. This review will be conducted by the dean and will include an in-depth evaluation of the individual's teaching effectiveness and other professional activities as well as needs of the department. The purposes of this review shall be to evaluate the individual's performance and determine whether he or she should be retained beyond the fifth year. An evaluation report should be submitted to the provost and vice president for academic affairs following completion of the review at the college level.~~
    b. If the evaluation is positive and the dean's recommendation on retention is affirmative, the individual will be reappointed according to the policy on "Reappointment or Nonreappointment of Faculty." ~~may be offered an~~

~~appointment for the next three academic years. Those persons who are reappointed in this manner shall be subject to another in-depth review conducted by the dean during the fall semester of the third year of the reappointment. Master lecturers may be reappointed for additional three-year periods by utilizing the same procedure as described above.~~

c. If the decision by the dean is ~~made~~ not to retain the master lecturer, ~~either after the fifth year of initial service or subsequent three-year appointments,~~ he or she will be notified of termination according to the appropriate schedule contained in the policy on "Reappointment or Nonreappointment of Faculty" and may request a review of the nonreappointment decision by the provost and vice president for academic affairs as provided by the same policy.

June 14, 2018

APPROVAL OF PROPOSED REVISIONS TO THE POLICY ON REAPPOINTMENT OR NONREAPPOINTMENT OF FACULTY

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed revisions to the policy on Reappointment or Nonreappointment of Faculty effective July 1, 2018.

Rationale: The proposed changes to the policy on Reappointment or Nonreappointment of Faculty are recommended so that the policy will be consistent with the changes made to the policy on Evaluation of Lecturers, Senior Lecturers, and Master Lecturers and Promotion of Lecturers and Senior Lecturers. In addition, language has been added to include the addition of the various non-tenure track ranks such as lecturers, clinical ranks, and research professor ranks. Language has also been added about notification when the decision is not to reappoint a faculty member.

Reappointment or Nonreappointment of Faculty

NUMBER: 1402

APPROVED: June 12, 1980; Revised June 20, 1985; Revised June 16, 2011; Revised April 26, 2013 (eff. 6/1/13)

I. Board of Visitors Policy

A. Nature of Appointment

1. Unless tenure has been awarded by the university, all appointments of full-time faculty are on an annual, temporary, or probationary basis, renewable one year at a time at the discretion of the university.

2. In some cases, appointments for a period of less than one academic year may be made, for example initial appointments at mid-year or emergency one-semester appointments.

II. **Guidelines**

A. Consideration of reappointment or nonreappointment will be according to a timetable distributed by the Office of the Provost and Vice President for Academic Affairs.[1] Consideration takes place early in the second semester for faculty members in their first year of service and early in the first semester for faculty members in the second or subsequent year of service.

B. For instructors, assistant professors, lecturers, clinical assistant professors, research assistant professors, and untenured associate professors and professors, the initial consideration will be by the departmental tenure and promotion committee unless they are in their first year and have been appointed mid-year. For senior lecturers, master lecturers, research associate professors, research professors, clinical associate professors, and clinical professors, initial consideration will be by the department chair, except for those years when the faculty member is undergoing their fifth year review (see III.B. below). ~~Initial consideration will be by the departmental tenure and promotion committee.~~

C. In the case of financial constraints or demonstrable overstaffing of departments, the dean or the provost and vice president for academic affairs may require that the number of probationary tenurable and nontenurable faculty members in the department be reduced.

D. Faculty members who were appointed as instructors with the expectation that the terminal degrees would be completed may not be reappointed before the award of the degree unless prior approval has been obtained from the provost and vice president for academic affairs. (See the Board of Visitors Policy and Procedures Concerning Academic Rank and Promotion in Rank.)

E. If the critical requirements of the position of a probationary tenurable faculty member are changed so as to affect the primary duties expected of the faculty member, and hence his or her consideration for tenure, the faculty member shall be fully and promptly informed of the changes in writing at least one semester before the changes are implemented.

III. Procedures

A. Reappointment or Nonreappointment of Probationary Tenure-Track Faculty[2]

1. The departmental promotion and tenure committee and all subsequent persons considering the case will take into consideration the formal evaluations of the faculty member's performance by the chair and the dean, faculty information sheets, and any other relevant data, as well as the needs of the department.

2. These procedures will be suitably adapted for faculty members who hold interdisciplinary, interdepartmental or joint appointments or who hold appointments in a department with two or fewer tenured faculty members. The adapted procedures should be recommended by the promotion and tenure committee of the college or colleges involved and approved by the dean or deans concerned and the provost and vice president for academic affairs.

3. Each department conducts an annual review of the probationary tenure-track faculty in that department. This review is based on the performance of the individual faculty member and the needs of the department and is initially conducted by a committee consisting of tenured members of the department.

4. The departmental promotion and tenure committee recommends to the chair one of the following actions:

   a. That the faculty member be considered for tenure through normal channels, if a sufficient probationary period has elapsed. (In this case, the faculty member is considered for tenure through the normal tenure procedures, and the remainder of this section does not apply.)

   b. That the faculty member be offered an additional annual contract without tenure.

   c. That the faculty member not be reappointed, that is, not be offered an additional contract if in the first or second year of service or offered a terminal contract for the succeeding year if in the third or subsequent year of service.

   d. A copy of the committee's recommendation shall be supplied to the faculty member.

5. Considering the written recommendation of this committee, the performance of the faculty member and the needs of the department, the chair makes a recommendation to the dean concerning reappointment or nonreappointment of each individual probationary tenure-track faculty member and provides the faculty member with a copy of the recommendation.

6. Considering the recommendation of the departmental promotion and tenure committee and of the chair as well as the needs of the college, the dean makes a decision concerning reappointment or nonreappointment of each individual probationary tenure-track faculty member, notifies thateach faculty member in writing of this decision, and provides the faculty member and the provost and vice president for academic affairs with a copy of the decision letter.

   a. If the dean decides not to reappoint a faculty member, the faculty member may request a review by the provost and vice president for academic affairs. The decision of the provost and vice president for academic affairs is final.

   b. Notice of the dean's decision concerning reappointment or nonreappointment of probationary tenure-track faculty members shall be according to the following schedule:

      1. Not later than March 1 of the first academic year of service.

      2. Not later than December 15 of the second academic year of service.

      3. Terminating appointment of one year, with notice by December 15, after two or more academic years of service.

B. Reappointment or Nonreappointment of Nontenure-track Faculty

1. Each department conducts an annual review of the nontenure-track faculty members in that department. This review is based on the performance of the individual faculty member and the needs of the department. Each department conducts an annual review of the nontenure-track faculty members in that department. This review is based on the performance of the individual faculty member and the needs of the department. For lecturers and clinical assistant professors, this review is initially conducted by a committee consisting of tenured members of the department and master lecturers and clinical professors. In the case of senior lecturers, master lecturers, clinical associate professors, and clinical professors, the annual review is initiated by the chair. Every five years nontenure-track faculty will undergo more in-depth evaluations that are initiated by a committee of tenured members of the department. and is initially conducted by a committee consisting of tenured members of the department.

2. For lecturers and clinical assistant professors, Tthe departmental committee recommends to the chair one of the following actions:

a. That the faculty member be offered an additional annual contract.

b. That the faculty member not be reappointed, that is, not be offered an additional annual contract.

3. A copy of the committee's recommendation shall be supplied to the faculty member.

4. Considering the written recommendation of this committee (for lecturers and clinical assistant professors), the performance of the faculty member, and the needs of the department, the chair makes a recommendation to the dean concerning reappointment or nonreappointment of each individual nontenure-track faculty member and provides the faculty member with a copy of the recommendation.

5. Considering the recommendations of the departmental committee (for lecturers and clinical assistant professors), and of the chair, as well as the needs of the college, the dean makes a decision concerning reappointment or nonreappointment of each individual nontenurable nontenure-track faculty member~~,~~ and notifies each faculty member ~~in writing~~ of this decision~~., and~~ If the decision is not to reappoint the faculty member, the dean provides the faculty member and the provost and vice president for academic affairs with a copy of the decision letter.

   a. If the dean decides not to reappoint a faculty member, the faculty member may request a review by the provost and vice president for academic affairs. The decision of the provost and vice president for academic affairs is final.

   b. Notice of the dean's decision concerning reappointment or nonreappointment of nontenurable faculty members shall be according to the following schedule:

      1. Not later than March 1 of the first academic year of service.

      2. Not later than December 15 of the second or subsequent academic year of service.

[1]See the Schedules for Faculty Personnel actions in the appendix for specific dates and actions.
[2]For a definition of the academic ranks, types or appointment, and specific procedure variations, see the Policy and Procedures Concerning Academic Rank and Promotion and Rank.

June 14, 2018

APPROVAL OF PROPOSED REVISIONS TO THE POLICY ON PROMOTION IN RANK

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed revisions to the policy on Promotion in Rank effective July 1, 2018.

Rationale: The proposed changes to the policy on Promotion in Rank are intended to clarify the policy. A summary of the specific changes is as follows.

- Separate the procedures for assistant, associate and full professor.
- Clarify that the chair must be a full professor in order to participate in promotion cases and add procedures to be followed when the chair is not a full professor.
- Add language that any committee member who participates in the promotion process votes at most only once on any particular case. At the college and University committee levels, the representative from the promotion candidate's department and college will participate in deliberations in the candidate's case but will not cast a vote.
- Require that all eligible committee members vote yes or no on promotion cases through a secret ballot.
- Clarify the procedures for inclusion of the minority opinion in cases where the vote is not unanimous.

NUMBER: 1412

TITLE: Promotion in Rank

APPROVED: September 26, 2013; Revised June 9, 2016 (eff. 7/1/16); Revised June 6, 2017 (eff. 7/1/17)

I. Board of Visitors Policy

A. ~~Except for promotion to the rank of assistant professor, a~~All promotions in rank are based on evaluation of the faculty member's performance in teaching, research, and service (as appropriate) over the total time in the previous rank as compared to the criteria established by the Board of Visitors for the rank being considered and any other criteria established by the department or college.

B. Promotion to the rank of associate professor must occur at the time of the tenure award, and the policy on tenure applies.

C. Promotion to the rank of full professor is normally considered no earlier than during the sixth year of a faculty member's service as associate professor at Old Dominion University. Exceptions are made only under the following circumstances:

1. A faculty member who has held the rank of associate professor at another institution and was initially appointed to Old Dominion University at the rank of associate professor may be considered for promotion at the time of the award of tenure.

2. A faculty member of extraordinary merit may be considered for promotion to the rank of full professor before the sixth year as associate professor at Old Dominion University.

D. The president, upon the recommendation of the Faculty Senate, shall establish procedures for consideration of promotion to the rank of full professor (~~and~~as well as for the designation as eminent scholar). Such procedures shall require consideration and recommendation by faculty members at the department and college level, the chair, the dean, and the University Promotion and Tenure Committee. The decision concerning promotion is to be made by the provost and vice president for academic affairs. If the provost and vice president for academic affairs decides against promotion, the faculty member may request a review by the president. The decision of the president is final.

II. Procedures for Promotion in Rank to Full Professor

~~A. These procedures apply to promotion to the rank of full professor. Promotion to the rank of assistant professor is made by the provost and vice president for academic affairs following recommendation by the chair and dean. These procedures are designed to implement the Board of Visitors policy concerning promotion. The board policy is governing in all promotion cases.~~

~~B.~~A. Considerations Concerning Promotion

1. Each faculty committee and administrator considering a promotion case must specifically consider factors listed below as they apply to each case in the written recommendations that are submitted up the line to the provost and vice president for academic affairs. In the case of committees, the vote must be recorded in the recommendation, and the reasons produced by the minority members must be specified.

2. Each committee and administrator making a recommendation concerning promotion considers evidence of the faculty member's performance over the total time in which the previous rank has been held as compared to the guidelines for the rank being considered as established by the Board of Visitors and any other guidelines established by the department or college.

3. The total rank structure of the department should be considered.

4. At the least, the committees and administrators should examine faculty information sheets, chair evaluations, dean's evaluations, and any other evidence submitted by the faculty member, the chair of the department, or any other relevant source. It is the responsibility of the department chair and the departmental promotion and tenure committee to provide an assessment of the quality of the publications for the faculty being considered for promotion. The evidence should address the quality of the journals and the reputation of book and other such publishers.

~~C.~~B. ~~In the case of promotion to full professor, e~~External evaluation of the faculty member's research and scholarly activity by nationally recognized experts in the field of specialization will be required.

1. The responsibility for initiating the external review, securing the reviewers, and forwarding complete review files to the dean, provost and vice president for academic affairs, and the University Promotion and Tenure Committee belongs to the department chair. If the department chair does not have the rank of professor, all chair responsibilities for promotion to full professor will be delegated by the dean to a full professor in the department or from another department within the same college who will assume all of the chair's responsibilities described below. This appointed professor, acting in the role of chair, cannot take part in any deliberations or votes of the departmental, college or University promotion committees while the promotion case is being considered. In promotion of department chairs, the responsibility belongs to the dean.

2. External reviewers with academic positions must~~will~~ hold the same rank or higher than the promotion rank for which the faculty member is being considered; exceptions should be justified by the dean. The department tenure and promotion committee and the candidate will prepare separate lists of potential reviewers. The candidate will review both lists and will document

personal and professional relationships with all potential reviewers. The chair (or designee, see 1 above) will select three reviewers from the candidate's list and three reviewers from the department tenure and promotion committee's list; the chair (or designee) will provide the list of reviewers to the dean. The dean will submit an agreed upon list to the provost and vice president for academic affairs for final approval prior to initiating the review process. As a general rule, external reviewers should not be co-authors or former mentors of the candidate. The selection of potential external reviewers must be completed before the end of the semester prior to the submission of credentials for promotion.

3. External reviews will be confidential; reviewers will be so advised. Requests for exception to the confidentiality of external reviews should be made directly to the provost and vice president for academic affairs before the reviewers are asked to submit evaluations. If an exception is approved, candidates for promotion will be allowed access to the substance of external reviews, but the authorship of specific external reviews and other identifying information contained therein will remain confidential. All external reviewers will receive a standard letter sent by the chair but prepared by the provost and vice president for academic affairs in consultation with the deans and a copy of the policy on external reviews so their responsibilities will be clear.

4. A curriculum vitae will be required of each external reviewer. Each reviewer will be asked to describe any personal or professional relationship with the candidate. It is the responsibility of the chair to include a curriculum vitae of each reviewer. For promotion of department chairs, the responsibility belongs to the dean.

5. External reviewers will be asked to evaluate all submitted material mailed to them. Candidates for promotion are responsible for the preparation of the research portfolio and curriculum vitae to be sent to external reviewers. In the case of the arts, reviewers may be asked to consider works of art or performances. External reviewers will be asked to evaluate: a) the quality of the scholarship or creative work under review; and b) the scholarly reputation (regional, national, international) of the candidate.

6. All candidates for promotion will be required to have their scholarship evaluated by no fewer than four external reviewers. If fewer than four reviews are received, the chair will choose additional reviewers alternately from the lists of the department promotion and tenure committee and of the candidate.

7. The University and college administration will assist departments where reasonable expenses are necessary to obtain appropriate external reviews.

~~D.~~C. A candidate for promotion in rank is initially considered by the faculty members in the department who hold the rank being considered or above~~:~~.[1] Only faculty holding the rank of professor are eligible to deliberate, review, or otherwise participate, and vote on candidates for promotion to professor.

1. In the case of large departments, the faculty members in the rank being considered or above may select a committee from their ranks to consider and make recommendations concerning promotion. In that case, it is the responsibility of the committee to elicit opinions from all faculty members holding the rank considered or above.

2. In departments where fewer than three members hold appointments in the rank being considered or above, the dean, in consultation with the chair (or designee), will appoint enough additional faculty in the rank or above from other disciplines to form a committee of at least three.

3. Candidates for promotion should provide a statement of potential external and/or internal reviewers with whom there is a conflict of interest, e.g., co-authors, co-investigators, etc.

4. No dean, associate dean, assistant dean, or other full-time administrator or department chair (or designee) shall attend or participate in the deliberation of either the departmental, college, or University Promotion and Tenure Committee. The deliberations of all three committees are confidential and must not be shared with anyone outside of the committee.

5. The college committees shall consist of one tenured faculty member from each department in the college. All members of the college promotion and tenure committees shall be elected directly by the faculties they represent for a one-year term renewable twice for a total of three years. ~~This member~~They shall be chosen by majority vote of all full-time, tenure-track teaching and research faculty members of the department, present and voting, by secret ballot before April 15 of each year for the ensuing year. There should be at least ~~three~~a majority of full professors on the college committee. No person shall serve on a college promotion and tenure committee for more than three years consecutively but is eligible for reelection after an absence of at least one year. Only faculty holding the rank of professor are eligible to join the deliberations and the vote on candidates for promotion to professor. If the home department of a candidate for promotion to full professor has no full professor representing it on the college committee, a member of the departmental promotion committee for that candidate (convened as described in section ~~D~~C.1. and ~~D~~C.2. above) shall be elected to serve as its representative. In any case, the representative from a promotion candidate's department will participate in deliberations in the candidate's case but will not cast a vote.

6. The University Promotion and Tenure Committee shall consist of one tenured full~~faculty~~ professor from each of the major degree-granting academic colleges. This member shall be elected by his/her college's promotion and tenure committee(s) by September 15. The University Promotion and Tenure Committee shall elect one of its members as chair.[2] No person~~al~~ shall serve on the University Promotion and Tenure Committee for more than three years consecutively but is eligible for reelection after an absence of at least one year. The representative from a promotion candidate's college will participate in deliberations in the candidate's case but will not cast a vote. Any committee

member who participates in the promotion process votes at most only once on any particular case.

7. The faculty member involved is informed whenever a committee is considering promotion in rank and is given an opportunity either to appear before that committee (or group) considering the case, or to submit a statement in writing in support of eligibility for promotion, or to correct any factual misinformation~~representation~~ in previous recommendations.

8. In case of material developments before the conclusion of the evaluation process, additional documentation may be added to the portfolio with the concurrence of the department chair (or designee) and dean.

~~E.~~D. The committee or faculty group makes its recommendation concerning promotion to the chair (or designee) together with reasons for the recommendation (including a minority statement in the case of a non-unanimous~~split~~ vote), and specifies the vote of the committee. All eligible committee members shall~~should~~ vote yes or no through a secret ballot. In instances of a non-unanimous vote, the minority opinion must be included in the committee recommendation and the minority must be given the option to write the minority opinion. The chair (or designee) evaluates independently the credentials of the faculty member, the rank structure of the department, and any additional evidence presented, either by the faculty member or from any other source, and makes a recommendation, with reasons, concerning promotion.

~~F.~~E. If either the departmental committee (or group), or the chair (or designee), or both recommend promotion, the faculty member's credentials together with the recommendation of the faculty committee and the chair (or designee) will be forwarded to a promotion committee of the college for consideration. This committee will make an independent evaluation and make a recommendation concerning promotion with reasons (including reasons of the minority), to the dean. The recommendations will indicate the vote of the committee. All eligible committee members shall~~should~~ vote yes or no through a secret ballot. In instances of a non-unanimous vote, the minority opinion must be included in the committee recommendation and the minority must be given the option to write the minority opinion.

~~G.~~F. If neither the faculty committee (or group) nor the chair (or designee) recommend promotion, the faculty member will not be considered for promotion in the coming year unless a review by the college promotion committee and the dean is requested by the faculty member. If a review is requested, the departmental committee and the chair forward all documents to the promotion committee of the college, which examines them and makes a recommendation concerning promotion to the dean following the stipulations of II.E. above. ~~All committee members should vote yes or no.~~ The dean examines all documents, including the recommendation of the college committee, and makes a determination concerning promotion. If the dean's determination is negative and is in accordance with the recommendations of the departmental committee, the chair, and the college committee, then the faculty member is not promoted for the coming year. If the dean's determination is negative and is not in accordance with all previous recommendations, the faculty

member may request a further review by the provost and vice president for academic affairs. The decision of the provost and vice president for academic affairs is final in such cases.

~~H.~~G. The dean, considering all previous recommendations and all credentials, then makes a recommendation concerning promotion, which is forwarded, with reasons, to the provost and vice president for academic affairs.

~~I.~~H. The University Promotion and Tenure Committee, consisting of one tenured full professor from each of the major degree-granting academic colleges, examines the facts and all previous recommendations and documentation, and makes a recommendation (with reasons, including minority reasons, if any) concerning promotion, which is forwarded to the provost and vice president for academic affairs. All eligible committee members shall~~should~~ vote yes or no through a secret ballot. In instances of a non-unanimous vote, the minority opinion must be included in the committee recommendation and the minority must be given the option to write the minority opinion.

~~J.~~I. On the basis of all the evaluations and recommendations presented, and after consultation with staff, the provost and vice president for academic affairs makes a decision concerning promotion for the coming year. If the recommendations of the committees and administrators that have previously considered the case have not been in agreement with one another, or if the provost and vice president for academic affairs disagrees with the recommendations that have been in agreement with one another, the provost and vice president for academic affairs shall consult with the chair, the dean, and the University Promotion and Tenure Committee before reaching a final decision. The decision of the provost and vice president for academic affairs will consist of one of the following:

1. promotion

2. deferral

~~K.~~J. If the decision of the provost and vice president for academic affairs is for promotion, the faculty member will receive the higher rank in the subsequent academic year. The decision of the provost and vice president for academic affairs will be reported to the president.

~~L.~~K. The faculty member may request that the president review a negative decision by the provost and vice president for academic affairs. The decision of the president is final.

~~M.~~L. All promotions are reported by the president to the Board of Visitors.

~~N.~~M. Copies of the recommendations by all committees, chairs, deans and the provost and vice president for academic affairs shall be provided to the faculty member being considered for promotion. The faculty member will be provided opportunity to correct any factual misinformation in such recommendations by placing a letter

in his or her promotion file at any stage, or up until April 1, to the ~~P~~provost and vice president for academic affairs.

~~O.~~N. The above procedures at the department and college level may be suitably adapted for faculty members who hold interdisciplinary or interdepartmental appointments. The adapted procedures should be recommended by the promotion and tenure committee of the college or colleges involved and approved by the dean or deans and the provost and vice president for academic affairs. Procedures above the college level will be the same as those designated above in all cases.

III. Research Faculty

A. Promotion to the rank of research professor from the rank of research associate professor and promotion to the rank of research associate professor from the rank of research assistant professor shall be upon the recommendation of the department, chair, college promotion and tenure committee, dean and University Promotion and Tenure Committee to the provost and vice president for academic affairs. If the provost and vice president for academic affairs decides against the promotion, the person may request a review by the president. The decision of the president is final.

B. The process for promotion to the rank of research professor and promotion to the rank of research associate professor will require external evaluation of the quality of the faculty member's research performance from nationally recognized experts in the faculty member's field; procedures for the external review process can be found in section II.C. of this policy.

C. For those research faculty who only have appointments in one of the University-level research centers, the following promotion policy will apply. Research centers will establish a promotion committee to review faculty promotions and make recommendations to the center director. Appointments to this committee will follow the guidance of section II.D. of this policy pertaining to departments. This promotion committee should include at least one member from the academic department(s) most closely aligned to the center to ensure promotion considerations are being applied equitably between the faculty assigned to that department and those assigned to the center. In centers where fewer than three members hold appointments in the rank being considered or above, the center director will solicit members of the department(s) most closely aligned to the center, in consultation with the chair(s) of those department(s), to form a committee of at least three. The center director will review faculty promotion recommendations and will recommend to the vice president for research those members who have met the promotion criteria. The vice president for research will forward a recommendation regarding promotion to the Office of Academic Affairs for review by the University Promotion and Tenure Committee and the provost and vice president for academic affairs. The University Promotion and Tenure Committee will forward a recommendation to the provost and vice president for academic affairs. If the decision of the provost and vice president for academic affairs is for promotion, the faculty member will receive the higher rank in the subsequent academic year. The faculty member may request that the president review a negative decision by the provost and vice president for academic affairs. The decision of the president is final.

IV. Clinical Faculty

A. Promotion to the rank of clinical professor from the rank of clinical associate professor and promotion to the rank of clinical associate professor from the rank of clinical assistant professor shall be upon the recommendation of the department promotion and tenure committee, department chair, college promotion and tenure committee, dean and University Promotion and Tenure Committee to the provost and vice president for academic affairs. If the provost and vice president for academic affairs decides against the promotion the person may request a review by the president. The decision of the president is final.

B. The process for promotion to the rank of clinical professor and promotion to the rank of clinical associate professor will require external evaluation of the quality of the faculty member's scholarly activities from nationally recognized experts in the faculty member's field; procedures for the external review process can be found in section II.C. of this policy. The schedule for review will follow that of assistant, associate, and full professor

V. Part-time instructional faculty may be promoted in rank (for example, from adjunct assistant professor to adjunct associate professor) upon recommendation of the chair and dean to the provost and vice president for academic affairs. Full documentation of the credentials of the faculty member being recommended for promotion is required. If the provost and vice president for academic affairs denies the promotion, the faculty member may request a review by the president. The decision of the president is final.

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[1] See the Schedules for Faculty Personnel actions in the appendix for specific dates and actions.

[2]The members of the faculty who are elected to serve on the University Promotion and Tenure Committee shall serve for the subsequent academic year. The promotion and tenure committee elected by each individual degree-granting college serve for an entire year, not for the spring semester of one year and the fall semester of the following year.

June 14, 2018

APPROVAL OF PROPOSED REVISIONS TO THE POLICY ON TENURE

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed revisions to the policy on Tenure effective July 1, 2018.

Rationale: The proposed changes to the policy on Tenure are intended to make the policy clearer. A summary of the proposed changes is as follows.

- Remove language describing tenure as recognizing years of dedicated service to the University.
- Add language that scholarly activity prior to appointment at Old Dominion University may be considered.
- Clarify that the maximum total probationary period is six years with the offer of a one-year terminal appointment if the tenure decision is negative.
- Remove the option of reducing the probationary period at the time of initial appointment. This option is not needed since faculty already have the option to apply for early consideration for tenure. Faculty would be better served not to commit to the reduction at the time of appointment but to wait to determine whether to apply for early consideration.
- Clarify that external reviewers evaluate material mailed to them based on the department's approved criteria for the evaluation of scholarly activity and research. Also, add that all evaluations of a faculty member's research and scholarly activity, at every stage of the tenure process, are judged by the department's approved criteria.
- Add language that any committee member who participates in the tenure process votes at most only once on any particular case. At the college and University committee levels, the representative from the tenure candidate's department and college will participate in deliberations in the candidate's case but will not cast a vote.
- Add language that a faculty member or administrator who participates in the tenure process must disclose any potential conflict of interest that might undermine the credibility of the process.
- Require that all eligible committee members vote yes or no on tenure cases through a secret ballot.

- Clarify that the chair must be tenured in order to make the chair's recommendation on tenure cases.
- Clarify the procedures for inclusion of the minority opinion in cases where the vote is not unanimous.

Tenure

NUMBER: 1411

APPROVED: June 12, 1980; Revised February 24, 1984; Revised November 19, 1987; Revised December 13, 1988; Revised September 27, 1990; Revised April 9, 1998; Revised December 10, 1998; Revised April 12, 2002; Revised April 11, 2003; Revised June 14, 2005; Revised September 9, 2005; Revised September 22, 2006; Revised June 15, 2007; Revised December 7, 2007; Revised September 17, 2009; Revised April 8, 2010; Revised April 4, 2012 (eff. 5/1/12); Revised June 14, 2012; Revised September 26, 2013; Revised April 24, 2014 (eff. 7/1/14); Revised September 18, 2014; Revised April 23, 2015 (eff. 6/1/15); Revised June 9, 2016 (eff.7/1/16)

I. Purpose of Tenure

The main purposes of tenure are ~~to recognize the performance of faculty members who have given years of dedicated service to the University,~~ to protect academic freedom~~,~~ and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission. For these reasons, tenure is usually awarded only after a suitable probationary period, and the decision to award tenure is based both on the merit of the individual faculty member and on the long-term needs and mission of the department, the college, and the University.

II. Eligibility for Tenure

A. Only faculty members who hold the ranks of assistant professor, associate professor, or full professor are eligible to be considered for tenure. Assistant professors will be awarded tenure only if they are simultaneously being promoted to the rank of associate professor.

B. ~~–~~Faculty members may be considered for tenure only once.

C. Under certain circumstances administrative faculty holding rank in a department at the assistant professor (if promotion to the rank of associate professor is being simultaneously considered), associate professor, or full professor level may be considered for tenure, as specified by the Board of Visitors policy concerning administrative faculty.

D. Since tenure is granted as a faculty member in an academic department or program, the award of tenure does not imply continuance in any full-time or part-time administrative position, nor does it imply continuance of any specific work assignment within or outside the department in which tenure is granted.

III. Probationary Period

A. The probationary period begins with the initial full-time, tenure-track appointment at Old Dominion University at the rank of instructor, assistant professor, associate professor, or full professor; only time spent in a tenure-track position at one of these ranks is counted as part of the probationary period.

Subject to agreement by the University and the faculty member, any academic year in which the faculty member was on a full-time tenure-track

appointment in one of these ranks for at least one semester may be counted as one year of the probationary period.

B. The following do not count as part of the probationary period:

1. Time in the rank of assistant instructor, lecturer, master or senior lecturer, faculty of practice, clinical faculty, artist-in-residence, performer-in-residence, writer-in-residence, research professor, research associate professor, research assistant professor, research associate, or any part-time position.
2. Time in appointment as an administrator, that is, in a position designated as a teaching/research administrative position or as a classified position in the state personnel system. (Time spent in a teaching and research faculty position as defined in the state personnel system will count as part of the probationary period, even if administrative responsibilities are assigned as part of that position; normally, departmental administrative positions such as chair or assistant chair will thus count as part of the probationary period.)
3. Time in a position that involves no teaching of credit courses, for example as a teacher of children or a therapist in the Children's Learning and Research Center or as a teacher of exclusively noncredit course work.
4. Time spent on leave of absence.
5. Time spent on faculty exchanges (including nationally competitive fellowships) if the faculty member so chooses.

C. A period of time, not to exceed one year, may be excluded from the probationary period, upon the approval of the provost and vice president for academic affairs subject to the following conditions:

1. That the faculty member submits a request in writing to the department chair. The department chair and the dean shall forward the request with a recommendation to the provost and vice president for academic affairs.
2. The request must be the result of the occurrence of a serious event. A "serious event" is defined as a life-altering situation which requires the faculty member to devote more than eight hours of each day to alleviate the impact of the event for a period greater than six weeks and less than one year. These events may include the birth of a child, adoption of a child under the age of six years, serious personal illness or care of an immediate family member including parent, stepparent, child, or spouse.
3. The faculty member shall provide documentation to justify the time requested and the seriousness of the event.
4. The request shall be made no later than one year from the first day of the serious event.
5. The faculty member must have been adequately performing the duties assigned prior to the first day of the serious event.
6. Faculty who are awarded this exclusion shall have no requirements or expectations beyond those of any probationary faculty member.

7. Work accomplished during the excluded period may be cited in the tenure case.
8. Requests for exclusion may be made at any time during each academic year. No request shall be made after the application for tenure has been submitted.
9. Decisions will be made within 60 days of the receipt of the faculty member's request by the department chair.
10. The decision of the provost and vice president for academic affairs is final.

D. The maximum total period for full-time probationary appointments (excluding periods not counted, see section III.B.) is six years, unless an approved extension is granted (see section III.C.). If the tenure decision is negative, a one-year terminal appointment is offered. ~~The maximum length of the probationary period is seven years (i.e., 21 semesters, including fall, spring and summer).~~

E. The length of the probationary period may be reduced in any of the following instances:

~~1. A faculty member who has full-time teaching experience at the rank of instructor or above at another collegiate institution; or has had full-time teaching experience in a nontenure-track position at Old Dominion University; or who has had full-time teaching experience at the rank of instructor or above at Old Dominion University prior to a break in service, may have the probationary period reduced by one or two years. If the probationary period is to be reduced, the reduction must be recommended by the chair and dean and approved by the provost and vice president for academic affairs at the time of the initial appointment. Unless such a reduction has been approved and the faculty member has been so notified in writing at the time of the initial appointment, reduction for prior service will not be granted.~~

~~2~~1. A faculty member initially appointed to the rank of full professor may be considered for tenure in the second year of service and would be notified of a tenure decision according to the schedule in the Teaching and Research Faculty Handbook~~by April 30 of the second year of service~~; if tenure is awarded, a tenure contract will be offered for the third year of service. In addition, the probationary period for a full professor may be eliminated, and an initial tenure appointment may be recommended to the board if such an appointment has been requested by the chair, voted on by the departmental tenure committee, the college promotion and tenure committee, the University Promotion and Tenure Committee and approved in writing by the dean, the provost and vice president for academic affairs, and the president. It is the sense of the Board of Visitors that the procedure of eliminating the probationary period for tenure should be rarely used. (Please refer to the policy on Initial

Appointment of Teaching and Research Faculty for additional information on an initial appointment with tenure.)

~~3~~2. A faculty member initially appointed to the rank of associate professor may be considered for tenure in the fourth year of service and would be notified of a tenure decision according to the schedule in the Teaching and Research Faculty Handbook~~by April 30 of the fourth year of service~~. If tenure is approved, a tenure contract will be offered for the fifth year. In addition, the probationary period for an associate professor may be eliminated, and an initial tenure appointment may be recommended to the board if such an appointment has been requested by the chair, voted on by the departmental tenure committee, the college promotion and tenure committee, the University Promotion and Tenure Committee and approved in writing by the dean, the provost and vice president for academic affairs, and the president. It is the sense of the Board of Visitors that the procedure of eliminating the probationary period for tenure should be rarely used.

~~4~~3. A faculty member may apply for early consideration for tenure, if the faculty member believes that he or she has met or exceeded the expectations of quantity and quality of achievements for teaching, scholarship, research, and service ~~completed at Old Dominion University~~ needed to qualify for tenure before the end of the normal probationary time period. The criteria for the award of tenure for such faculty will be the same as for those who apply after the normal probationary time period. A faculty member who applies for early consideration for tenure and is denied tenure will be offered a terminal contract for the ensuing year. It is the sense of the Board of Visitors that only demonstrably exceptional faculty will be awarded tenure under this clause.

IV. Criteria for the Award of Tenure

A. The following criteria are used in the evaluation of every candidate for tenure. Each faculty committee and administrator considering a tenure case must specifically address each of these criteria as they apply to that case in the written recommendations that are submitted up the line to the provost and vice president for academic affairs. Committee votes must be recorded in the recommendations. In cases in which a vote is not unanimous, reasons for negative votes must be included.

B. Criteria to be used are as follows:

1. Since tenure may be awarded only to faculty members who hold the rank of associate or full professor or who are being simultaneously appointed to one of those ranks, any faculty member awarded tenure must meet the minimum requirements for the rank of associate professor.
2. Merit - Merit of the faculty member in teaching, research, and service over the entire probationary period and the contributions made by the faculty member in these areas to the University.

Scholarly and teaching activity up to six years before the tenure decision should be considered, which can include activity at another accredited institution of higher education or national research institutions. (For definition of teaching, research, and service and a discussion of methods of evaluation, see policies and procedures concerning evaluation of faculty members, evaluation of teaching, evaluation of scholarly activity and research, and evaluation of service.) In addition to information supplied by faculty information sheets, the chair's evaluation, and other material presented by the department, an opportunity shall be made available for the faculty member to provide in writing any other material in support of the tenure candidacy. It is the responsibility of the department chair and the departmental promotion and tenure committee to provide an assessment of the quality of the publications for the faculty being considered for tenure. The evidence should address the quality of the journals and the reputation of book and other such publishers. In case of material developments, additional documentation may be added to the portfolio before the conclusion of the evaluation process with the concurrence of the department chair and dean.

External evaluation of the quality of the faculty member's research performance will be required from nationally recognized experts in the faculty member's field. Candidates for tenure are responsible for the preparation of the research portfolio and curriculum vitae to be sent to external reviewers. Candidates for tenure should provide a statement of potential external and/or internal reviewers with whom there is a conflict of interest, e.g., co-authors, co-investigators, etc.

a. A curriculum vitae will be required of each external reviewer. Each reviewer will be asked to describe any personal or professional relationship with the candidate. It is the responsibility of the chair to include a curriculum vitae of each reviewer. For tenure of department chairs, the responsibility belongs to the dean.

b. External reviewers will be asked to evaluate all submitted material mailed to them based on the department's approved criteria for the evaluation of scholarly activity and research. In the case of the arts, reviewers may be asked to consider works of art or performances. External reviewers will be asked to evaluate: a) the quality of the scholarship or creative work under review; and b) the scholarly reputation (regional, national, international) of the candidate.

c. All candidates for tenure will be required to have their scholarship evaluated by no fewer than four external reviewers. If fewer than four reviews are received, the chair will choose additional reviewers alternately from the lists of

the department promotion and tenure committee and of the candidate.

3. The determined long-term needs of the department, college, and University, including at least the following:
   a. The long-term enrollment of the department.
   b. The need for an additional specialist in the faculty member's area of specialization as a permanent member of the department in terms of the mission of the department, the college, and the University.
   c. The tenure structure of the department. (Although no maximum percentage of faculty members on tenure is established, all committees and administrators considering tenure must take into account the need for flexibility in course offerings and the desirability of a tenure structure that will allow openings for new tenured faculty members in the ensuing decades so that new areas of specialization and new needs can be met. The position of other nontenured faculty members in the department, anticipated retirements, or other known departures, and projected new programs or changes in directions must be considered.)
4. No person can be awarded tenure unless convincing evidence is provided of effective teaching.
5. ~~In departments offering graduate work, n~~No faculty member can ~~normally~~ be awarded tenure unless convincing evidence is provided of successful performance in scholarly activity and research, as judged by the department's approved criteria for the evaluation of scholarly activity and research. It is the faculty member's responsibility to include these criteria in the research portfolio submitted to external reviewers and in the data file submitted internally. If these criteria changed during the faculty member's probationary period, he or she can choose which version to submit. All evaluations of the faculty member's research and scholarly activity, at every stage of the tenure process, should be guided by these criteria. ~~(Exceptions can be made only if the department can demonstrate a long-term need for an additional tenured faculty member who will not be teaching graduate students.)~~

V. Procedure for Tenure Consideration[1]

A. The provost and vice president for academic affairs, fifteen months prior to the date for giving notification of the tenure decision, shall formally advise the professor that the limit of the probationary period is approaching, and explain what procedures should be followed by those wishing to be considered for tenure.

B. The initial steps of the review process are normally conducted by the chair of the department or unit with which the candidate for tenure is affiliated, assuming the chair has tenure. If the chair is not tenured, he or she may not be involved in any aspect of the tenure decision. In that case, the dean of the

college housing the department should appoint a tenured member of the department in question to act in the chair's stead. This faculty member shall not take part in any deliberations or votes of the departmental, college or University tenure committee. If the candidate for tenure is the chair of a department, the dean shall conduct the initial steps of the review process but will not write a separate recommendation at the departmental level.

~~B.~~C. External review process

1. The responsibility for initiating the external review, securing the reviewers, and forwarding complete review files to the dean, provost and vice president for academic affairs, and the University Promotion and Tenure Committee belongs to the department chair, or his/her replacement if the chair is not tenured (see section V.B.).
2. External reviewers with academic positions will hold the same rank or higher than the promotion rank for which the faculty member is being considered; exceptions should be justified by the dean. The department tenure and promotion committee and the candidate will prepare separate lists of potential reviewers. The candidate will review both lists and will document personal and professional relationships with all potential reviewers. The chair (or replacement, see section V.B.) will select three reviewers from the candidate's list and three reviewers from the department tenure and promotion committee's list; the chair (or replacement, see section V.B.) will provide this list of reviewers to the dean. The dean will submit an agreed upon list to the provost and vice president for academic affairs for final approval prior to initiating the review process. As a general rule, external reviewers should not be co-authors or former mentors of the candidate. The selection of potential external reviewers must be completed before the end of the semester prior to the submission of credentials for tenure.
3. External reviews will be confidential; reviewers will be so advised. Requests for exception to the confidentiality of external reviews should be made directly to the provost and vice president for academic affairs before the reviewers are asked to submit evaluations. If an exception is approved, candidates for tenure will be allowed access to the substance of external reviews, but the authorship of specific external reviews and other identifying information contained therein will remain confidential. All external reviewers will receive a standard letter sent by the chair (or replacement, see section V.B.) but prepared by the provost and vice president for academic affairs in consultation with the deans and a copy of the policy on external reviews so their responsibilities will be clear.
4. The University and college administration will assist departments where reasonable expenses are necessary to obtain appropriate external reviews.

~~C~~D. Initial consideration of tenure cases is conducted by the tenured faculty of the department.

1. The tenured faculty of a department may determine that a tenure committee of a specified size will be selected from their membership

to conduct the tenure deliberations and make recommendations to the chair (or replacement, see section V.B.). In this case, the entire full-time department faculty will elect the committee. It is the responsibility of this committee to determine the opinions of tenured members of the department not serving on the committee.

2. In departments where fewer than three members are tenured, the dean, in consultation with the chair (or replacement, see section V.B.), will appoint enough additional tenured faculty members to form a committee of at least three.

3. No dean, associate dean, assistant dean, or other full-time administrator or department chair (or replacement, see section V.B.) shall attend or participate in the deliberations of the departmental, college, or University Promotion and Tenure Committee, or of the tenured faculty of the department serving as a group to consider tenure, except in those cases when such committees or groups may, at their discretion, request administrators or chairs to answer specific questions concerning tenure cases. The deliberations of all three committees are confidential and must not be shared with anyone outside of the committee.

4. The college committees shall consist of one tenured faculty member from each department in the college. All members of college promotion and tenure committees shall be elected directly by the faculties they represent for a one-year term renewable twice for a total of three years. This member shall be chosen by majority vote of all full-time, tenure-track teaching and research faculty members of the department, present and voting, by secret ballot before April 15 of each year for the ensuing year. There should be at least three professors on the college committee. No person shall serve on a college promotion and tenure committee for more than three years consecutively but is eligible for reelection after an absence of at least one year. The representative from a tenure candidate's department will participate in deliberations in the candidate's case but will not cast a vote.

5. The University Promotion and Tenure Committee shall consist of one tenured full professor from each of the major degree-granting academic colleges. This member shall be elected by his/her college's promotion and tenure committee(s) by September 15. The University Promotion and Tenure Committee shall elect one of its members as chair.[2] No person shall serve on the University Promotion and Tenure Committee for more than three years consecutively but is eligible for reelection after an absence of at least one year. The representative from a tenure candidate's college will participate in deliberations in the candidate's case but will not cast a vote.

6. Any committee member who participates in the tenure process votes at most only once on any particular case.

~~5.~~7. In order to ensure transparency, fairness, and equity in the internal review process, a faculty member or administrator who participates in the tenure process must disclose any potential conflict of interest that might undermine the credibility of the process. The chair of the department (or replacement, see section V.B.) will work in consultation with the dean of the college to decide whether the person should be excluded from serving on the review committee.

~~D~~E. The committee or group of tenured faculty makes its recommendation to the chair (or replacement, see section V.B.). ~~In instances of a non-unanimous vote, a summary of minority opinion must be included.~~ All eligible committee members shall~~should~~ vote yes or no through a secret ballot. In instances of a non-unanimous vote, the minority opinion must be included in the committee recommendation and the minority must be given the option to write the minority opinion. A copy of the recommendation letter will be sent to the faculty member by the chair of the committee. Considering this recommendation, the chair (or replacement, unless the dean is acting in the chair's stead, see section V.B.) makes an additional evaluation and recommendation concerning tenure. A copy of that review and recommendation letter will be sent to the faculty member and the dean by the chair of the department.

~~E~~F. If either the tenured faculty (or their committee), or the chair (or replacement, see section V.B.), or both recommend tenure, the credentials of the faculty member together with the recommendations of the tenured faculty (or their committee) and the chair (or replacement, see section V.B.) are forwarded to the tenure committee of the college, which examines the facts and the recommendations and makes a recommendation to the dean. ~~In cases of a non-unanimous vote, a summary of minority opinion must be included.~~ All eligible committee members shall~~should~~ vote yes or no through a secret ballot. In instances of a non-unanimous vote, the minority opinion must be included in the committee recommendation and the minority must be given the option to write the minority opinion. A copy of the recommendation letter will be sent to the faculty member by the chair of the committee.

~~F~~G. If neither the departmental committee nor the chair (or replacement, see section V.B.) recommends tenure for the faculty member, tenure is not granted in the ensuing year. The faculty member is given a terminal contract for the ensuing year unless a further review is requested.

If the faculty member requests further review, all materials including departmental and chair evaluations and recommendations are forwarded to the college tenure committee, which makes a separate recommendation to the dean. All committee members should vote yes or no through a secret ballot. In instances of a non-unanimous vote, the minority opinion must be included in the committee recommendation and the minority must be given the option to write the minority opinion. The dean then makes a decision concerning tenure and informs the faculty member.

If either the decision of the college committee or that of the dean is positive, the faculty member's case is considered in accordance with the procedures in the following paragraphs. If both decisions are negative, the faculty member may request, within two weeks, a further review by the provost and vice president for academic affairs, who makes a final determination concerning further consideration of tenure.

~~G~~H. The dean of the college examines the facts and all previous recommendations and makes a recommendation concerning tenure, which is forwarded, with reasons, to the provost and vice president for academic affairs, with copy to the faculty member.

~~H~~I. The University Promotion and Tenure Committee, consisting of one tenured full professor from each of the major degree-granting academic colleges, examines the facts and all previous recommendations and documentation and makes a recommendation (with reasons~~, including minority reasons, if any~~) concerning tenure, which is forwarded to the provost and vice president for academic affairs. All eligible committee members shall vote yes or no through a secret ballot. In instances of a non-unanimous vote, the minority opinion must be included in the committee recommendation and the minority must be given the option to write the minority opinion. The Office of the Provost will provide a~~A~~ copy of the recommendation letter ~~will be sent~~ to the dean of the college, the department chair and the faculty member ~~by the chair of the committee~~.

~~I~~J. The provost and vice president for academic affairs, after examining all submitted documents and consulting with appropriate staff members, makes a determination concerning tenure for the faculty member. If the recommendations from all committees and administrators previously acting on the case have not all been the same, or if the provost and vice president for academic affairs disagrees with the recommendations that have been the same, then the provost and vice president for academic affairs shall consult with the University Promotion and Tenure Committee and with the chair (if tenured) and dean concerned.

~~J~~K. If the determination of the provost and vice president for academic affairs is in favor of tenure, the provost and vice president for academic affairs forwards the faculty member's name to the president for presentation to the Board of Visitors as a candidate for tenure. The Board of Visitors will act on the case according to the schedule in the Teaching and Research Faculty Handbook~~by April 30 (December 22 for mid-year tenure candidates)~~ of the year in which it is being taken up. Upon approval of the Board of Visitors, the faculty member is offered a tenure contract for the coming year.

~~K~~L. If the determination of the provost and vice president for academic affairs is against tenure, the faculty member is notified according to the schedule in the Teaching and Research Faculty Handbook~~by April 30 (December 22 for mid-year tenure candidates)~~ that a terminal contract will be offered for the ensuing year.

~~L~~M. The faculty member may request, within two weeks, that the president review a negative decision of the provost and vice president for academic

affairs. The president should make a decision on the review within one month. If the president upholds the decision of the provost and vice president for academic affairs, the faculty member may request a further review by the Board of Visitors or its designated committee within two weeks. (Refer to the policy on Communications With the Board of Visitors for procedural information.) The decision of the Board of Visitors or its designated committee is final.

~~M~~N. Copies of the recommendations by all committees, chairs, deans and the provost shall be provided to the faculty member being considered for tenure. The faculty member will be provided opportunity to correct any factual misinformation in such recommendations by placing a letter in his or her tenure file at any stage, or up until March 1 to the provost (November 22 for faculty hired mid-year).

~~N~~O. The above procedures at the departmental and college level may be suitably adapted for faculty members who hold interdisciplinary or interdepartmental appointments. The adapted procedures should be recommended by the promotion and tenure committee of the college or colleges involved and approved by the dean or deans and the provost and vice president for academic affairs. Procedures above the college level will be the same as designated above in all cases.

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[1]See the Schedules for Faculty Personnel Actions in the appendix for specific dates and actions.

[2]The members of the faculty who are elected to serve on the University Promotion and Tenure Committee shall serve for the subsequent academic year. The promotion and tenure committees elected by each individual degree-granting college serve for an entire academic year, not for the spring semester of one year and the fall semester of the following year.

June 14, 2018

REQUEST TO RENAME THE DARDEN COLLEGE OF EDUCATION TO THE DARDEN COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the request to rename the Darden College of Education to the Darden College of Education and Professional Studies, effective with the beginning of the 2018-19 academic year.

Rationale: The faculty and staff in the Darden College of Education are requesting to change the name of the college to the Darden College of Education and Professional Studies. The reason for the request is that the current name, the Darden College of Education, does not reflect the significant breadth and depth of program offerings. This has caused confusion and misinformation for individuals both internal and external to the institution.

Historically, the Darden College of Education focused primarily on the preparation of educators, which included programs designed to prepare teachers, principals and school counselors. As the university as well as the college expanded beyond its original beginning associated with William and Mary, the programs in the Darden College became increasingly diverse on both the undergraduate and graduate levels.

The Darden College currently offers 13 undergraduate programs, 60 graduate programs and 11 professional certificates. Out of those 84 programs, 50% are in education. The remaining 50% are in a variety of different disciplines. The non-education related programs offered by the college are:

- Industrial Technology
- Fashion Merchandising
- Speech Pathology
- Exercise Science
- Sports Management
- Park, Recreation and Tourism Studies
- Human Services
- Community College Leadership
- Mental Health Counseling
- Addictions Counseling

The faculty were directly involved in the process to rename the college. In 2017, a faculty committee was constituted to examine the need for a name change and to propose a new name for the college. The six-member committee conducted extensive research before proposing a list of three possibilities for renaming. Their efforts included a review of the following:

- The names of colleges from peer group institutions at the national level
- The names of colleges from peer group institutions within the state
- The names of colleges from the top ten Colleges of Education in the nation
- The names of colleges according to the list of Educational Trust Colleges of Education
- The names of colleges on a list of Colleges of Education to which we aspire

Committee members presented the results of their work to their respective departments. Faculty from all departments were afforded the opportunity to provide input and feedback as well as vote on the proposed name. The committee's work was also presented at a college-wide meeting. Finally, a ranking survey was sent to all faculty within the college, including adjunct faculty, and members of the Darden College of Education Council.

Fifty-seven percent of all faculty and members of the Council and 48% of adjunct faculty ranked the Darden College of Education and Professional Studies as their top choice of a new name for the college. Thus, the request is made to rename the college the Darden College of Education and Professional Studies. The new name will more accurately reflect the diversity of program offerings within the Darden College.

June 14, 2018

ANNUAL REPORT OF THE ACTIVITIES
OF THE ACADEMIC AND RESEARCH ADVANCEMENT COMMITTEE
2017-2018

ITEM	**MONTH OF BOARD OF VISITORS PROCEEDING**
Request for Leaves of Absence	
Jelmer Vos Associate Professor Department of History	December 2017
Gaith Rabadi Professor Department of Engineering Management and Systems Engineering	April 2018
Faculty Appointments	
37 Appointments	September 2017
5 Appointments	December 2017
34 Appointments	April 2018
32 Appointments	June 2018
Non-Academic Appointments	
Ms. Daphne Allen Admissions Counselor	September 2017
Ms. Patricia Arbuckle Nurse Practitioner/Physician Assistant	September 2017
Mr. Ed Baldwin Assistant Women's Basketball Coach	September 2017
Ms. Tanisha Bradley Student Success Advisor, Advising and Transfer Programs	September 2017

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Non-Academic Appointments (con't)	
Mr. Michael Brady Director of Facilities Management	September 2017
Mr. Noah Butler Admissions Counselor	September 2017
Ms. Jennifer Cohen Associate Director for Fraternity and Sorority Life	September 2017
Ms. Carolyn Cooper Assistant Athletic Director of Marketing and Promotions	September 2017
Ms. Brittany Dick Instructor of Early Care and Education, Children's Learning and Research Center	September 2017
Ms. Jacquelyn Duggins Second Assistant Women's Lacrosse Coach	September 2017
Ms. Rachael Edmonds Admissions Counselor	September 2017
Mr. Cameron Evon Admissions Counselor	September 2017
Mr. Richard Fortune, Sr. Assistant Women's Basketball Coach	September 2017
Dr. Ravi Garimella Cosmic NMR Manager, College of Sciences	September 2017
Ms. Nina Gonser Director of Finance and Operations, College of Engineering and Technology	September 2017
Mr. Andrew Grizzard Advisor/Success Coach, Center for Major Exploration	September 2017

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Non-Academic Appointments (con't)	
Mr. Irvin Harrell Coordinator of Strategy and Marketing, College of Health Sciences	September 2017
Ms. Khristy Horne Manager of Operations and Business, College of Education	September 2017
Ms. Desiree' Johnson Residential Conduct Coordinator	September 2017
Mr. Joshua King Athletic Academic Advisor	September 2017
Ms. Christina Koenig Recruitment Coordinator and International Advisor, English Language Center	September 2017
Ms. Staci Kohen Residence Hall Director	September 2017
Ms. Pachia Martin Academic Initiatives Coordinator, Housing and Residence Life	September 2017
Ms. Elizabeth Moore Gift Officer	September 2017
Ms. Nikki McCray Head Women's Basketball Coach	September 2017
Ms. Angela Moening Assistant Athletic Trainer	September 2017
Ashley Morris Director of Women's Basketball Operations	September 2017
Ms. Megan Mulligan Coordinator of Operations and Aquatics, Recreation and Wellness	September 2017

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Non-Academic Appointments (con't)	
Mr. Rupert Neish II Residence Hall Director	September 2017
Ms. Leah Pfitzinger Study Abroad Coordinator	September 2017
Mr. Keith Pierce Director of Communications and Marketing, Batten College of Engineering and Technology	September 2017
Mr. Logan Robbins Assistant Baseball Coach	September 2017
Mr. Christopher Schaefer Director of Athletic Development	September 2017
Ms. Sharon Shiokawa-Baklan Director of ODU Online International, Distance Learning	September 2017
Ms. Mallory Tuttle Program Manager Strome Entrepreneurial Center	September 2017
Mr. Matthew Wagner Residence Hall Director	September 2017
Ms. Rachel Walker Assistant Women's Golf Coach	September 2017
Mr. Phillip Wilkerson Head Athletic Trainer for Football	September 2017
Mr. Michael Willett Assistant Director of Outdoor Adventure Programming, Recreation and Wellness	September 2017
Mr. Dennis Wolff Coordinator of Player Personnel	September 2017
Ms. Brittany Young Assistant Women's Basketball Coach	September 2017

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Non-Academic Appointments (con't)	
Ms. Susan Boyd Interim Director of Administration Housing and Residence Life	December 2017
Mr. Robert Cooper III Counselor Coordinator, Upward Bound	December 2017
Dr. Joshua DeSilva Psychologist/Groups Coordinator	December 2017
Mr. Rohit Dalal International Admissions and Recruitment Coordinator	December 2017
Ms. Katie Ferrara Academic Success Coordinator, Advising Administration and Academic Partnerships	December 2017
Mr. Spencer Grubbs Assistant Recruiting Coordinator Football	December 2017
Mr. Matthew Hart Student Success Director Distance Learning	December 2017
Ms. Dorianne Johnson Athletic Academic Advisor	December 2017
Ms. Krista Kimme Major Gift Officer	December 2017
Dr. Amy Moynihan Senior Development Writer Office of Development	December 2017
Ms. Yalana Orr Student Success Director, Distance Learning	December 2017
Ms. Melissa Turnage Interim Coordinator of Fitness and Wellness	December 2017

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Non-Academic Appointments (con't)	
Ms. Reda Valentin Enrollment Planning and Data Analyst Office of Enrollment Management	December 2017
Ms. Merideth Warinner Athletics Operations and Events Coordinator Division of Athletics	December 2017
Mr. Bill Williams Assistant Diving Coach	December 2017
Mr. John Allen, Jr. Assistant Football Coach – Wide Receivers	April 2018
Ms. Latia Allen Student Success Advisor, Center for Advising Administration and Academic Partnerships	April 2018
Dr. Carin Barber Project Manager, Student Engagement and Enrollment Services	April 2018
Mr. Scepter Brownlee Assistant Women's Basketball Coach	April 2018
Mr. Michael Dal Santo, Jr. Coordinator of Technology and Data Analysis, Enrollment Management	April 2018
Dr. Sarah Ferguson MonarchTeach Master Teacher	April 2018
Dr. Larry "Chip" Filer Associate Vice President for Economic Development and Entrepreneurship and Associate Professor of Economics	April 2018
Mr. David Flanagan Senior Project Scientist and Assistant Facility Security Officer, Virginia Modeling, Analysis and Simulation Center	April 2018

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Non-Academic Appointments (con't)	
Ms. Jan Johnson Director of Alumni Relations	April 2018
Dr. Katherine Hawkins Vice Provost for Faculty Affairs and Strategic Initiatives and Professor of Communication and Theatre Arts	April 2018
Ms. Pamela Martin Director of Digital Marketing, Distance Learning	April 2018
Mr. Jared Mays Admissions Counselor	April 2018
Ms. Jessica McGee Advisor/Success Coach, Student Engagement And Enrollment Services	April 2018
Mr. Michael Moore Associate University Registrar	April 2018
Ms. Hatice Murphy Assistant Director of Community Outreach and Engagement Distance Learning	April 2018
Ms. Samantha Palmucci Retention Coordinator, Student Engagement and Enrollment Services	April 2018
Delegate Kenneth R. Plum Contributing Author for the Old Dominion University State of the Commonwealth Report Strome College of Business	April 2018
Mr. Humberto Portellez University Registrar	April 2018
Mr. Michael Ruffin Director of Innovative Technology College of Education	April 2018

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Non-Academic Appointments (con't)	
Ms. Summer Steelman Assistant Director, Career Development Services and Liaison to Sciences and Health Sciences	April 2018
Ms. Latanya Supthin MonarchTeach Master Teacher	April 2018
Mr. Samuel Thomas Assistant Women's Soccer Coach	April 2018
Mr. W. Scott Thomas Advisor/Success Coach, Center for Major Exploration	April 2018
Dr. Bonnie Van Lunen Dean of the College of Health Sciences and Professor of Physical Therapy and Athletic Training	April 2018
Ms. Vanessa Walker Associate Controller	April 2018
Ms. Halldora Webster Business Manager Center for Educational Partnerships	April 2018
Mr. Frank Wilson, Jr. Assistant Football Coach	April 2018
Ms. Karen D. Centeno Education Librarian	June 2018
Ms. Morgan Collins Assistant Sailing Coach	June 2018
Mr. Erik Edwards Coordinator, Outdoor Adventure Program	June 2018
Mr. Keith Freeman Assistant Women's Basketball Coach	June 2018
Ms. Karen Gershman Director of Major Gifts	June 2018

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Non-Academic Appointments (con't)	
Ms. Megan Mize Associate Director of ePortfolio and Digital Media Initiatives, Center for High Impact Practices	June 2018
Ms. Elaine M. Pearson Associate Vice President for Academic Affairs	June 2018
Ms. Saranette Williams Associate Director of Employer Programs and Development, Career Development Services	June 2018
Ms. Ziniya Zahedi Technology Administrator, Dragas Center for Economic Analysis and Policy	June 2018
Mid-year Tenure Awards	December 2017
College of Health Sciences	
Lynn Wiles School of Nursing	
College of Sciences	
Andrey Chernikov Department of Computer Science	
Tenure Awards	April 2018
College of Arts and Letters	
Brett Bebber Department of History	
Vittorio Colaizzi Department of Art	
Kathleen Slauson-Blevins Department of Sociology and Criminal Justice	
Elizabeth Zanoni Department of History	

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Tenure Awards (con't)	April 2018

Strome College of Business

Juan Du
Department of Economics

Jing Zhang
Department of Management

Weiyong Zhang
Department of Information Technology and Decision Sciences

Darden College of Education

Jamie Colwell
Department of Teaching and Learning

Helen Crompton
Department of Teaching and Learning

Christopher Glass
Department of Educational Foundations and Leadership

Lamar Reams
Department of Human Movement Sciences

Jill Stefaniak
Department of STEM Education and Professional Studies

Batten College of Engineering and Technology

Vukica Jovanović
Department of Engineering Technology

Gangfeng Ma
Department of Civil and Environmental Engineering

Michael Seek
Department of Engineering Technology

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Tenure Awards (con't)	April 2018
College of Sciences	
XiaoXiao Hu Department of Psychology	
Girish Neelakanta Department of Biological Sciences	
Hameeda Sultana Department of Biological Sciences	
Information Items Concerning Tenure	
Discussion of Application for Tenure with no Decision	April 2018
Update on Application for Tenure with no Decision	June 2018
Initial Appointment with Tenure	
Georg K. Menz Department of Political Science and Geography	December 2017
Initial Appointments with Tenure	June 2017
Emeritus/Emerita Appointments for Retiring Faculty and Administrators	
Stephen Knott Senior Lecturer Emeritus of Human Movement Sciences	December 2017
John R. McConaugha Associate Professor Emeritus of Ocean, Earth and Atmospheric Sciences	December 2017
Marek Wermus Associate Professor Emeritus of Information Technology and Decision Sciences	December 2017
Larry Atkinson Eminent Scholar Emeritus and Professor Emeritus of Ocean, Earth and Atmospheric Sciences	April 2018

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Emeritus/Emerita Appointments for Retiring Faculty and Administrators (con't)	
Joseph Cosco Associate Professor Emeritus of English	April 2018
James Duffy Associate Vice President Emeritus for Academic Affairs	April 2018
Morel Fry Assistant University Librarian Emerita for Administration	April 2018
Thomas Isenhour Professor Emeritus of Chemistry and Biochemistry	April 2018
Gayle McCombs University Professor Emerita and Professor Emerita of Dental Hygiene	April 2018
Roland Mielke University Professor Emeritus and Professor Emeritus of Modeling, Simulation and Visualization Engineering	April 2018
Thomas Somma Associate Professor Emeritus of Medical Diagnostic and Translational Sciences	April 2018
Maureen D. Stiner Senior Lecturer Emerita of Finance	April 2018
Dennis Zeisler University Professor Emeritus and Professor Emeritus of Music	April 2018
Martyn Bradley Associate Athletic Director Emeritus for Sports Medicine and Athletic Training	June 2018
Lynn Johnson Senior Lecturer Emerita of Management	June 2018
Sharon Judge Professor Emerita of Communication Disorders and Special Education	June 2018

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Emeritus/Emerita Appointments for Retiring Faculty and Administrators (con't)	
Judy Luedtke Executive Director Emerita of Student Transition and Family Programs	June 2018
David Radcliffe Associate Director Emeritus for Military Operations	June 2018
Named Chairs	
Dana Heller Louis I. Jaffe Professor College of Arts and Letters	December 2017
Honorary Degree Recipients	
Dr. Karl H. Schoenbach Doctor of Science *(honoris causa)*	December 2017
Ms. Tamron Hall Doctor of Humane Letters *(honoris causa)*	April 2018
Information Items Concerning Faculty	
Summary of Policies and Procedures on Tenure	April 2018
Tenure Continuum	April 2018
Instructional Faculty Tenure Trends for 1988-2018	April 2018
Percentage of Tenured Instructional Faculty within the Six Academic Colleges for Academic Year 2017-18	April 2018
Instructional Faculty by College and Department, Spring 2018	April 2018
Ethnicity and Gender of Instructional Faculty within the Six Academic Colleges for Academic Year 2017-18 (Spring Semester)	April 2018
Report on Promotions in Academic Rank Effective 2018-2019	June 2018

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING
Other Actions	
Approved the appointment of faculty representatives to Board of Visitors Committees	September 2017
Approved a Master of Science Degree Program in Cybersecurity	December 2017
Approved renaming the Center for Economic Analysis and Policy to Dragas Center for Economic Analysis and Policy Strome College of Business	December 2017
Approved revisions to the Policy on Posthumous Degree or Certificate of Recognition or Achievement for Terminally Ill or Deceased Students	April 2018
Approved Dual Employment	April 2018
Approval of a New Bachelor of Science in Exercise Science	June 2018
Approval of a New Bachelor of Science in Public Health	June 2018
Approval of a New Master of Science in Library and Information Studies	June 2018
Proposed Revisions to the Policy on Reappointment or Nonreappointment of Faculty	June 2018
Proposed Revisions to the Policy on Evaluation of Lecturers, Senior Lecturers, and Master Lecturers and Promotion of Lecturers and Senior Lecturers	June 2018
Proposed Revisions to the Policy on Promotion in Rank	June 2018
Proposed Revisions to the Policy on Tenure	June 2018
Received the Annual Report on Committee Actions	June 2018

ITEM	MONTH OF BOARD OF VISITORS PROCEEDING

Report from the Provost — September 2017

Provost Austin Agho presented an overview of issues considered by the Academic and Research Advancement Committee and information on honorary degree recipients for the last five years.

He introduced Dr. Hongyi Wu, Director of the Center for Cybersecurity Education and Research, Batten Chair of Cybersecurity, and Professor of Electrical and Computer Engineering, who gave a presentation information on ODU's cybersecurity programs. Dr. Wu discussed the following topics.

- The demand for workers in cybersecurity positions
- The interdisciplinary approach used in ODU's cybersecurity programs
- Articulation agreements with Tidewater and Thomas Nelson Community Colleges
- Outreach efforts and publicity
- Research and IT security

Report from the Provost — December 2017

Provost Austin Agho presented information on program additions and discontinuations since 2011 as well as program discontinuations and reallocations at the Virginia Beach Higher Education Center. He also presented information on a comparison of faculty salaries in selected disciplines to a group of universities in neighboring states. In most cases, salaries of ODU faculty are lower than the average salary at the comparison institutions.

Report from the Provost — June 2018

Report from the Vice President for Research — December 2017

Morris Foster presented information on two research projects at the University that have been funded through Go Virginia – cyber data and digital shipbuilding. Other opportunities for funding from Go Virginia and the Virginia Research Investment Fund are water technology and port logistics.

Report from the Vice President for Research — June 2018

June 14, 2018

PROMOTIONS IN ACADEMIC RANK
EFFECTIVE 2018-2019

The President has approved the promotions in academic rank for the following faculty members, effective with the 2018-19 academic year. A brief summary of each person's career at Old Dominion University for those promoted to professor and research associate professor is included.

Promotion to Professor

College of Arts and Letters

Jane Merritt
Department of History

Yvette Pearson
Department of Philosophy and Religious Studies

Strome College of Business

Lan Cao
Department of Information Technology and Decision Sciences

Harris Wu
Department of Information Technology and Decision Sciences

Darden College of Education

Petros Katsioloudis
Department of STEM Education and Professional Studies

Lynn Ridinger
Department of Human Movement Sciences

Batten College of Engineering and Technology

Mecit Cetin
Department of Civil and Environmental Engineering

Yuzhong Shen
Department of Modeling, Simulation and Visualization Engineering

ChunSheng Xin
Department of Electrical and Computer Engineering

College of Health Sciences

Loree Heller
School of Medical Diagnostic and Translational Sciences
Frank Reidy Center for Bioelectrics

College of Sciences

Lisa Horth
Department of Biological Sciences

Michele Weigle
Department of Computer Science

Promotion to Librarian IV

Frederick Robert Tench
University Libraries