

AGENDA



Old Dominion University
Board of Visitors
April 22, 2021

**BOARD OF VISITORS
OLD DOMINION UNIVERSITY
Thursday, April 22, 2021 10:00 a.m.**

AGENDA

- A. Call to Order
Kay Kemper, Rector

- B. Approval of Minutes
Kay Kemper, Rector
 - 1. December 10, 2020 Quarterly Board Meeting
 - 2. February 3, 2021 Special Board Meeting
 - 3. February 4-9, 2021 Special Board Meeting
 - 4. February 11, 2021 Special Board Meeting

- C. Proposed 2021-2022 Tuition & Fees
Greg DuBois, Vice President for Administration & Finance

- D. Rector's Report
Kay Kemper, Rector
 - 1. Board of Visitors Budget Update
Bruce Bradley, Vice Rector

- E. President's Report
John R. Broderick, President
 - 1. Hampton Roads Maritime Collaborative for Growth & Innovation (HRMC) Presentation
Dubby Wynne, Chair, Reinvent Hampton Roads and GO Virginia Foundation
Nancy Grden, Associate VP, ODU Institute for Innovation and Entrepreneurship

- F. Motion for Closed Session
Toykea Jones, Secretary

- G. Reconvene in Open Session and FOIA Certification
Kay Kemper, Rector

- H. Ratification of Action Taken by Executive Committee on March 22, 2021 – Approval of New Position

- I. Reports of Standing Committees
 - 1. Academic and Research Advancement Committee
Toykea Jones, Chair

- a. Tenure Recommendations (pp. 4-28)
- b. Honorary Degree Recommendation (pp. 29-31)
- c. Dual Employment (p. 32)

Consent Agenda

- a. Faculty Appointments (p. 33-35)
- b. Administrative Appointments (pp. 36-39)

Regular Agenda

- a. Proposal to Establish a Faculty Code of Conduct (pp. 40-47)
- b. Request to Change the Name of the Bachelor of Arts and Bachelor of Science Degrees in Women's Studies to Women's, Gender and Sexuality Studies (p. 48)

2. Administration and Finance Committee

Larry Hill, Chair

3. Audit and Compliance Committee

Jerri Dickseski, Chair

4. Governance Committee

Jerri Dickseski, Chair

5. Student Enhancement and Engagement Committee

Robert Corn, Chair

- a. Appointment of Student Representative to the Board of Visitors (p. 49)

6. University Advancement Committee

Unwanna Dabney, Chair

- a. Proposed Revisions to Board of Visitors Policy 1801, Development Policy (pp. 50-51)

J. Motion for Closed Session

Toykea Jones, Secretary

K. Reconvene in Open Session and FOIA Certification

Kay Kemper, Rector

L. Old/Unfinished Business

Kay Kemper, Rector

M. New Business

Kay Kemper, Rector

N. Board Self-Assessment Survey
Kay Kemper, Rector

O. Adjourn
Kay Kemper, Rector

TENURE RECOMMENDATIONS

RESOLVED, that upon the recommendation of the Provost, the Academic and Research Advancement Committee recommends that the Board of Visitors approve the award of tenure and promotion to associate professor for the following faculty members at Old Dominion University. The tenure and promotion will be effective with the Fall 2021 semester.

College of Arts and Letters

Staci Defibaugh
English

Michelle Fowler-Amato
English

Myles McNutt
Communication & Theatre Arts

Amy Milligan
Women's Studies

Alison Reed
English

Darden College of Education and Professional Studies

John Baaki
STEM Education & Professional Studies

Elizabeth Burns
STEM Education & Professional Studies

Batten College of Engineering and Technology

Dipankar Ghosh
Mechanical & Aerospace Engineering

Navid Tahvildari
Civil & Environmental Engineering

Hong Yang
Computational Modeling & Simulation Engineering

College of Sciences

Ke Shi
Mathematics & Statistics

Jeremiah Still
Psychology

Xiang Xu
Mathematics & Statistics

DR. STACI DEFIBAUGH
DEPARTMENT OF ENGLISH

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Staci Defibaugh, Assistant Professor in the Department of English in the College of Arts and Letters.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Defibaugh received a B.A. in English from the University of South Carolina, an M.A. in English from Ball State University in Indiana, and a Ph.D. in Linguistics from University of Illinois at Urbana-Champaign. She joined ODU as an Assistant Professor in the Department of English in 2015. Prior to ODU, she was a Visiting Lecturer and Graduate Teaching Assistant at University of Illinois at Urbana-Champaign, Instructor and Foreign Lecturer at Lucian Blaga University in Romania, and Adjunct Professor, Academic Coordinator, and Graduate Teaching Assistant at Ball State University.

Dr. Defibaugh has taught a broad range of introductory, undergraduate, and graduate courses, as well as doctoral seminars, in English composition, linguistics and language studies. She is commended for identifying the need and developing new curriculum for Teaching English to Second Language Learners (TESL) Methods, Materials & Assessment, which has become a critical offering for undergraduate students selecting that specialty area and for the completion of the undergraduate TESL certificate. She coordinates the practicum for the TESOL (Teaching English to Speakers of Other Languages) master’s program. Reviews of Dr. Defibaugh’s teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of her teaching effectiveness. She has served on 5 dissertation committees (2 completed; 1 as chair), 1 master’s committee, and on the oral examination committee for 26 master’s students. She received three Shining Star Awards at ODU.

Dr. Defibaugh’s scholarship is focused on discourse analysis, with emphasis on discourse in the healthcare field. She has a monograph published in 2018, *Nurse Practitioners and the Performance of Professional Competency: Accomplishing Patient-centered Care*, three sole-authored journal articles in well-respected outlets of her profession, and two additional articles in-press. She delivered an invited talk in 2017 at Georgetown University and has presented her work at 10 refereed conferences since her arrival at ODU.

External reviewers characterized Dr. Defibaugh’s scholarship as “quite innovative,” “cross-cutting in its impact,” and “enormously consequential” with “the potential to make a serious impact.” One reviewer stated that her monograph is a “model of exemplary writing and solid, theoretically-informed discourse analysis,” while another described it as “a major contribution to the research on language in healthcare.” All reviewers praised the high quality and visibility of the academic journals in which her work has appeared, including *Discourse and Communication*, *Journal of Pragmatics* and *Discourse, Context and Media*. As evidence of the growing influence of her

scholarship across multiple disciplines, one reviewer observed, “Dr. Defibaugh’s published work is cited by a variety of scholars in linguistics, discourse analysis, and nursing, from the US and abroad.” Several reviewers drew attention to her presentations at professional gatherings such as the International Association of Applied Linguistics World Congress in the Netherlands as examples of her strong and growing national and international reputation among her peers. Another concluded, “I am confident that her continued work in this area will inform research conducted among her colleagues both nationally and internationally.”

Dr. Defibaugh has demonstrated excellence in service at the departmental, college, university level and to her profession. She made notable contributions as chair of the departmental Faculty Council where she coordinated a comprehensive revision of the department’s Constitution and oversaw the evaluation of three graduate program directors. She served on the college’s Instruction Committee, contributed to early development efforts on the University Strategic Plan, has been a regular participant in the First Class event for freshman, and mentored students for the Governor’s School for the Arts. She been a reviewer for several professional journals, including *Journal of Pragmatics* and *Communication and Medicine*.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member’s contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (6-0), the College Committee (10-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Defibaugh for promotion with tenure.

In recognition of her demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Staci Defibaugh to the rank of Associate Professor with tenure in the Department of English.

**DR. MICHELLE FOWLER-AMATO
DEPARTMENT OF ENGLISH**

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Michelle Fowler-Amato, Assistant Professor in the Department of English in the College of Arts and Letters.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Fowler-Amato received a B.A. in Theatre and English Education from University of Maryland at College Park, and an M.A. and a Ph.D. in Curriculum & Instruction from University of Texas at Austin. She joined ODU as an Assistant Professor in the Department of English in 2015. Prior to

ODU, she was a Research Assistant, Assistant Instructor, Teacher Consultant, and Facilitator of Student Teachers/Interns at the University of Texas at Austin, an Adjunct Professor at Texas State University, an English and Theatre Teacher in public schools, and an Educational Outreach and Development Associate for the Austin Theatre Alliance.

Dr. Fowler-Amato has taught courses in introductory English composition, but her instructional focus has been in upper division and graduate courses in English teacher education. She is the emphasis coordinator for English Education, the largest of the six track options for English majors. Because she is the sole English Education faculty member in the department, she teaches every student majoring in this area. Her courseload includes two core courses required for licensure, Teaching Literature and Teaching Composition, Grades 6-12. She also coordinates the teaching track for the M.A. in English program. She is a dedicated instructor who has demonstrated commitment to incorporating innovations in her courses, such as interdisciplinary writing assignments and use of ePortfolios. Reviews of Dr. Fowler-Amato's teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of her teaching effectiveness. She is an active mentor credited with service on 12 dissertation committees (2 completed; 3 as co-chair) and on 6 thesis/portfolio committees, and Oral Exam Committees (5 completed, 4 as co-chair).

Dr. Fowler-Amato's scholarship is focused on promoting social justice in the classroom by using research on "antideficit education" to identify potential internal biases that teachers may have about their students' language skills because of their cultural backgrounds. She views the classroom as an important venue to "increase equity, access, and justice in the English class as well as in educational research." Dr. Fowler-Amato's research and published works are by their very nature collaborative, involving research with classroom teachers and peer researchers. Dr. Fowler-Amato is the first author for all journal articles she co-authored with other collaborators. She has six journal articles in well-respected outlets of her profession, one book chapter, and two invited book chapter reviews.

External reviewers characterized Dr. Fowler-Amato's record of scholarship as "coherent and well-rounded," "truly impressive," and "innovative." One reviewer praised her as "one of the brightest early-career voices in our field." Reviewers noted the selectivity and high rankings of the academic journals in which her work has been published, including *Journal of Literacy Research*, *Contemporary Issues in Technology and Teacher Education*, and *Literacy Research: Theory, Method and Practice*. Of her publication in *Journal of Literacy Research*, one reviewer commented, "a publication in *JLR* is a significant accomplishment in all senses of that word and I anticipate this article garnering a high rate of citation in the years ahead." She was also recognized by several reviewers for her contributions to scholarly books edited by leading scholars in her areas of research. One reviewer lauded her NCTE (National Council of Teachers of English) grant to support antideficit education in teacher education, stating, "This award is considered a peak achievement for researchers in English education in any given year." All reviewers commended her growing national and international reputation among her peers, with one describing her work as situated "within a highly reputable, well-connected, deeply methodological network of national and international scholars." Another concluded, "She is already a well-recognized and respected contributor to English education and I expect that this reputation will only continue to grow as her career develops."

Dr. Fowler-Amato has demonstrated excellence in service at the departmental, college, university level and to her profession. She is commended for her departmental committee service, particularly on the Curriculum Committee, where she ensures that the department's courses for preservice teachers are fully compliant with the standards set by the Virginia Department of Education. She

serves as liaison with the College of Education, providing important contributions during the recent Council for the Accreditation of Educator Preparation (CAEP) assessment, and is a member of the university Teacher Education Council. She has been an organizer and keynote speaker for the annual Spring Conference on the Teaching of Writing, a significant outreach event for local secondary school teachers. For her profession, her contributions include providing impactful leadership on the Literacy Research Association's CITE-INTEL project, a review and synthesis of nearly 100 peer-review publications in the field of English education, which has become an important resource for English educators and researchers.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (6-0), the College Committee (9-1) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Fowler-Amato for promotion with tenure.

In recognition of her demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Michelle Fowler-Amato to the rank of Associate Professor with tenure in the Department of English.

DR. MYLES MCNUTT
DEPARTMENT OF COMMUNICATION AND THEATRE ARTS

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Myles McNutt, Assistant Professor in the Department of Communication & Theatre Arts in the College of Arts and Letters.

The ODU *Teaching and Research Faculty Handbook* states, "The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission." [p. 54]. The promotion to the rank of Associate Professor is based on "established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas." [p. 34].

Dr. McNutt received a B.A. and an M.A. in English from Acadia University in Canada, and a Ph.D. in Communication Arts – Media and Cultural Studies from University of Wisconsin-Madison. He joined ODU as an Assistant Professor in the Department of Communication & Theatre Arts in 2015. Prior to ODU, he was a Teaching Assistant and Lecturer at University of Wisconsin-Madison.

Dr. McNutt has taught a broad range of upper division and graduate courses, serving both general education students and students enrolled in the recently re-vamped departmental media studies concentration. He is commended for updating existing courses to keep pace with the rapid evolution of trends in the television and the media industry and for developing new curricular offerings. He is credited with revising the Introduction to New Media Technologies course, taken by 500 students a year to fulfill the general education requirement for the Impact of Technology. His new course

offerings include Reality Television, Media Spaces: Theme Parks and Introduction to Media Industries. At the graduate level, he instructs students in Digital Methods, a research-based course in media production and consumption, a core class in the master's program in Lifespan & Digital Communications. Reviews of Dr. McNutt's teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of his teaching effectiveness. He received Shining Star teaching awards in 2015 and 2016. Dr. McNutt has been the chair for two non-thesis master's projects and served on the committee for six additional graduate projects.

Dr. McNutt's scholarship is focused on "spatial capital" in television, exploring how space and location have evolved and shaped the production, distribution, and reception of programming and how existing media industries are adapting to emerging social media platforms. Dr. McNutt is credited with five peer-reviewed articles in esteemed professional journals, two refereed book chapters, and seven short journal essays, all of which are solo-authored works. He has presented 10 scholarly papers at regional, national, and international professional gatherings. Additionally, he has a monograph under contract with Routledge, *Television's Spatial Capital: Location, Relocation, Dislocation*. Dr. McNutt has been praised for his achievements in "public scholarship" relevant to his media studies field, through regular contributions to online and televised outlets, which bring his thought-provoking analysis to a broader audience with immediate access that cultivates public dialogue.

External reviewers praised Dr. McNutt's record of scholarship as "remarkably productive," "on the cutting edge of a key area in media studies," and "potentially field-shifting." One reviewer characterized him as "one of the most dynamic, engaged, accomplished and prominent young scholars in the field of media studies for the past decade." Reviewers consistently commended him on the selectivity and prestige of the academic journals in which his work has been published, including *Television and New Media* and *Communication, Culture and Critique*. His forthcoming monograph, *TV's Spatial Capital: Location, Relocation and Dislocation*, is being published by Routledge, a premier academic press. One reviewer anticipates that the book "is certain to be regarded as one of the most innovative and widely-cited books in the field." Additionally, several reviewers argued that his publications in two highly regarded anthologies edited by leading scholars in the field represent evidence of the esteem in which he is held by his peers. Other reviewers also commented on his growing national and international reputation, with one noting, "Dr. McNutt already is well-respected for his scholarship both inside and outside the academy." Another opined that he has "developed a national profile around his research on the mobile production of television shows," predicting that his scholarship will "continue to position him nationally and internationally as a leading voice in the field."

Dr. McNutt has demonstrated excellence in service at the departmental, college, university level and to his profession. He has served on the departmental Alumni Engagement Committee (2018-2019), the college's Research and Publication Committee (2016-2018), and worked with the ODU Alumni Relations office during Spring 2020 to develop online pop culture discussions to engage the national alumni base during COVID-19. He has been a regular participant on WHRV's "HearSay with Cathy Lewis" program to discuss timely media features, and, in 2017, was one of 25 professors selected nationally by the Television Academy Foundation for its immersive Faculty Seminar Program. Dr. McNutt is on the editorial board of *Transformative Works and Cultures* and has been an invited reviewer for several other professional journals.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels

of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (6-0), the College Committee (10-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. McNutt for promotion with tenure.

In recognition of his demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Myles McNutt to the rank of Associate Professor with tenure in the Department of Communication & Theatre Arts.

**DR. AMY MILLIGAN
DEPARTMENT OF WOMEN'S STUDIES**

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Amy Milligan, Assistant Professor in the Department of Women's Studies in the College of Arts & Letters.

The ODU *Teaching and Research Faculty Handbook* states, "The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission." [p. 54]. The promotion to the rank of Associate Professor is based on "established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas." [p. 34].

Dr. Milligan received a B.A. in Religious Studies and German (concurrent majors) from Elizabethtown College in Pennsylvania, an M.A. in Theological Studies and a Certificate in Gender, Sexuality, and Theology from Duke University, and a Ph.D. in American Studies from Pennsylvania State University – Harrisburg. She joined ODU as an Assistant Professor in the Department of Women's Studies and was named to the Batten Professorship in Jewish Studies in 2016. She was named the Director of the Institute for Jewish Studies and Interfaith Understanding at ODU in 2017. Prior to ODU, she was Adjunct Professor at Dickinson College, Adjunct Professor at Pennsylvania State University – Harrisburg, Adjunct Professor and Visiting Assistant Professor at Elizabethtown College, and Director of Faculty Development and Support at Pennsylvania College of Health Sciences.

Dr. Milligan has taught a broad range of introductory, upper-division undergraduate and graduate courses. She is commended for adding four new undergraduate/graduate (495/595) topics courses to the departmental curriculum: Gender, Fashion, and the Body; Sexing the Body; Holocaust and Genocide Studies; and Judaism. Reflecting the interdisciplinary nature of her academic offerings, the courses she developed were also cross-listed with Jewish Studies and Religious Studies. Reviews of Dr. Milligan's teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of her teaching effectiveness. She shows a commitment to continuous improvement in her pedagogy, revamping her entire approach to written assignments following an insightful faculty workshop on interdisciplinary writing. Her students engage in multiple types of writing assignments throughout the semester, challenging them to develop their critical thinking and expression, with a resulting portfolio completed by each student. Dr. Milligan's course content often

involves topics of sensitivity and she has established a supportive environment for her students to engage in mutually respectful discourse. She has been a member of four completed master's degree thesis committees and is currently on four active thesis committees.

Dr. Milligan's scholarship as a feminist ethnographer and folklorist is focused on experiences of women, LGBTQ Jews, and small communities of Jews in adapting rituals and traditions, focusing on cultural body engagement in contemporary settings. She has published two books, *Jewish Bodylore* and *Hair, Headwear, and Orthodox Jewish Women*. She is further credited with five peer-reviewed journal articles, three refereed book chapters, two non-refereed articles and four encyclopedia entries. She has presented her research at 15 national or international scholarly conferences. She has been recognized with several awards and fellowships during her time at ODU, including being selected for competitive faculty seminars at the U.S. Holocaust Memorial Museum and the Keene State College Summer Institute on Genocide Studies and Prevention. Dr. Milligan's productivity continues with another book under contract, *The Last Jews of Selma, Alabama*.

External reviewers characterized Dr. Milligan's scholarship as "original," "significant," "thought-provoking," and as making "a real contribution" to the field of Jewish studies, with one reviewer opining that she "has maintained a fine record of research and scholarly writing." Reviewers praised her two monographs, both published by a highly reputable academic press, as "clearly the work of an advanced scholar" and for posing "interesting and important questions about the nature of symbols in culture." Another reviewer commended the interdisciplinary nature of her scholarship, stating, "Professor Milligan provides extensive, sophisticated, and accessible explanations of concepts and history from the different fields and methodologies she employs." Several reviewers commented that her scholarly book currently under contract with the University of Alabama Press, a premier academic press, is evidence of the positive trajectory of her program of scholarship. Of her strong and growing national and international reputation, one reviewer described her as "standing alone as an exceptional ethnographer of Jewish bodylore." Another reviewer concluded, "Working in the fields of Jewish Studies and Gender Studies, Milligan is the preeminent body folklore ethnographer working in Jewish Studies today."

Dr. Milligan has demonstrated excellence in service at the departmental, college, university level and to her profession. Her most prominent service to the university and community is her leadership of the Institute for Jewish Studies and Interfaith Understanding, where she is academic instructor and advisor to students enrolled in Jewish Studies and Holocaust Studies minors and faculty advisor to the Hillel student group. In addition, she coordinated several engagement activities bringing a range of Jewish theatre performers, artists, cultural films, and Holocaust survivors to campus, and organized a solidarity gathering following the 2018 violence to the Jewish community in Pittsburgh. She has been awarded multiple accolades for her activism in promoting diversity, acceptance, and interfaith understanding, including the John R. Broderick Diversity Champion Award, the Urban League of Hampton Roads' Community Leader Award for Unity, Service, and Leadership, and the Virginia Center for Inclusive Communities' Spence Award for Interfaith Understanding. For her profession, she has been reviewer for six professional journals and completed a six-year term in 2018 as the committee chair for the American Academy of Religion's unit on Lesbian Feminisms and Religion. She is currently board member for the Association for Jewish Studies Women's Caucus, chairs the American Folklore Society's section for Jewish Folklore and Ethnology, and most recently accepted the role of associate editor for a new publication, *Journal of Folklore and Ethnology*.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (3-0), the College Committee (10-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Milligan for promotion with tenure.

In recognition of her demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Amy Milligan to the rank of Associate Professor with tenure in the Department of Women's Studies.

**DR. ALISON REED
DEPARTMENT OF ENGLISH**

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Alison Reed, Assistant Professor in the Department of English in the College of Arts and Letters.

The ODU *Teaching and Research Faculty Handbook* states, "The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission." [p. 54]. The promotion to the rank of Associate Professor is based on "established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas." [p. 34].

Dr. Reed received a B.A. in English from Occidental College in California, and an M.A. and a Ph.D. in English from University of California, Santa Barbara. She joined ODU as an Assistant Professor in the Department of English in 2015. Prior to ODU, she was an Instructor of Record and Teaching Assistant at the University of California, Santa Barbara.

Dr. Reed has taught a broad range of courses from undergraduate literature courses to graduate seminars, and her most-frequently taught courses are in American Literature Since 1860, African American Literature, and Women Writers. Dr. Reed has presented courses in contemporary topics, such as Black Queer Feminisms: From Baldwin to #BlackLivesMatter and Critical Race Theory. Dr. Reed infuses her pedagogy with elements of social change, community engagement, and social justice. Reviews of Dr. Reed's teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of her teaching effectiveness. Dr. Reed is well-respected for her pedagogical approach that is rigorous and engaging, and for creating an environment where sensitive topics are discussed respectfully, creating a space for critical thinking, reflection, and personal growth. Dr. Reed was an Entsminger Fellow in 2018-2019 and has incorporated entrepreneurship into her curriculum, for example, adding a "creative intervention" project in her Critical Race Theory course where students created an action plan to implement a new social program in their community. She has been an active mentor, serving on the dissertation committee for 6 Ph.D. students (1 completed; 1 as chair), on 12 M.A. oral exam or thesis committees (9 completed; chair/co-chair of 2), and on 2 completed M.F.A. committees.

Dr. Reed's scholarship is focused on African American literature and Critical Race & Ethnic studies. She co-edited a book, *Racism, Inc.: Why the Way We Talk About Racial Justice Matters*, and has published three refereed journal articles, five poems, and five peer-reviewed book chapters. She also has a monograph under contract with Ohio State University Press, *Love and Abolition: The Social Life of Black Queer Performance*. She has supported her research with grants from diverse internal sources, such as: Hixon Research Fellowship, Department of English (\$15K); Summer Research Fellowship, Office of Research (\$7K); Entsminger Social Entrepreneurship Fellowship (\$6K); Improving Disciplinary Writing Workshop Grant (\$2K); and a Service-Learning Instructional Grant from the Office of Leadership & Student Involvement (\$1K).

External reviewers characterized Dr. Reed's research agenda as "highly original," "cogent and rigorous," and as "intellectually precocious, conscientious and ethical." One reviewer stated, "Reed arrives at this stage of her career with stellar evidence of her phenomenal research productivity," while another described her as "an incredibly promising and gifted young scholar who has already made contributions to the field of race and ethnic studies, and black literary studies equal that of more senior tenured professors." Reviewers noted that in addition to manuscripts that appear in some of the most highly regarded academic journals in her field (e.g., *Text and Performance Quarterly*, *Lateral*), her research also appears in edited books published by some of the most distinguished academic presses, including Syracuse University Press and Duke University Press. The promise of her forthcoming monograph was highlighted by several reviewers, with one commenting, "the existence of a full draft of a 356-page research monograph in a prestigious series with Ohio State University Press also confirms an ongoing and near-future research agenda." Of her impressive national and international reputation, one reviewer argued her scholarship locates her "at the center of important ongoing debates and dialogues involving multiple fields and area studies." Another concluded that Dr. Reed is "leading the way for some of the most exciting directions in humanities scholarship today" and further, that her record "suggests a robust and even field-defining future for this scholar."

Dr. Reed has demonstrated excellence in service at the departmental, college, university level and to her profession. She has been an active contributor to the Curriculum Committee and the university's Humanities Advisory Board. Through the College's Faculty Development and Diversity Task Force she initiated a workshop promoting inclusive practices in the faculty search and hiring process. She has delivered several invited talks on campus and in the community in promotion of diversity and events commemorating ethnic heritage. She has notable service to the community through founding the nonprofit Humanities Behind Bars (HBB) program with a former ODU colleague. Dr. Reed has continued and expanded the HBB program with the Norfolk City Jail, where she has trained more than 20 instructors/tutors, and has created an ongoing reading group, film series, letter-writing hours, and a bail fund. Her efforts in HBB and promoting social justice were recognized with the John R. Broderick Diversity Champion Award. She has been on the editorial board for the *Abolition* journal since 2016, and a reviewer for four additional professional journals in the field of cultural studies.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (6-0), the College Committee (10-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Reed for promotion with tenure.

In recognition of her demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Alison Reed to the rank of Associate Professor with tenure in the Department of English.

DR. JOHN BAAKI
DEPARTMENT OF STEM EDUCATION AND PROFESSIONAL STUDIES

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. John Baaki, Assistant Professor in the Department of STEM Education & Professional Studies in the Darden College of Education & Professional Studies.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Baaki received a B.A. in Economics and Communications from University of Michigan, an M.T.D. in Training and Development from Oakland University in Michigan, and a Ph.D. in Instructional Technology from Wayne State University in Michigan. He joined ODU as an Assistant Professor in the Department of STEM Education & Professional Studies in 2015. Prior to ODU, he was an Adjunct Lecturer at Wayne State University and Oakland University, a Senior Account Manager and Lead Instructional Designer at Media Genesis, Inc. in Troy, Michigan, a Training Specialist at the MDM Grand Detroit Casino, and a Manager/Senior Director at Olympia Entertainment, Inc., in Michigan.

Dr. Baaki has taught 10 different graduate courses in Instructional Design and Technology for both the master’s and doctoral programs. He is commended for utilizing varied pedagogical approaches for student-engaged learning and has taught in both synchronous and asynchronous formats for online instruction. Reviews of Dr. Baaki’s teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of his teaching effectiveness. He has been an exceptionally active mentor of Ph.D. students, having served on 29 dissertation committees (20 completed; 10 as chair; 1 as co-chair).

Dr. Baaki’s scholarship as an instructional designer is focused on the varied interrelated elements that influence designers in their developmental processes. He is credited with 14 peer-reviewed journal articles published in esteemed educational technology journals. He is first author on 8 of those articles, and has included students as co-authors on 5 of the published works. In 2019, the Association for Educational Communications and Technology selected one of his articles for the Outstanding Journal Article Award. He has 3 book chapters and 19 peer-reviewed presentations of his work at national and regional professional conferences in instructional technology. He received a \$10K grant from the Association for Educational Communications and Technology.

External reviewers consistently praised Dr. Baaki’s scholarship as “productive,” “most impressive,” and “substantial.” His contributions to his area of research were characterized as “particularly

noteworthy,” “especially relevant,” and “significant.” All reviewers lauded the high quality and visibility of many of the journals in which his work has appeared, including *Education Technology Research and Development* and *Performance Improvement Quarterly*. Several reviewers noted the importance of one of his publications winning the Association of Educational Communications and Technology Design and Development Division’s 2019 Outstanding Journal Article Award. He was also described by one reviewer as “an active participant in the ‘conversation’ in the field,” as evidenced by his 24 peer-reviewed presentations to academic audiences, as well as 15 additional presentations to local and national groups. Regarding his pursuit of external grant funding, several reviewers observed that he has achieved some success in securing such funding. One predicted that his work “has the beginnings of a strong capability for research support.” His research collaborations with prominent scholars in his field, as well as his years of service as Associate Editor of the *International Journal of Designs for Learning* and as President of the Board of Directors of Designers for Learning were cited by a number of reviewers as demonstrating his strong and growing national and international reputation. One concluded, “I believe the field will benefit from his scholarship, focus, and passion for years to come.”

Dr. Bakki has demonstrated excellence in service at the departmental, college, university level and to his profession. He is the graduate program director of the Instructional Design and Technology program and has served on the college’s Human Subjects Review Committee, the university’s Modeling & Simulation Steering Committee, and as evaluator for the Graduate Teaching Assistant Institute. For his profession, he was associate editor for 5 years and now is on the advisory board for the *International Journal of Designs for Learning (IJDL)*. He is currently the guest editor of *IJDL* for a forthcoming special section on Design Learning in a Pandemic. He has been a reviewer for several professional journals and conference session proposals. He has been active, first as a volunteer and later becoming president of the board of directors, with Designers for Learning, a nonprofit corporation that provides instructional design support for underserved social need organizations and opportunities for new designers to gain practical experience.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member’s contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (6-0), the College Committee (5-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Baaki for promotion with tenure.

In recognition of his demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. John Baaki to the rank of Associate Professor with tenure in the Department of STEM Education & Professional Studies.

DR. ELIZABETH BURNS
DEPARTMENT OF STEM EDUCATION AND PROFESSIONAL STUDIES

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Elizabeth Burns, Assistant Professor in the Department of STEM Education & Professional Studies in the Darden College of Education & Professional Studies.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Burns received a B.A. in English, an M.S. in Education (School Library Media), and a Ph.D. in Education (Curriculum & Instruction) from Old Dominion University. She joined ODU as a Lecturer in 2014 and as an Assistant Professor in the Department of STEM Education & Professional Studies in 2015. Prior to ODU, she was a Library Information Specialist for Department of Defense Dependent Schools in Quantico, Virginia, Assistant Librarian at a private school in Triangle, Virginia, Teacher at Department of Defense Dependent Schools in Heidelberg, Germany, and a Foreign Language Teacher at a public middle school in Hampton, Virginia.

Dr. Burns has taught nine different graduate courses in the master’s school library concentration and the master’s for library and information sciences (MLIS). She is commended for developing new curriculum for five courses, creating the School Library Practice Certification and for facilitating the transition to the new MLIS program. Reviews of Dr. Burns’s teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of her teaching effectiveness. She serves as Graduate Program Director for the MLIS program. She has been a member for two dissertation committees (one completed).

Dr. Burns’s scholarship is focused on learning experiences of preservice school librarians, educational standards and assessment in school libraries, and advocacy for effective school libraries.

Dr. Burns is credited with 14 journal articles, 6 of them as sole-author, and 5 as first author. Dr. Burns has been successful in publishing her work in journals with rigorous acceptance rates or impact factors. She has published two book chapters, six proceedings, and has a distinguished record of presentations at scholarly conferences and workshops. She has 6 international presentations (1 invited), 15 national presentations (5 invited), 3 national invited webinars, and 5 keynotes or invited workshops. She received the College’s Instructional Publications Award for 2019-2020. Dr. Burns’s prominence in her field is confirmed by being one of only seven people selected to co-author the 2018 American Association of School Librarians *National School Library Standards for Learners, School Librarians, and School Libraries*, which have been adopted by 15 states and inform instruction for at least 44 library studies programs nationally. Dr. Burns is a faculty contributor on a \$15K grant from the National Endowment for the Arts and PI on two \$3K internal grants.

External reviewers consistently praised Dr. Burns’s scholarship as “impressive,” “excellent” and as making “substantial contributions” to the field of library and information science. All reviewers applauded the high quality and visibility of many of the journals in which her work has appeared,

including *School Library Research*, *Knowledge Quest* and *School Libraries Worldwide*. Several also noted her frequent presentations to prestigious national and international scholarly conferences. Her membership on the editorial board for the 2018 AASL National School Library Standards was recognized by all of the external reviewers as compelling evidence of her intellectual leadership in the field, as well as of her growing national and international scholarly reputation. One commented that she “is a very capable and motivated researcher who has established a strong reputation.” Reviewers also observed that she has actively pursued external funding for research, one arguing, “She is to be commended for her continued perseverance, and I feel confident her efforts will eventually pay off.” In conclusion, one reviewer stated, “The quality of her scholarship and her many awards have enhanced her national and international visibility, bringing distinction to herself, her Department, and to ODU.”

Dr. Burns has demonstrated excellence in service at the departmental, college, university level and to her profession. Dr. Burns has served her department annually during the Library Science Summer Institute, coordinated LiveText Assessment since 2017, and provided important contributions to the recent Council for the Accreditation of Educator Preparation (CAEP) assessment. She has been on the college’s Teacher Education Council since her arrival at ODU. She has received two college level awards, the Service Award in 2018 and the prestigious Sara and Rufus Tonelson Award in 2019 for her professional contributions. She is a regular presenter at the First Class event for incoming freshmen and has been a mentor for first generation students. She has contributed to her profession through leadership in multiple professional organizations, including service as current co-chair of the Standards Committee for the Association of College & Research Libraries, as co-editor and editorial board member for *School Library Research*, and as ad hoc reviewer for two additional academic journals.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member’s contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (6-0), the College Committee (5-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Burns for promotion with tenure.

In recognition of her demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Elizabeth Burns to the rank of Associate Professor with tenure in the Department of STEM Education & Professional Studies.

DR. DIPANKAR GHOSH
DEPARTMENT OF MECHANICAL AND AEROSPACE ENGINEERING

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Dipankar Ghosh, Assistant Professor in the Department of Mechanical & Aerospace Engineering in the Batten College of Engineering & Technology.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Ghosh received a B.S. in Chemical Technology from Calcutta University, an M.S. in Materials Science and Engineering from the Indian Institute of Technology, both in India, and a Ph.D. from University of Florida. He joined ODU as an Assistant Professor in the Department of Mechanical & Aerospace Engineering in 2014. Prior to ODU, he was a Postdoctoral Scholar at California Institute of Technology, Postdoctoral Associate in two engineering departments at University of Florida, and Graduate Research Assistant at University of Florida and Michigan Technological University.

Dr. Ghosh has taught five different undergraduate and graduate courses in material science and engineering. Reviews of his teaching portfolio show that he ensures his students acquire and apply analytical skills to real-world applications. He is commended for updating lab materials to include enhanced handouts, procedures, and additional opportunities for hands-on experiences. Reviews of student opinion surveys and peer evaluation reports provided evidence of his teaching effectiveness.

Dr. Ghosh has mentored six doctoral students (one completed), four completed master’s students, and several undergraduate students and senior design teams. Dr. Ghosh’s research focus is the advanced manufacturing of materials. He is credited with 17 journal papers in high quality outlets, 7 refereed conference publications, and 9 external grants totaling \$2.45M (\$707K personal share) obtained from varied funding sources including the National Science Foundation, Office of Naval Research, and the Jeffress Trust.

External reviewers consistently gave high praise to Dr. Ghosh’s scholarship, describing his record as “prolific,” “extremely outstanding,” and “world-class.” All reviewers commended the high quality and visibility of many of the journals in which his work has appeared, including *Advanced Functional Materials*, *Acta Materialia* and *Scripta Materialia*. In addition, several reviewers described his citation rate as impressively high and indicative of his growing influence in his areas of research. One commented, “his publications have made remarkable impacts in many disciplines.” Reviewers unanimously applauded his ability to attract external grant funding, one stating, “His record of accomplishment for this stage in his career is outstanding.” Another observed, “Dr. Ghosh has been successful at securing research grants from highly competitive funding agencies both as a sole PI (e.g., NSF, the Jeffress Trust) and as co-PI (ONR), securing the support needed to not only sustain, but to successfully grow an active research program.” Several reviewers referenced his growing national and international reputation, with one noting, “The materials and mechanics communities have recognized Dipankar as a leader in the areas of biomaterials design and mechanics.” One reviewer characterized his potential for future growth as “huge,” while another concluded, “I believe he is the type of person a department can consider an anchor for the future.”

Dr. Ghosh has demonstrated excellence in service to the department and to his profession. He has served on departmental committees for Graduate Curriculum, Undergraduate Laboratories, Ad Hoc Issues, and Strategic Issues, as well as a faculty search. He has considerable professional service, as a reviewer for 18 professional journals, and as a panelist and ad hoc reviewer for the National Science Foundation and the US Army Research Office. It is noteworthy that Dr. Ghosh used these latter activities to build professional connections and gain insights about the types of proposals most likely to be funded, information he leveraged into a new grant proposal.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (18-0), the College Committee (5-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Ghosh for promotion with tenure.

In recognition of his demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Dipankar Ghosh to the rank of Associate Professor with tenure in the Department of Mechanical & Aerospace Engineering.

DR. NAVID TAHVILDARI
DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Navid Tahvildari, Assistant Professor in the Department of Civil & Environmental Engineering in the Batten College of Engineering & Technology.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Tahvildari received a B.Sc. degree in Civil Engineering from Tehran Polytechnic, an M.Sc. in Civil Engineering from Sharif University of Technology, both in Iran, and a Ph.D. in Civil Engineering from Texas A&M University. He joined ODU as an Assistant Professor in the Department of Civil & Environmental Engineering in 2014. Prior to ODU, he was a Postdoctoral Scholar in the Environmental Fluid Mechanics Laboratory at Stanford University and a Graduate Research Assistant at Texas A&M University.

Dr. Tahvildari has taught seven different undergraduate and graduate courses, primarily in coastal engineering in different instructional formats (i.e., face-to-face, online, and hybrid). As documented in his teaching portfolios and other supporting documents, he has made diligent efforts to improve the structure of his courses and foster student engagement in his courses. In 2016, he obtained a fellowship to participate in the Excellence in Civil Engineering Education workshop offered by the American Society of Civil Engineers, which gave him valuable insights into the range of student learning styles and varied instructional techniques. As a result of attending this workshop, he restructured his curricula. Reviews of teaching portfolios, student opinion surveys and peer evaluation reports provide evidence of steady improvement in his teaching effectiveness that remained on track, despite the recent COVID-19 challenges. He has mentored one doctoral student and five master's students to completion and is currently advising one postdoctoral fellow, one doctoral student, and six master's students. He has also mentored students participating in the NSF Research Experiences for Undergraduates program.

Dr. Tahvildari's research in coastal engineering is focused on mathematical modeling and fieldwork experiments to elucidate the impacts of sea level rise, storm surge, and wave dynamics on coastal resiliency. Since arriving at ODU, he is credited with seven peer-reviewed journal publications, six conference proceedings, four technical reports, and one book chapter. He has secured external funding of \$2.4M (\$800K personal share) from 12 grants (11 as PI) from diverse funding sources, such as the National Science Foundation, Jeffress Trust, Virginia Sea Grant, Virginia Space Grant Consortium, and national and state level transportation agencies.

External reviewers praised Dr. Tahvildari's scholarship, characterizing it as "impressive," and as "an excellent and diverse research portfolio." One reviewer stated, "he has established an active research program at ODU and demonstrated the interdisciplinary appeal and societal relevance of his research, which has the potential to grow." Reviewers consistently commended Dr. Tahvildari for his publications in prestigious, nationally recognized journals, including *Ocean Modelling*, *Journal of Hydrology*, *Coastal Engineering* and *National Hazards Review*. Reviewers applauded his pursuit of and ability to secure significant external research funding, including a recent major, multi-investigator award from the National Science Foundation. One reviewer described his grantsmanship "as a very prolific record, and few assistant professors coming up for tenure will show as many projects." Another noted, "the trajectory of his funding efforts is on the right track and the level is excellent." Several reviewers commented on his burgeoning reputation, one observing, "His research is already having an impact on the field," while another opined, "he is beginning to carve out a niche for himself in the field of resilience to storm surge and sea level rise." One reviewer concluded, "Dr. Tahvildari is on a promising trajectory to become an accomplished educator and researcher. His research productivity has been rapidly increasing, and likely will greatly contribute to the already high reputation of the coastal engineering research and education at ODU." Another predicted, "he is likely to be one of the leaders of the coastal engineering and science community."

Dr. Tahvildari has demonstrated excellence in service at the departmental, college, university level and to his profession. He developed departmental guidelines for performing field work safely in coastal and estuarine areas and initiated maintenance plans of essential experimental equipment. He has been a member of the college's Student Project Committee since his arrival at ODU, and a commencement marshal. For his profession, his contributions include serving as guest associate editor on a special issue of *Frontiers in Climate* focused on coastal flooding, reviewer for 11 journals, workshop organizer and session moderator, and member of a 2019 NSF review panel.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (11-0), the College Committee (3-2) and the chair and dean recommended Dr. Tahvildari and voted in favor of awarding tenure and promotion. The University Promotion & Tenure Committee voted 0-5 against awarding tenure and promotion due to deficiencies in teaching effectiveness and quantity of published research.

The ODU *Teaching and Research Faculty Handbook* requires the Provost and Vice President for Academic affairs to confer with the chair, dean, and university tenure and promotion committee whenever there is disagreement in the evaluation of an application for tenure and promotion. Consistent with this policy, I conferred with the chair, dean, and university committee. I also

conducted my own review of Dr. Tahvildari's materials, including recent student feedback on his teaching effectiveness. In 2017, Dr. Tahvildari was advised to improve his teaching effectiveness by working with the Center for Learning and Teaching (CLT) and to implement the lessons he learned from the teaching workshop sponsored by the American Society of Civil Engineers (ASCE). Reviews of his student teaching evaluations show that he has taken steps to address this concern and make the necessary adjustments and improvements in his teaching style. In the last two years, his effectiveness score has considerably improved in the two undergraduate courses that he has taught. For instance, his score in CEE 330 (Hydromechanics) increased from 2.67 in Spring 2016 to 4.36 in Spring 2020. Also, his score in CEE 304 (Probability, Statistics, and Risk in Civil Engineering) increased from 3.35 in Spring 2018 to 4.13 in Fall 2020. The same trend is observed in his scores in areas other than teaching effectiveness as his average score based on all survey questions increased from 3.56 in Spring 2016 to 4.23 in Fall 2020. This demonstrates that Dr. Tahvildari has been able to make improvements lately even during the transition to online delivery due to the pandemic. Students' qualitative comments also support the fact that he has become a competent teacher. These improvements reflect Dr. Tahvildari's commitment to test and adjust his approach to teaching, seriously consider student feedback, and implement proven techniques for student learning enhancement which he learned from teaching experts in the CLT and ASCE.

I commend Dr. Tahvildari for the remarkable improvement in his scholarly activities as well. He had only one published peer-reviewed article and one published conference proceeding during his pre-tenure review in 2017. Within the last three years, he has published six additional peer-reviewed articles, 5 additional conference proceedings, and one book chapter. He also demonstrated the ability to secure external funds to support his research.

My overall assessment is that Dr. Tahvildari meets the standards for tenure. There is evidence of a positive trajectory in both his teaching effectiveness and productivity as a researcher. Moreover, the focus of his research in coastal flooding and resiliency is aligned with university priorities. In recognition of his growth and performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean, and the departmental and college committees to promote Dr. Navid Tahvildari to the rank of Associate Professor with tenure in the Department of Civil & Environmental Engineering.

DR. HONG YANG
DEPARTMENT OF COMPUTATIONAL MODELING AND SIMULATION
ENGINEERING

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Hong Yang, Assistant Professor in the Department of Computational Modeling & Simulation Engineering in the Batten College of Engineering & Technology.

The ODU Teaching and Research Faculty Handbook states, "The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission." [p. 54]. The promotion to the rank of Associate Professor is based on "established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas." [p. 34].

Dr. Yang received a B.E. in Transportation Engineering from Southwest Jiaotong University, an M.E. in Transportation Planning & Management from Tongji University, both in China, and an M.S. in Applied & Mathematical Statistics and a Ph.D. from Rutgers University in New Jersey. He joined ODU as an Assistant Professor in the Department of Modeling, Simulation & Visualization Engineering in 2015. Prior to ODU, he was a Postdoctoral Associate at New York University and Rutgers University, and a Research Assistant at Rutgers University.

Dr. Yang has taught five different courses for the department, two of them required core courses in undergraduate and graduate modeling and simulation academic programs and one section of an introductory engineering and technology course. He is commended for developing a new 400/500 level course in Transportation Data Analytics, and he has co-instructed the two undergraduate capstone design courses, as well. Dr. Yang has been dedicated to his students' success and has continued to refine his curriculum based on peer feedback and input from students by including more discussions on real-world applications and a mini project so students can explore individual topics in more detail. Dr. Yang's first two doctoral mentees completed their programs in Fall 2020. He has served on a total of 15 dissertation committees (10 completed), 7 completed thesis committees, and is advising 2 undergraduate researchers.

Dr. Yang's research focus is transportation modeling and simulation. He is credited with 36 peer-reviewed publications, 34 conference papers, and 1 book chapter. His external grantsmanship is equally impressive, garnering 13 grants/contracts as PI or Co-PI totaling \$1.12 million (personal share \$528,500) from varied sponsors including the National Academy of Sciences, Virginia Transportation Research Council, the US Department of Transportation, and academic institutions and the private sector.

External reviewers unanimously praised Dr. Yang's scholarship, characterizing his research as "impressive," "visionary and far-reaching," and "cutting edge." One reviewer noted, "Dr. Yang has established an enviable research portfolio for a young researcher," while another asserted, "His publication record exceeds many peers at the tenure-track stage." All reviewers commended the selectivity of the top-tier journals in which his work has appeared, including *Accident Analysis and Prevention*, *Transportation Research Part C: Emerging Technologies*, and *Journal of Safety Research*. One reviewer argued the numerous citations of his publications indicate his research is influential, stating "The wide audience evidenced by the citations worldwide is a clear sign of his scientific contributions and impact in his research community." Reviewers applauded his ability to attract external grant funding from competitive sources such as the US Department of Transportation Federal Highway Administration. Regarding his potential to attract additional funding, one reviewer predicted, "Dr. Yang's success in securing funds to date indicate an upward trajectory that suggests continued future success in obtaining nationally competitive funding." One reviewer cited an invited keynote address at a prominent conference, the International Symposium on Frontiers Road and Airport Engineering, as evidence of his burgeoning reputation as a scholar, "Dr. Yang's receipt of this prestigious award is a solid example that his work has been recognized as outstanding by the research community." Another contended, "Dr. Yang has without a doubt made his mark on traffic safety research." In reference to his prospects for continued success, one reviewer concluded, "Dr. Yang shows great potential for making significant contributions and I believe that potential will be fulfilled."

Dr. Yang has demonstrated excellence in service at the departmental, college, university level and to his profession. For his department and college, he has been a regular volunteer at prospective student events and provided impactful service to the college's Diversity, Equity, and Inclusion

Committee. He has engaged in community outreach as a Board Member of the Tidewater Chinese School, leading teams in “hackathon” competitions, and volunteering in local schools. For his profession, he is a member of the Transportation Research Board’s committee on Public Transportation Planning & Development, a session chair, scientific committee member, an editor/organizer for multiple national and international conferences, and a reviewer for over 25 professional journals.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member’s contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (5-0), the College Committee (5-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Yang for promotion with tenure.

In recognition of his demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Hong Yang to the rank of Associate Professor with tenure in the Department of Computational Modeling & Simulation Engineering.

DR. KE SHI
DEPARTMENT OF MATHEMATICS AND STATISTICS

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Ke Shi, Assistant Professor in the Department of Mathematics & Statistics in the College of Sciences.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Shi received a B.S. in Mathematics at Peking University, in Beijing, China, and a Ph.D. in Applied Mathematics at University of Minnesota. He joined ODU as an Assistant Professor in the Department of Mathematics & Statistics in 2015. Prior to ODU, he was a Visiting Assistant Professor at Texas A&M University, a Senior Research Fellow at City University of Hong Kong, and a Teaching Assistant at the University of Minnesota.

Dr. Shi has taught four upper-division undergraduate courses taken by STEM majors as well as three doctoral level courses. He is commended for his ongoing dedication to students and for incorporating real-world applications for various mathematical models used in his lectures, posting his lecture notes online, and making extra efforts to be accessible to them outside of the classroom. Reviews of Dr. Shi’s teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of his teaching effectiveness. Dr. Shi is mentoring one doctoral student and is on the dissertation committee for another doctoral student.

Dr. Shi's research involves developing numerical methods for finite element analysis with a focus on Hybridizable Discontinuous Galerkin (HDG) methods. He is credited with 11 peer-reviewed articles appearing in well-respected mathematics journals. Dr. Shi's research has attracted a wide audience in his profession, as evidenced by 17 invited presentations of his work, with more than half of them at varied international venues, and many of them supported by travel award funding. He has been diligent in pursuing grant funding to support his research program. He is sole PI on grants from the Simons Foundation (\$42K) and the National Science Foundation (\$164K).

External reviewers unanimously praised Dr. Shi's record of publications, with one reviewer commenting, "his articles appear in high-quality journals, with an appreciable number in the best journals in numerical analysis." Another observed, "He has been very productive and published an impressive number of papers in prestigious journals." All reviewers commended the selectivity of many of the top-tier journals in which his work has appeared, including *Mathematics of Computation*, *Journal of Numerical Analysis*, and *Journal of Scientific Computing*. In addition, several reviewers characterized his citation rate as evidence that he is making a significant impact in his area of research. One stated, "The citation counts for Prof. Shi in Google Scholar (634) and MathSciNet (313) are among the better I have seen when evaluating faculty at his career stage." Reviewers applauded his ability to attract external grant funding from very competitive sources such as the Simons Foundation and most recently, a recommendation for funding from the National Science Foundation. Several reviewers referenced his burgeoning reputation as a scholar, with one noting, "He has an international reputation and has made significant contributions to the field." Of his prospects for future productivity, one reviewer concluded, "It is clear that his research is in an upward trajectory and he has a lot of potential to do excellent work in the future," while another predicted, "he can be expected to have continued high productivity and impact."

Dr. Shi has demonstrated excellence in service at departmental, college, university levels and to his profession. Since 2018, he has been on the departmental Awards Committee and faculty advisor for student clubs in math and statistics. He has been one of the co-organizers of the Richard F. Barry, Jr. Seminar Series, which brings notable national and international scholars to ODU to exchange ideas and foster collaborations. He has shared his knowledge with younger students through non-profit community organizations such as the Tidewater Chinese School and the Virginia Math Club. For his profession, he has been guest associate editor for *Frontiers in Applied Mathematics and Statistics*, reviewer for over a dozen journals, co-organizer for two impactful academic conferences, and an expert panelist for the National Science Foundation.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (5-0), the College Committee (6-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Shi for promotion with tenure.

In recognition of his demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Ke Shi to the rank of Associate Professor with tenure in the Department of Mathematics & Statistics.

DR. JEREMIAH STILL
DEPARTMENT OF PSYCHOLOGY

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Jeremiah Still, Assistant Professor in the Department of Psychology in the College of Sciences.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Jeremiah Still received a B.S. in Psychology from Missouri Southern State University – Joplin, and an M.S. and Ph.D. in Psychology from Iowa State University. He joined ODU as an Assistant Professor in the Department of Psychology in 2015. Prior to ODU, he was Assistant Professor at San Jose University, Visiting Scholar at Iowa State University, and Assistant Professor at Missouri Western State University.

Dr. Still has taught three upper-division undergraduate courses and two graduate courses in the field of human factors psychology. He is commended for co-developing the curriculum for a new undergraduate course, *Institutionalization of Human-Centered Computing*. He has taught his classes in a variety of formats, including traditional lecture, project-based, and online. He actively engages students to use their analytical skills and fosters their creativity. Reviews of Dr. Still’s teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of his teaching effectiveness. Dr. Still has been an active mentor of graduate students, serving on the dissertation committee for 8 doctoral students (2 completed; 5 as chair) and 7 master’s students (3 completed; 2 as chair). He has provided meaningful research opportunities by hosting more than 20 undergraduates in his group. He received a Shining Star Award in 2017 and the departmental Outstanding Teaching Award in 2018.

Dr. Still’s research is focused on applying cognitive theory to improve intuitiveness and effectiveness of Human-Computer Interfaces (HCI), particularly in cybersecurity and web page design. He is credited with publishing 13 peer-reviewed articles in top-tier journals, including the *Human Factors* and *Journal of Computers in Human Behavior*. He is first author on eight of those articles and senior author on the remaining five, where his student is listed as first author. He has presented his work at multiple regional and national conferences and is credited with publishing papers in seven peer-reviewed conference proceedings. His standing in the national and international community is affirmed by his election as a fellow of the Psychonomic Society for his “independent scholarship, rigorous and theoretically interesting research” and as the 2019 Alluisi Award recipient from the American Psychological Association for “outstanding achievements made by a psychologist within 10 years of earning their Ph.D.” Dr. Still has been diligent in pursuing external grant funding for his work as evidenced by his receipt of approximately \$250K from Coastal Virginia CCI, American Psychological Association, and the Virginia Space Grant Consortium.

External reviewers offered praise for Dr. Still's research record, with one reviewer commenting, "Dr. Still certainly has developed an independent and sustained program of scholarly activities, and is already a productive scholar." Reviewers noted his work has been published in top-tier journals, including *Human Factors*, *Applied Cognitive Psychology* and *Human-Computer Interaction*. His scholarship is characterized as having an impact in his area of research, with one reviewer commenting, "The citation trends show an encouraging upward trajectory." Reviewers applauded his consistent pursuit of external grant funding and acknowledged his success in securing funding from competitive sources such as the Department of Defense, as well as his submission of multiple patents. Of his potential to win additional support, one reviewer predicted, "I would anticipate that his efforts will lead to more funding in the future." Several reviewers referenced his growing reputation in the academy, with one stating, "Regarding Dr. Still's scholarly reputation, the critical listing to note from his vita is that he received the Earl Alluisi Early Career Award from Division 21 of APA in 2019." There is only one annual recipient of this highly competitive award given by the American Psychological Association, whose membership exceeds 122,000. Another reviewer opined, "His election as a Fellow of the Psychonomics Society is also a positive sign of national-level scholarly reputation." One reviewer concluded, "Dr. Still is an up-and-coming researcher in applications of cognitive psychology to Human Factors and I look forward to his future contributions to the field."

Dr. Still has demonstrated excellence in service at the departmental, college, university levels and to his profession. He has served on several departmental committees and initiated the department's Cognitive Brown Bag Seminar. He served as the faculty advisor for the Student Human Factors and Ergonomics Society, which has been recognized for the gold award distinction multiple times by the national chapter. He also served on the college's Institutional Review Board for two years and has been active in mentoring students and providing interdisciplinary support to the university's new Center for Cybersecurity. He participates in NATO's cyberspace events on campus and is active with the local chapter of User Experience Professionals Association. His contributions to the profession include serving on the Applied Human Factors and Ergonomics (AHFE) scientific advisory board within the human factors' cybersecurity area and chairing several sessions at the annual AHFE conference. He has also been a reviewer for two other national professional conferences and an ad hoc reviewer for four professional journals.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (12-0), the College Committee (6-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Still for promotion with tenure.

In recognition of his demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Jeremiah Still to the rank of Associate Professor with tenure in the Department of Psychology in the College of Sciences.

DR. XIANG XU
DEPARTMENT OF MATHEMATICS AND STATISTICS

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Xiang Xu, Assistant Professor in the Department of Mathematics & Statistics in the College of Sciences.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Xu received a B.S. in Applied Mathematics from Shanghai Jiaotong University, an M.S. in Mathematics from Fudan University, both in China, and a Ph.D. in Mathematics from Pennsylvania State University. He joined ODU as an Assistant Professor in the Department of Mathematics & Statistics in 2015. Prior to ODU, he was a Visiting Assistant Professor at Purdue University in Indiana and a Postdoctoral Associate at Carnegie Mellon University in Pennsylvania.

Dr. Xu has taught four upper-division undergraduate courses taken by STEM majors and five graduate courses, an unusually high number of courses for an Assistant Professor. Recognizing the challenging nature of the course material, he has made concerted efforts to engage his students by using specialized software to present abstract concepts and examples of real-world applications in his presentations. Reviews of Dr. Xu’s teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of his teaching effectiveness. Dr. Xu has mentored 3 completed master’s students and is co-advising two doctoral students and serving on another dissertation committee.

Dr Xu’s research is focused on the application of partial differential equations to the mathematical modeling of materials, including liquid crystals, ionic transport, and block co-polymers. He is credited with 10 peer-reviewed papers appearing in well-respected mathematics journals. Dr. Xu’s high quality of research in his profession is reflected in 13 invited presentations at regional and national mathematical conferences, many of them supported by travel award funding. He has actively engaged in pursuing external grant funding for his research, and is sole PI on both a grant from the Simons Foundation (\$42K) and one from the National Science Foundation (\$141K).

External reviewers unanimously praised Dr. Xu’s scholarship. One reviewer stated, “Dr. Xu’s work is abundant, versatile and broad,” while another described his publication record as “stellar.” Others commented, “Dr. Xu is an excellent, prolific and creative researcher,” and “Dr. Xu is a prolific and outstanding young researcher with great potential.” Reviewers consistently commended Dr. Xu for his many publications in top-tier journals, including *Archive for Rational Mechanics and Analysis*, *Journal on Mathematical Analysis*, *Proceedings of the American Mathematical Society*, and *Mathematical Models and Methods in Applied Sciences*. His receipt of a prestigious Simons Collaboration Grant was lauded by several reviewers, one characterizing the recognition as “not usual at all for a tenure-track Assistant Professor.” One reviewer opined, “I am confident that he will be successful in garnering future grants.” Several reviewers noted his participation in high profile conferences, as well as his leadership of workshops and seminars as evidence of his strong

and growing scholarly reputation. One asserted, “among his peers, his research achievement in applied mathematics is outstanding.” Others contended, “Dr. Xu has established himself as one of the experts in the US in this field,” and “Dr. Xu is without a doubt a leading mathematician of the young generation of researchers in the areas of modeling and analysis of soft matter.” Of his potential for further development, one reviewer predicted, “I am confident that Dr. Xu will continue to carry out excellent research in these fields in the future.”

Dr. Xu has demonstrated excellence in service at departmental, college, university levels and to his profession. He has been on the departmental Awards Committee and faculty advisor for student clubs in math and statistics. Dr. Xu has been a co-organizer of the Richard F. Barry, Jr. Seminar Series, which brings notable national and international scholars to ODU to exchange ideas and foster collaborations. He was a judge for the Tidewater regional math contest in 2019. He has a substantial record of activity as co-organizer of seven national and regional professional conferences. In 2020, he accepted an invitation from the Simons Foundation to serve on their grant review committee, a prestigious recognition for an assistant professor. He has served as a reviewer for over 25 national and international journals of his profession.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member’s contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (5-0), the College Committee (6-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Shi for promotion with tenure.

In recognition of his demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Xiang Xu to the rank of Associate Professor with tenure in the Department of Mathematics & Statistics.

HONORARY DEGREE

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the award of an honorary degree to John R. Broderick as noted below. A summary of President Broderick's career is included with this resolution for information purposes.

President John R. Broderick, community leader
Doctor of Humane Letters (*honoris causa*)

John R. Broderick is Old Dominion University's eighth and longest-serving president. He is beloved by students, respected by faculty and staff, and has a reputation as a friendly, approachable president; however, in the boardroom, he is all business when it comes to his insistence on forging progress at Old Dominion, solving real-world problems and building on the region's strengths.

Under his leadership since 2008, Old Dominion has emerged as a research leader in fields from cybersecurity to bioelectrics, where the University is pioneering advances in cancer treatment and cardiac procedures.

The University established the Center for the Study of Sea Level Rise in 2010, elevating Old Dominion to the top tier in addressing a significant environmental problem. Since then, Old Dominion has broadened its approach with the creation of the multidisciplinary Resiliency Collaborative, the Commonwealth Center for Recurrent Flooding and Resiliency and the Institute for Coastal Adaptation & Resilience.

President Broderick has also led the University's response to the coronavirus outbreak, navigating a successful conclusion to the spring semester and guiding plans for the fall. This past spring, Old Dominion transferred more than 2,880 courses online and helped more than 3,000 employees transition to telework. The University also launched the Rise to the Challenge Fund to help students and employees with unexpected financial challenges.

During his tenure, Old Dominion has received more than \$1 billion in new public and private resources. It also embarked upon a \$250 million fundraising initiative to increase resources for scholarships, faculty research and academic centers, among other areas. Under his leadership, the value of Old Dominion's endowment has grown to \$272 million, as of June 30, 2020.

In 2019, President Broderick received the President's Award from the National Association of Student Personnel Administrators in recognition of his commitment to social mobility and student success, particularly with first-generation undergraduates. Old Dominion has hosted three annual Social Mobility Symposiums, drawing academic leaders from across the country. As a result, *U.S. News & World Report* added a social mobility measure to its college rankings to reward institutions whose students reach higher levels of income after they graduate. Because of his efforts, Old Dominion was ranked No. 9 in the country in the *2020 Times Higher Education Impact Rankings* for reducing inequality.

To improve academic achievement, Old Dominion constructed a \$20 million Student Success Center and Learning Commons. In 2017, the University recorded the highest graduation rate in its history.

The University also has the second-largest percentage of degrees awarded in STEM-H fields among Virginia's research universities.

Students from other disciplines have also flourished. In 2013, the University received an \$11 million gift from alumnus Mark Strome to create the Strome Entrepreneurial Center, expanding entrepreneurial initiatives for students inside and outside the classroom. In 2017, Old Dominion opened THE Monarch Way, a unique retail store run by students and selling the products of student, alumni, faculty, and staff entrepreneurs.

Other centers and initiatives launched during his presidency include the Centers for Global Health, Social Mobility, and Cybersecurity Education and Research, the Institute for Innovation and Entrepreneurship, the Virginia Institute for Spaceflight and Autonomy, and the Diehn School of Music.

In 2018, Old Dominion launched an expansion of health sciences offerings at its Virginia Beach Higher Education Center, with an increase in nursing classes and the creation of a center focusing on the cutting-edge field of telehealth. Plans are underway for a new \$75 million health sciences building on its main campus in Norfolk.

Also in 2018, Old Dominion opened the Barry Art Museum, funded by a \$37 million donation - the largest in the University's history - from Richard and Carolyn Barry. The museum is positioned to be one of the region's major cultural destinations.

Other buildings that have opened during President Broderick's tenure include:

- Barry Arts Building
- Broderick Dining Commons
- Brooks Crossing Innovation and Opportunity Center
- Education Building
- Engineering Systems Building

Two more, the new Chemistry Building and the Owens House residence hall, are scheduled to open in the spring of 2021.

In 2013, the Board of Visitors also renamed the University's Diversity Champion Award in President Broderick's honor to recognize his commitment to diversity and inclusion, which has helped create a vibrant, multicultural campus. In the fall of 2019, Old Dominion enrolled more than 6,700 African Americans, more than any other public four-year school in Virginia, as well as students from more than 100 countries. In 2019, *Diverse Issues in Higher Education* ranked ODU 14th in the nation in the number of African American students who graduate each year.

President Broderick has transformed his belief in community service into a centerpiece of University life. In 2011, he, his wife, First Lady Kate Broderick, and their relatives endowed the Evon-Broderick Award for Community Engagement and Service to recognize students who immerse themselves in service.

In athletics, President Broderick oversaw the return of football to Old Dominion in 2009 after a 69-year absence. He is past chairman of both the Conference USA and Colonial Athletic Association Boards of Directors and a member of the NCAA Division I Presidents Forum; however, he has been

clear that the University's priority is academics. Sixty-two percent of ODU's student-athletes earned at least a 3.0 grade point average in the fall of 2019.

Old Dominion's benefactors have recognized the president's focus on academic and athletic excellence. Patricia and Douglas Perry in 2018 provided a significant gift to the Perry Honors College and created the John and Kate Broderick Opportunity Scholarship for high-achieving honors students from Virginia. Ron and Scott Ripley, brothers who are alumni, have endowed a scholarship in President and Mrs. Broderick's honor for the women's volleyball team.

In 2020, he was selected as First Citizen of Hampton Roads, received a Community Leader Award from the Urban League of Hampton Roads, and was named to *Virginia Business'* Virginia 500 Power List. President Broderick also has received the Virginia Center for Inclusive Communities' Humanitarian Award, the New Journal & Guide's Impacting Lives Award, the Dr. Hugo A. Owens Sr. Humanitarian Award from Alpha Phi Alpha fraternity, the Trailblazer Award from Men for Hope, and a Visionary Award from the Hampton Roads Chamber of Commerce. *Inside Business* this year added President Broderick to its Emeritus Power List, which recognizes senior community leaders who provide a "valuable ongoing contribution."

He is past chairman of the Council of Presidents of the Southeastern Universities Research Association and the Virginia Council of Presidents of colleges and universities. He was the only college president to serve as a member of the Virginia Commercial Space Flight Authority board for eight years.

President Broderick is a board member of organizations including the Norfolk International Airport Board of Commissioners, Urban League of Hampton Roads, Hampton Roads Chamber of Commerce, the Greater Norfolk Corporation and Hampton Roads Partnership. He also championed the University's partnership with the Virginia Symphony Orchestra and served as the guest narrator for the orchestra's tribute in 2019 to the 50th anniversary of the Apollo 11 moon landing.

President Broderick, a former journalist, has had articles about sports, education and travel published in outlets such as *The Washington Post*, *The Chronicle of Higher Education*, *The Baltimore Sun*, *Trusteeship* (publication of American Governing Boards), *Champion* (publication of the NCAA), *The Sporting News*, *The Boston Globe*, *The Richmond Times-Dispatch*, *The Virginian-Pilot*, and *The Hartford Courant*. He also has contributed several book chapters about higher education issues.

The Brodericks have three sons who all earned degrees from Old Dominion.

**BOARD OF VISITORS
OLD DOMINION UNIVERSITY
RESOLUTION APPROVING DUAL EMPLOYMENT**

Whereas, pursuant to Virginia Code §2.2-3106(C)(2) immediate family members may both work at Old Dominion University if (i) they are engaged in teaching, research, or administrative support positions, (ii) this Board finds it is in the best interests of Old Dominion University to allow the dual employment, and (iii) the immediate family member does not have sole authority to supervise, evaluate or make personnel decisions regarding the other, and

Whereas, the following individuals both work in the Office of Admissions and special care has been taken that neither has authority to evaluate, supervise or make personnel decisions regarding the other,

J. Christopher Fleming and Demetria Faith Fleming, parent/child,

Be it Resolved that the Board of Visitors of Old Dominion University finds that it is in the best interests of the University and the Commonwealth for the dual employment of the above named to exist.

Be it Further Resolved that the dual employment of those listed above is recognized and approved effective retroactively to the date of their respective hire.

FACULTY APPOINTMENTS

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

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

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

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

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

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

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

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Emily J. Hawkins Clinical Assistant Professor, School of Rehabilitation Sciences	\$70,000	7/25/21	10 mos

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

Dr. Jonathan Leib Professor of Political Science and Geography(Tenured)	\$170,000	1/25/21	12 mos
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Dr. Leib received a Ph.D. and an M.A. in Geography from Syracuse University and a B.A. in Geography, Political Science from Mary Washington College. Previously he was a Professor and Chair in the Department of Political Science and Geography at Old Dominion University. (Designated as Interim Dean of the College of Arts and Letters. Salary includes additional \$10,000 added to current salary and \$40,000 administrative stipend for serving as Interim Dean.)

Dr. Kate Mattingly Visiting Assistant Professor, Communication and Theatre Arts	\$60,000	7/25/21	10 mos
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Dr. Mattingly received a Ph.D. in Performance Studies from the University of California, Berkeley, an M.F.A. in Dance from New York University, and a B.A. in Architecture: History and Theory from Princeton University. Previously she was Assistant Professor in the School of Dance at the University of Utah.

Dr. Heather Basara Richter Research Associate Professor, Office of Research	\$130,000	1/25/21	12 mos
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Dr. Richter received a Ph.D. in Occupational and Environmental Health, an M.S. in Environmental Management and an M.S. in Industrial Hygiene from the University of Oklahoma Health Science Center, Oklahoma City, and a B.S. in Botany from the University of Oklahoma. Previously she was a Managing Partner and Scientific Consultant at Geomedicus, LLC.

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

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Demetrice Smith-Mutegi Assistant Professor, Department of Teaching and Learning (Tenure Track)	\$67,106	7/25/21	10 mos

Dr. Smith-Mutegi received a Doctor of Education, Science Education from Morgan State University, a Master of Arts in Teaching, Science Education from East Carolina University, and a B.A. in Biology from the University of North Carolina at Chapel Hill. Previously she was an Assistant Professor of STEM Education at Marian University, Klipsch Educators College.

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

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

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

ADMINISTRATIVE FACULTY APPOINTMENTS

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

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

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

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

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

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

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

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Ms. Shanna Crockett Digital Media and Graphic Design Advisor, Tech Talent Program, Academic Affairs, and Instructor	\$43,000	2/10/21	12 mos

Ms. Crockett received a B.F.A. in Graphic Design and an M.A. in Lifespan and Digital Communication, both from Old Dominion University. Previously, she worked as the Creative Communications and Design Coordinator for the University's Center for High Impact Practices. (new position)

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

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

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

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

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Kevin Leslie Executive Director, Hampton Roads Biomedical Research Center, and Assistant Professor	\$160,000	12/10/20	12 mos

Dr. Leslie received a B.S. and an M.S. in Biology, both from the College of William and Mary, and a Ph.D. in Integrated Life Sciences from Virginia Commonwealth University. Previously, he worked as the New Venture Manager for VCU Ventures. Dr. Leslie also worked as a Senior Scientist for MR Technologies in Midlothian, VA and as a Laboratory and Research Manager for Virginia Commonwealth University.

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

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

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

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

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Don Stansberry Vice President for Student Engagement and Enrollment Services (SEES) and Assistant Professor	\$235,000	1/10/21	12 mos

Dr. Stansberry received a B.S. in Organizational Communication and an M.Ed. in College Student Personnel Administration from Ohio University and a Ph.D. in Higher Education Administration from Old Dominion University. Prior to accepting this role, he served as the Interim Vice President for SEES. Dr. Stansberry has over 20 years of ODU service, including as Dean of Students and as Assistant Vice President. Before joining Old Dominion, he served in various student affairs leadership roles at Towson University, Western Illinois University, and Defiance College.

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

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

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

APPROVAL TO ESTABLISH A FACULTY CODE OF CONDUCT

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

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

Faculty Code of Conduct

Preamble

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

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

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

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

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

Ethical Principles

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

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

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

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

I. Responsibilities of The University

A. Responsibilities of the University - Rights of Faculty

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

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

1. Free inquiry and exchange of ideas;
2. Presenting controversial material relevant to a course of instruction and the faculty member's expertise;
3. Addressing any matter of institutional policy or action when acting as a member of the faculty;
4. Participation in the governance of the University, as provided in the Bylaws and Standing Orders of The Board of Visitors and the regulations of the University, including;

1 University Policy 1403: Academic Freedom

2 University Policy 1011: Statement on Freedom of Expression

- a. approval of course content and manner of instruction;
 - b. establishment of requirements for matriculation and for degrees;
 - c. appointment, reappointment, tenure and promotion of faculty;
 - d. selection of chairs of departments and certain academic administrators;
 - e. discipline of members of the faculty, and the formulation of rules and procedures for discipline of students;
 - f. establishment of norms for teaching responsibilities and for evaluation of both faculty and student achievement; and
 - g. determination of the forms of departmental governance.
5. When appropriate, being evaluated or judged by one's colleagues, in accordance with fair procedures and due process, in matters of promotion, reappointment, tenure, and discipline, solely on the basis of the faculty members' professional qualifications and professional conduct.

II. Responsibilities of Faculty

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

University discipline under this Code may be imposed on a faculty member only for conduct which is not justified by the ethical principles and which impairs the University's central functions as set forth in the Preamble. To the extent that violations of University policies mentioned in the examples below are not also inconsistent with the ethical principles, these policy violations may not be independent grounds for imposing discipline as defined herein. The guiding ethical principle for each section and examples of expected and unacceptable conduct are listed below. Examples of expected conduct listed below illustrate the standards of behavior, whereas examples of unacceptable conduct illustrate conduct that may be presumptively subject to University discipline. Other types of serious misconduct, not specifically enumerated herein, may nonetheless be the basis for disciplinary action if they also violate ethical standards of conduct³ or professional ethics⁴.

1. Faculty's Responsibilities for Teaching and Students

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

³ University Policy 1002: Code of Ethics

⁴ University Policy 1404: Professional Ethics

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

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

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

2. Faculty's Responsibilities for Scholarship

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

- A. Faculty are expected to:
 1. Practice intellectual and academic honesty in all interactions with students, colleagues, and academic communities, observe the canons of intellectual honesty and avoid research misconduct and/or intentional misappropriation of the writings, research, and findings of others;
 2. Accurately acknowledge the scholarly contributions of colleagues, students, other trainees, and relevant institutions and affiliations in work that is shared with the larger community;

3. Practice scholarly activities within their bounds of expertise, making the distinction between public statements of expertise and non-expert personal opinion;
4. Where relevant, disclose conflicts of interest;
5. For full-time faculty members or part-time faculty members whose primary scholarly work was done at Old Dominion University, to acknowledge Old Dominion University as their primary institutional affiliation.

3. Faculty's Responsibility to the University

Ethical Principles. "As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions." (AAUP Statement, 1966; Revised, 2009)

A. Faculty are expected to:

1. Seek above all to be effective teachers and scholars;
2. Observe the stated regulations of the institution, provided the regulations do not contravene academic freedom;
3. Maintain their right to criticize and seek revision of the institution's regulations;
4. Give due regard to their paramount responsibilities within their institution in determining the amount and character of the work done outside it;
5. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions. They do not engage in activities that may disrupt future research or instruction, such as deleting online course content from University-managed servers.
6. Observe or abide by university policies and rules governing:
 - a. intentional disruption of functions or activities sponsored or authorized by the University;
 - b. incitement of others to disobey or disrupt functions or activities sponsored or authorized by the University;
 - c. unauthorized use of University resources or facilities for personal, commercial, political, or religious purposes;

- d. forcible detention, threats of physical harm to, or harassment of another member of the University community, that interferes with that person's performance of University activities;
- e. the professional conduct of faculty, including but not limited to policies applying to research, outside professional activities, conflicts of commitment, clinical practices, violence in the workplace, and whistleblower protections.

4. Faculty's Responsibility to Colleagues

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

A. Faculty are expected to:

1. Respect and defend the free inquiry of associates, in a manner that respects the Commonwealth of Virginia's workplace policies.
2. Show due respect for the opinions of others;
3. Acknowledge academic obligations;
4. Strive to be objective in their professional judgment of colleagues;
5. Accept their share of faculty responsibilities for the governance of their institution;
6. Where relevant, disclose conflicts of interest;
7. Make evaluations of the professional competence of faculty members using criteria directly reflective of professional performance;
8. Act without discrimination or harassment, in violation of University policy and ethical standards;
9. Act without violation of the University policy, including the pertinent guidelines, applying to non-discrimination against faculty on the basis of disability;
10. Abide by established rules governing confidentiality in personnel procedures;
11. Act without misrepresentation of faculty affiliations;

13. Refrain from behavior that is disruptive to another faculty member's exercise of their academic freedom, freedom of expression, teaching, scholarship, professional service, or other pertinent academic duties.

5. Faculty's Responsibilities in The Community

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

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

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

**APPROVAL TO RENAME THE DEPARTMENT OF WOMEN’S STUDIES THE
DEPARTMENT OF WOMEN’S, GENDER AND SEXUALITY STUDIES**

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves renaming the Department of Women’s Studies the Department of Women’s, Gender and Sexuality Studies effective July 1, 2021.

Rationale: The addition of Gender and Sexuality Studies to the department’s name would more accurately reflect the full range of research areas of the department’s faculty members, as well as the department’s course offerings. The department offers courses in the areas of Gender and Sexuality Studies, but these aspects of the undergraduate and graduate programs are not visible under the department’s current name. The name change will allow the department to attract more students and faculty who are interested in working in the areas of Gender and Sexuality Studies, but who may not be aware that this work is already part of the department’s active research and teaching agendas.

The proposed name also reflects the wider work that is currently occurring in the disciplinary field as a whole. As Women’s Studies has developed to encompass analyses of femininities and masculinities, as well as the complex intersections between gender and sexuality, many departments across the United States and Canada have shifted to the name “Women’s, Gender, and Sexuality Studies.” In this sense, the proposed name brings the department into alignment with the disciplinary norms now shaping the field.

Finally, the department is seeking to launch a new minor in Queer Studies. A departmental name change to Women’s, Gender, and Sexuality Studies signals that the new minor is viewed as a valued and integral part of the department as a whole.

**RESOLUTION APPOINTING STUDENT REPRESENTATIVE
TO THE BOARD OF VISITORS
April 22, 2021**

RESOLVED, that in accordance with the Board of Visitors policy, and upon the recommendation of the Student Enhancement and Engagement Committee, the Board of Visitors approves the appointment of Omotomilola Jegede as the student representative to the Board, whose normal term shall expire May 7, 2022; and

RESOLVED, that in accordance with the Board of Visitors policy, and upon the recommendation of the Student Enhancement and Engagement Committee, the Board of Visitors approves the appointment of Devontae Allen as the representative to the State Council of Higher Education for Virginia, whose normal term shall expire May 7, 2022; and

BE IT FURTHER RESOLVED that Noah Fort serve on the Student Engagement & Enrollment Services Leadership Council, whose normal term shall expire May 7, 2022.

NUMBER: 1801
TITLE: Development Policy
APPROVED: August 14, 1981; Revised June 19, 1986; Revised June 12, 2014;
Revised April 21, 2021

I. General Policies

- A. Solicitation for gifts for the university or any of its colleges, schools, departments, centers, institutes, or programs must have the prior written approval of the president or a designated representative- **and comply with the following Code of Virginia statute: §23.1-1304.1. Governing board; additional duties; policy; acceptance of terms and conditions associated with donations, gifts, and other private philanthropic support.**
- B. Private gifts or grants which entail a commitment on the part of the university may not be accepted without the written approval of the president or a designated representative.
- C. All gifts shall be received, recorded, and acknowledged by the Office of **Development University Advancement** of the university.
- D. Private gifts or grants are received on behalf of the university by the Old Dominion University Educational Foundation, Old Dominion Athletic Foundation, Old Dominion University Real Estate Foundation, **and the Old Dominion University Community Development Corporation, and the Old Dominion University Museum Foundation.** The university (as opposed to the foundations) receives gifts when specifically requested by a donor and when it is in the best interest of the university to do so.
- E. The president of the university shall establish policies to provide for the orderly and prudent transfer of funds from the foundations to the university.
- F. The president of the university may establish additional policies governing the solicitation or acceptance of gifts in the name of the university.
- G. The Board of Visitor's shall be informed of and approval gifts that direct academic decision-making or gifts of \$1,000,000 or more that impose a new obligation on the institution of higher education, excluding gifts for scholarships or other financial aid.**

II. Commemorative Gift Opportunities

A. Named Facilities

A building, a room, a space, or an area on campus may be named to recognize a substantial gift. This is provided for in the Board of Visitors' policy on the Naming of University Buildings, Building Spaces, or Areas.

B. Named Programs

A college, school, department, center, or institute may be named by the Board of Visitors to recognize a substantial endowment gift.

C. Eminent Scholars

The Commonwealth of Virginia established the eminent scholars program in 1964 to encourage endowment gifts to attract and retain outstanding faculty. The program provides state funds to match the income from endowments established for this purpose. Virginia was the first state to establish such a program. Old Dominion University has participated in this program from its inception and encourages such endowment gifts.

D. Named Chair

A chair may be named in recognition of an endowment gift sufficient to provide for ~~the entire compensation of a distinguished scholar~~ a significant salary supplement. Ideally, such an endowment would provide for ~~secretarial administrative~~, travel, and research support in addition to compensation.

E. Named Professorship

A professorship may be named in recognition of an endowment gift for a salary supplement sufficient to attract and retain a distinguished scholar.

F. Named Visiting Scholar or Artist

A visiting scholar or artist may be named in recognition of an endowment gift sufficient to provide for the cost of such a program.

G. Named Lectureship

A lectureship or lecture series may be named in recognition of an endowment gift sufficient to provide for the honorarium and expenses related to the lecture.

H. Named Fellowship

A fellowship may be named to recognize an endowment gift to provide for tuition and fees assistance and a research stipend for a graduate student.

I. Named Scholarship

A scholarship may be named to recognize an endowment gift to provide for tuition and fees assistance for an undergraduate student. An athletic grant-in-aid may be named to recognize an endowment gift to provide for tuition, fees, room and board, and books assistance for a student-athlete.

J. Other Named Funds

The president of the university may establish other named funds such as library or book funds, loan funds, or prize funds when a gift or gifts are sufficient to meet an objective of the university.
