

OLD DOMINION UNIVERSITY

2000-2002 SELF-STUDY FOLLOW-UP ACTION PLAN

ADMINISTRATIVE RESPONSES TO RECOMMENDATIONS AND SUGGESTIONS

**FOR SUBMISSION TO THE COMMISSION ON COLLEGES
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
IN PREPARATION FOR REAFFIRMATION OF ACCREDITATION**

January 2002

ADMINISTRATIVE RESPONSES TO RECOMMENDATIONS AND SUGGESTIONS

Section I Principles and Philosophy of Accreditation

1.6 Representation of Status

1.6/1 of 4

An institution must be accurate in reporting to the public its status and relationship with the Commission.

1.6/2 of 4

In catalogs, brochures, and advertisements a member institution must describe its relationship with the Commission only according to the following statement: (Name of institution) is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award (name specific degree levels).

Suggestion 1

Old Dominion University should review all present and future publications to ensure that the relationship between the University and the Commission is accurately stated and in compliance with the *Criteria for Accreditation*.

Administrative Response
<p>Actions The university carefully reviews all present and future publications to ensure that the relationship between the University and the Commission is accurately stated and in compliance with the <i>Criteria for Accreditation</i>. The University will publish this requirement in its Policies and Procedures Manual.</p>
<p>Status We know of no current publications where the relationship between the University and the Commission is not accurately stated and in Compliance with the <i>Criteria for Accreditation</i> (please see p. 4 of the 2000-2002 Catalog as an example). All future publications will also be carefully reviewed.</p>
<p>Person(s) Responsible All Vice Presidents, but especially the Provost and the Vice President for University Advancement, and the Office of University Publications.</p>

Section III Institutional Effectiveness

3.1 Planning & Evaluation: Educational Programs

3.1/1 of 9

Educational activities of an institution include teaching, research and public service. Planning and evaluation of these activities must be systematic, broad based, interrelated and appropriate to the institution.

Suggestion 2

A review should be conducted to explore the establishment of a University Committee composed of faculty and administrators to monitor the appropriateness of University initiatives with respect to the University Strategic Plan. This Committee would function as a third party in evaluating any major new changes such as the introduction of a new academic program or discontinuance of an existing program. It would ensure that the University's scarce resources are used appropriately.

Suggestion 3

The Assessment Program is currently staffed with a full-time research associate, up to two part-time graduate research assistants, and a director who is an external contractor. Given the growth in workload and visibility of assessment activities in the past decade, especially in the last few years and in the foreseeable future, and particularly given SACS/COC's and the State's increased emphasis on quality enhancement and institutional effectiveness, the staffing needs of the Assessment Program should be reevaluated. A review should be conducted to determine the appropriate level of staffing and combination of personnel to support its responsibilities. Consideration should be given to a formal integration of Assessment and University Planning and Institutional Research into an Office of University Research and Assessment that would consolidate their resources and organize them into a more effective entity.

Suggestion 4

Each of the colleges should designate a responsible assessment coordinator for that college.

Suggestion 5

In order to carry out planning and evaluation in a systematic and broad-based manner, as outlined by the Quality Enhancement Process, newly generated documentation should be continuously assembled and accessible. The University should consider maintaining and updating an appropriately accessible central archive of documents important to the institutional effectiveness process.

Administrative Response

Actions

Suggestion 2

The President and Vice-Presidents may consider this suggestion at some future time. At present, the current structure of university governance seems more than adequate; i.e., new program proposals move formally through the committee structure of the faculty senate, then the full senate and are reviewed at appropriate times by both the Council of Senior Academic Deans and the President's Council before being Reviewed by the Board of Visitors. The current University Strategic Plan guides decisions at all levels.

Suggestion 3

A plan will be developed to consolidate the areas of Assessment and University Planning and Institutional Research into a one unit reporting to an Assistant Vice President who in turn would report to the Provost. This individual would coordinate all activities across both areas, would conduct a comprehensive review of the resources, staffing levels, and responsibilities for the University Assessment Program and Institutional Research, and would present a reorganization plan to the Provost and President. Consideration of this plan could occur during the budget process for 2002-03 and be integrated into the process for responding to Recommendation 2, below.

Suggestion 4

In some colleges this has already been done. It will be done in all colleges by the end of spring semester of 2002. Unless a dean decides otherwise, it would ordinarily be the Associate Dean.

Suggestion 5

Consideration will be given to implementing this suggestion. The documentation files assembled to support the Institutional Effectiveness parts of the *2000-2002 Reaffirmation of Accreditation Self Study Report* could form the basis of such an archive.

Status**Suggestion 2**

No action is currently planned.

Suggestion 3

The proposed plan is being developed by the UPIR Director. The implementation of the reorganization described above may be deferred as a result of potential state-mandated budget reductions.

Suggestion 4

The Dean of the College of Health Sciences has designated the Associate Dean as Assessment Coordinator. Other Deans have yet to make such a designation formally (as of early December of 2001).

Suggestion 5

Two sets of several hundred documents have been assembled and carefully classified and labeled as part of the current self-study process. One of those sets could be used as the basis of an institutional effectiveness central archive.

Person(s) Responsible**Suggestions 2**

President, Vice Presidents, Deans, Faculty Senate

Suggestion 3

Provost, Director of University Planning and Institutional Research, Director of Assessment

Suggestion 4

Deans

Suggestion 5

Associate Vice President for Academic Affairs, Director of University Planning and Institutional Research, Director of Assessment

3.3 Institutional Research

3.3/3 of 4

The institution must regularly evaluate the effectiveness of its institutional research process and use its findings for the improvement of its process.

Recommendation 1

A formal procedure for collecting input on satisfaction of customers with University Planning and Institutional Research should be developed and used in the annual planning and evaluation process.

Administrative Response

Actions**Action 1:**

Web-based surveys for customer input are currently being designed by University Planning and Institutional Research (UPIR) staff members from (1) web-site users; and (2) customers who receive responses to data and analysis services from UPIR.

Action 2:

An opportunity will be provided to bring in an outside consultant to review the Institutional Research and Assessment function at the University and to provide both an evaluation and suggestions for improvements.

Status**Action 1:**

Web-based surveys for evaluating customer satisfaction with UPIR are scheduled for implementation in Spring

2002.

Action 2:

A request for funding the consultant's engagement fee will be incorporated into the UPIR budget request for 2002-2003.

Person(s) Responsible

Action 1:

Director, University Planning and Institutional Research

Action 2:

Director, University Planning and Institutional Research

3.3 Institutional Research (Continued)

3.3/4 of 4

The institution must assign administrative responsibility for conducting institutional research, allocate adequate resources, and allow access to relevant information

Recommendation 2

A review of University Planning and Institutional Research workload will be conducted to determine the skills necessary to satisfy the current and the increasing demand for more data analysis using the University's complex information technology systems, and appropriate actions should be taken to resolve any discrepancies.

Administrative Response
<p>Actions A plan will be developed to consolidate the areas of Assessment and University Planning and Institutional Research into one unit reporting to an Assistant Vice President who in turn reports to the Provost. This administrator would coordinate all activities across both areas, would conduct a comprehensive review of the resources, staffing levels, and responsibilities for the University Assessment Program and Institutional Research, and would present a reorganization plan to the Provost and President. Consideration of this plan would occur during the budget process for 2002-03 and be integrated into the process for responding to Suggestion 3, above.</p>
<p>Status The proposed plan is being developed by the UPIR Director. The implementation of the reorganization described above may be deferred as a result of potential state-mandated budget reductions.</p>
<p>Person(s) Responsible President, Provost</p>

Section IV Educational Program

4.2 Undergraduate Program

4.2.1 Undergraduate Admission

4.2.2/3 of 19

In those institutions in which various subdivisions maintain separate admission requirements, there must be institution-wide coordination of all admissions policies and procedures.

Suggestion 6

The University should approve admissions standards on an annual basis.

Suggestion 7

The University should publish institution-wide policies and procedures for the various subdivisions that have separate admissions requirements, e.g., international programs and distance learning.

Suggestion 8

Policies related to credit awarded for advanced placement examinations, such as AP, CLEP and IB, should be clearly stated in the Old Dominion University Catalog.

Suggestion 9

Currently, procedures for evaluation of advanced placement tests dictate that students should submit test scores to the Academic Skills Center. In the interest of better customer service, the Office of Admissions should receive test scores and offer awards for credit at the time of admission to the University.

Suggestion 10

The policy on non-degree students should be re-examined in order to maintain consistency concerning their admission. The current policy in the University catalog is not clearly stated.

Administrative Response

Actions

Suggestion 6

A committee of the President, Vice President of Institutional Advancement, and Director of Admissions will approve the admissions standards on an annual basis, within existing policies established by the Board of Visitors.

Suggestion 7

Policies and procedures for the different admissions areas, e.g. TELETECHNET program, Master of Business Administration and Doctor of Psychology degrees will be published in the new edition of the University Catalog.

Suggestion 8

Policies relating to the awarding of credit for advanced placement courses and international baccalaureate programs will be stated in the new edition of the University catalog.

Suggestion 9

The Registrar, Director of the Testing Center and the Director of Admissions will meet to discuss all aspects of entering the test scores and awarding credit in the Office of Admissions.

Suggestion 10

It has been determined that the Office of Admissions will assume responsibility of non-degree admissions. Policies and procedures will be determined and notification of the changes will be distributed to on-campus and off-campus sites. These policies and procedures will be printed both on degree and non-degree admissions forms.

Status**Suggestion 6**

This had been done for the current Catalog and will be done for the next Catalog at a meeting in early spring of 2002.

Suggestion 7

This will be done for the next Catalog, which goes to press in early summer, 2002.

Suggestion 8

This will be done for the next Catalog, which goes to press in early summer, 2002.

Suggestion 9

Preliminary discussions between the Director of the Testing Center and the Director of Admissions have taken place.

Suggestion 10

Steps have been taken by the Office of Admissions to secure additional staffing to perform functions associated with non-degree admissions.

Person(s) Responsible

President, Vice President for Institutional Advancement, and Director of Admissions

4.2.3 Undergraduate Curriculum

4.2.3/3 of 17

For each major in a degree program, the institution must assign responsibility for the program coordination, as well as for curriculum development and review, to persons academically qualified in the field.

Suggestion 11

A University-wide policy should be developed on the appointment of program coordinators, and the University Catalog should make it clear when a program coordinator is the department/school chair. This does not appear to be a problem with larger programs, but smaller programs tend not to have assigned coordinators; nor is there compensation for those not officially appointed.

Suggestion 12

Program coordinators should be given release time and/or remuneration for carrying out their assigned responsibilities related to the undergraduate curriculum.

Administrative Response

Actions

Suggestions 11 and 12

If there are, indeed, instances where the Catalog does not make clear who is the coordinator of a given program, this will be carefully revised and corrected in the next Catalog. Consideration will be given to formulating a more explicit policy related to the compensation of program coordinators. This is not a simple issue: in some cases, it is part of the compensated duties of a department/school chair or graduate program director; in other cases it may merit a teaching load reduction; in yet other cases it may simply count as one of a faculty member's committee assignments. The simple fact is that no faculty member is forced to serve as a program coordinator, and each coordinator negotiates an appropriate reward upon agreeing to do so.

Status

Suggestions 11 and 12

Catalog copy currently being assembled is being carefully edited to assure that coordinators are explicitly designated for each program. No additional action is planned at this time concerning compensation for program coordinators.

Person(s) Responsible

Provost, Assistant Vice President for Undergraduate Affairs

4.2.3 Undergraduate Curriculum (Continued)

4.2.3/11 of 16

Curricula intended to provide basic preparation for students who will subsequently transfer to another institution must be designed to consider the institutions to which these students transfer.

Suggestion 13

Transfer agreements with international institutions should be printed in appropriate University publications, especially those targeted toward international students.

Administrative Response
<p>Actions Old Dominion University has no transfer agreements designed to prepare students for transfer to other institutions, domestic or international. Therefore, this suggestion does not relate to must statement 4.2.3/11 of 16. As to international students transferring to Old Dominion, all university transfer requirements apply. Agreements with international institutions relate to funding student and faculty exchanges and study abroad programs, not to transfer policy.</p>
<p>Status No action is needed in relation to this suggestion.</p>
<p>Person(s) Responsible No action is needed in relation to this suggestion.</p>

4.2.4 Undergraduate Instruction

4.2.4/5 of 14

Experimentation with methods to improve instruction must be adequately supported and critically evaluated.

Suggestion 14

The University has developed and trained faculty members to use technology to support their instruction through TELETECHNET, the Virtual Classroom, and mediated classrooms (rooms where computers and video can be projected and used to assist the instructor in mediating instruction). It should continue to expand its installation of mediated classrooms so they are available for all instruction. Many faculty members are developing such skills but find that they are not scheduled to teach in a distance-learning studio or mediated classroom. These efforts should include support for Web-based instruction.

Suggestion 15

Currently the University has Faculty Innovator Grants to assist instructors who want to conduct research in the effectiveness of technology-supported instruction. With faculty teaching through television and in mediated formats, in addition to the traditional classroom, additional funds should be directed toward the Faculty Innovator Grants so more research can be undertaken to determine if technology-supported instruction is well received by students. The results of such studies should be disseminated so all faculty members will understand the advantages that technology offers to student learning.

Administrative Response

Actions

Suggestion 14

There are currently 33 mediated classrooms located on campus. In spring, 2002, with the completion of the Constant Hall Infill (and Renovation) project, the number of mediated classrooms will increase to 56, a number which represents nearly one half of all general purpose classrooms and lecture halls.

The University has requested capital funds in its most recent Six-Year Capital Budget to the Commonwealth for the renewal/renovation of many of the instructional buildings, including the upgrading and mediation of additional classrooms. The University's newly established Classroom Central group (see suggestion 46) is expanding the number of mediated classrooms on campus, and the Office of Distance Learning in expanding the number of mediated classrooms at Regional Higher Education Centers as funds are made available. Each classroom is brought to full technological capacity for faculty who wish to teach with technology. Additional funds have been allocated to support faculty efforts in these classrooms, particularly those who wish to create web-based or web-enhanced classes.

Suggestion 15

External funding, both public and private, has been requested to establish a Center for the Assessment of Distance Learning at the University, to include grant funding for faculty who wish to assess the impact of technology used to deliver their courses. This funding will expand previous Innovator Grant Funding, which is needed as a result of increased interest among faculty in taking advantage of technology in their classes.

Status

Suggestion 14

The University is awaiting notice of approved capital funding to expand the number of mediated classrooms.

Suggestion 15

The University is awaiting notice of whether the requested outside funding has been granted.

Person(s) Responsible

Vice President for Administration and Finance, Provost, Interim Vice Provost for Distance Learning, and Director of Communications and Network Services (OCCS)

4.2.5 Academic Advising

4.2.5/4 of 4

Orientation and advisement programs must be evaluated regularly and used to enhance assistance to students.

Suggestion 16

The present evaluation form is very general and does not differentiate between advising and curriculum problems. The form should be redone in order more clearly to reflect evaluation for advising.

Suggestion 17

A reward system for advisors should be provided. There are great expectations for faculty advisors, but there is little or no recognition for service.

Administrative Response

Actions

Suggestion 16

Initial advising, during preview orientation, is the responsibility of the Vice President for Student Services. On-going advising is the responsibility of the Provost and Vice President for Academic Affairs. Presumably, the suggestion relates to the instrument used to evaluate advising during orientation. Consideration will be given to developing a more focused procedure for evaluating organization and advisement programs, for both new students and continuing students.

Suggestion 17

During the 2000-2001 academic year \$1,000.00 awards for excellence in advising were funded in each of the six colleges. A proposal has been developed to add university level awards, both for individual advisors and for departments in 2001-2002.

Status

Suggestion 16

An on-line tool for evaluating advising has been tested during the fall semester of 2001.

Suggestion 17

The proposal for university-level advising awards will have been forwarded to the Provost by the end of December, 2001.

Person(s) Responsible

In the Office of Student Services: The Director of Advising Services and the Coordinator of Orientation/PREVIEW. In the Office of Academic Affairs, the Assistant Vice President for Undergraduate Affairs and the Director of Undergraduate Continuance and Academic Services

4.3 Graduate Program

4.3.2 Graduate Admissions

4.3.2/3 of 12

Admissions procedures must include the requirement that an applicant submit official undergraduate transcripts of credit earned from all institutions of higher education previously attended; and other appropriate documents such as official reports on nationally recognized aptitude tests and evaluations by professionals in the field as to the readiness of an applicant for graduate work.

Recommendation 3

Procedures for tracking submission of transcripts for non-degree students must be developed and implemented to comply with the University policy.

Administrative Response
<p>Actions This recommendation refers to the submission of official transcripts by non-degree graduate students. The 2000-2002 Catalog (p. 52) states that “Applicants who do not at present intend to complete a graduate degree from Old Dominion University and who possess a bachelor’s degree may, at the discretion of the graduate program director, be permitted to register for undergraduate or graduate-level course work as non-degree students. Transcripts from each college or university previously attended are required before the completion of six graduate credit hours.” University policy thus fully conforms to the must statement. The problem is that formal mechanisms are not in place to assure that such transcripts are indeed submitted.</p> <p>Here is the plan: (1) Early in the semester when any non-degree graduate student (with the degree code of 500) registers for the sixth hour of graduate courses, the Office of Admissions will place a hold on the student’s file and will send a letter of notification to the student that an official baccalaureate degree transcript must be submitted to the Office of Admissions prior to any future registration. (2) Upon receipt of that transcript, the Office of Admissions will create a file for the student and will remove the hold.</p>
<p>Status This plan will be implemented for all affected students who enroll in the fall of 2002.</p>
<p>Person(s) Responsible Director of Admissions, Assistant Vice President for Research and Graduate Studies</p>

4.3.2 Graduate Admissions (Continued)

4.3.2/6 of 12

Graduate credit must not be awarded for portfolio-based experiential learning which occurs prior to the matriculation into a graduate program and which has not been under the supervision of the institution. In . . . exceptional individual cases, . . . an institution may award graduate credit for portfolio-based experiential learning which occurs prior to the student's matriculation into a graduate program.

4.3.2/7 of 12

Justification for an exception must include adequate documentation that the institution: (a) awards credit only for documented learning which ties the prior experience to the theories and data of the relevant academic field; (b) awards credit only to a matriculated student, identifies such credit on the student's transcript as credit for prior experiential learning, and is prepared, upon request from another institution, to document how such learning was evaluated and the basis on which such credit was awarded; (c) takes steps to ensure that credit for prior experiential learning does not duplicate credit already awarded for courses in the student's academic program; (d) adopts, describes in appropriate institutional publications, implements, and regularly reviews policies and procedures for awarding credit.

Recommendation 4

Graduate credit must not be awarded for portfolio-based experiential learning except for exceptional individual cases as described in the *Criteria*. The University has elected (as specified in the second sentence of 4.3.2/6 of 12) a process to consider awarding graduate credit in exceptional individual cases. This process has been described and documentation provided to illustrate specific cases. Therefore, although the university is not in compliance with the first sentence of 4.3.2/6 of 12, it is in compliance with the second sentence of 4.3.2/6 of 12 and with the **must** statement in 4.3.2/7 of 12 regarding a justification for an exception to 4.3.2/6 of 12.

Administrative Response
<p>Actions Both the SACS Graduate Program and Externally Funded Grants and Contracts Committee and the SACS Steering Committee agreed that the above two must statements are contradictory: the first states that graduate credit must not be awarded for portfolio-based experiential learning, but the second must statement then lays out the conditions under which it <u>can</u> be awarded. The recommendation simply mirrors the two statements, first stating that such credit must not be awarded then noting that when exceptions are made they are rigorously justified in accordance with the criteria laid out in the second must statement.</p> <p>Therefore, no action is required. As noted in Recommendation 4, the university is in compliance with the requirements listed in 4.3.2/7 of 12.</p>
<p>Status No action required</p>
<p>Person(s) Responsible None, no action required.</p>

4.3.2 Graduate Admissions (Continued)

4.3.2/8 of 12

Separate admission criteria must be formulated for each level of graduate work offered.

Recommendation 5

Graduate admissions standards must be modified to reflect a distinct difference between master's and doctoral levels. A recommendation to change the minimum GPA for regular admission to a master's program from 2.50 to 2.80 and the minimum GPA for regular admission to a doctoral program from 2.5 to 3.00 is under consideration by the Faculty Senate.

Administrative Response
<p>Actions Following consideration and recommendation by the Faculty Senate, admission criteria have been changed as noted in Recommendation 5 and will appear in the next <i>Catalog</i>.</p>
<p>Status The new criteria will go into effect in Fall 2002.</p>
<p>Person(s) Responsible Colleges, departments, and graduate program directors are responsible for making necessary changes to their program text in the <i>Catalog</i>. The Assistant Vice President for Research and Graduate Studies is responsible for assuring that policies related to graduate studies are adhered to.</p>

4.3.2 Graduate Admissions (Continued)

4.3.2/5 of 12

Coursework transferred or accepted for credit toward a graduate degree must represent graduate course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own graduate degree programs.

Suggestion 18

The *Catalog* text related to transfer of credits indicates the Office of Admissions as the place to submit request forms. In practice, the form is submitted to the Registrar's Office. *Catalog* text should be reviewed and revised to be consistent with current practice.

Administrative Response
<p>Actions Text will be changed as noted in suggestion 18 in the next <i>Catalog</i> and will state that transfer request forms are to be submitted to the Office of the University Registrar.</p>
<p>Status The <i>Catalog</i> revisions are underway and will be completed by March. The new 2003-2005 <i>Catalog</i> will be available in Fall 2002.</p>
<p>Person(s) Responsible The Graduate Administrators Council and the Assistant Vice President for Research and Graduate Studies are responsible for making recommendations for revising the graduate portion of the <i>Catalog</i>. The Assistant Vice President for Undergraduate Affairs is responsible for compiling all the catalog changes and monitoring their implementation.</p>

4.3.2 Graduate Admissions (Continued)

4.3.2/9 of 12

Policies must clearly define probation or conditional admission, if any, including the requirements for conditional admission and how long a student may remain in that status.

Suggestion 19

The process for advising and tracking of non-degree students should be reviewed for the purpose of improving the educational experience for these students and to improve the likelihood of converting them to degree-seeking status.

Administrative Response
<p>Actions This suggestion will be addressed as part of the plan for enforcing the requirement that non-degree graduate students submit baccalaureate transcripts upon enrolling for six hours of graduate credit courses (see Recommendation 3). The plan proposed as part of the administrative response to Recommendation 3 entails effective tracking of non-degree graduate students, and availability of transcripts will provide an effective basis for advising them.</p>
<p>Status Plans will be developed during the spring semester of 2002 for implementation during the fall semester.</p>
<p>Person(s) Responsible Director of Admissions, Graduate Program Directors, and Assistant Vice President for Research and Graduate Studies</p>

4.3.3 Graduate Completion Requirements

4.3.3/2 of 6.

Policies governing these requirements must include the following: the specified period of time for degree completion, requirements governing residency, thesis and dissertation requirements (when applicable), the minimum number of credit hours required for the degree, the minimal acceptable grade-point average, standards for satisfactory academic progress at which the student should apply for candidacy, and the types of qualifying and exit examinations the candidate must pass.

Suggestion 20

Graduate continuance policies for probation and suspension should be made clear and easy to calculate. The policy is under review by the Graduate Administrators Council with the intention of revising and simplifying probation and suspension criteria in the Catalog (p. 58).

Suggestion 21

Time limits and the policy regarding validation of out-of-date credits are not on the same page in the Catalog and appear inconsistent (pp. 59, 61, 64). These sections should be reviewed and clarified.

Suggestion 22

Graduate student registration requirements described in the Catalog (p. 57) are not clear and consistent. The text should be reviewed and revised.

Suggestion 23

All Catalog copy regarding graduate education should be reviewed to assure clarity and consistency.

Administrative Response	
Actions	Recommended changes to the graduate continuance policy (suggestion 20) have been made and are in the process of being approved for inclusion in the next <i>Catalog</i> . The Graduate Administrators Council has recommended changes to the registration requirements (suggestion 22) and Committee C of the Faculty Senate has proposed some additions to those recommendations. The sections on time limits and validation of out-of-date credits (suggestion 21) are under revision by the Graduate Administrators Council. Colleges and programs are currently reviewing college and program specific text regarding graduate programs and the Graduate Administrators Council is reviewing the University policies for graduate education during 2001-2002 (suggestion 23).
Status	The recommended changes to the continuance policy have been made by the Graduate Administrators Council, endorsed by the Dean, approved (with minor amendments) by Committee C of the Faculty Senate. They will be considered at the January 2002 Faculty Senate meeting and then go to the Provost and President for final approval. The other catalog changes are being considered and are expected to be completed in time for inclusion in the next catalog.
Person(s) Responsible	The Assistant Vice President for Research and Graduate Studies is responsible for tracking the changes through the approval process. Colleges are responsible for reviewing college Catalog text.

4.3.3 Graduate Completion Requirements (Continued)

4.3.3/4 of 6

If individual academic units develop special completion requirements for their graduate programs, these requirements must be published in the official catalog.

Suggestion 24

All the requirements for the individual doctoral programs listed in the Catalog should be reviewed to assure that they are consistent with the general doctoral degree requirements

Suggestion 25

All program handbooks should be reviewed to assure all program-specific requirements are published in the Catalog.

Administrative Response
<p>Actions During 2001-2002, colleges, departments, and programs are reviewing their Catalog text for consistency.</p>
<p>Status The Council of Graduate Administrators was briefed on this suggestion and asked to assure that departmental submissions of Catalog copy take it into account. The process of preparing and submitting catalog copy has underway during the fall semester of 2001.</p>
<p>Person(s) Responsible Deans, associate deans, chairs, graduate program directors, Assistant Vice President for Undergraduate Affairs, and Assistant Vice President for Graduate Studies and Research.</p>

4.3.6 Academic Advising of Graduate Students

4.3.6/1 of 4

Each institution must conduct a systematic, effective program of graduate academic advising.

Recommendation 6

The University must develop an assessment tool to document effective advising. The University has already made progress toward this goal. The Graduate Student Satisfaction Survey is designed to gather data from graduate students as they complete their degrees. It will provide annual data on advising and other topics.

Administrative Response
<p>Actions The Graduate Student Satisfaction Survey (GSSS) was developed during 2000-2001, was approved by the Graduate Administrators Council, and was pilot tested in Spring 2001. A policy change will be implemented to require all graduate students who are finishing their degrees to complete the GSSS.</p>
<p>Status The GSSS is being revised during fall 2001 and will be tested again in spring 2002. The next Catalog will include a section on the survey, and the survey will be mandatory (effective Fall 2002) prior to receiving a graduate degree.</p>
<p>Person(s) Responsible The University Assessment Program is responsible for implementing the survey, analyzing the results, and publishing the data and analysis. Graduate Program Directors, Chairs, and Deans are responsible for utilizing the results of the GSSS to improve graduate programs and Student Support Services. The Assistant Vice President for Research and Graduate Studies is responsible for coordinating and monitoring this process.</p>

4.3.6 Academic Advising of Graduate Students (Continued)

4.3.6/ 3 of 4

An effective orientation program must be made available to full- and part-time graduate students.

Recommendation 7

The University must develop an orientation program for all graduate students. Given the diverse population of graduate students (full-time/part-time, distance learning, higher education center, degree-seeking/non-degree) the University currently does not have a mechanism to provide a comprehensive orientation program to all graduate students. The University will explore creative means for delivering graduate orientation, including establishing a Web-based University-wide orientation program linked to the existing university Web site. Further, the six colleges should explore the feasibility and practicality of establishing a college-specific Web-based orientation program.

Administrative Response

Actions

A review of current orientation practices in the colleges is being conducted by the Assistant Vice President for Research and Graduate Studies during the 2001-2002 academic year to identify which programs are not offering orientation to graduate students. The results from three of the six colleges indicate that all but one of the programs reviewed do have an orientation program in place. Programs that do not will be required to develop one.

Data from the other three colleges and their programs is being compiled. After determining current practices at the college/program level, it will be decided whether to develop a University-level orientation program or to develop individual programs where they do not currently exist. Graduate education is very individualized and developing a university-wide orientation program may not be the preferable solution.

Status

In progress. Programs not offering orientation will be identified by March 2002. Decisions about University-level versus program-level orientation will be made by summer 2002.

Person(s) Responsible

Graduate Administrators Council and the Assistant Vice President for Research and Graduate Studies are compiling information from each college and will make recommendations to redress identified deficiencies.

4.3.6 Academic Advising of Graduate Students (Continued)

4.3.6/ 4 of 4

Orientation and advisement programs must be evaluated regularly and used to enhance assistance to students.

Recommendation 8

The University must establish a regular assessment of its orientation and advising programs.

Administrative Response
<p>Actions The Graduate Student Satisfaction Survey will be the instrument used for the assessment graduate orientation and advising programs. It has been approved and will be mandatory beginning in Fall 2002. The survey will give an assessment of graduate students' satisfaction with advising and orientation.</p>
<p>Status The GSSS is being revised during fall 2001 and will be tested again in spring 2002. The next Catalog will include a section on the survey, and the survey will be mandatory (effective Fall 2002) prior to receiving a graduate degree.</p>
<p>Person(s) Responsible The University Assessment Team is responsible for implementing and analyzing the survey. The Assistant Vice President for Research and Graduate Studies is responsible for coordinating and monitoring this process.</p>

4.3.6 Academic Advising of Graduate Students (Continued)

4.3.6/1 of 4

Each institution must conduct a systematic, effective program of graduate academic advising.

Suggestion 26

Sections related to graduate advising in the Faculty Handbook, Old Dominion University Catalog, and the Registration Information and Schedule of Classes Booklet should be reviewed for consistency of language.

Administrative Response
<p>Actions Members of the SACS Committee on Graduate Program and Externally Funded Grants and Contracts, while performing their self-study review, noticed inconsistencies in University publications related to advising for non-degree graduate students: The Faculty Handbook states “Some programs also require non-degree students to be advised. A list of these programs is contained in the Registration Information and Schedule Booklet.” The Registration Information and Schedule of Classes Booklet specifies the MBA program and the Catalog lists “engineering and business courses” as requiring non-degree students to seek advice prior to registering. These two publications will be made consistent and, if there are other programs that require advising for non-degree students, they will also be identified and consistently described in the three publications.</p>
<p>Status The Catalog currently is being reviewed. If other programs are identified, they will be included in the catalog revisions.</p>
<p>Person(s) Responsible The Assistant Vice President for Research and Graduate Studies is responsible for tracking Catalog revisions related to graduate programs; the University Registrar is responsible for revisions to the Schedule booklet.</p>

4.5 Distance Learning Programs

4.5/1 of 2

An institution must formulate clear and explicit goals for its distance-learning programs and demonstrate that they are consistent with the institution's stated purpose.

4.5/2 of 2

An institution must demonstrate that it achieves its goals and that its distance-learning programs are effective and comply with all applicable criteria.

Suggestion 27

The Provost/Vice President for Academic Affairs should develop assessment mechanisms to measure student satisfaction among distance learners not involved in TELETECHNET or not supported by site directors and their staff (e.g. Virtual Classrooms; Video Streaming; Ships at Sea; Navy College; Higher Education Centers; CD-ROM- based courses; Web-based courses; etc.)

Suggestion 28

TELETECHNET site directors should hold meetings each semester with the Student Advisory Group at their site, with minutes sent to the Office of Distance Learning.

Suggestion 29

TELETECHNET Regional Directors should hold meetings at least once a year with students selected for a Focus Group, with minutes sent to the Office of Distance Learning.

Suggestion 30

The Office of Distance Learning should develop assessment mechanisms for the Student Orientation activities provided to distant learners in all of its DLA.

Suggestion 31

The Office of Distance Learning should develop assessment mechanisms for the support services provided to U.S. Navy personnel by Middlesex Research Center.

Suggestion 32

The University should develop articulation agreements with all schools served by our distance-learning programs.

Suggestion 33

The University should assess the impacts of very large class enrollments in distance-learning activities and, where appropriate, adjust operations and policies to reduce class sizes and workloads of faculty.

Suggestion 34

The University should assess the impact of overall increasing enrollments in Distance Learning Activities and, where appropriate, adjust operations and policies to reduce workloads of faculty and support staff.

Administrative Response

Actions

Suggestion 27

During the 2002-03 academic year, the University will begin to assess student satisfaction among those persons who are not directly served by site/center directors in off-campus locations. Currently, this includes a small number of students who are enrolled in videostreaming programs and in Navy College. Other students in Virtual Classrooms, Ships at Sea, and Higher Education Centers are served by directors and/or educational coordinators in conjunction with Middlesex Research Center.

Suggestion 28

Site Directors have formed Student Advisory Groups at their sites, and they meet with these groups a minimum of once each semester. Minutes are included in site directors' monthly reports, with copies maintained at the sites and in the Office of Distance Learning. At students' requests and when appropriate, main campus and/or site procedures are adjusted to accommodate students' needs.

Suggestion 29

Regional Directors meet with students at each site a minimum of once each year in order to gauge effectiveness of the TELETECHNET program, site director, site staff, degree offerings, and other matters students address during these meetings. At students' requests and when appropriate, main campus and/or site procedures are adjusted to accommodate students' needs.

Suggestion 30

The Coordinator of Training and Operations conducts Student Orientation sessions from the main campus for new TELETECHNET students. This person requests input from site directors, site staff, and students to improve on the sessions and to make adjustments as needed. The Orientation sessions have been altered throughout the years to address all students' needs more fully. In addition, Site Orientation sessions are held by site directors and site staff for new students at their respective sites. Site Directors request feedback from students on a regular basis to improve these sessions. Adjustments are made when appropriate.

Suggestion 31

The students enrolled in NCPACE classes administered by the Middlesex Research Center (MRC) are given the opportunity to complete a course evaluation form. The surveys provide students an opportunity to address issues of support from MRC and Old Dominion. The surveys are administered at the end of each course, and are forwarded to Old Dominion for review. A new survey is under development by the Office of Military Programs and will be designed to improve the types of feedback that we receive from students taking distance learning courses in different formats; e.g., VTC, CD-Rom.

Suggestion 32

Old Dominion has developed articulation agreements with several community colleges partners, and is in the process of completing agreements with all partners.

Suggestions 33 and 34

These suggestions will be considered at several levels of University Governance. The president and vice presidents, after consultation, will guide such consideration. In the meantime, The Office of Distance Learning has asked the Director of Assessment to research relevant aspects of these issues. Three offices within Administration and Finance are highly impacted by increasing enrollments. These offices, the Registrar's Office, the Office of Financial Aid, and the Office of Finance have a high degree of interaction with Students and other constituencies as they relate to students, particularly in the area of Distance Learning and third-party contracting. Projected increases in enrollments would necessitate additional resources to serve the increased population adequately.

Status**Suggestion 27**

This will be addressed during 2002-2003. We have only a handful of students who do not have site directors or someone overseeing their support services. Virtual Classrooms go to the Higher Ed Centers, where there are directors. Ships at Sea has an educational coordinator on the ship, working with MRC (see 31 below). Navy College is served by Rob Curry on campus, but there are no more than perhaps 4-5 students there; videostreaming students are served by Heather Jones on campus, with approximately 4-5 students. These are the primary students to gather data from, so we are not at large numbers yet.

Suggestion 28

Done (fall, 2001).

Suggestion 29

Done (fall, 2001).

Suggestion 30

Done (fall, 2001).

Suggestion 31

In process; we expect implementation by early spring of 2002.

Suggestion 32

In process; we expect implementation by the end of the fall 2002.

Suggestions 33 and 34

These issues have not yet been addressed.

Person(s) Responsible

President, Vice Presidents, Interim Vice Provost for Distance Learning, Office of Distance Learning, TELETECHNET Site Directors

4.6 Continuing Education, Outreach and Service Programs

4.6/4 and 5 of 9

For outreach and service programs, an institution must provide the resources and services necessary to support the programs and must evaluate the programs regularly.

Suggestion 35

The University should update the CEPS Policies and Procedures Manual to reflect changes in process and procedures due to the implementation of the BANNER System. The University should also enhance the registration system with a software package designed for continuing education programming which provides items such as receipts, name tags, class rolls, confirmation letters, mailing labels, and certificates with only one key-in process.

Suggestion 36

The University should review the decentralized organization of continuing education and assess ways to coordinate the unit activities and streamline and increase marketing efforts, while maintaining academic integrity and quality by being connected to the college and faculty expertise. The review process should also address the University's Strategic Plan, which calls for collaboration to develop partnerships that produce greater visibility and productivity for the University.

Suggestion 37

To provide feedback and enhance program development and offerings, the University should establish more formal and consistent methods for evaluating outreach and service activities.

Administrative Response

Actions**Suggestion 35**

The Assistant Vice President for Higher Education Centers and Continuing Education will coordinate the revision and update of the CEPS Policy Manual. The University will confirm the process for doing CEPS related registration with the Banner system. OCCS will work with the Assistant Vice President for Higher Education Centers and Continuing Education, and the institution's non-credit operating units to develop and implement a method for providing registration and financial information from Banner which will assist them in managing finances and producing the items noted in the suggestion.

Suggestion 36

The University has begun the process of centralizing its Continuing Education. In early April of 2001, the Provost reaffirmed this goal and process.

Suggestion 37

The Provost and the Provost's staff will consider how this issue should be addressed.

Status**Suggestion 35**

The initial discussions and research about data requirements took place during the fall of 2001.

Suggestion 36

The budget unit directors have begun meeting to plan the transition and to select a name, logo, and marketing pieces for the Centralized Unit. In July, 2001, the budgets were centralized under the Assistant Vice President for Higher Education Centers and Continuing Education. The Budget Unit Directors, while continuing programming for their target markets, are developing a business plan, organizational chart, and specific ways to utilize resources more efficiently.

Suggestion 37

No action as of early December, 2001.

Person(s) Responsible**Suggestion 35**

Assistant Vice President for Higher Education Centers and Continuing Education in cooperation with OCCS Staff.

Suggestion 36

Assistant Vice President for Higher Education Centers and Continuing Education.

Suggestion 37

Provost, Assistant Vice President for Higher Education Centers and Continuing Education

4.8 Faculty

4.8.2.3 Faculty: Academic and Professional Preparation – Graduate

4.8.2.3/11 of 13

The Commission encourages interdisciplinary courses and recognizes that appropriate credentials for teaching may vary. The institution must document and justify the academic and professional preparation of faculty members teaching in such courses or programs.

Suggestion 38

There is no University policy for interdisciplinary course development. There should be a policy to address this item.

Administrative Response
<p>Actions The University is in compliance regarding the main thrust of this must statement, i.e., documenting the credentials of faculty teaching interdisciplinary courses. As to this suggestion, that there should be a policy for interdisciplinary course development, it seems that policies governing all course development adequately meet the need. This is because all new course proposals are reviewed by faculty committees and administrators at the departmental, college, and university levels. If a course is initiated in one department, but has interdisciplinary dimensions, then college and university committees already assure that input from all related departments is taken into account in the approval process.</p>
<p>Status No action is needed.</p>
<p>Person(s) Responsible No action is needed.</p>

4.8.6 Academic Freedom And Professional Security

4.8.6/6 of 7

If the institution uses faculty ranks and tenure, the policies and procedures for promotion, for awarding tenure, for providing adequate notice on non-renewal of a probationary appointment, and for termination of appointments, including those for cause, must be clearly set forth in the faculty handbook or other official publication.

Suggestion 39

The yearly Faculty Evaluation Schedule appears as an appendix in the on-line *Faculty Handbook* and is indexed. It would be helpful to also cross-link the schedule to the main text in the *Faculty Handbook* concerning reappointment, promotion, and tenure.

Administrative Response
<p>Actions This will be done when the new version of the Faculty Handbook is posted on line.</p>
<p>Status The new version (2001-2003) of the Faculty Handbook will be posted to the Academic Affairs Website immediately after the SACS/COC Visitation at the end of February 2002. The 1999-2001 version will be left on the site until then because it is the one cited (perhaps hundreds of times) in the Self-Study Report.</p>
<p>Person(s) Responsible Assistant Vice President for Undergraduate Affairs.</p>

4.8.6 Academic Freedom And Professional Security (Continued)

4.8.6/7 of 7

Termination and non-renewal procedures must contain adequate safeguards for protection of academic freedom.

Suggestion 40

Any review and recommendations made by the President or the Faculty Senate regarding grievance procedures should become part of the public record, and the President's biennial assessment of grievance procedures should be published.

Administrative Response
<p>Actions All documentation related to individual grievance cases is, of course, required to be confidential. Any documentation related to reports on or changes in University grievance procedures are now and will remain part of the public record (as reports to the Board of Visitors or the Faculty Senate and therefore part of the minutes of those bodies).</p>
<p>Status No action needed.</p>
<p>Person(s) Responsible President</p>

4.9 Consortial Relationships And Contractual Agreements

4.9/1 of 3

A member institution which enters into such consortial relationships or contractual agreements must have sufficient control of relationships / agreements so as to maintain compliance with the Criteria when offering educational programs through such arrangements.

Suggestion 41

The University should establish a review process for all agreements and contracts and a checklist of basic provisions that must be present before they are executed, for (a) monitoring and enhancing standards of quality; (b) reviewing and monitoring the activity or project to determine the quality of its performance; (c) determining the accreditation of participating agencies and institutions, if appropriate; (d) reviewing faculty qualifications and the quality of the courses; (e) assessing the financial costs and benefits; and (f) obtaining review and approval by the University's General Counsel.

Administrative Response
<p>Actions</p> <p>The University has convened an ad hoc central management committee of key program providers and support offices to review the current policies and procedures associated with the development, execution, and administration of contracts. Currently, a standard form of contract for Special Arrangements Contracts (3rd Party) has been approved by the University's General Counsel. A Contract Management document will be provided to assist in the development of future contracts. A benefit/cost template will be developed for use by individuals or departments that will clarify the financial impact of a proposed agreement or contract.</p>
<p>Status</p> <ol style="list-style-type: none"> 1. The ad hoc committee on contracts/contract management has met three times in 2001 and is reviewing all current contracts for inclusion in the Contract Management policy and procedures. 2. An early draft of portions of a Contract Management document has been prepared as of December 2001.
<p>Person(s) Responsible</p> <p>Vice President for Administration and Finance and Assistant to the Vice President for Administration and Finance, in consultation with the Provost</p>

4.9.2 Contractual Agreements

4.9.2/2 of 3

The member institution must maintain the quality of programs/courses offered through the contract and ensure ongoing compliance with the Criteria.

Suggestion 42

Contracts should always make requirements clear, especially with regard to (1) maintaining standards of quality; (2) providing for review; (3) ascertaining the accreditation of participating institutions and the value, quality, and level of courses, programs, and services; and (4) ascertaining the qualifications of faculty.

Administrative Response
<p>Actions This suggestion (42) relates more to the previous must statement (4.9/1 of 3) than to this must statement (4.9/2 of 3), and the administrative response to it is, in fact, included in the response to Suggestion 41. Therefore, no action other than that planned in response to Suggestion 41 is needed.</p>
<p>Status Please see administrative response to suggestion 41.</p>
<p>Person(s) Responsible Please see administrative response to suggestion 41.</p>

Section V Educational Support Services

5.1 Library and Other Learning Resources

5.1.1 Purpose and Scope

5.1. /3 of 6

The Library and other learning resources must be evaluated regularly and systematically to ensure that they are meeting the needs of their users and are supporting the programs and purposes of the institution.

Suggestion 43

The Library should document actions taken in response to user feedback and surveys.

Suggestion 44

The survey process should be refined to assure a statistical sampling of all representative campus populations.

Administrative Response
<p>Actions Survey analysis including users' comments is located on the Perry Library's Intranet. The Library Services Committee presents survey results at regular faculty meetings. The Library will partner with Institutional Research to develop a statistical sampling of all representative campus populations.</p>
<p>Status These suggestions will be added to the Library Services Committee charge for 2001-2002.</p>
<p>Person(s) Responsible Library Services Committee</p>

5.3 Information Technology Resources And Systems

5.3/6 of 10

There must be provisions for ongoing training of faculty and staff members so that they may make skillful use of appropriate application software. These requirements apply to all programs wherever located or delivered.

Suggestion 45

The University should provide a central point for notification of all training sessions and workshops available throughout campus.

Suggestion 46

The system for assigning mediated classrooms to faculty should be revised to better meet the needs of faculty, including adjunct faculty, who wish to use the available technologies.

Administrative Response
<p>Actions</p> <p>Suggestion 45 Due to the considerable variety and frequency of such training opportunities, this suggestion may not be so easy to implement. It may be possible to mount a website which lists upcoming training sessions and workshops sponsored variously by OCCS, CLT, the colleges, and departments. The University Advisory Committee on Technology will be asked to consider this suggestion and make recommendations.</p> <p>Suggestion 46 The effective management of mediated classrooms involves the successful matching of faculty needs to the functionality available in specific classrooms. The current challenges with best matching these needs and resources involve a review of the type/standards for mediation, the on-going timely maintenance and repair of the equipment, the availability of back-up classrooms, training, and other items. The University has created Classroom Central, a “one-stop” unit accountable for the classroom development and maintenance. With the assistance of an advisory committee of faculty, the Center for Learning Technologies, and the Scheduling Office, the Classroom Central staff will address these challenges and adapt the actual scheduling process to improve service to faculty, including adjunct faculty, who wish to use the available technology.</p>
<p>Status</p> <p>Suggestion 45 The University Advisory Committee on Technology will be assigned this issue for review in spring of 2002.</p> <p>Suggestion 46 1. The Classroom Central organization has been established, and an advisory committee has been created. The current campus standard for classroom mediation is under review. A \$285,000 allocation of Equipment Trust Funds have been allocated to replace existing mediation equipment. 2. The Scheduling Office has created back-up mediated classrooms and expanded access for training for the next scheduling cycle. 3. Distance Learning provides all appropriate training to faculty who use technology for distance learning courses, particularly software they use in satellite, two-way video, and web-based courses.</p>
<p>Person(s) Responsible Director of Communications and Network Services (OCCS), Director of Real Estate, Space Management and Scheduling, Interim Vice Provost for Distance Learning</p>

5.3 Information Technology Resources And Systems (Continued)

5.3/10 of 10

There should be a clearly defined program for maintaining and replacing equipment and software so that they remain current.

Suggestion 47

The University should develop a plan for replacing obsolete computer hardware and software and should provide the resources needed for implementing the plan.

Administrative Response
<p>Actions Each organizational unit with guidance from the Office of Computing and Communications Services(OCCS)will develop a desktop plan prior to the end of 2002. The plan must include an evaluation of the total cost of the desktop-computing environment to include cost of hardware, software, operation, and support. In addition, the plan should include a planned refresh rate for each machine based on functional requirements. The plan must also include use of best practices of managing and maintaining the desktop computing environment. Funding for the refresh of the desktop-computing environment should be based on the plan.</p>
<p>Status The University has entered into a contract with Gartner Services to collect data and provide the total cost of ownership of the desktop computing environment. In addition, OCCS has developed several services based on best practices that have been incorporated within organizational units through the Technical Services Provider (TSP) program. The Technical Services Providers (TSP's) assigned to each area will assist with the development of desktop plans.</p>
<p>Person(s) Responsible Director of Communications and Network Services (OCCS)</p>

5.4 Student Development Services

5.4.2 Resources

5.4.2/1 of 1

Human, physical, financial, and equipment resources for student development services must be adequate to support the goals of the institution. Staff development should be related to the goals of the student development program and should be designed to enhance staff competencies and awareness of current theory and practice.

Suggestion 48

The University should conduct an analysis and, if appropriate, increase support related to:

- the level of financial resources for Student Services relative to comparable institutions;
- a more accessible and less distracting space for Disability Services;
- additional space for the Registrar and Financial Aid Office, to allow for confidential communication.

Administrative Response

Actions

As to the first two items in Suggestion 48, the University will conduct an analysis of the level of financial resources for Student Services relative to comparable institutions, and will also analyze the need for a more accessible and less distracting space for Disability Services. If appropriate, and resources are available, additional funds will be allocated to meet any needs identified, pending availability. As to the third item, during the Summer of 2001, portions of the Registrar's Office and the Financial Aid Office were renovated, and the renovations included an expansion that addresses the current need for space.

Status

The first two items in the suggestion will be taken into consideration during operating budget request cycles. Work on the third item has been completed.

Person(s) Responsible

Vice President for Administration and Finance, Vice President for Student Services, and appropriate administrators reporting to them

5.4.3.1 Counseling and Career Development

5.4.3.1/1 of 1

Each institution should provide personal counseling services for students, as well as a career development program. . . .

Suggestion 49

Counseling Services is part of Student Services, but the Career Management Center, while housed in the same building, is part of Academic Affairs. It is suggested that there should be increased collaboration/connection between these two offices, whose missions and services overlap.

Administrative Response
<p>Actions Both Counseling Services and the Career Management Center provide excellent service to our students. Their missions and services do not, in fact, overlap; rather, they complement each other. These two offices already collaborate in appropriate ways. Therefore, no action is required in response to this suggestion.</p>
<p>Status No action is planned.</p>
<p>Person(s) Responsible No action is planned.</p>

5.4.3.7 Intramural Athletics

5.4.3.7/1 of 1

Intramural sports programs contribute to the personal development of students and should be related to the total program of the institution. These programs should be directed and supervised by qualified personnel and should be appropriately funded.

Suggestion 50

The University should renovate existing facilities or construct a new Recreational Center.

Administrative Response
<p>Actions The University requested capital funding for the renovation of the H&PE Building as part of the University's Six-Year Capital Budget Request. The total project request is \$12,651,000. Of this funding, \$9,133,000 would be used to create a Student Recreation Center within this facility and \$3,518,000 would be used to upgrade areas of the building used by the Department of Exercise Science, Physical Education and Recreation (ESPER). Specific uses identified for inclusion include basketball, racquetball, squash, gymnastics, wrestling, volleyball, running track, climbing wall, pool, cardiovascular exercise, weightlifting, and martial arts.</p>
<p>Status The University is awaiting the funding decision for this Capital Project Request. The University will initiate a formal pre-planning/programming study in 2002-2003.</p>
<p>Person(s) Responsible Vice President for Administration and Finance, Director of Facilities Management, Director of Athletics, and Director of Recreational Sports</p>

Section VI Administrative Processes

6.1 Organization and Administration

6.1.5 Administrative Organization

6.1.5/5 of 5

The effectiveness of all administrators, including the chief executive officer, must be evaluated periodically.

Recommendation 9

All university units should use the *Faculty Administrator Performance Appraisal Program*. As outlined in the guidelines, the performance review period should be from May through April in order to align with the salary increment determination process. A format for appraisal is recommended in the guidelines; however, alternative methods are acceptable once reviewed and registered with the Director of Human Resources.

Administrative Response
<p>Actions The Director of Human Resources notifies Senior Administrators about the requirements of the Faculty Administrator Performance Appraisal Program on an annual basis and tracks the completion of performance evaluations for administrative and professional faculty. The Director will report the status of the evaluations to the President and respective Vice Presidents.</p>
<p>Status Notification for the 2001-02 performance evaluation cycle will be distributed by the end of January, 2002.</p>
<p>Person(s) Responsible President, Vice Presidents, Director of Human Resources</p>

6.2 Institutional Advancement

6.2.2 Fund Raising

6.2.2/ 3 of 3

An institution must develop policies and procedures for fund raising and ensure that such policies are appropriately disseminated and followed.

Suggestion 51

The Office of Academic Affairs, Council of Senior Academic Deans, Office of Development and/or other relevant units should consider a uniform protocol concerning preparing and sending written thank-you notes to donors.

Suggestion 52

The Office of Development should consider ways to update Department Chairs on policies, procedures, and initiatives to maintain and increase awareness, especially for new department chairs.

Administrative Response

Actions

Suggestion 51

The Council of Senior Academic Deans will review this suggestion early in 2002 and decide how to respond to it appropriately.

Suggestion 52

The Office of Development will review this suggestion early in 2002 and decide how to respond to it appropriately.

Status

Suggestion 51

This suggestion will be implemented as part of the next Capital Campaign beginning in fall 2002.

Suggestion 52

This suggestion will be considered during the spring of 2002.

Person(s) Responsible

Council of Senior Academic Deans, Executive Director of Foundations

6.3.1 Financial Resources

6.3.1/1 of 2

Because the financial resources of an institution influence the quality of its educational program, each institution must possess sufficient financial resources to support its entire program.

Suggestion 53

Continue to explore ways of encouraging and maintaining a high priority for higher education issues with the State Legislature.

Suggestion 54

Continue to provide input and support for an equitable funding model for all of Virginia's public colleges and universities, which also recognizes the unique aspects of each of the institutions.

Suggestion 55

Continue to seek additional private sources of funds.

Administrative Response

Actions

Suggestion 53

There are many ways in which this is done and will continue to be done. For example, the President and the Vice President for University Advancement meet with legislators regularly, not only in Hampton Roads but also throughout Virginia. When the legislature is in session, the President, Vice Presidents, and other University Administrators make regular trips to Richmond. Legislators are regularly invited to visit the campus, and also have regularly accepted invitations to visit TELETECHNET sites in their districts.

Suggestion 54

Old Dominion University has actively participated as a part of the Technical Advisory Group working with the legislative staff of the Joint Subcommittee on Higher Education Funding Policies. This effort has produced guidelines for determining base funding for instruction, academic support, institutional support, student services, and, recently, the operation and maintenance (O&M) of plant and recognizing enrollment growth. The base adequacy model reflects appropriate student-faculty ratios based on the number of faculty required in different kinds of programs and at different levels of instruction. This base adequacy model has been adopted by the Joint Subcommittee.

Suggestion 55

The President is especially committed to this goal. A considerable portion of her time, working with staff from the Office of Development, has been dedicated and will continue to be dedicated to building relationships with potential donors and to telling Old Dominion University's story.

Status**Suggestion 53**

Even in the current stressed fiscal environment statewide, the Governor of Virginia recently designated 16.2 million dollars for constructing and equipping a new Engineering and Computational Sciences Building. There was strong bipartisan support among regional legislators for that decision and for meeting other fiscal needs of the University.

Suggestion 54

1. The base adequacy funding needs of the institutions have been calculated and incorporated in materials shared with the Joint Subcommittee and SCHEV.
2. The University has included these base funding needs as its highest operating budget request in the institution's biennial budget request.
3. SCHEV has submitted base adequacy funding needs of the institutions in its central request.

Suggestion 55

Several new fund raising initiatives were announced in President Runte's inaugural address in October of 2002. She is especially interested in increasing the funding base for student scholarships.

Person(s) Responsible

As to **Suggestion 53**: President, Vice President for University Advancement, and other Vice Presidents and Deans as appropriate.

As to **Suggestion 54**: Vice President for Administration and Finance and University Budget Officer

As to **Suggestion 55**: President, Vice President for University Advancement, and other Vice Presidents and Deans as appropriate.

6.4 Physical Resources

6.4/1 of 1

Physical Resources, including buildings and equipment both on and off the main campus, must be adequate to serve the needs of the institution in relation to its stated purpose, programs, and activities.

Suggestion 56

Although the institution is rapidly investing in the renovation of a significant number of existing and new classrooms, the University should develop a plan to apply consistent standards to the renewal of all classrooms on a systematic basis.

Administrative Response

Actions

Beginning in the 2001-2002 academic year, the University has established Classroom Central, an initiative to consolidate classroom technology, renovation, repair and general maintenance services under the single point of responsibility within the Office of Computing and Communications Services (OCCS). This initiative will be supported through an advisory committee of faculty and links with key operating units such as the Center for Learning Technology. The University allocated \$100,000 of one-time operating funds for the repair and upgrade of classrooms and \$285,000 of Educational Trust Funds for the replacement of classroom technology with existing mediated classrooms.

The institution's Six-Year Capital Budget Request includes major renewal and renovation requests for existing academic facilities which specifically note the University's intent to upgrade and mediate classrooms.

Status

The Classroom Central Advisory Committee has been created and will review the current strategy for mediation of classrooms including level of mediation, faculty and event use, operational support, and life cycle replacement. A cost model was developed for on-going maintenance and replacement of equipment. Actual repairs and upgrades of classrooms are underway.

Person(s) Responsible

Director of Communications and Network Services (OCCS)

6.4.1 Space Management

6.4.1/1 of 1

Space allocated to an institutional function must be adequate for the effective conduct of that function.

Suggestion 57

The implementation of the University's Six-Year Capital Budget Request, which focuses on the renewal of the buildings and the major mechanical and electrical systems of the University's main campus facilities, should also incorporate modifications to the internal configuration and allocation of space to reflect projected use and program needs.

Administrative Response

Actions

The level of requested funding in the institution's Six-Year Capital Budget reflects the modification of the internal configuration of these existing facilities in order to respond to both current and projected program needs. The University's capital strategy also proposes to construct specific new space which will permit the reallocation of significant portions of existing space. During the current academic year, the Director of Real Estate, Space Management and Scheduling will be performing an updated current and projected space needs analysis to inform these reallocations and define the specific program of modifications.

Status

1. The construction and occupancy of the Constant Hall Infill (and Renovation) and of the new Engineering & Computational Sciences Building will permit the reallocation of instructional and research space throughout campus. In addition, the proposed Physical Sciences Building – Phase II, which is a high priority in the current six-year capital budget request, will also result in the reallocation of instructional and research space in several campus science facilities.
2. The Old Dominion University Capital Budget Request for the upcoming biennium includes major renewal and renovation projects for the Technology Building (College of Health Sciences), Batten Arts and Letters Building (College of Arts and Letters), Education Building (Darden College of Education), Alfriend Chemistry Building, and Hughes Hall (vacant space to be allocated based upon defined program needs).
3. The formal initiation of the space needs analysis is scheduled for early 2002 and will be completed for the initiation of actual planning and design for projects funded through the current biennial budget process of the Commonwealth, as well as guide the development of subsequent capital budget requests.

Person(s) Responsible

President; Vice President for Administration and Finance; Provost; and Director of Real Estate, Space Management, and Scheduling

6.4.3 Safety and Security

6.4.3/3 of 3

A comprehensive safety plan must be developed, implemented, and evaluated regularly. The plan should give special attention to the adequate provision and use of safety equipment modification of buildings, if necessary, for easy egress in the event of fire or other emergency; and to familiarize all building occupants with emergency evacuation procedures.

Recommendation 10

A comprehensive emergency operations plan, including severe weather, must be developed by the University to address the special needs of the University's regional higher education centers.

Administrative Response

Actions

The Department of Public Safety has responsibility for the preparation and administration of the University's [Emergency Operations Plan](#). This Plan was updated in 2000 and is undergoing further refinements due to the events of 9/11/01. The Department of Public Safety has initiated efforts with each of the regional higher education centers to develop specific emergency operations plans consistent with University policy but reflective of the need to coordinate procedures with the localities in which they are situated.

As the University has developed these plans, those existing procedures have been incorporated to every extent practical. However, the University's faculty and staff responses are specific to the unique characteristics of each facility (available personnel, student body, building structure, campus grounds), and include key basic elements of the University's main campus emergency operations plan: *Fire, Severe Weather, Hurricane, Infectious Disease and Food Poisoning, Campus Disruptions (Demonstrations), Hostage, Barricade, and Mass Violence Situations, Bomb Threats, Sexual Assault, Medical Emergency, Deceased Student, Damage, Suicide/Attempted Suicide, Emotional and Disruptive Behavior, Missing Student, Weapons of Mass Destruction In The Mail, Important Emergency Numbers.*

Status

[Northern Virginia Center](#)- Has a plan in place that was revised on 05/07/01. The plan includes contingencies for severe weather (hurricanes, ice and snow), and theft and burglary. Also included is a list of emergency contact phone numbers for university personnel, and local police and emergency response agencies.

[Peninsula Higher Education Center](#)- Currently has "Contingency Management and Disaster Recovery Plan" in place; however, it is being reviewed for revision due to the move to a new facility.

[Tri-Cities Center](#)- Follows Tidewater Community College plan, but also follows ODU mandated closings due to severe weather, emergencies, etc... Plan is currently under revision per Provost's office.

[Virginia Beach Higher Education Center](#)- Plan is currently under development.

Person(s) Responsible

Director of Public Safety

Director, Northern Virginia Center- Sterling, VA

Director, Peninsula Higher Education Center- Hampton, VA

Director, Tri-Cities Higher Education Center- Portsmouth, VA

Director, Virginia Beach Higher Education Center- Va. Beach VA

6.5 Externally Funded Grants And Contracts

6.5/10 of 12

Continuity of support for general institutional activities must not be endangered by acquisition of research grants and contracts.

Suggestion 58

In order to document the Provost's practice of requiring an understanding of how an externally funded faculty position would be backed up, the following revision is suggested for inclusion in the Faculty Handbook (p. 149): "If tenure accruing faculty positions are to be funded from grant or contract funds, this practice is an exception to usual policy of the university and requires the review and approval of the Provost with a written understanding of how the position would be backed up should the external funding be disrupted."

Administrative Response
<p>Actions The text quoted in suggestion 58 was included in the <i>Faculty Handbook 2001-2003</i>, page 117.</p>
<p>Status Completed.</p>
<p>Person(s) Responsible None, task is completed.</p>

6.5 Externally Funded Grants And Contracts (Continued)

6.5.1/11 of 12

Grants must be awarded and contracts must be made for specified periods of time.

Suggestion 59

In order to document explicitly the need for performance dates, the following revision is suggested for inclusion in the Faculty Handbook (p. 142): "One of the conditions of acceptance is the identification of project dates prior to establishing an account to support project activities."

Administrative Response
<p>Actions The Old Dominion University Research Foundation (ODURF) administers most of the externally sponsored grant and contracts awarded to the University. ODURF requires project dates in order to establish an account to support project activity. In order to document that requirement, the text quoted in suggestion 59 was included in the <i>Faculty Handbook 2001-2003</i>, page 110.</p>
<p>Status Completed.</p>
<p>Person(s) Responsible None, task is completed.</p>