

**OLD DOMINION UNIVERSITY
BOARD OF VISITORS
Thursday, December 10, 2020**

MINUTES

The Board of Visitors of Old Dominion University met Thursday, December 10, 2020, at 1:00 p.m. The meeting was held electronically via the Zoom application pursuant § 4-0.01(g) of Chapter 1289 of the 2020 Acts of Assembly. Present from the Board:

Kay A. Kemper, Rector
Yvonne T. Allmond
Carlton F. Bennett
R. Bruce Bradley
Robert A. Broermann
Robert S. Corn
Unwanna B. Dabney
Peter G. Decker, III
Jerri F. Dickeski

Alton J. Harris
Larry R. Hill
Toykea S. Jones
Ross A. Mugler
P. Murry Pitts
Maurice D. Slaughter
Lisa B. Smith
Armistead D. Williams, Jr.
Bridget Groble (*Student Representative*)

Also present:

John Broderick, President
Austin Agho
Bruce Aird
Vicky Bonner
Alonzo Brandon
Jane Dané
Traci Daniels
Greg DuBois
Lauren Eady
Morris Foster
Dan Genard

Giovanna Genard
Velvet Grant
Rhonda Harris
Scott Harrison
Casey Kohler
Cathy Lewis
Deb Love
Donna Meeks
Harry Minium
Annie Morris
R. Earl Nance

Tom Odom
John Poggi
James Rhoades
September Sanderlin
Wood Selig
Amanda Skaggs
Don Stansberry
Jay Wright
Johnny Young

CALL TO ORDER AND APPROVAL OF MINUTES

The Rector called the meeting to order at 1:00 p.m. and asked for approval of the Board of Visitors meeting held on September 17, 2020. Upon a motion made by Mr. Mugler and seconded by Mr. Hill, the minutes were approved by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Decker, Dickeski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Slaughter, Smith, Williams; Nays: None*).

RECTOR'S REPORT

The Rector called on Mr. Bradley for the Board of Visitors operating budget and Presidential Search updates. To date, \$342 has been spent from the Board's E&G budget and \$85 from its discretionary budget. \$149,000 in consultant fees and expenses has been spent to date from the Presidential Search budget.

Presidential Search candidates' credentials have been uploaded to a secure website for review by the search committee members. Each committee member has been asked to select their top six candidates. WittKieffer will compile those responses for the Committee's consideration at their next meeting when 8-10 semi-finalists will be chosen.

PRESIDENT'S REPORT

In his report to the Board, President Broderick provided an enrollment update, noting that spring 2021 enrollment is lagging 6% in headcount and 8% in FTEs compared to last year but is in line with enrollment data at other Virginia institutions. Final enrollment is too early to anticipate without a historical comparison to benchmark against with the later start date and many more online offerings than in the past. Students are concentrating on fall classes and many are waiting to learn how spring options may change. Staff are staying connected with students by telephone, email, and social media to provide needed assistance. The semester will begin on January 19.

The President briefed the Board on the Manatt Study recommendations. Hampton Roads has significant untapped potential to reduce health disparities and to improve its economy by strengthening the relationships among EVMS, ODU, NSU, Sentara and CHKD in coordination with the Commonwealth of Virginia. Goals can be realized by forming a health sciences center that brings together EVMS, ODU and Sentara academic programs, in close affiliation with Sentara and CHKD as clinical affiliates and NSU and others as academic affiliates. Achieving this goal will require significant long-term financial commitments and investments, following due financial diligence among all parties. Stakeholders should develop a plan to expand, collaborate and create new or consolidated health sciences programs, including the launch of an accredited joint school of public health as a first step. ODU is ascendant as a change agent for economic and workforce development in the region and strengthening its position in STEM-H through a health sciences center would further enhance its impact and future potential. He thanked Bruce Bradley and Murry Pitts for representing the Board in these efforts.

Preparation is underway for the 2023 reaccreditation visit by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Academic Affairs has launched a "Program Prioritization Initiative" to identify administrative and academic programs that can be strengthened.

Recent Stanford University world ranking of scientists included 51 ODU faculty members. This ranking represents the top 2% of most-cited scientists in various disciplines.

VMASC's Dr. Sachin Shetty, in partnerships with Howard University, was awarded an Under Secretary for Defense for Research and Engineering OUSD (R&E) Grant to establish a Center of Excellence in Artificial Intelligence and Machine Learning. He will lead an ODU team performing \$1.75 million in research expenditures over five years. The Center will address research and engineering challenges to build safe, robust, and trustworthy artificial intelligence to support the Department's modernization priorities. Dr. Shetty is also the technical lead, as part of a Virginia Tech led Commonwealth Cyber Initiative team, for a newly announced \$19 million Department of Defense award to advance resilient and energy-efficient 5G networks for the Marine Corps Smart Warehouse.

Dr. Kevin Leslie was named founding executive director of the new Hampton Roads Biomedical Research Consortium (HRBRC), a partnership between Old Dominion University, Eastern Virginia Medical School and Sentara Healthcare. This newly formed organization is funded by an \$8 million Commonwealth appropriation and was created to foster innovation and applied technologies seeking solutions to epidemic and endemic crises with a focus on health disparities (e.g., Medicaid population) through digital applications and technologies leading to a sustained regional bio-health research ecosystem and lasting Commonwealth impact. An additional \$10 million capital appropriation will fund repurposing Consortium laboratory space at ODU's Tri-Cities Center.

ODU researchers are leading a team that won a \$1.5 million NSF grant to help drivers avoid flooded roads or to reroute emergency vehicles in real time. The team is collaborating closely with Kyle Spencer, deputy resilience officer with the City of Norfolk, on data collection. They will also work with RISE, a non-profit organization in Norfolk focused on helping businesses develop new solutions for coastal communities to adapt to sea-level rise and recurrent nuisance flooding.

The 2020 special session of the General Assembly ended November 9 with a new budget passed that includes record base funding of \$10 million in FY21 and \$7 million in FY22. Capital funding for the new biology building, health sciences building, and campus-wide stormwater improvements was included, as well as a competitive pool for CRF funds for Coronavirus-related costs. The Governor's changes to the budget will be released December 16 to the money committees and the 2021 General Assembly session, which will be a short session, begins on January 13, 2021. Bills are actively being filed for the upcoming session.

The University's FY21 operating budget and plan included a series of one-time expenditure reduction strategies aimed at mitigating the unknown fiscal impacts of COVID-19, creating \$10 million in resource savings. In addition to these resources, the University has received over \$15 million of fiscal impact funding through direct federal funding (CARES) of \$8.5 million and Commonwealth (CRF) funding of \$6.9 million. Well documented efforts of faculty and staff in response to the pandemic and the response of the student body have contributed to an overall increase in fall enrollment, resulting in approximately \$1.3 million of additional tuition revenue. The fiscally responsible approach of the University in combination with Federal and State support has contributed to the financial stability of the E&G core and funds will be allocated for the following purposes: COVID-19 expenditures through the fall semester (\$9M for PPE, facility preparations, transition to online/telework, and COVID-19 testing; \$8M for housing dining and parking rebates to students); current university operations (\$5M for recruitment of critical faculty

and staff positions, \$6M for IDC exemption for auxiliary operations, and \$3M for instructional and operational support costs); and planning for the spring semester and future fiscal impact mitigation (\$6M for spring enrollment and tuition revenue mitigation, \$5M for spring PPE, facilities preparations and COVID testing, and \$4M for future fiscal impact mitigation.

The Foundation closed a \$1 million gift from the Kenneth and Patricia Hall Charitable Trust in support of athletics (sailing, volleyball, men's soccer, men's and women's golf and men's tennis).

The University has prepared an interim Title IX policy consistent with the significant regulatory changes that became effective with the final rule. Training on the new regulations was provided to the campus community via the SafeColleges platform. In accordance with the University's commitment to the approved restructure for Title IX, five positions have been added or approved for recruitment, including one case manager, three investigators and one trainer. The Title IX Deputy and Liaison model was refined to strengthen the role of the Title IX Deputy for Student Engagement and Enrollment Services. President Broderick applauded Vice President September Sanderlin for taking this on when improvements needed to be made.

Don Stansberry, the new Vice President for Student Engagement & Enrollment Services, received the Association of Public and Land-Grant Universities (APLU) Dynamic Senior Student Affairs Officer Newcomer Award. The award recognizes a senior student affairs professional who has been in the role for less than seven years and demonstrates dynamic leadership at their institution and in the profession. President Broderick thanked Rob Broermann and Bob Corn for representing the Board on the search committee. He also announced that Jennifer Fish, professor and chair of Women's, Gender and Sexuality Studies, Ling Li, chair of the Department of Information Technology & Decision Sciences, were named Outstanding Faculty Award winners by the State Council of Higher Education in Virginia.

No changes to the COVID operation plan will be made for spring semester. Student Health Services will provide services to students throughout the winter break including COVID testing for symptomatic students. Approximately 1,000 students will remain in the Village Apartments during the break and an additional 300 students are currently in residence halls. Of this number, approximately 50 will remain on campus after final exams next week. Currently, two on-campus students are in isolation and one is in quarantine, and the University is monitoring 27 off-campus students in isolation and 30 who are in quarantine. During the fall term, 8,520 students were tested and 243 tested positive (118 on-campus, 25 off-campus, 67 athletes). This represents an overall positive rate of 2.86%. Staff will be monitoring the positivity rate and other public health factors in the Hampton Roads region during the break and the University is prepared to start the semester fully online in public health conditions warrant. A "Go/No-Go" meeting has been scheduled for December 31 for decision purposes, if necessary. Unless trending down, a persistent positive rate in the range of 10%-15% might suggest the need to start in a fully-online format and preclude students moving back to campus. In compliance with a component of the Department of Labor and Industry's Emergency Temporary Standard, supervisors have been asked to complete a COVID-19 Work Hazard Assessment to identify and assess risk levels associated with their workplace and specific job duties performed by each employee and document how they have implemented or plan to implement the necessary controls and prevention strategies to mitigate exposure.

The University is committed to delivering in-person ceremonies for both spring and fall classes of 2020 to celebrate students' achievements. Spring ceremonies will be held on April 23, 2021 and the fall ceremonies on April 24, 2021, if it is safe to do so. Fall Grad Week is scheduled for December 14-19, 2020 to honor new graduates.

Virtual engagements are continuing during COVID-19. Since August, the Office of Community Engagement and University Events coordinated 44 virtual events and programming reaching 20,000 individuals from 31 countries. Topics ranged from social justice to the performing arts.

President Broderick, who was a 400 Award Winner from the 400 years of African American History Commission, commented that this is far more a reflection on the University rather than him personally. He served as a panelist on the American Counterterrorism Targeting and Resilience Institute's virtual conference on "Higher Education Implications and Opportunities" and contributed chapters to two books: "Social Class Supports: Programs and Practices to Serve and Sustain Poor and Working-class Students Through Higher Education" and "Student Affairs and Services in Higher Education: Global Foundations, Issues, and Best Practices."

The Rector thanked President Broderick for all he and his colleagues have accomplished.

REPORTS OF STANDING COMMITTEES

ACADEMIC AND RESEARCH ADVANCEMENT COMMITTEE

Ms. Jones, chair of the Academic and Research Advancement Committee, reported that Committee convened in closed session to discuss recommendations for the appointment of a faculty member with tenure, the award of tenure to three faculty members, and a dual appointment. The following resolutions were brought forth as recommendations of the Academic and Research Advancement Committee and were approved by the Board by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Decker, Dickeski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Slaughter, Smith, Williams; Nays: None*).

INITIAL APPOINTMENT OF FACULTY MEMBER WITH TENURE

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the appointment of Dr. Richard W. Maass as Associate Professor of Political Science and Geography with the award of tenure in the Department of Political Science and Geography in the College of Arts and Letters, effective December 25, 2020.

Salary: \$90,000
Rank: Associate Professor of Political Science and Geography

The following contains my recommendation for the initial appointment with tenure of Dr. Richard W. Maass as Associate Professor in the Department of Political Science & Geography. Dr. Maass received a B.A. degree in Physics and Political Science from Middlebury College, and an M.A. and Ph.D. in Political Science from the University of Notre Dame. Prior to ODU, he was an

Associate Professor (2019-Present) and an Assistant Professor (2014-2019) at University of Evansville in Indiana, a Visiting Assistant Professor at Harlaxton College in the United Kingdom (Spring 2019) and a Visiting Assistant Professor at Cornell University (2013-2014). He was also an Instructor at University of Notre Dame (2012-2013) and a Visiting Lecturer at the Georgian Institute of Public Affairs in Tbilisi, Republic of Georgia (Summer 2010).

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 *Teaching and Research Faculty Handbook* policy on Initial Appointment of Teaching and Research Faculty states a request for initial appointment with tenure at the rank of professor must be “initiated by the chair and reviewed by all tenure review bodies.” The policy also says, “Normally, an initial appointment with tenure will be granted only to a faculty member who already has achieved a distinguished academic record and held a tenured position.” [p. 27].

Recommendations in support of tenure at the rank of Associate Professor for Dr. Richard Maass were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean.

The Promotion and Tenure Committee for the Department of Political Science & Geography (7-0-1 abstention), the Promotion and Tenure Committee for the College of Arts & Letters (9-0) and the University Promotion and Tenure Committee (5-0) unanimously recommend this appointment. The chair and dean recommend appointment with tenure.

Based on my independent evaluation of the materials submitted, including the above recommendations, it is my judgment that Dr. Maass meets the standards for tenure at the rank of Associate Professor in the Department of Political Science & Geography at Old Dominion University.

MID-YEAR 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 Spring 2021 semester.

Darden College of Education and Professional Studies

Dr. Anthony Perez

Department of Educational Foundations and Leadership

College of Health Sciences

Dr. Tina Gustin

School of Nursing

College of Sciences
Dr. Ted Rogers
Department of Physics

DR. ANTHONY PEREZ
DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND LEADERSHIP

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Anthony Perez, currently Assistant Professor in the Department of Educational Foundations & Leadership 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. Perez received a B.A. in Psychology from Rutgers University, an M.A. in Clinical-Counseling Psychology from La Salle University, and a Ph.D. in Educational Psychology from Temple University. He was appointed as Assistant Professor in the Department of Educational Foundations and Leadership in December 2013. Prior to joining ODU, he was a Postdoctoral Associate at Duke University.

Dr. Perez has taught four courses at the graduate level, including two applied quantitative analysis courses which students typically find to be most challenging. His instruction has been effective in both in-person and distance learning modalities, and he has utilized a Kubi telepresence robot to increase engagement of remote students. Dr. Perez creates mastery learning environments in his courses by offering frequent assignments and early opportunities to demonstrate success and instill confidence, and individual projects where students apply analytical skills in a substantive area of relevance to them. Reviews of Dr. Perez’s teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of his teaching effectiveness. He is commended for his exceptional support of graduate students, having served on the dissertation committee for 14 completed Ph.D. students, and currently chairing the dissertation committees for 3 students and serving on the committee for 2 Ph.D. students. One of the Ph.D. students he supervises is a national finalist under consideration for the prestigious Spencer Dissertation Fellowship.

Dr. Perez’s scholarship in the field of educational psychology is on applying motivation and identity theories to understanding and improving student success in STEM (science, technology, engineer, and math), especially for students from underrepresented groups. He has published 15 journal articles, with 1 more in-press, in top tier journals of his field. He also published two book chapters and one encyclopedia chapter and has delivered over 50 presentations of his research at national and international scholarly conferences. He is credited with over \$5M as PI and Co-PI on 4 grants, funded by the Spencer Foundation, NIH, and the Institute of Education Sciences. He

established the Motivation, Identity, and Learning Lab (MilLab) on campus where he has sponsored several graduate and undergraduate students to assist in carrying out his grant-funded research projects.

External reviewers lauded Dr. Perez's scholarly productivity as "highly commendable," "exceptional" and "amazing." All praised the outstanding quality of the journals in which he has published, including such high impact journals as the *Journal of Educational Psychology* and *Contemporary Educational Psychology*. One reviewer observed, "Dr. Perez is indisputably a brilliant and prolific scholar who is conducting and publishing research of the highest caliber in educational psychology." Another commented, "Dr Perez has produced a steady, increasing stream of publications over a sustained period of years in prestigious journal outlets." External reviewers consistently noted his impressive record of securing significant external grant funding from noteworthy sources such as the National Institutes of Health, the Department of Education Institute of Education Sciences, and the Spencer Foundation. One reviewer stated, "It is important to note that these are highly prestigious grant awards that are difficult for anyone to earn – and quite unheard of especially for an assistant professor – particularly in today's extremely competitive and tight funding environment." Reviewers unanimously commended his growing national and international scholarly reputation, offering as evidence his service as an editorial board member for well-respected journals such as *Contemporary Educational Psychology* and the *Journal of Experimental Education*, as well as numerous research presentations at "the most prominent national and international academic conferences in our field." Several reviewers applauded his selection to co-author a chapter in the very highly regarded *Handbook of Education Psychology*, which one reviewer characterized as "a huge honor." In summarizing his record, one reviewer concluded, "By all metrics, regional, national, and international, his scholarly reputation is outstanding; he is truly a rising star in the field with an impressive track record and on an incredible career trajectory."

Dr. Perez has demonstrated excellence in service at the departmental, college, university level and to his profession. For his department, he is Undergraduate Program Director and chair of the Curriculum Committee. He established the Future Faculty Fellows (F3) group in Fall 2016 to provide developmental opportunities for graduate students aspiring to become faculty or researchers and served as faculty advisor through Fall 2018. He is on the College Curriculum Committee and was a member of the College Diversity Committee during 2014-2017. He has served since Spring 2016 as a member of the university-wide working group on Broadening Participation in STEM. Dr. Perez is highly active in service to his profession, as indicated by his ongoing contributions since 2014 to the American Educational Research Association as panelist, session chair, and most recently, as being selected as the incoming Program Chair for the Motivation in Education Special Interest Group for 2020-2023. He is on the editorial board for two prominent journals, *Contemporary Educational Psychology* and *Journal of Experimental Education* and was recently invited to serve on the editorial board for the *Journal of Educational Psychology*.

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 (10-0), 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. Perez 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. Anthony Perez to the rank of Associate Professor with tenure in the Department of Educational Foundations and Leadership.

**DR. TINA GUSTIN
SCHOOL OF NURSING**

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Tina Gustin currently Assistant Professor in the School of Nursing in the College of Health 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. Gustin received a B.S. in Nursing from the Medical College of Virginia, an M.S. in Nursing and Clinical Nurse Specialist from University of Virginia, and Nurse Educator post-master’s certificate and a Doctor of Nursing Practice from Old Dominion University. She joined ODU initially as an Adjunct Faculty member in the School of Nursing in 2011, was appointed a Lecturer in 2012, and entered the tenure stream as an Assistant Professor in December 2014. Prior to ODU, she was an Adjunct Professor at Utica College and ECPI University.

Dr. Gustin has been a lead instructor for courses essential to the Doctor of Nursing Practice (DNP), the Advanced Practice track of the DNP, and Master of Science in Nursing (MSN)/Clinical Nurse Specialist - Pediatrics programs. She incorporates innovative activities into her curriculum, such as challenging DNP students to develop a personal strategic plan that enables them to align career objectives with efforts toward solutions to contemporary healthcare challenges. She also developed a one-day Hackathon where students worked in teams to use different telehealth devices to compete in demonstrating each device’s contributions in addressing a telehealth challenge, with presentations judged by participants from the Strome Entrepreneurial Center and healthcare professionals. Dr. Gustin initiated interprofessional learning experiences, most notably, a 2-week telehealth/training experience bringing ODU students in nursing, dental hygiene, rehabilitation sciences, clinical counseling, and speech and language pathology together with EVMS family medicine residents, Hampton University pharmacy students, and Virginia Wesleyan graduate students in social work, reaching over 2,000 students following its launch in 2014. Reviews of Dr. Gustin’s teaching portfolio, student opinion surveys, and peer evaluation reports provided

evidence of her teaching effectiveness. Since entering the tenure track, Dr. Gustin has continued to be an active mentor of student research, supervising 15 DNP projects and 1 Ph.D. dissertation to completion, and is currently mentoring 3 DNP student projects and serving on the dissertation committees for 2 Ph.D. students.

Dr. Gustin's scholarship is focused on improving quality and access to healthcare through telehealth and interprofessional collaboration. She is credited with 21 publications in leading journals of her profession, with 1 more in-press, as well as 2 book chapters and 2 more in-press. Her scholarship in the emerging field of telehealth etiquette -- identifying protocols for healthcare providers, caregivers, and patients to follow in order to maximize the effectiveness of the interaction -- is considered groundbreaking and has generated significant interest from other educational and healthcare institutions. She has been awarded 11 external grants as a tenure-track faculty member, of which the most significant have been 4 grants from the HHS/Health Resources and Services Administration, totaling \$5.76M, to address training of Advanced Practice Nurses to care for rural and underserved populations using team-based interprofessional care through use of technologies, particularly telehealth. Dr. Gustin has been commended for her outstanding quality of research and her skilled delivery of over 60 presentations of her research at scholarly gatherings. She received the College of Health Sciences Gene W. Hirschfeld Faculty Excellence Award in 2019. She was on the faculty team receiving the 2019 American Association of Colleges of Nursing Award for Academic-Practice Partnership Award, and three times has been recognized with the "People's Choice Award" for her presentations at the Mid-Atlantic Telehealth Resource Centers Conference.

External reviewers praised Dr. Gustin's scholarly productivity as "remarkable," "extensive and impressive" and "ample toward promotion to Associate Professor with tenure." One stated, "Dr. Gustin publishes substantively in important, peer-reviewed journals as a first author and as a collaborating author with distinguished co-authors," while another commented, "Dr. Gustin has demonstrated a consistent path of publishing research-based articles." Regarding her publications, one reviewer argued, "These excellent manuscripts are in high impact journals, lending credence to her national/international reputation." Indeed, external reviewers were unanimous in concluding that Dr. Gustin's many publications, presentations, and invitations to serve as keynote speaker at prestigious venues are compelling evidence of national and international recognition of her expertise, with one describing her reputation as "stellar." Her successful pursuit of significant external grant funding from sources such as the Department of Health and Human Services was characterized as "an outstanding record of obtaining funding." One reviewer asserted, "Several of these grants were highly competitive, which indicates that her work is of very high quality." In closing, one reviewer predicted, "Her consistent record of scholarship leads one to believe that she will continue to actively participate in scholarly activities and meaningfully contribute to the discipline of nursing."

Dr. Gustin has demonstrated excellence in service at the departmental, college, university level and to her profession. She chaired the Nursing School's Graduate Curriculum Committee (2014-2016), edited the College of Health Sciences magazine (2014-2016), and has served on the College's Institutional Review Board (IRB) since 2015 and the University IRB since 2016. She is the Director of ODU's Center for Telehealth Innovation, Education, and Research (C-TIER), which functions as a learning hub and research center regionally. Her professional service has been

extensive and impactful. As the Clinical Manager for Telehealth Services at the Children's Hospital for the King's Daughters, she was instrumental in ensuring that healthcare services continued during the pandemic, expanding telehealth utilization from 20 providers to 400 providers in a two-week period, with a volume increase from 600 telehealth visits in one year before the pandemic to over 350 scheduled visits daily. She is on the advisory board for the Center for Telehealth and eHealth Law, a national level group promoting the expansion of telehealth services and has been a manuscript reviewer for three prominent journals of the nursing 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 (6-0), the College Committee (4-0) 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. Gustin 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. Tina Gustin to the rank of Associate Professor with tenure in the School of Nursing.

DR. TED ROGERS
DEPARTMENT OF PHYSICS

Analysis and Recommendation:

The following contains my recommendation for the tenure and promotion application of Dr. Ted Rogers, currently Assistant Professor in the Department of Physics 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. Rogers received a B.A. in Mathematics and Physics from Kenyon College and a Ph.D. in Theoretical Physics from Pennsylvania State University. He was appointed as an Assistant Professor in the Department of Physics in December 2014 and holds a joint appointment with Jefferson Laboratory in Newport News, VA. Prior to ODU, he was a Postdoctoral Researcher at Pennsylvania State University, Vrije Universiteit in Amsterdam (Netherlands), SUNY Stony Brook, and Southern Methodist University, and a Staff Scientist at Jefferson Lab.

Dr. Rogers has taught a full range of courses from introductory courses to upper level and specialized graduate courses. He developed new courses, including a rigorous seminar that has

been effective in boosting undergraduate preparedness for the GRE exam and a new graduate course on Introduction to Quantum Chromo-Dynamics. He teaches a combination of undergraduate physical science and engineering students in foundational physics courses. Reviews of Dr. Rogers's teaching portfolio, student opinion surveys, and peer evaluation reports provided evidence of his teaching effectiveness. Dr. Rogers mentored two post-doctoral associates and several undergraduate students and is mentoring two Ph.D. students currently. He includes students as co-authors on his publications as appropriate. One of his Ph.D. students was lead author of a paper designated as "Editor's Suggestion" in a pre-eminent physics journal.

Dr. Rogers's research is focused on theoretical particle physics, specifically utilizing the high energy nuclear collisions that yield data revealing the motion of quarks and gluons inside the proton and other atomic nuclei. He is credited with 12 publications in highly rated journals of the field. Dr. Rogers's research has been propelled by the award of a prestigious Early Career Award from the Department of Energy for \$750K over five years, beginning in 2017. In addition, he is co-PI and Theory working group leader at Jefferson Lab for the \$5M Trans Momentum Distribution (TMD) multi-institution collaboration funded by the Department of Energy. He has delivered 30 presentations of his work at professional meetings at universities, national laboratories, and national or international conferences. He received the College of Sciences Early Career Distinguished Research Award in 2018.

External reviewers unanimously praised the exceptionally high quality of Dr. Rogers's research and scholarship. One reviewer described his work as "transformative," adding, "Dr. Rogers's articles are published in the leading journals of the research domain, and his work is clearly recognized in the community." Another reviewer asserted, "Dr. Rogers's papers are of high quality, noticeably higher than average of the papers in our field," while another commented, "Ted's work is extremely topical and in the vanguard of future directions in nuclear physics." Several reviewers also noted the impressive extent to which his work has been cited by his peers as evidence of the impact his research is having on the field. Dr. Rogers has secured significant research funding from the Department of Energy, including a highly competitive and prestigious Early Career Research Program grant, as well as additional financial support from Jefferson Lab. One reviewer declared, "By any measure, I regard this funding record as exceptional." Another argued, "This significant funding is amply sufficient to prove that his reputation is very high." All reviewers recognized Dr. Rogers's strong and growing reputation in his field. His many achievements prompted one reviewer to state, "All of these strongly point to the physics community's trust in Ted as a scientist of the highest caliber." Characterizing Dr. Rogers's skills as "invaluable to the broader physics community," another contended that through his publications and other accomplishments, "Ted has established himself as an internationally recognized expert in the area of TMD PDFs, their factorization theorems, and the associated physics." Several reviewers expressed their belief that Dr. Rogers will continue to provide leadership in his discipline, one concluding that his record suggests "his extremely high potential as a long-term academic colleague in the field of QCD," while another predicted, "I strongly believe his future work will have important impact on this field."

Dr. Rogers has demonstrated excellence in service at the departmental, college, university level and to his profession. He served on the departmental committees for Graduate Admissions and Undergraduate Programs and provided support each week at the Physics Department Learning

Resource Center. He contributed to university outreach programs as an organizer of the High-Achieving Latinx in Engineering and Science (HALES) program for high school students and co-taught a Python coding course for the 2020 REYES enrichment program that drew aspiring young engineers and scientists from around the world for this STEM-H virtual program. Dr. Rogers actively contributes to his profession as a frequent reviewer for esteemed professional journals and for DOE and Jefferson Lab proposals.

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 (13-0), 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. Rogers 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. Ted Rogers to the rank of Associate Professor with tenure in the Department of Physics.

**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 Department of Athletics and special care has been taken that neither has authority to evaluate, supervise or make personnel decisions regarding the other,

Delisha Milton-Jones and Roland Jones, wife and husband,

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.

Committee members approved the appointment of three faculty, 16 administrative faculty, three emeritus and emerita faculty, one posthumous emeritus faculty, reaffirmation of Board of Visitors policies 1001 and 1002, proposed revisions to Board of Visitors policy 1223, and renaming the School of Community and Environmental Health and the Department of Women’s Studies. The following resolutions were brought forth as recommendations of the Academic and Research Advancement Committee and were approved by the Board by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Decker, Dickseski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Slaughter, Smith, Williams; Nays: None*).

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. Jamie Hartsfield Lecturer of Counseling and Human Services	\$49,000	12/25/20	10 mos

Ms. Hartsfield received an M.Ed. in Marriage and Family Counseling from the College of William and Mary and a B.A. in Psychology from Texas A&M University. Previously she was Owner/Counselor at Thrive Counseling for Healing and Growth and an Adjunct Instructor and Lecturer in the Department of Counseling and Human Services at Old Dominion University.

Dr. Annemarie Navar-Gill Assistant Professor of Communication and Theatre Arts (Tenure Track)	\$60,900	12/25/20	10 mos
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Dr. Navar-Gill received a Ph.D. in Communication Studies from the University of Michigan and a B.F.A. in Writing for Screen and Television from the University of Southern California. Previously she was a Visiting Assistant Professor of Digital Strategies and Storytelling in the Department of Communication and Theatre Arts at Old Dominion University.

Ms. Sherri L. Smith Visiting Professor of English and Mina Hohenberg Darden Professor of Creative Writing. Department of English	\$22,500	12/25/20	5 mos
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Ms. Smith received a Master of Arts in Humanities from California State University Dominguez Hills, a Master of Science in Business Administration from San Francisco State University and a Bachelor of Fine Arts in Film and Journalism from New York University. Previously she was a Faculty Advisor at Goddard College for the MFA in Creative Writing Program and Faculty Advisor at Hamline University for the MFA in Writing for Children and Young Adults Program.

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>
Mr. Eric Cosio Instructional Technology Specialist and Instructor	\$56,500	9/8/20	12 mos

Mr. Cosio received a B.A. in Political Science and an M.A. in Library and Information Science both from Rutgers University. Previously, he worked as the Lead Librarian for Bryant and Stratton College in Richmond, VA. (new position)

Mr. Andrew Garber Coordinator of LGBTQIA+ Programs and Services and Instructor	\$42,000	9/25/20	12 mos
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Mr. Garber received a B.A. in Latin American and Iberian Studies from the University of Richmond and an M.A. in International Studies from Old Dominion University. Previously, he worked as a Community Health Navigator for the LGBT Life Center in Norfolk, VA.

Mr. Ross Glegg Assistant Swimming Coach and Instructor	\$34,500	9/10/20	12 mos
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Mr. Glegg received a B.S. in Physical Education and an M.S. in Physical Education (Athletic Coaching) both from West Virginia University. Previously, he worked as the Assistant Swimming Coach and Director of Operations for West Virginia University.

Ms. De'Ayra Hall Research Associate and Instructor	\$49,000	10/25/20	12 mos
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Ms. Hall received a B.S. in Sociology from Michigan State University and an M.S. in Demography from Florida State University. Previously, she worked as a Student Research Assistant for Michigan State University's Office of Advancement.

Ms. Ciera Harris Academic Advisor, Darden College of Education and Professional Studies, and Instructor	\$45,000	9/25/20	12 mos
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Ms. Harris received a B.A. in Communication and Information Sciences from the University of Alabama and an M.S. in Psychology from Northcentral University. Previously, she worked as an Academic, Career, and Transfer Advisor for the College of Southern Maryland.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Mr. Taylor Hawker Athletic Academic Advisor and Instructor	\$41,000	11/10/20	12 mos

Mr. Hawker received a B.A. in Sports Management from Lindenwood University and a Master's of Sports Law and Business from Arizona State University. Previously, he worked as the Student-Athlete Development Assistant for Arizona State University.

Ms. Roneeka Hodges Assistant Women's Basketball Coach and Assistant Instructor	\$70,000	9/10/20	12 mos
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Ms. Hodges received a B.S. in Social Sciences from Florida State University. Previously, she worked as a Volunteer Coach for Louisiana State University's women's basketball team and an Assistant Basketball Coach for Eleanor McMinn High School in New Orleans, LA. Ms. Hodges also played professional basketball internationally for almost fifteen years.

Mr. Roland Jones Director of Women's Basketball Operations and Assistant Instructor	\$50,000	9/10/20	12 mos
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Mr. Jones received a B.S. in General Studies from California Coast University. Previously, he worked as an Assistant Girls' Basketball Coach for Etiwanda High School in Rancho Cucamonga, CA.

Ms. Emily Love Admissions Coordinator for Student Guides and the Campus Experience and Assistant Instructor	\$37,400	10/10/20	12 mos
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Ms. Love received a B.A. in Psychology from the University of Tennessee. Previously, she worked as a Graduate Assistant for the University's Office of Undergraduate Admissions.

Ms. Lindsay Malcolm Instructor of Early Care and Education and Assistant Instructor	\$38,000	9/25/20	12 mos
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Ms. Malcolm received a B.S. in Speech Language Pathology from Old Dominion University. Previously, she worked as a Lead Certified Teacher's Assistant for the University's Children Learning and Research Center.

Mr. Vamsi Manne Coordinator for Leadership Programs, Student Engagement and Enrollment Services, and Instructor	\$42,000	9/10/20	12 mos
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Mr. Manne received a B.A. in Communication Studies from the University of North Carolina at Charlotte and an M.S. in Higher Education Administration from Indiana University. Previously, he worked as the Associate Director for Programs at Southern Illinois University.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Ms. Emilie Martin Instructional Technology Specialist and Instructor	\$56,500	9/8/20	12 mos

Ms. Martin received a B.A. in Education and an M.A. in Education both from the University of Florida. Previously, she worked as the Instructional Technology Resource Manager at Montgomery County Public Schools in Christiansburg, VA. (new position)

Ms. Brittanie Naff Assistant Director for Marketing and Memberships, Recreation and Wellness, and Instructor	\$48,000	11/10/20	12 mos
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Ms. Naff received a B.A. in Communication and an M.P.H. both from Virginia Tech. Previously, she worked as the Assistant Director of Campus Recreation for the University of Mary Washington.

Dr. Alex Nielsen Lead Project Scientist, Virginia Modeling, Analysis & Simulation Center, and Assistant Professor	\$90,000	9/25/20	12 mos
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Dr. Nielsen received a B.A. in English and an M.A. in English, both from Cleveland State University, and a Ph.D. in English from Old Dominion University. Previously, he worked as a Senior Project Scientist for the University's VMASC department. Dr. Nielsen also previously owned his own contract consulting business. (new position)

Mr. Coulson Thomas Director of Recreation and Wellness and Instructor	\$88,000	8/25/20	12 mos
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Mr. Thomas received a B.A. in Sports Management from Towson University and an M.Ed. in Physical Education from Texas State University. Previously, he was the Interim Director of Recreation and Wellness at Old Dominion University.

Ms. Rachel Walker Assistant Women's Golf Coach and Instructor	\$40,000	9/10/20	12 mos
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Ms. Walker received a B.S. in Health and Physical Education and an M.S. in Sport Management both from Old Dominion University. Previously, she worked as a Volunteer Women's Golf Coach at Old Dominion University.

EMERITUS/EMERITA APPOINTMENTS

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

<u>Name and Rank</u>	<u>Effective Date</u>
Matilda Cox Master Lecturer Emerita of English	October 1, 2020
Dianne deBeixedon Associate Professor Emerita of Art	January 1, 2021
Adolphus Hailstork Eminent Scholar Emeritus and Professor Emeritus of Music	January 1, 2021

MATILDA COX

Matilda Cox received a B.A. in English, an M.A. in English, and an M.F.A. in creative writing/poetry from Old Dominion University. She served as an instructor in English from 1994-2000 and was appointed Lecturer and Director of Advising for the College of Arts and Letters in 2000. She was promoted to Senior Lecturer in 2006 and promoted to Master Lecturer in 2018.

In her position as Director of Advising, Cox advised between 250-300 freshmen and sophomore students each year and also coordinated and represented the college at major fairs, open houses, and new student orientations. She also represented the college in Admitted Student Day events and Scholars Day. Cox provided leadership to the Chief Departmental Advisors in the College of Arts and Letters and to the advising staff in her office. She coordinated and led the college's learning communities, hired, and supervised the peer mentors, and taught the Arts and Letters 100 class, Introduction to Arts and Letters: Scholarship in the Disciplines.

Cox has given a number of poetry readings, published a number of poems, and served as poetry editor for the Kweli on-line Literary Magazine in 2014.

DIANNE DEBEIXEDON

Dianne deBeixedon began her career as an assistant professor in the Department of Art in 1974, achieving the rank of associate professor in 1980. She received a Master of Fine Arts from the University of Georgia in metalsmithing and jewelry and a Bachelor of Art in studio art and art education from Southern Illinois University. She was a pioneering figure and vital contributor to the Department's curriculum in two key areas. Her primary teaching duties were

in metalsmithing, an area she created and led since its inception. She also helped establish and played a key role in the Department's art education major and its fibers courses.

DeBeixedon's research specialization is in the creative discipline of metalworking, achieving distinction as a woman working in male-dominated media. The pieces she produced have been shown widely in national and international exhibitions that showcased the most finely crafted and technically accomplished work in the field. She has also received a number of grants and commissions to devise original artwork. Two commissions were for Old Dominion: a commission to restore the ODU Seal at the center of Kaufman Mall and the University Mace, which has been carried by the University marshal in every commencement ceremony since 1985. She has written technical and historical articles for a number of professional journals. Examples of her creative work have also been published in compendiums such as *The Contemporary Blacksmith* and *Art Jewelry Today 1 & 2*.

DeBeixedon's service record is extensive. She was chair of the Department from 2011-2017, during which she oversaw the planning, construction, and occupation of the Barry Art Building, the Hixon Art Studio Building, and the extensive renovation of space in the 47th Street Warehouse. She has served as Art Education Program Director, Chief Departmental Advisor, Graduate Program Director for the Joint Program in Visual Studies with Norfolk State University, department representative to the Faculty Senate, and departmental representative to the Council on Teacher Education. Recently, she played a leading role in preparing the collection of the recently opened Barry Arts Museum for exhibition. In addition, deBeixedon has been a Board Member of the Society of North American Goldsmiths since 2014.

ADOLPHUS HAILSTORK

Adolphus Hailstork, professor of music and eminent scholar, joined Old Dominion University in 2000. He received a doctorate in composition from Michigan State University and previously studied at the Manhattan School of Music, the American Institute at Fontainebleau, and Howard University. Hailstork has written numerous works for chorus, solo voice, piano, organ, various chamber ensembles, band, orchestra, and opera. One of his early compositions, CELEBRATION, was recorded by the Detroit Symphony in 1976. OUT OF THE DEPTHS (1977) and AMERICAN GUERNICA (1983) are two band works that won national competitions. CONSORT PIECE (1995), commissioned by the Norfolk Chamber Ensemble, was awarded first prize by the University of Delaware Festival of Contemporary Music.

Significant performances of his work by major orchestras (Philadelphia, Chicago, and New York) have been led by leading conductors such as James de Priest, Paul Freeman, Daniel Barenboim, Kurt Masur, Lorin Maazel, Jo Ann Falletta and David Lockington. In March 2020, Thomas Wilkins conducted Hailstork's AN AMERICAN PORT OF CALL with the Boston Symphony Orchestra. Hailstork's second symphony (commissioned by the Detroit Symphony) and second opera, JOSHUA'S BOOTS (commissioned by the Opera Theatre of St. Louis and the Kansas City Lyric Opera), were both premiered in 1999. His second and third symphonies were recorded by

the Grand Rapids Symphony Orchestra and were released by Naxos. Another Naxos recording, AN AMERICAN PORT OF CALL (Virginia Symphony Orchestra), was released in 2012.

Recent commissions include RISE FOR FREEDOM, an opera about the Underground Railroad, premiered in 2007 by the Cincinnati Opera Company, SET ME ON A ROCK (re: Hurricane Katrina) for chorus and orchestra, commissioned by the Houston Choral Society (2008), and the choral ballet, THE GIFT OF THE MAGI, for treble chorus and orchestra, (2009). In 2011, ZORA, WE'RE CALLING YOU, a work for speaker and orchestra, was premiered by the Orlando Symphony. I SPEAK OF PEACE, commissioned by the Bismarck Symphony in honor of and featuring the words of President John F. Kennedy, was premiered in 2013.

Hailstork's newest works include THE WORLD CALLED (based on Rita Dove's poem TESTIMONIAL), a work for soprano, chorus and orchestra commissioned by the Oratorio Society of Virginia (premiered in 2018) and STILL HOLDING ON (2019), an orchestra work commissioned and premiered by the Los Angeles Philharmonic. He is currently working on his fourth symphony and A KNEE ON A NECK (tribute to George Floyd) for chorus and orchestra.

POSTHUMOUS EMERITUS APPOINTMENT

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the posthumous granting of the title of emeritus to the following faculty member. A summary of his accomplishments is included.

<u>Name and Rank</u>	<u>Effective Date</u>
Mark D. Havey Eminent Scholar Emeritus, University Professor Emeritus and Professor Emeritus of Physics	Posthumous

MARK D. HAVEY

Mark D. Havey joined the Department of Physics at Old Dominion University in 1980 as assistant professor of physics. He was promoted to full professor in 1991, awarded Eminent Scholar designation in 1998, and named a University Professor in 2012. He was also elected to Fellowship in the American Physical Society. Within the University, Havey was the recipient of the ODU Research Award, the Gene W. Hirshfeld Award for Teaching, and the College of Sciences Teaching Award. He was active in professional organizations and was a member of Sigma Pi Sigma (the National Physics Honor Society), Tau Beta Pi (the National Engineering Honor Society), the American Physical Society, the American Association for the Advancement of Science, the Optical Society of America, and the Planetary Society.

Over the years Havey's research interests evolved. Most recently, his research involved the investigation of light scattering in dilute, ultracold gases in order to elucidate fundamental

processes in light-matter interactions. His research activities entailed both experimental and theoretical study and often were conducted with national or international collaborators. Fourteen students earned a Ph.D. under Havey's supervision and nearly 20 students earned an M.S. degree working with him. He also supervised numerous undergraduate senior thesis projects.

Havey's very active research program yielded more than 90 referred publications and close to 70 conference presentations. He had nearly continuous external funding throughout his career, mainly from the National Science Foundation, but he also received support from the Research Corporation, the Civilian Research and Development Foundation, the American Physical Society and NATO, with a cumulative external funding awarded in excess of \$3.2M. He was an active member of the Division of Atomic, Molecular and Optical Physics (DAMOP) and also held editorial appointments for the Journal of Atomic, Molecular and Optical Physics and Physical Review.

Havey served on numerous department, college and University committees over the 40 years he was on the faculty at ODU. Most recently, he was the long-standing Chair of the Graduate Admissions Committee. Havey was a truly exceptional physics teacher. Over the years, he taught across the physics spectrum, from the 100 introductory level to the 800 advanced graduate level.

**REAFFIRMATION OF BOARD OF VISITORS POLICY 1001
THE MISSION OF THE UNIVERSITY**

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors reaffirms Board of Visitors Policy 1001, The Mission of the University, effective December 10, 2020.

Rationale: SACSCOC policy stipulates that each institution's governing board ensures regular reviews of the institution's mission. Per SACCOC policy, such reviews may reaffirm the mission statement. As noted in the SACSCOC Resource Manual, "The institution's governing board formally approves and periodically reviews the institution's mission statement. The board, in its review, reaffirms the mission statement and whether changes are made, thereby maintaining a cognizance of the previously agreed-upon scope of institutional activities and ensuring that institutional policies, procedures, and activities remain compatible with and included in the mission statement." Because changes have not been made to the University's mission or mission statement, it is recommended that the current mission statement be reaffirmed.

NUMBER: 1001

TITLE: The Mission of the University

APPROVED: June 10, 1971; Revised June 18, 1987; Revised January 17, 1989; Revised April 15, 1999; Revised June 14, 2002; Revised April 8, 2010

MISSION

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

BACKGROUND

Old Dominion University is located in Hampton Roads, one of the world's major seaports. Since the early seventeenth century, Hampton Roads has been the state's gateway to the rest of the world and the world's gateway to Virginia in commerce and industry, in recreation and culture, and in national security. Now a complex of seven major cities, it is a microcosm of the opportunities and challenges of contemporary urban America. It is also a major center for research and development and a home for extensive scientific and technological activities in marine science, aerospace, ship design and construction, advanced electronics, and nuclear physics.

The University takes its unique character from Hampton Roads as it provides leadership to the state and nation in teaching, research, and service. Thus, the University has a special mission for the Commonwealth in commerce, and in international affairs and cultures. It has a significant commitment in science, engineering, and technology, particularly in fields of major importance to the region. As a metropolitan institution, the University places particular emphasis upon urban issues, including education and health care, and upon fine and performing arts.

As one of America's major ports, Hampton Roads is the locus of national and international military commands, and the home of a culturally diverse population. The University therefore has natural strengths in activities having international outreach. Faculty members in such fields as business, economics, international studies, geography, and the sciences strive to design curricula, teach courses, and encourage foreign exchanges that enhance the University's role as Virginia's international institution.

The Hampton Roads scientific environment provides special opportunities for science and engineering faculty to emphasize research and graduate programs in such fields as marine science, aerospace, and advanced electronics. Global ocean studies and cooperative research at NASA receive particular attention, as University researchers collaborate with U.S. and foreign engineers and scientists.

Urban issues are addressed by programs in public administration, education, the social sciences, and the health professions. The richness of Hampton Roads' artistic life gives great vitality to the University's programs in the visual arts, music, theater, and dance.

MISSION SUPPORT

Old Dominion University serves the needs of several internal and external constituents with its resources. These include: current and prospective students seeking undergraduate, graduate, and continuing education programs; business and industry; government agencies at all levels; the military; research organizations; and the community at large regionally, state-wide, nationally, and internationally. These constituencies are discussed in greater detail in the following paragraphs.

Old Dominion University offers a wide array of undergraduate programs, all of which meet national standards of excellence. Every Old Dominion undergraduate student follows a general education program that is designed to develop the intellectual skills of critical thinking and problem solving and to encompass the breadth of understanding needed for personal growth and achievement and for responsible citizenship. This general education program places special emphasis upon appreciation of the arts and upon understanding the perspectives of women, minorities, and non-Western cultures. Each undergraduate chooses a major program in the liberal arts or sciences or in a technological or professional field.

Old Dominion University's graduate offerings are focused on society's need for advanced professional education and on specialized programs at the master's and doctoral levels for which the institution is prepared through unusual strength of faculty or special geographic advantages. All graduate programs meet national standards of excellence.

As a national leader in the field of technology-delivered distance learning, the University strives to enhance the quality of the educational experience, wherever education is delivered, by applying emerging technologies; it also supports research to explore the impact of these technologies on the teaching-learning process. By utilizing these technologies and by partnering with institutions of higher education, corporations, and governmental entities, the University is able to provide undergraduate and graduate degree programs to students across time and geographic boundaries.

Because of its commitment to Hampton Roads and its emphasis on creative innovation, Old Dominion University offers life-long learning opportunities through credit and non-credit courses and brings educational services and programs to the people of Hampton Roads at several off-campus centers. The University has a responsibility to serve the many members of the military services and their families. The military forms a unique combination of national and international constituents because they are from other locales in the United States and are looking to become, among other things, internationally capable in an international environment.

As a center of learning, Old Dominion University is committed to the principle of free inquiry. The university faculty of distinguished teacher-scholars seek to pass on the best in academic tradition while establishing themselves at the forefront of discovery and creativity. As partners in the development of the University's future, the faculty enjoy full academic freedom and have a recognized role in the decision-making process of the University. Mindful of present and future

needs for a multicultural academic climate, the University deems recruitment and retention of minority and women faculty members and staff to be essential.

The University is committed to providing the highest quality instruction to all of its students. Teaching excellence is encouraged through faculty development programs and appropriate recognition of superior instruction.

The discovery of new knowledge through research and creative endeavor is a central function of Old Dominion University, which values and supports faculty participation in the discovery, synthesis, application and creation of new knowledge and art forms. The institution shall promote and preserve excellence in basic and applied research as a Carnegie Foundation Doctoral Research-Extensive University which is a key production and coordination force in technology development.

The University encourages the involvement of its faculty and staff in community service. The enrichment of the lives of students and residents of Hampton Roads is fostered through university sponsored cultural activities, fine and performing arts events, and intercollegiate athletics. In addition, through applied research, consulting, and other activities, the University plays a prominent role in the development of local business and industry and serves as a resource to government agencies and both public and private educational institutions.

The University seeks in its student body a diversity of age, gender, ethnic, religious, social, and national backgrounds. It actively recruits American minority students along with students from other countries worldwide in such numbers as to have their presence make a discernible impact upon the University's educational processes. Old Dominion recognizes its mandate to serve both the academically gifted and those who have the potential for academic success despite educational, social, or economic disadvantages.

Extracurricular activities and experiences are offered that challenge students to develop a personal system of values, to think and act autonomously, to achieve physical competence, and to establish a sense of their own identity. Other services help students meet educational, personal, and health needs.

Old Dominion University depends on its alumni for advice, leadership, and support. In close collaboration with the University, the Alumni Association provides to former students opportunities to continue their participation in various aspects of university life, to advance their personal and professional development, and to sustain communication and strengthen bonds with their alma mater and fellow alumni.

To evaluate its accomplishments against its goals, a continuing process of systematic assessment is given high priority by the University. Information gained from such efforts is utilized to ensure the highest possible quality for all university programs. The Board of Visitors will conduct a periodic review of the University's mission and major goals in conjunction with representatives of the major university constituencies. The review will ensure that the mission clearly identifies the University's unique role in Virginia's public higher education system and assures that the

University is focusing its resources to be the best that it can be in that role to achieve its mission and accomplish the major goals.

**REAFFIRMATION OF BOARD OF VISITORS POLICY 1002
MAJOR GOALS OF THE UNIVERSITY**

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors reaffirms Board of Visitors Policy 1002, Major Goals of the University, effective December 10, 2020.

Rationale: SACSCOC policy stipulates that each institution's governing board ensures regular reviews of the institution's mission. The policy on Major Goals of the University complements and supports the University's mission statement and must be reviewed periodically by the Board of Visitors. Because changes have not been made to the University's mission or mission statement, it is recommended that the current statement on Major Goals of the University be reaffirmed.

NUMBER: 1002

TITLE: Major Goals of the University

APPROVED: January 17, 1989; Revised April 15, 1999, Revised December 9, 1999

1. Students

Old Dominion University is a selective admission institution. The university strives to serve those students in the immediate geographical area as well as attract students from the national and international communities. Additionally, the university seeks to attract and serve a culturally and ethnically diverse student body. The university pays particular attention to identifying and admitting students who are academically gifted. As a major metropolitan university, Old Dominion University has a special commitment to serve those students who have been academically, socially, or economically disadvantaged, but who have the potential for academic success.

2. Faculty

Old Dominion University seeks to attract and retain a distinguished faculty of teacher-scholars. Its faculty enjoy academic freedom and have a recognized role in the decision-making process of the university. The university is committed to strengthening its faculty through recruitment and retention of minorities and women.

3. Academic Programs

Undergraduate Programs. As a comprehensive university, Old Dominion University offers and develops quality liberal arts, science, technology and professional programs. Old Dominion University undergraduate students follow a general education program that emphasizes intellectual skills and the breadth of intercultural understanding necessary for personal growth and achievement and responsible citizenship. All Old Dominion University degree programs meet national standards of excellence.

Graduate Programs. Old Dominion University's graduate offerings are focused on society's need for advanced professional education and on specialized programs at the master's and doctoral levels for which the institution is prepared through unusual strength of faculty or special geographic advantages. In selected graduate programs, the university aspires to international leadership.

Special Emphasis Areas. Because Hampton Roads is a major international maritime and commerce center that is Virginia's window to the nation and world, the university has a special mission for the Commonwealth in **commerce**, and in **international affairs and cultures**. With the principal marine and aerospace activities of the Commonwealth concentrated in Hampton Roads, the university has a significant commitment to **science, engineering and technology**, specifically in marine science, aerospace and other fields of major importance to the region. Due to its location in a large metropolitan area, Old Dominion University places particular emphasis on **urban issues**, including education and health care, and on **fine and performing arts**.

4. Teaching

Old Dominion University is committed to providing the highest quality instruction to all of its students. Teaching excellence is encouraged through faculty development programs and appropriate recognition of superior instruction.

5. Research, Scholarship and Creativity

Old Dominion University is a center of learning committed to the principle of free inquiry. The university seeks to participate in the acquisition, discovery, synthesis, application, and creation of new knowledge and art forms through research, scholarly endeavor and creative undertakings by faculty and students. In selected areas of research, scholarship and creativity, the university strives for international recognition.

6. Distance Learning

As a national leader in the field of technology-delivered distance learning, Old Dominion University is committed to providing academic programs to a diverse national and international population. The University seeks partnerships and alliances that will facilitate delivering those programs to place-bound students.

7. Life-long Learning

Old Dominion University is committed to the concept of life-long learning, and offers credit and non-credit courses throughout the region. The university seeks to develop off-campus centers to bring educational services and programs to the citizens of the region. Because of the major Armed Forces presence in Hampton Roads, the university is particularly cognizant of its responsibility to serve members of the military services and their families.

8. Community Services

Community service is an important part of the university's mission. Particular importance is attached to the enrichment of the lives of students and residents of Hampton Roads through university cultural activities, fine and performing arts events, and recreational, intramural and intercollegiate athletics. The university acts as a resource to business, industrial, health care and educational organizations, as well as to the agencies of local, state and federal government. The university is committed through applied research, consulting and other activities to playing a major role in advancing the overall development of Hampton Roads.

9. Student Life

The university provides opportunities for student development outside of the classroom. Programs are offered to enhance personal and social growth of individual students, to provide an exciting and stimulating collegiate environment and to enable students to cope with educational, career, and health needs. Students choosing to live in on-campus housing benefit from programs especially designed to promote student educational and personal development.

10. Alumni

Alumni are an important part of the university community. Through outreach programs, participation on advisory committees, and a variety of professional and social activities, the university maintains a close relationship with its alumni and seeks alumni involvement and support for planning and development purposes.

11. Quality

Improvement of the university is a continual process. The foregoing goals provide criteria for the rigorous and regular evaluation of the quality, pertinence and effectiveness of academic and other university programs. These goals also provide criteria for the assessment of student achievement and the performance of members of the faculty, administration, and staff.

APPROVAL OF PROPOSED REVISIONS TO THE POLICY ON HONORARY DEGREES: CRITERIA AND PROCEDURES

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed revisions to the policy on Honorary Degrees: Criteria and Procedures, effective December 10, 2020.

Rationale: The proposed changes to the policy on Honorary Degrees: Criteria and Procedures would make it possible for present employees of the University to be considered for an honorary degree on an extraordinary basis. Language has been added to include the Provost and Vice President for Academic Affairs as an *ex officio* non-voting member of the Honorary Degrees Committee. Several editorial revisions have been made, including changes to clarify the procedures for the review of honorary degree nominations.

NUMBER: 1233

TITLE: Honorary Degrees: Criteria and Procedures

APPROVED: August 9, 1979; Revised February 14, 1985; Revised February 13, 1986; Revised September 13, 2012

A. Purpose

Honorary degrees are awarded to bring national recognition to the University; recognize outstanding contributions to society through scholarship, artistic production, or humanitarianism; and recognize major contributions in areas relevant to the mission of the University through significant research or a career of dedicated service. Honorary degrees may be awarded at the University's commencements.

B. Eligibility for Consideration

Since the recipients of honorary degrees will be forever associated with the University, recipients must be of sufficient stature and character so as to honor the University. Examples of such persons might be prominent graduates, important business leaders, outstanding professional persons, leaders in public affairs, statesmen, prominent educators, outstanding humanitarians, and persons distinguished in the arts, sciences, and the humanities.

1. There should be clearly outstanding achievement that demonstrates why these individuals should be recognized by Old Dominion University for their contributions to ODU or to society.

2. Present employees of the University, emeriti faculty and former members of the board may only be considered for honorary degrees on an extraordinary basis. Current members of the Board of Visitors are not eligible to receive an honorary degree. Current and former benefactors of the University should be excluded unless they clearly meet the other criteria for being included for degree consideration. There should be no suggestion that an individual is being awarded an honorary degree because of his or her past or possible future financial contributions to the University.

C. Selection Process

1. The Honorary Degree Committee will be comprised of: four faculty members selected by the Faculty Senate, two students selected by the Student Government Association, one member of the Alumni Association selected by the Alumni Association, one member of the Board of Visitors appointed by the Rector, and one administrator appointed by the President. The Provost and Vice President for Academic Affairs shall serve as an *ex officio* non-voting member of the committee and shall be responsible for overseeing the nomination process.
 - a. The President will designate the coordinator of the committee.
 - b. The names of committee members will be submitted to the President by the selection body by June 1.
2. The committee will publicize the criteria and guidelines for making nominations. Nominations will be invited from all constituencies of the University, including the Board of Visitors.
3. The committee will review and vote on nominations recommended for honorary degrees. The coordinator of the committee will submit the committee's recommendation, including the votes, to the President.
4. The President will submit to the Board of Visitors for approval the names of the President's nominee(s) and recommend the appropriate degree(s) to be awarded.

D. Schedule and Procedure

1. The committee members are appointed and notified of the appointment by the President.
2. The honorary degree committee will be appointed and prepared to begin work by September 1.
3. The President will submit the names of the nominees to the Board of Visitors for approval. The recipients approved by the Board of Visitors may be awarded their honorary degrees at one of the university's commencements. After approval by the

Board of Visitors, the President shall contact the approved recipients concerning acceptance and conferral of the honorary degrees.

E. Honorary Degree Types

Among the appropriate honorary degrees to be awarded are:

- Doctor of Fine Arts (D.F.A.)
- Doctor of Humane Letters (L.H.D.)
- Doctor of Letters (Litt.D.)
- Doctor of Music (Mus.D.)
- Doctor of Science (Sc.D.)

APPROVAL TO RENAME THE SCHOOL OF COMMUNITY AND ENVIRONMENTAL HEALTH TO THE SCHOOL OF PUBLIC HEALTH

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves renaming the School of Community and Environmental Health the School of Public Health effective July 1, 2021.

Rationale: Currently we are going through one of the biggest public health challenges (COVID-19 pandemic) in history. By October 30, Virginia had 179,639 confirmed cases and of these 3,643 died. The incidence varies by location in Hampton Roads, but so far Norfolk and Portsmouth have registered the highest percentage of cases per capita.

Prior to the pandemic Virginia already had many public health challenges. In 2018, Virginia’s overall national health ranking moved from 19th to 20th (America’s Health Rankings, United Health Foundation, 2018). According to Healthy People 2020, 2.2 million Virginians have at least one chronic disease and the treatment cost of these diseases is high (\$24.6 billion of Virginia’s budget) (<https://www.healthypeople.gov>); however, there are health disparities around the state according to location. The Virginia Health Opportunity Index showed that “Most people in Northern Virginia, for instance, live in areas where economic and consumer resources, the environment and access to care provide residents with ample opportunity to be healthy. In other areas of Virginia, however, people may have more difficulty living healthy lives and making healthy choices” (<https://www.vdh.virginia.gov/omhhe/hoi/>).

According to many community-need assessment surveys, obesity, smoking, mental distress, cancer, chronic diseases, teen pregnancy, and infant mortality are still critical issues in the Hampton Roads region. A School of Public Health at Old Dominion University (ODU) would be perfectly located to address these challenges and transform knowledge into preventive strategies in order to improve public health in the region. The University would create a School of Public Health by expanding and rebranding its existing School of Community and Environmental Health (SCEH) within the College of Health Sciences.

Established in 1986 and housed within the College of Health Sciences, the School of Community and Environmental Health weaves together threads of programmatic and facility resources at ODU to develop new education and research initiatives focusing on public health. In 2019, SCEH launched two new degrees, a bachelor's in public health and a Master of Public Health, which complement the two existing undergraduate programs (BS in Environmental Health and BSHS Health Administration).

The SCEH has a distinct advantage to become a School of Public Health and respond to public health needs in the region and across the Commonwealth. The School of Public Health will build on existing faculty expertise in health data management/analysis, health promotion, health economics, health education, behavioral/mental health, health policy, risk management, environmental health, and occupational health. The School will promote interdisciplinary and interprofessional programming to provide graduates the skills and capabilities that qualify them for a wide range of career options, including employment in academia, industry, government, for-profit and not-for profit organizations, military health care facilities, other governmental entities, and health care agencies.

Graduates of the School of Public Health will have expertise on public health challenges found in our region and the Commonwealth. In particular, graduates will be prepared to address issues such as health disparities, health services administration, health care economics, chronic disease management, health aspects of aging, health informatics, sea level rise, air and water quality, disaster preparedness and response, environmental health policy, risk assessment, risk management, industrial hygiene, occupational safety, nutrition, and food deserts among vulnerable populations. These professionals will also be trained in basic research methods necessary for assessment, analysis, communication, research, problem solving and critical thinking abilities in the emerging emphasis on evidence-based health care and public health.

In last five years, the School doubled their enrollment, added ten new diverse faculty members, and increased offerings of programs online and on campus. Its online programming will provide access to a public health education to students across the Commonwealth. The School of Public Health will be the leading academic resource and epicenter for research, education, practice, and outreach in Southeastern Virginia and would be the first School of Public Health in the Commonwealth.

**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.

Committee members received information on the appointment of an unpaid clinical faculty member in the School of Nursing. Provost Agho presented an update on diversity and inclusion. He provided data on the gender and ethnicity of instructional faculty and administrative faculty hired and those that left the University, including reasons for their departure.

ADMINISTRATION AND FINANCE COMMITTEE

Mr. Hill, chair of the Administration and Finance Committee, reported that Bruce Aird, University Budget Officer, presented a resolution authorizing the University to participate in the debt restructuring plan for debt-funded capital projects of higher educational institutions in response to financial conditions created by the pandemic. The following resolution was brought forth as a recommendation of the Administration and Finance Committee and was approved by the Board by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Dickeski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Slaughter, Smith, Williams; Nays: None*).

RESOLUTION OF THE BOARD OF VISITORS OF OLD DOMINION UNIVERSITY AUTHORIZING THE RESTRUCTURING OF INDEBTEDNESS WITH THE VIRGINIA COLLEGE BUILDING AUTHORITY

WHEREAS, OLD DOMINION UNIVERSITY, in furtherance of its educational purposes, has borrowed funds from the Virginia College Building Authority (the “Authority”) through the Authority’s Public Higher Education Financing Program,

WHEREAS, the Governor of the Commonwealth of Virginia (the “Commonwealth”) has recognized that the COVID-19 pandemic has had, and continues to have, a tremendous adverse impact on higher education, including the fiscal health of the Commonwealth’s colleges and universities, and in response to financial conditions created by the pandemic, the Governor has proposed a debt restructuring plan for debt-funded capital projects of higher educational institutions which will defer debt service payments on certain indebtedness

obtained through or with the assistance of the Commonwealth, including debt obtained through the Authority (the “Debt Restructuring Program”);

WHEREAS, the Board of Visitors (the “Board”) of the **OLD DOMINION UNIVERSITY** (the “Institution”) desires to participate in the Debt Restructuring Program to restructure all or a portion of its indebtedness to the Authority (the “Authority Debt”) and desires to delegate to certain officers of the Institution the authority (i) to select the Authority Debt to be restructured and to establish and agree to the terms of such restructuring, (ii) to approve the forms of, and execute and deliver, any and all, documents, instruments and agreements required by the Authority in connection therewith, including any modifications or amendments of loan or other documentation evidencing the Authority Debt (the “Restructuring Documents”), and (iii) to take any and all other action required to effect and implement such debt restructuring, including any post-issuance or post-closing monitoring or compliance requirements.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD:

Section 1. The Institution is authorized to participate in the Debt Restructuring Program and, accordingly, the **UNIVERSITY PRESIDENT AND VICE PRESIDENT FOR ADMINISTRATION AND FINANCE** (the “Authorized Officers”) are each hereby delegated and invested with full power and authority, subject to the provisions of Section 2 hereof, (i) to select the Authority Debt to be restructured and to establish and agree to the terms of such restructuring, including extending the term of payment and the modification of other terms thereof, (ii) to pledge as required by the Authority the general revenues of the Institution as security to the extent not prohibited by law or otherwise restricted, (iii) to approve the forms of the Restructuring Documents required by the Authority and any subsequent amendments thereto, (iv) to execute and, deliver, on behalf of the Institution such Restructuring Documents, with approval of the terms thereof being evidenced conclusively by the execution and delivery thereof, and (v) to do and perform such other acts, and execute and deliver such other documents and agreements as may be necessary or appropriate to carry out the intent of this Resolution.

Section 2. In connection with the authorization herein provided the Authorized Officers may, in connection with any debt restructuring obligation, provide for (i) the funding of reserves if required, and (ii) the funding of issuance costs and other financing expenses related to such restructuring; provided (a) the principal amount of any such obligation shall not exceed the amount required to cover the principal of and interest on the indebtedness to be restructured plus amounts permitted by clauses (i) and (ii) above, (b) the interest rate on any such obligation shall be as determined by the Authority, and (c) the restructuring terms, including the rate of interest on any such obligation or method of determining such rate, shall be approved by the Treasury Board of the Commonwealth.

Section 3. If it is determined by the Authority in connection with any Authority Debt restructuring that the Institution is subject to continuing disclosure obligations under Rule 15c2-12 of the federal Securities and Exchange Commission an Authorized Officer is hereby authorized and directed to, enter into a continuing disclosure undertaking in form and substance reasonably satisfactory to the Authority, and the Institution will comply with the provisions and disclosure obligations contained therein.

Section 4. The Board designates the **VICE PRESIDENT FOR ADMINISTRATION AND FINANCE** to be responsible for implementing procedures to monitor

post-issuance compliance with covenants in any Restructuring Document and any amendments thereto, if required in connection with federal tax law or federal securities law requirements.

Section 5. This resolution shall take effect immediately upon its adoption.

Mary Deneen, Assistant Vice President for Finance and University Controller presented the FY20 Unaudited Financial Statements. Total assets and deferred. Outflows were \$1.0B, an increase of \$114.3M from FY19. Liabilities and deferred inflows increased \$50.1M to \$579.2M and total net position increased \$63.5M to \$457.2M. These increases reflect the University's continued investment in facilities and equipment, as well as prudent management of its fiscal resources.

Mike Brady, Assistant Vice President for Facilities Management and Construction, briefed the Committee on the University's efforts to enter into an Energy Savings Performance Contract in partnership with the Commonwealth's Department of Mines, Minerals, and Energy (DMME). An ESPC contract is a budget-neutral approach to implementing facility improvement projects without using funds from capital budgets. Instead, guaranteed cost savings from the energy and water saving projects are used to cover the finance payments over the useful life of the equipment. The University is prepared to award the contract to NORESKO, and once awarded, will begin negotiating with NORESKO on the Investment Grade Audit fee and the formal Memorandum of Understanding. The total cost of the project is anticipated to be between \$2M and \$7M, with an energy savings payback not to exceed 125 years.

Maggie Libby, Associate Vice President for Advancement-Foundations, gave an update on Educational Foundation investments. Chief Rhonda Harris shared the results of community policing survey. The survey results found that the community views members of the ODUPD as fair and respectful and the officers are viewed as demonstrating concern for the community while working proactively to prevent crime. David Robichaud, Director of Design and Construction provided an update on capital projects that are completed, under construction and in design.

ATHLETICS COMMITTEE

Ms. Allmond, chair of the Athletics Committee, reported that Ricky Rahne, head football coach, briefed the Committee on how his staff and student athletes have handled not competing this past fall. The team focused on practicing and training while following COVID safety protocol. He concluded with his thoughts on why it was beneficial for the team not to compete in spring 2021. He, his staff, and student athletics fully support and appreciate the decision to opt out of fall 2020 competition.

Randale Richmond, Senior Associate Athletic Director for Sports Administration and Student Athletic Welfare, and Carolyn Crutchfield, Associate Athletic Director and Senior Women Administrator, briefed the Committee on the Racial Equity Task Force. The Task Force was created to empower ODU student athletes to take the lead in social justice initiatives.

Ron Moses, Associate Athletic Director for Student Athletic Academic Services and Chief Diversity Officer reported on the climate survey that was administered to student athletes and staff to measure the racial climate within ODU athletics. Amy Lynch, Athletic Academic Advisor and Community Engagement Coordinator provided an update on ODU student athletes' involvement this past semester in community service and volunteerism in the local community.

Athletic Director Wood Selig reviewed the sports competition schedule for the spring in which all 17 ODU athletic programs will be competing with the exception of football. He concluded his report stating his reasons for why he felt comfortable competing in the spring.

AUDIT AND COMPLIANCE COMMITTEE

Ms. Dickeski, chair of the Audit and Compliance Committee, reported that Amanda Skaggs, Chief Audit Executive, shared the active audit projects and the request from Information Technology Services to remove the Cybersecurity Intrusion Detection and Incident Response audit from this year's audit plan. The motion to modify the Audit Plan was brought forth as a recommendation of the Audit & Compliance Committee and was approved by the Board by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Dickeski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Smith, Williams; Nays: None*).

Ms. Skaggs presented the audit report findings on the Office of the President FY20 Expenditures, Design and Capital Construction, Police Department FY20 Fiscal Activities and the Office of Research (Operational). She provided an update on open action items.

Vice President DuBois noted that the University is in compliance with the Red Flag Rule.

The Committee received, in closed session, a briefing on the Police Department's Information Technology engagement.

STUDENT ENHANCEMENT AND ENGAGEMENT COMMITTEE

Mr. Corn, chair of the Student Enhancement and Engagement Committee, reported that Don Stansberry, Vice President for Student Engagement and Enrollment Services, summarized the student experience at ODU during the COVID-19 pandemic. In response to a survey, students indicated what they missed most during this time was in-person social interaction with peers and faculty; on-campus student activities and student organizations, in-person programs and sporting events; and a structured schedule. Seventy-one percent said the ability to access academic resources had been somewhat or significantly impacted.

Vice President Stansberry reported on the COVID Care Team that supports all ODU students who have tested positive for the virus or who were in close contact with someone who tested positive. This team coordinates transportation to and from isolation and quarantine spaces, notifies faculty of student absences from class, coordinates meal

delivery and the cleaning and disinfecting of rooms, and provides resources to help students succeed during their time in isolation or quarantine. Numerous live and virtual events were scheduled throughout the semester, concluding with a semester Send-Off just before Thanksgiving.

Grant Deppen, Assistant Director of Intramural Sports and Esports, provided an overview of the Varsity Esports program at ODU, the Esports facility under construction in Webb Center, and recruitment for the program. Two students active in the Esports program discussed how Esports has personally affected their lives.

Bridget Groble, student representative to the Board, provided a semester update from the students' perspective regarding online and hybrid classes, percentage of students fully online, voter registration efforts on campus, and ODU COVID cases for the fall semester. She highlighted the Monarch Food Pantry, its donations, and its uses by the ODU community. She provided updates on the four initiatives she presented in September, the Peer Major Mentors program, the on-campus study rooms, the Student Public Health Ambassadors, and the COVID-focused student-led social media campaign.

UNIVERSITY ADVANCEMENT COMMITTEE

Dr. Dabney, chair of the University Advancement Committee, reported that the Committee considered two action items naming Powhatan Complex Residence Halls in honor of former rectors Carlton Bennett and Lisa Smith. The following resolutions, which were brought forth as recommendations of the University Advancement Committee, were approved by the Board by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Dickseski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Slaughter, Smith, Williams; Nays: None*).

RESOLUTION TO NAME POWHATAN COMPLEX RESIDENCE HALL JJ IN HONOR OF FORMER RECTOR CARLTON F. BENNETT

WHEREAS, the naming of student housing offers and outstanding and appropriate opportunity for Old Dominion University to honor individuals who have been instrumental in shaping its history; and

WHEREAS, Carlton F. Bennett provided exceptional voluntary service as Rector of the Old Dominion University Board of Visitors from 2016 - 2018; and

WHEREAS, it is fitting to continue the tradition of naming residence halls within the Powhatan Complex in honor of former rectors of the Board of Visitors; and

THEREFORE, BE IT RESOLVED, that the Board of Visitors of Old Dominion University approves naming Residence Hall JJ the Carlton F. Bennett House.

**RESOLUTION TO NAME POWHATAN COMPLEX RESIDENCE HALL KK
IN HONOR OF FORMER RECTOR LISA B. SMITH**

WHEREAS, the naming of student housing offers and outstanding and appropriate opportunity for Old Dominion University to honor individuals who have been instrumental in shaping its history; and

WHEREAS, Lisa B. Smith provided exceptional voluntary service as Rector of the Old Dominion University Board of Visitors from 2018 - 2020; and

WHEREAS, it is fitting to continue the tradition of naming residence halls within the Powhatan Complex in honor of former rectors of the Board of Visitors; and

THEREFORE, BE IT RESOLVED, that the Board of Visitors of Old Dominion University approves naming Residence Hall KK the Lisa B. Smith House.

Alonzo Brandon, Vice President for University Advancement, presented dashboard items measuring productivity in the area of University Advancement including total giving and Fundraising Initiative breakdowns by focus area and donors. The Fundraising Initiative has raised over \$189 million since July 2016.

Karen Cook, Executive Assistant to the Vice President, reviewed updates made to the University Development and Educational Foundation websites. These changes have been made to streamline messaging and increase visibility of gift impact.

Vice President Brandon reviewed policies as they relate to the Board of Visitors University Advancement Committee. Policy 1801 was discussed and needed changes were outlined including adding language required by the Commonwealth of Virginia. This policy will be updated and voted on at the April meeting.

MARKETING SUBCOMMITTEE

Ms. Jones, chair of the Marketing Subcommittee, reported that the subcommittee met on October 8, 2020. President Broderick reviewed the role and importance of the subcommittee. Giovanna Genard, Assistant Vice President for Strategic Committee and Marketing reviewed her team's work on COVID-19 communications and the #ReignResponsibly campaign. She highlighted one of the #ReignResponsibly videos along with the Spring 2020 Virtual Commencement celebration.

Ms. Genard and Andy Casiello, Associate Vice President for Distance Learning, provided an update on marketing spend and discussed the coordination of marketing activities across campus to maximize resources.

GOVERNANCE COMMITTEE

Ms. Dickeski, chair of the Governance Committee, reported that the new committee met on December 1 and reviewed the responsibilities of the Committee as enumerated in the Board's Bylaws. The Committee discussed a proposed action plan to respond to the major recommendations noted in the Board Governance Audit completed last fall. Amanda Skaggs reviewed the five major recommendations contained in the audit report. One of the Committee's major tasks will be the review of the Board's Bylaws and policies and the recommended revisions noted in Appendices A-C of the audit. Discussion of the Board's self-evaluation, which was conducted last year and was to have occurred at the Board's retreat this past April before it was canceled due to COVID, will be done later during this meeting and a revised survey will be developed for the Board to take in early 2021 for discussion at its retreat scheduled in April. It was also noted by the Rector that the presentation on the Board's operating budget was done in June and an update on the status of the budget will be given by the Vice Rector at the quarterly Board meetings.

The following resolution was brought forth as a recommendation of the Committee and was approved by the Board by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Decker, Dickeski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Slaughter, Smith, Williams; Nays: None*).

RESOLUTION TO APPROVE THE ACTION PLAN BOARD GOVERNANCE AUDIT

RESOLVED, that upon the recommendation of the Governance Committee, the Board of Visitors approved the proposed Action Plan to in response to the findings and recommendations of the Board Governance Audit.

BOARD GOVERNANCE AUDIT Findings, Recommendations and Action Plans

Finding #1 - There was not a well-established process to ensure timely, comprehensive reviews of the Bylaws, policies, and other important documents. Bylaws, policies, and committee charters need numerous revisions to maintain accuracy and alignment with Virginia codified requirements and published guidance by the Association of Governing Boards of Universities and Colleges.

Recommendation #1: In the near future, revise Bylaws, policies and create documents as recommended within Appendices A through C. Establish a review cycle for the Bylaws, Board policies and procedures that includes reviewing Code of Virginia requirements to ascertain whether Bylaws and policies are current with code requirements.

Board's Response – Agree with the findings and recommendations

Action Plan – Corrective action is being taken, with full implementation expected by the end of calendar year 2021. The Board revised its Bylaws at its meeting on September 17, 2020 to create a Governance Committee. This committee will be responsible for overseeing the regular review of the Board's Bylaws, policies, and procedures. The Governance Committee will begin its work on the review of the Board's Bylaws and policies and procedures in accordance with Appendices A through C, as well as for any other changes it may deem necessary, and will establish a process

and timeframe for formal review and updates that will include input from the President, Vice Presidents, University Counsel, and assistance by the Executive Secretary to the Board.

Finding #2 – The Board has not established a self-evaluation process. Board self-evaluations have not occurred in more than 5 years. Soon after the audit entrance meeting with the Chief Audit Executive, the Rector developed and launched a Board survey to commence the self-assessment process.

Recommendation #2 – Implement a regular self-review process of Board objectives and performance that facilitates dialogue and feedback, results in recorded and approved outcomes and includes a schedule for implementing improvements. Update Bylaws to include the expected self-evaluation frequency.

Board's Response – Agree with the findings and recommendations

Action Plan - Corrective action is being taken, with full implementation expected by April 2021. The Board revised its Bylaws at its meeting on September 17, 2020 to create a Governance Committee. This committee will be responsible for developing and implementing the self-assessment process to be conducted on an annual basis. The Board Bylaws will be updated to include the process and frequency of these self-evaluations. At the December 2020 quarterly meeting, the Board will be presented with the findings of the first self-assessment survey conducted in late-2019 (which was initially planned for the April 2020 Board retreat that was canceled due to COVID). These findings will be discussed by the Board members in a moderated. The self-assessment survey form will be updated based on those discussions and a new survey will be sent to the Board in early 2021 for discussion at its retreat in April 2021. The self-assessment survey, survey results, and Board minutes reflecting and actions taken by the Board as a result of these discussions will be provided as evidence in support of the SACSCOC reaccreditation process.

Finding #3 – Review of CY2019 closed sessions revealed occurrences where meeting activities did not fully comply with Code of Virginia requirements. One of these was related to the topic of not meeting an authorized purpose, and several others where vote were not recording for entering a closed session and/or reconvening into open session.

Recommendation #3 – To ensure closed sessions are limited to authorized purposes, and that a recorded vote occurs when entering a closed session and reconvening in open session, we minimally recommend sending guidance to all Committee Chairs and meeting secretaries. The Executive Secretary to the Board could additionally review minutes and as necessary meet individually with secretaries to reinforce compliance requirements.

Board's Response – Agree with the findings and recommendations

Action Plan - Corrective action was taken prior to the September 2020 quarterly meeting and will be an ongoing responsibility of the Executive Secretary to the Board of Visitors. The Executive Secretary to the Board of Visitors has communicated with the secretaries to the Board committees the requirements for recording of votes on motions to go into closed session and the FOIA certification once reconvening in open session and will review minutes to ensure that this requirement has been met. The Executive Secretary will also ensure that all meetings involving a closed session will include University Counsel's review of the proposed purpose of the closed session, that it meets one or more of the exemptions allowed by FOIA, and the motion is properly

worded. In addition to the documentation on the Freedom of Information Act included in the Board's online manual and mandatory training provided by the State Council of Higher Education, the Board may receive periodic updates on FOIA from University Counsel.

Finding #4 – The Bylaws address the need for the presence of University Counsel at all meetings, which affords real time legal guidance and opinions about authorized purposes for entering a closed session. Based on open session attendance records University Counsel was not present at several of twenty-two CY2019 committee meetings. About half of these also contained closed sessions for which attendance was indeterminate because it was not recorded. Counsel attended a meeting, held for the purpose of discussing the evaluations of the President, which the Bylaws disallow unless there is a directive by the Attorney General.

Recommendation #4 – Unless Counsel has provided notice of intended absence or directive by the Attorney General, prior to the commencement of meetings, the Chair or Meeting Secretary should verify Counsel's attendance as appropriate. Other actions could include recording closed session attendance by the meeting secretary, and the Executive Secretary to the Board could maintain explanations for necessary Counsel absences.

Board's Response – Agree with the findings and recommendations

Action Plan - Corrective action was taken in advance of the September 2020 quarterly meeting. The Executive Secretary to the Board of Visitors has already begun addressing this recommendation by meeting with the secretaries to the Board committees to advise them to record in meeting minutes the names of the non-Board members, including University Counsel, who remained in closed session with the Board. The Board will direct University Counsel that either he or the Associate University Counsel must attend all committee meetings unless Counsel has provided notice of intended absence or directive by the Attorney General prior to each meeting. University Counsel will be directed to notify the Executive Secretary of the Board of any expected absence and an explanation for the absence. The Bylaws will be revised to state that the Rector will direct University Counsel to be excused from a closed session, or any portion thereof, at any meeting that the Board discusses the president's evaluation and compensation, unless otherwise previously directed by the Attorney General.

Finding #5 – The Board's annual budget has not historically been presented to the Board for approval. Static base budget amounts have not consistently been sufficient, requiring one-time funds to address shortfalls. Accounts were overspent in FY18 by \$565, and in FY19 by \$3,017. The Executive Secretary to the Board, who monitors the budget, has acknowledged the overages as due to challenges of forecasting fluctuating catering and travel expenses for the annual June board meetings for which one-time funds were not transferred prior to the fiscal year's end. The Secretary has responded by requesting a base increase as part of the FY21 budget process.

Recommendation #5 – For compliance and the opportunities to more accurately forecast projected expenses, the Board budget as described in Bylaw 9.04 should be formulated by the Vice Rector, in conjunction with the Executive Secretary, predicated on guidance developed by the Rector grounded on past spending patterns and anticipated needs and presented by the Vice Rector at the Spring regular meeting. The Executive Secretary to the Board should continue to monitor expenses and address any Board account deficits prior to the end of the fiscal year.

Board's Response – Agree with the findings and recommendations

Action Plan - Corrective action was taken at the June 2020 quarterly meeting and will be an ongoing responsibility of the Executive Secretary to the Board of Visitors. The Executive Secretary to the Board of Visitors worked with the Rector and Vice Rector to present an overview of the Board's operating budget at its meeting held in June 2020. A recommendation was made that the Board's base budget not be increased, that efforts will be made to stay within budget as much as possible, and any funds needed to address projected shortfalls will be presented to the Board for approval and requested from the President. The Vice Rector provided an update on the Board's FY21 budget at its meeting in September and will continue to provide an update on the Board's operating budget at each of its quarterly meetings.

Donna Meeks presented a proposed methodology for the committee to collaborate on the review of the Board Bylaws and policies. The recommendations from the Appendices have been annotated in each of the documents for the committee to review and discuss over the next several months. The Committee agreed to meet on a monthly basis to conduct this comprehensive review and will bring any proposed revisions to the Board for approval at its quarterly meetings.

MOTION FOR CLOSED SESSION

The Rector recognized Ms. Jones, who read the following motion: “Madam Rector, I move that this meeting be convened in closed session, as permitted by Virginia Code Sections 2.2-3711(A) (1), (6) and (29), for the purposes of discussing the evaluation and compensation of specific employees of the Board, namely, the President of the institution, and for discussion of opportunities for contracting for the expenditure of public funds, where competition or bargaining is involved, where, if made public initially, the financial interest of the governmental unit would be adversely affected and where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the public body. The motion was seconded by Ms. Dickeski and approved by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Decker, Dickeski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Slaughter, Smith, Williams; Nays: None*).

In addition to the Board members in attendance, President Broderick, Deb Love, and Donna Meeks were present during the closed session. Earl Nance, Greg DuBois and Morris Foster joined the closed session following the discussion on the evaluation and compensation of the president.

RECONVENE IN OPEN SESSION AND FOIA CERTIFICATION

At the conclusion of Closed Session, the Vice Rector reconvened the meeting and the following Freedom of Information Act Certification was read: “Any person who believes that the Board discussed items which were not specifically exempted by law or not included in the motion, must now state where they believe there was a departure from the law or a departure in the discussion of matters other than that stated in the motion convening the closed session. I shall now take a vote of the Board. All those who agree that only lawfully exempted matters and specifically only the

business matter stated in the motion convening the closed session were discussed in closed session say “aye.” All those who disagree say “nay.” The certification was approved by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Decker, Dickeski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Smith, Williams; Nays: None*).

MOTION REGARDING PRESIDENT’S CONTRACT

The following motion, made by Ms. Smith and seconded by Mr. Mugler, was approved by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Decker, Dickeski, Harris, Hill, Jones, Kemper, Mugler, Pitts, Smith, Williams; Nays: None*).

“Madam Rector, at the recommendation of the Presidential Evaluation and Compensation Committee, I move that the Board of Visitors approves the following changes to its contract with the President:

- An increase to the President’s annual base salary of 6% effective December 25, 2020.
- President Broderick will receive a supplemental deferred compensation payment in an amount of \$30,000 for the fiscal year 2020-2021.
- The base salary effective December 25, 2020 will be paid to President Broderick until June 30, 2022, after which time he will be paid 10/12 of the salary amount in accordance with the terms of the agreement.

The Board authorizes the Rector to negotiate and execute a contract amendment to effect these changes.”

BOARD SELF-ASSESSMENT SURVEY

In a discussion facilitated by Ms. Cathy Lewis, the Board received the results of the self-assessment survey that was conducted last spring. This discussion was to have occurred during the Board’s retreat that was scheduled for April 2020 but was postponed when the retreat was canceled due to COVID-19.

Ms. Lewis stated that the purpose of the self-assessment was to gauge Board members’ understanding of responsibilities of the University and their roles, gain insight into their experiences, and identify areas of improvement. Responses were received from 13 of the 16 members who were surveyed, and since then two new members have joined the Board. Overall, the results of the survey were very positive. The focus of today’s discussion will be on a few areas of improvement that were identified, what may have changed since the survey was taken, what actions might be undertaken to improve, and what other areas for improvement may have emerged in the COVID-19 environment. No decisions will be made based on the feedback discussed today but will instead inform the work of the Governance Committee going forward.

The survey results indicate that overall Board members are knowledgeable about ODU and their role as a board and a board member, are satisfied with the information they receive and their level of engagement, their experiences and service are viewed positively, the Board is effective and Board members are honored to serve. 100% of respondents said that they were well informed about the University's educational programs and academic quality, 77% have a clear understanding of ODU's mission and strategic plan, and 85% follow trends and developments that may affect ODU. An area of improvement relates to understanding the needs, concerns and perspectives of students, alumni, faculty, and the Cabinet, with some suggesting that the Board should have more opportunities to meet with students and faculty. Ms. Allmond commented that she attends a lot of functions hosted by the University where she has been able to meet and speak with a number of faculty and students. Mr. Bradley added that much of what knows about students and faculty is anecdotal. He cautioned, however, that Board members should not give the appearance that they are going around the President when speaking with faculty and staff. The Board's role is to focus on strategy and fundraising, but not on the operation of the institution. Mr. Mugler reiterated Mr. Bradley's comments and noted the many opportunities Board members have for informal interaction at athletic and arts events. Mr. Bennett added that he, Yvonne Allmond and Pete Decker meet and mentor student groups. Ms. Smith suggested that faculty be invited to make presentations at Board meetings to share their activities and generate discussion. Rector Kemper added that the CIVIC offers a mentorship program with students. Ms. Groble asked the Board members to let her know what they're interested in hearing about from the students' perspective.

In the area of fiduciary responsibilities, 75% of respondents noted that they have been informed about their board service, bylaws, policies and procedures, the University's financial position, the Board's responsibility for overseeing risk, and are provided information that informs their decisions. Only 54%, however, felt informed to a great extent about the University's infrastructure needs in facilities, human resources, and technology. Mr. Mugler commented that the current committee structure limits the opportunity for Board members to get a clear understanding of all of the issues, since two committees meet simultaneously. Mr. Hill agreed. Ms. Dabney noted that since COVID the committee meetings have been scheduled as stand-alone meetings that enable Board members to attend all of them if desired. Several universities have two-day meeting that allow sufficient time for the committees to meet independently and get greater participation. Ms. Lewis asked that Board members share their thoughts with Ms. Dickeski about a two-day meeting format; Ms. Dickeski suggested that a question should be included on the next survey on this subject.

In the area of Board experience and service, two-thirds noted that they felt fulfilled by their responsibilities, read materials prior to meetings, participate in discussions, have a good rapport with other board members, feel board leadership is approachable and available, are comfortable expressing opinions or providing support to the President, and attend other ODU activities and events. Areas of improvement fall include engagement in robust discussions and utilizing individual's interests, skills, and background effectively. While the majority agreed that committee meetings are well organized, run effectively and are worthwhile, only half agreed that the Board focuses on strategic issues over operational and administrative matters. Board members again discussed the board meeting structure and the lack of time for in-depth conversations and the opportunity to socialize. The Rector suggested that the Board utilize its annual retreat to discuss long- and medium-range planning.

In the area of Board performance, two-thirds agreed that the Board serves as a sounding board, understands the institution's business model, and ensures its adequacy for the future, establishes appropriate committees to accomplish the Board's goals, promotes trust among members through a culture based on openness and respect, and focuses its time on issues of greatest consequence to the institution. An area of improvement relates to assessment, with only 23% agreeing to a great extent that the Board periodically assesses individual Board members and uses the results to strengthen performance. Only half felt that there were sufficient opportunities for overall board development. Attendance and participation was noted as a factor, as well as time limitations. It was suggested that the Board may want to consider a hybrid approach to meetings in a post-COVID environment that would enable Board members to attend more of the meetings.

The following motion, made by Ms. Smith and seconded by Dr. Williams, was approved by roll-call vote (*Ayes: Allmond, Bennett, Bradley, Broermann, Corn, Dabney, Decker, Dickeski, Kemper, Mugler, Pitts, Smith, Williams; Nays: None*).

“Madam Rector, I move that the Board of Visitors authorize the Governance Committee to consider the feedback received today and recommend to the Board any proposed changes to Board operations and to revise the survey as appropriate for the next self-assessment to be conducted in early 2021.”

OLD/UNFINISHED BUSINESS

There was no old or unfinished business to come before the Board.

NEW BUSINESS

There was no new business to come before the Board.

With no further business to discuss, the meeting was adjourned at 3:53 p.m.