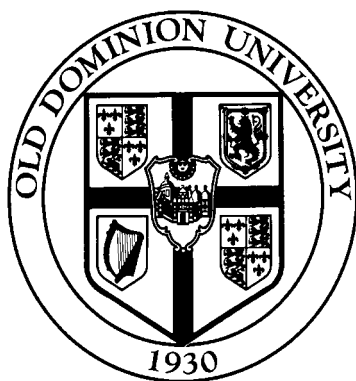


OLD DOMINION UNIVERSITY



SELF-STUDY MANUAL

Prepared by

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(Revised)

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INTRODUCTION

Old Dominion is a member of the Southern Association of Colleges and Schools' Commission on Colleges (SACS/COC). The Commission is the regional accrediting body for institutions of higher education in Virginia and ten other states in the south and southeast. The University's regional accreditation was reaffirmed in December 1992 by SACS/COC, following an extensive self-study process lasting almost two years and an on-site review by a visiting committee representing SACS/COC that determined compliance with the *Criteria for Accreditation*. The next reaffirmation is scheduled to occur by December 2002.

In March 2000, the University and SACS/COC formally initiated the self-study process for the upcoming reaffirmation of accreditation review. Sixteen principal committees will conduct various aspects of the internal self-study to determine whether Old Dominion is in compliance with the **must** and **should** statements contained in the *Criteria*. A formal visit to the campus by a SACS/COC-commissioned committee is scheduled for spring 2002.

The Self-Study Plan describes the organization of Old Dominion's self-study and defines the procedures that will guide the Self-Study Process. It was approved by the Steering Committee on January 18, 2000 and submitted to SACS/COC.

The Self-Study Manual builds upon and expands the Self-Study Plan. It adds significant detail concerning the organization and timing of the Self-Study Process for SACS/COC reaccreditation and recertification by the NCAA. It also provides guidance and procedures to be followed by the sixteen principal Self-Study Committees that are reviewing Old Dominion University's compliance with the *Criteria for Accreditation*.

Taken together these documents establish the framework and standards for the preparation of the Self-Study Report and its supporting documentation that will be reviewed by the visiting committee in 2002. The goal of the Self-Study Process is to assure that the University's regional accreditation by SACS/COC is reaffirmed for an additional ten years, until 2012, and recertified by the NCAA until 2007.

UNIVERSITY MISSION AND MAJOR GOALS STATEMENTS

Mission of the University

Old Dominion University promotes the advancement of knowledge and the pursuit of truth. It develops in students a respect for the dignity and worth of the individual, a capacity for critical reasoning and a genuine desire for learning. It fosters the extension of the boundaries of knowledge through research and scholarship and is committed to the preservation and dissemination of a rich cultural heritage. Old Dominion University is old enough to value tradition yet young enough to facilitate change. In a spirit of creative experimentation, the University is ready to meet the challenges of the twenty-first century.

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.

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 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, theatre, and dance.

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.

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 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.

Adopted by the Board of Visitors, June 10, 1971; revised, January 17, 1989 and April 15, 1999

Major Goals of the University

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 Service

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, healthcare 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.

Adopted by the Board of Visitors, January 17, 1989; revised, April 15 and December 9, 1999

SELF-STUDY PURPOSE AND OBJECTIVES

The principal purpose of the self-study process is to conduct a thoughtful institution-wide assessment to determine Old Dominion University's effectiveness and compliance with the SACS/COC *Criteria for Accreditation*. The intended outcome of the evaluation is to identify suggestions and recommendations related to the criteria that will strengthen Old Dominion's capabilities to achieve its mission and major goals. Within this broad framework, the University's self-study process is designed to accomplish the following specific objectives:

- Determine the extent to which Old Dominion meets or exceeds the current SACS/COC *Criteria for Accreditation*;
- Identify opportunities for improving the effectiveness, even when the *Criteria* are fully met or exceeded, and define actions to address any weaknesses;
- Conduct a broadly-based self-study process that involves wide representation from all segments of the University community;
- Evaluate the effectiveness of Old Dominion's Division I athletics program to assure compliance with the NCAA's Operating Principles;
- Produce accurate and comprehensive self-study documents that will be useful to the SACS/COC and NCAA evaluators, the University community, and Old Dominion's general public; and
- Achieve reaffirmation of the University's regional accreditation by SACS/COC and NCAA Division I Athletic Certification.

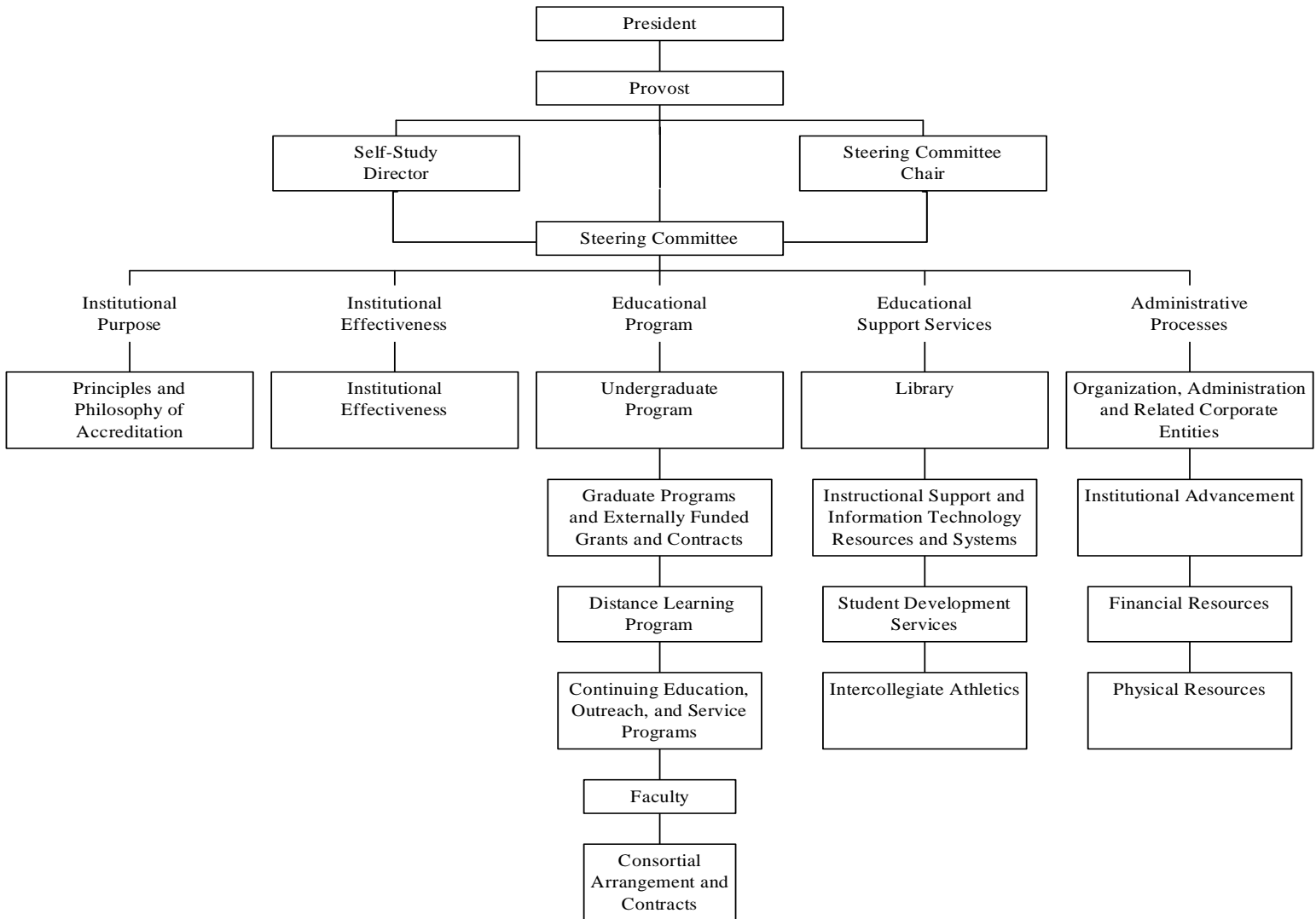
An effective and productive self-study process will surely result in the accomplishment of these objectives.

SELF-STUDY ORGANIZATION, LEADERSHIP, RESPONSIBILITIES, AND COMMITTEE STRUCTURE

Organization

An organization structure was established to conduct Old Dominion's SACS/COC reaffirmation of accreditation Self-Study Process. It consists of the Provost, Self-Study Director, Steering Committee Chair, Steering Committee, and sixteen criteria-specific committees. This organization has been charged to execute a successful Self-Study Process and achieve reaffirmation of the University's regional accreditation by SACS/COC and Division I certification by the NCAA. The following chart shows the structure implemented for the Self-Study Process.

**OLD DOMINION UNIVERSITY
SACS/COC REAFFIRMATION OF ACCREDITATION, 2002
SELF STUDY PROCESS: ORGANIZATION**



Leadership

The overall responsibility for conducting the self-study process leading to reaffirmation of accreditation and athletics certification has been assigned to Provost Jo Ann Gora by President James V. Koch. In turn, she appointed Dr. David R. Hager, Associate Vice President for Academic Affairs and Old Dominion's Accreditation Liaison with SACS/COC, to serve as the Self-Study Director and Dr. John P. Broderick, Professor of English and University Professor, as the Chair of the Steering Committee. Together, they will act as the self-study's leadership cadre and oversee, coordinate, and execute the review and reaffirmation process. Collectively, the leadership group has extensive experience at Old Dominion University and with accreditation and evaluation processes. Dr. Mary El-Kadi, a member of the English faculty, was appointed as the Editor and will oversee the development of the final Self-Study Report.

The Steering Committee, chaired by Dr. Broderick, includes among its members the President, Provost, Self-Study Director, the University's Vice Presidents, a representative of the deans, senior administrators from the academic and other administrative support areas, faculty members who chair six of the major self-study committees, the chair of the Faculty Senate, a representative of the Board of Visitors, the Student Body President, the President of the Hourly and Classified Employees Association, and a representative of the Alumni Association. The Steering Committee will provide oversight and guidance to the self-study process and to the work of the criteria-specific committees. The Director of Athletics and Senior Associate Director of Athletics are also members since the self-study and reaffirmation visit will be conducted jointly with the NCAA for the purpose of certifying Old Dominion's Division I intercollegiate athletics program.

Responsibilities

The following responsibilities have been specifically defined for the Provost, Self-Study Director, Steering Committee Chair, and Editor in Old Dominion University's SACS/COC reaffirmation of accreditation self-study process.

- **Provost:** Dr. JoAnn Gora, the Provost and Vice President for Academic Affairs, was charged by President James V. Koch with overall responsibility for the successful execution of the self-study process, the visit of the SACS/COC reaffirmation of accreditation committee, and follow-up actions on recommendations and suggestions that result from the self-study report and committee.
- **Self-Study Director:** Dr. David R. Hager, Associate Vice President for Academic Affairs, has been appointed as the Director of the Self-Study and charged by Provost Jo Ann Gora with leading and coordinating and managing all aspects of the overall self-study process. These include developing the Self-Study Process documentation such as the plan and manual, managing resources, providing support for the steering and principal committees, communicating self-study progress to the University community, producing the self-study report, handling all visiting committee arrangements, providing support for visiting committee members, executing follow-up actions on recommendations and suggestions, and maintaining liaison with the SACS/COC staff. In addition, he will work closely with the Provost and Steering Committee Chair to select principal committee chairs and members.

- **Steering Committee Chair:** Dr. John P. Broderick, Professor of English, has been appointed by Provost Jo Ann Gora as the Chair of the Steering Committee. He is responsible for leading the Steering Committee, coordinating the activities and interaction of the sixteen principal self-study committees with the Steering Committee, and maintaining the schedule for the self-study to assure continuing progress toward completion of the report. This includes assuring that each of the principal committees thoroughly reviews the University's activities that fall within the scope of the criteria for which they were assigned responsibility and producing a report on their findings. In addition, the Steering Committee Chair will work closely with the Provost and Self-Study Director on the selection of principal committee chairs and members. Finally, he will work with the Self-Study Director on matters related to achieving the self-study goals and developing the self-study plan, manual, and visiting committee arrangements.
- **Editor:** Dr. Mary El-Kadi, a faculty member in the Department of English, was appointed by Provost Jo Ann Gora as the Editor. She will be responsible for developing a unified draft of the self-study from the sixteen principal committee reports and producing a final version of the report following review by the Steering Committee. The format and other editorial policy considerations that govern the principal committee reports will be developed by the Editor, Self-study Director, and Steering Committee Chair in consultation with the Provost.

Committees: Structure, Selection Criteria, Responsibilities, and Membership

Sixteen committees will conduct an in-depth examination of Old Dominion's activities for compliance with SACS/COC *Criteria for Accreditation* and an additional four will review the *NCAA Operating Principles*. Thirteen of the SACS/COC committees are chaired by a senior faculty members. The Institutional Effectiveness and the Continuing Education, Outreach, and Service Programs, and Financial Resources Committees are chaired by experienced and senior administrators. Committee membership is broadly representative and drawn from across the University community, including faculty, administrators, classified staff, alumni, and students. Of the four NCAA review committees, two are chaired by faculty and two by administrators.

Each committee is charged with reviewing the University's policies, practices, activities, plans, and evaluation processes in light of the applicable *Criteria for Accreditation* and the **must** and **should** statements. The committees will evaluate the effectiveness of the institution within their area of responsibility and make recommendations and suggestions necessary to assure the University's compliance with the *Criteria* and enhance Old Dominion's effectiveness.

The members of the Steering Committee and sixteen criteria-specific principal self-study committees are shown in the charts below. The general criteria for selection of individuals to serve on these committees includes their knowledge of Old Dominion, experience with the area addressed by the specific criteria, demonstrated ability to participate effectively in a team-based evaluation process, commitment to the institution, broad representation of the University community, and experience with regional and specialized accreditation processes. More specifically, the committees are designed to be representative of the University community. They include faculty, administrators, students, classified staff, and alumni. The principal self-study committees are generally chaired by faculty and include faculty members representing each of the six colleges. Where appropriate, they also include

library staff, students, classified staff, and alumni. Steering Committee members serve as liaisons with the committees. More than 200 members of the Old Dominion University community will be involved in the Self-Study Process through service on steering and principal committees.

Steering Committee Membership and Responsibilities

Name	Title or Position	Committee Liaison or Membership*
John P. Broderick	Steering Committee Chair, Professor; Department of English	Instructional Support and Information Technology Resources and Systems Committee*
James V. Koch	President	
Jo Ann Gora	Provost	Graduate Program and Externally Funded Grants and Contracts Committee*
Robert Fenning	Interim Vice President for Administration and Finance	Physical Resources Committee
John R. Broderick	Vice President for Institutional Advancement	Institutional Advancement Committee*
Dana Burnett	Vice President for Student Services	Student Development Services Committee*
Karen Gould	Dean, College of Arts and Letters	Consortial Relationships and Contracts*
James Jarrett	Director of Athletics	Intercollegiate Athletics Committee
Mikki Baile	Senior Associate Director of Athletics	Intercollegiate Athletics Committee
Marty Sharpe	Director of University Planning and Institutional Research	Institutional Effectiveness Committee
Renee Dunman	Director of Equal Opportunity and Affirmative Action	Organization, Administration, and Related Corporate Entities Committee*
Name	Position or Title	Committee Liaison or Membership*

Ali Ardalan	Chair, Institutional Effectiveness Committee; Associate Dean, College of Business and Public Administration	Institutional Effectiveness Committee*
John Ritz	Chair, Undergraduate Program Committee; Professor, Department of Occupational and Technical Studies	Undergraduate Program Committee*
Richard Whittecar	Chair, Distance Learning Program Committee; Associate Professor, Department of Ocean, Earth, and Atmospheric Sciences	Distance Learning Program Committee*
Shirley Glover	Chair, Continuing Education, Outreach and Service Programs Committee; Associate Dean and Director of Continuing Education, College of Health Sciences	Continuing Education, Outreach, and Service Programs Committee*
Robert Ake	Chair, Faculty Committee; Associate Professor, Department of Chemistry and Biochemistry	Faculty Committee*
Thomas Socha	Chair, Institutional Advancement Committee; Associate Professor, Department of Communication and Theatre Arts	Institutional Advancement Committee
Janis Sanchez-Hucles	Chair, Intercollegiate Athletics Committee; Professor, Department of Psychology	Intercollegiate Athletics Committee*
Patricia Perry	Board of Visitors Representative	Library Committee
Name	Position or Title	Committee Liaison or Membership*

Paul Champagne	Chair, Faculty Senate; Professor, Department of Business Administration	Faculty Committee
Louis Ludwig	Student Representative	Undergraduate Program Committee
Bobby Powell	Classified Employee Representative; President, HACE Association	Physical Resources Committee*
Steve Winter	Alumni Association Representative	
Mary El-Kadi	Self-Study Editor; Visiting Assistant Professor, Department of English	Library Committee*
David Hager	Self-Study Director; Associate Vice President for Academic Affairs	Principles and Philosophy of Accreditation Committee*

* Indicates liaison to a principal self-study committee

Principal Self-Study Committee: *Criteria for Accreditation Responsibilities*

	Committee	<i>Criteria for Accreditation*</i>
1	Principles and Philosophy of Accreditation	1.1, 1.2, 1.4, 1.6, and Section II
2	Institutional Effectiveness	3.1, 3.2, and 3.3
3	Undergraduate Program	4.2 (4.2.1, 4.2.2, 4.2.3, 4.2.4, and 4.2.5)
4	Graduate Program and Externally Funded Grants and Contracts	4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6 and 6.5
5	Distance Learning Program	4.5, 4.8.2.4, 5.1.7 and Distance Education: Definition and Principles – A Policy Statement and The Evaluation of Distance Learning Activities
6	Continuing Education, Outreach, and Service Programs	4.6
7	Faculty	4.8 (4.8.1, 4.8.2.2, 4.8.2.3, 4.8.3, 4.8.4, 4.8.5, 4.8.6, 4.8.7, 4.8.8, 4.8.9, and 4.8.10)
8	Consortial Relationships and Contracts	4.9 (4.9.1 and 4.9.2)
9	Library	5.1 (5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, and 5.1.6)
10	Instructional Support and Information Technology Resources and Systems	5.2 and 5.3
11	Student Development Services	4.7, 5.4 (5.4.1, 5.4.2, and 5.4.3)
12	Intercollegiate Athletics	5.5 (5.5.1, 5.5.2, 5.5.3, and 5.1.4) and NCAA Division I Athletics Certification Operating Principles
13	Organization, Administration, and Related Corporate Entities	6.1 (6.1.1, 6.1.2, 6.1.3, 6.1.4, and 6.1.5), and 6.6
14	Institutional Advancement	4.4 and 6.2 (6.2.1 and 6.2.2)
15	Financial Resources	6.3 (6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 6.3.8, 6.3.9, 6.3.10, 6.3.11, and 6.3.12)
16	Physical Resources	6.4 (6.4.1, 6.4.2, 6.4.3, and 6.4.4)

* Refers to specific sections in the SACS/COC *Criteria for Accreditation, 1998*

Principal Self-Study Committees: Charge and Membership

	Committee and Charge	Members
1	<p>Principles and Philosophy of Accreditation --Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations related to the principles and philosophy of accreditation, including the conditions of eligibility.</p>	<p>Chair: Donald Zeigler, Professor, Department of Political Science and Geography</p> <p>Faculty: Chandra de Silva, Professor, Department of History Bruce McAfee, Professor, Department of Business Administration Alice Wakefield, Associate Professor, Department of Early Childhood, Speech-Language Pathology, and Special Education Gary Schafran, Associate Professor, Department of Civil and Environmental Engineering John Echternach, Professor, School of Community Health Professions and Physical Therapy Lytton Musselman, Professor, Department of Biological Sciences</p> <p>Administrator: David Hager, Associate Vice President for Academic Affairs</p> <p>Classified Staff: Rebecca Granger, Laboratory Specialist Senior, Department of Medical Laboratory Sciences</p>

	Committee and Charge	Members
2	<p>Institutional Effectiveness – Evaluate the University’s strengths and weaknesses relative to planning, evaluation, and assessment; determine the institution’s compliance with the <i>Criteria for Accreditation</i> for institutional effectiveness.</p>	<p>Chair: Ali Ardalan, Associate Dean, College of Business and Public Administration</p> <p>Faculty: Michael Hucles, Associate Professor, Department of History Denny Wolfe, Professor, Department of Educational Curriculum and Instruction Brenda Nichols, Professor, School of Nursing Elaine Justice, Associate Professor, Department of Psychology</p> <p>Administrators: Marty Sharpe, Director, University Planning and Institutional Research Roxanne Gile, Research Associate, Assessment Program Stephen Zerwas, Director, Testing, Evaluation, and Assessment Oktay Baysal, Associate Dean, College of Engineering and Technology</p> <p>Classified Staff: Martha Clayton, Building Construction Inspector, Physical Plant</p> <p>Alumnus: Robert Hardison</p>

	Committee and Charge	Members
3	<p>Undergraduate Program – Evaluate Old Dominion’s compliance with the <i>Criteria for Accreditation</i> related to undergraduate programs and make recommendations for areas where deficiencies are determined to exist.</p>	<p>Chair: John Ritz, Professor, Department of Occupational and Technical Studies</p> <p>Faculty: Robert Wojtowicz, Associate Professor, Department of Art Sylvia Hudgins, Associate Professor, Department of Business Administration Gary Crossman, Associate Professor, Department of Engineering Technology Deanne Shuman, Professor, School of Dental Hygiene and Dental Assisting Kneeland Nesius, Associate Professor, Department of Biological Sciences</p> <p>Librarian: Glenn Bunton, Systems Librarian, Perry University Library</p> <p>Administrators: Aleene Rose, Director, Academic Skills Center Jeanie Kline, Director, Distance Learning Operations Michael O’Connor, Director of Admissions John Heyl, Executive Director, Office of International Programs</p> <p>Classified Staff: Kimberly Brown</p> <p>Students: Dennis Arendall Louis Ludwig</p> <p>Alumnus: Anthony Whitehead</p>

	Committee and Charge	Members
4	<p>Graduate Program and Externally Funded Grants and Contracts – Assess compliance of the University’s graduate and research programs with the <i>Criteria for Accreditation</i> and make recommendations as appropriate to address any discrepancies that are determined.</p>	<p>Chair: Robert Ash, Professor, Department of Aerospace Engineering</p> <p>Faculty: Wolfgang Pindur, Professor, Department of Urban Studies and Public Administration Robert Gable, Professor, Department of Early Childhood, Speech-Language Pathology, and Special Education Ravindra Joshi, Associate Professor, Department of Electrical and Computer Engineering George Maihafer, Associate Professor, School of Community Health Professions and Physical Therapy Dan Sonenshine, Professor, Department of Biological Sciences Pat Pleban, Associate Professor, Department of Chemistry and Biochemistry</p> <p>Librarian: Ann Pettingill, Head, Reference Research Services, Perry University Library</p> <p>Administrators: Jo Ann Gora, Provost Michael Dingerson, Associate Vice President of Research and Graduate Studies Carole Seyfrit, Assistant Vice President for Research and Graduate Studies Jerry Jones, Interim Executive Director, Old Dominion University Research Foundation</p> <p>Student: Ron Tolento</p> <p>Alumnus: Sandra Olanitori</p>

	Committee and Charge	Members
5	<p>Distance Learning Program – Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for distance learning programs</p>	<p>Chair: Richard Whittecar, Associate Professor, Department of Ocean, Earth, and Atmospheric Sciences</p> <p>Faculty: Garland White, Associate Professor, Department of Sociology and Criminal Justice John Keeling, Lecturer, Department of Business Administration William Stanley, Professor, Department of Engineering Technology Christopher Lovell, Associate Professor, Department of Educational Leadership and Counseling Linda Lilley, Associate Professor, School of Nursing</p> <p>Librarian: Cynthia Swaine, Instructional Services Librarian, Perry University Library</p> <p>Administrators: Edith Barnett, Assistant Vice President for Distance Learning and Extended Education Patrick Pow, Assistant Vice President for Academic Technology Services Ann Reid Tatman, Customer Service Manager, Office of Finance Alice McAdory, Director, Peninsula Higher Education Center</p> <p>Student: <i>To be Named</i> (Distance Student)</p> <p>Alumnus: Maryann St. Clair</p>

	Committee and Charge	Members
6	<p>Continuing Education, Outreach, and Service Programs – Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for continuing education, outreach, and service programs.</p>	<p>Chair: Shirley Glover, Associate Dean and Director of Continuing Education, College of Health Sciences</p> <p>Faculty: <i>To be Named</i> (Contract Faculty)</p> <p>Administrators: William McMahon, Associate Vice President for Academic Support Services Paul Heine, Associate Dean and Director of Programs for Continued Learning, College of Education Helen Madden, Director, Technology Applications Center, College of Engineering and Technology Cecelia Tucker, Assistant to the President for Community Relations Robert Bray, Director, English Language Center</p> <p>Classified Staff: Lisa Mitchell, Marketing Director, Programs for Continued Learning, College of Education</p> <p>Alumnus: Bessie Pender</p> <p>Community Representative: <i>To be Named</i></p>

	Committee and Charge	Members
7	<p>Faculty – Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations related to the faculty.</p>	<p>Chair: Robert Ake, Associate Professor, Department of Chemistry and Biochemistry</p> <p>Faculty: Ken Daley, Professor, Department of Art Paul Champagne, Professor, Department of Business Administration Nicholas Bountress, Professor, Department of Early Childhood, Speech-Language Pathology, and Special Education Isao Ishibashi, Professor, Department of Civil and Environmental Engineering Mable Smith Pittman, Associate Professor, School of Nursing Desmond Cook, Professor, Department of Physics</p> <p>Administrator: David Hager, Associate Vice President for Academic Affairs</p>
8	<p>Consortial Relationships and Contracts – Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations related to consortia and contracts.</p>	<p>Chair: Surendra Tiwari, Professor, Department of Mechanical Engineering</p> <p>Faculty: John Toomey, Associate Professor, Department of Music Chris Colburn, Associate Professor, Department of Economics David Branch, Department of Exercise Science, Physical Education, and Recreation Roland Mielke, Professor, Department of Electrical and Computer Engineering Elizabeth Giles, Senior Lecturer, School of Community Health Professions and Physical Therapy Wallace Van Orden, Professor, Department of Physics</p> <p>Administrator: Karen Gould, Dean, College of Arts and Letters</p>

	Committee and Charge	Members
9	<p>Library– Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for the library and its resources.</p>	<p>Chair: Douglas Ziegenfuss, Associate Professor, Department of Accounting</p> <p>Faculty: Mary El-Kadi, Visiting Assistant Professor, Department of English Fran Hassencahl, Assistant Professor, Department of Communications and Theatre Arts Abha Gupta, Assistant Professor, Department of Educational Curriculum and Instruction Paul Kauffmann, Assistant Professor, Department of Engineering Management Joanne Bishop, Lecturer, School of Nursing John Adam, Professor, Department of Mathematics and Statistics</p> <p>Librarians: Jean Major, University Librarian, Perry University Library Virginia O’Herron, Assistant University Librarian, Perry University Librarian</p> <p>Board of Visitors: Patricia Perry</p> <p>Student: Madgie McRee</p> <p>Alumnus: Janice McPherson Doxey</p>

	Committee and Charge	Members
10	<p>Instructional Support and Information Technology Resources and Systems -- Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for instructional support and information technology resources and systems.</p>	<p>Chair: Richard Overbaugh, Associate Professor, Department of Curriculum and Instruction</p> <p>Faculty: John P. Broderick, Professor, Department of English Joyce Neff, Associate Professor, Department of English William Crouch, Associate Professor, Department of Information Systems and Decision Sciences David Netherton, Senior Lecturer, Department of Occupational and Technical Studies Sank Williams, Lecturer, Department of Engineering Technology Scott Sechrist, Associate Professor, School of Medical Laboratory Sciences Chris Wild, Associate Professor, Department of Computer Science</p> <p>Librarian: Karen Vaughan, Digital Services Coordinator, Perry University Library</p> <p>Administrator: Rusty Waterfield, Director of Communications and Network Services, Office of Computing and Communications Services</p> <p>Classified Staff: Connie Merriman, Information Support Coordinator, Office of Computing and Communications Services</p> <p>Student: Laura Smith</p> <p>Alumnus: Mickey O'Connor</p>

	Committee and Charge	Members
11	<p>Student Development Services -- Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for all student development services</p>	<p>Chair: Deborah Bauman, Associate Professor, School of Dental Hygiene and Dental Assisting</p> <p>Faculty: Renee Olander, Lecturer, College of Arts and Letters Tim McKee, Associate Professor, Department of Accounting Petra Snowden, Associate Professor, Department of Educational Leadership and Counseling Derya Jacobs, Associate Professor, Department of Engineering Management Barbara Hargrave, Associate Professor, Department of Biological Sciences</p> <p>Administrators: Dana Burnett, Vice President for Student Services Maggie Curry-Williams, Associate Dean of Students Scott King, Director of International Scholar and Student Services Charles Roddy, Assistant Vice President for Institutional Advancement and Director of Alumni Affairs Mary Swartz, Interim Registrar Don Runyon, Assistant Vice President for Auxiliary Services</p> <p>Classified Staff: Scott Harrison, Senior Programmer/Analyst, Division of Student Services</p> <p>Student: Sharifa Charley</p>

	Committee and Charge	Members
12	<p>Intercollegiate Athletics – Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for all aspects of intercollegiate athletics. (Note: A concurrent review of the Athletics Program for compliance with the NCAA’s requirements for certification is being coordinated with the SACS/COC Self-Study Process.)</p>	<p>Chair: Janis Sanchez-Hucles, Professor, Department of Psychology</p> <p>Faculty: Lucien Lombardo, Professor, Department of Sociology and Criminal Justice Edward Markowski, Professor, Department of Information Systems and Decision Sciences Elizabeth Kennedy, Lecturer, Department of Exercise Science, Physical Education, and Recreation Patrick Tow, Associate Professor, Department of Exercise Science, Physical Education, and Recreation Moustafa Moustafa, Associate Professor, Department of Engineering Technology Thomas Somma, Associate Professor, School of Medical Laboratory Sciences</p> <p>Administrators: James Jarrett, Director of Athletics Mikki Baile, Senior Associate Director of Athletics Carol Locke, University Hearing Officer</p> <p>Classified Staff: Tina Price, Public Relations Specialist, Athletics</p> <p>Student: Daniel Ridenhour</p> <p>Alumnus: Billy Hasty</p>

	Committee and Charge	Members
13	<p>Organization, Administration, and Related Corporate Entities -- Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for institutional administration and organization and related entities.</p>	<p>Chair: Earl Honeycutt, Professor, Department of Business Administration</p> <p>Faculty: John Kuehl, Associate Professor, Department of History Ray Morgan, Professor, Department of Curriculum and Instruction William Drewry, Professor, Department of Civil and Environmental Engineering Clare Houseman, Associate Professor, College of Health Sciences Stewart Shen, Professor, Department of Computer Science</p> <p>Administrators: Renee Dunman, Director of Equal Opportunity Donna Meeks, Assistant to the Vice President for Administration and Finance</p> <p>Classified Staff: Judith Smith, Accountant, University Budget Office</p>

	Committee and Charge	Members
14	<p>Institutional Advancement – Describe, assess for compliance with <i>the Criteria for Accreditation</i>, and make recommendations for the area of institutional advancement.</p>	<p>Chair: Thomas Socha, Associate Professor, Department of Communication and Theatre Arts</p> <p>Faculty: John Ford, Professor, Department of Business Administration Katharine Kersey, Professor, Department of Early Childhood, Speech-Language Pathology, and Special Education Sushil Chaturvedi, Professor, Department of Mechanical Engineering Gail McCombs, Assistant Professor, School of Dental Hygiene and Dental Assisting Ram Dahiya, Professor, Department of Mathematics and Statistics</p> <p>Administrators: John R. Broderick, Vice President for Institutional Advancement Steve Daniel, Public Relations Director, Institutional Advancement Alonzo Brandon, Acting Executive Director of Foundations Kevin Swann, Coordinator of Preview</p> <p>Classified Staff: Linda Freeman, Printing Services Supervisor, Monarch Copy Center</p> <p>Student: Carla James</p> <p>Alumnus: Raymond T. Jones</p>

	Committee and Charge	Members
15	<p>Financial Resources – Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for financial resources.</p>	<p>Chair: Deb Swiecinski, University Budget Officer</p> <p>Faculty: Dennis Zeisler, Associate Professor, Department of Music Murray Rudisill, Professor, Department of Curriculum and Instruction Berndt Bohm, Assistant Professor, College of Engineering and Technology Laurel Garzon, Associate Professor, School of Nursing Thomas Cash, Professor, Department of Psychology</p> <p>Librarian: Pam Morgan (LIB)</p> <p>Administrator: Bruce Rubin, Interim Dean, College of Business and Administration</p> <p>Classified Staff: Linda Mihalsky, Executive Secretary Senior, College of Sciences</p>

	Committee and Charge	Members
16	<p>Physical Resources – Describe, assess for compliance with the <i>Criteria for Accreditation</i>, and make recommendations for physical resources</p>	<p>Chair: William Dunstan, Professor, Department of Ocean, Earth, and Atmospheric Sciences</p> <p>Faculty: Carol Markowski, Professor, Department of Information Systems and Decision Sciences Steve Tonelson, Professor, Department of Early Childhood, Speech-Language Pathology, and Special Education David Basco, Professor, Department of Civil and Environmental Engineering Faye Sims, Lecturer, School of Nursing</p> <p>Administrators: Janet Katz, Associate Dean, College of Arts and Letters Robert Fenning, Interim Vice President for Administration and Finance</p> <p>Librarian: Morel Fry, Administrative Services Librarian</p> <p>Classified Staff: Bobby Powell, Laboratory Instrument Supervisor, College of Sciences Frances McCraw, Secretary Senior, Perry University Library</p> <p>Student: Katy Day</p>

SACS/COC SELF-STUDY CALENDAR

The following lists the actions and expected completion dates for the activities related to Old Dominion's SACS/COC self-study process and reaffirmation of accreditation during 1999-2002.

Action	Completion Date
SACS/COC notifies Old Dominion Concerning the Review for Reaffirmation of Accreditation in 2002	April 7, 1999
Notify SACS/COC on the Decision to Conduct a Comprehensive Self-Study Process	May 10, 1999
Identify and Appoint the Self-Study Director	May 24, 1999
Initiate Preliminary Self-Study Planning Activities	July-August, 1999
Identify and Appoint of Steering Committee Chair and Self-Study Committee Chairs	August-September, 1999
Appoint the Self-Study Editor	September, 1999
Identify and Appoint Self-Study Committee Members	October-December, 1999
Formulate the Draft Self-Study Plan	October-November, 1999
Review the Draft Self-Study Plan	November, 1999
Submit the Draft Self-Study Plan to SACS/COC Staff	December, 1999
Submit the Fall 1999 SACS/COC Annual Institutional Profile	December 1, 1999
Draft the Self-Study Manual and Writing/Editing Guidelines	January, 2000
Conduct the First Steering Committee Meeting	January 18, 2000
Submit Final Self-Study Plan to SACS/COC	January 24, 2000
Conduct a Self-Study Committee Chairs Meeting	January 27, 2000
Initial Meetings and Orientation of Self-Study Committees	January-February, 2000
Self-Study Committees Review <i>Criteria for Accreditation</i> must and should statements to identify data/information needs	February, 2000
Develop the Self-Study Manual	February-March, 2000
Self-Study Process "Kick Off" Visit with Dr. Ronald Sheehy SACS/COC Associate Executive Director	March 1, 2000
Submit Self-Study Manual to SACS/COC	April, 2000
Submit Financial Information Institutional Profile to SACS/COC	April 30, 2000

Action	Completion Date
Collect Data and Information for Self-Study Committees	April-July, 2000
Self-Study Committees Receive Data and Information	August, 2000
Self-Study Committees Prepare Draft Reports with Suggestions and/or Recommendations and Submit to the Steering Committee Chair and Self-Study Director	August-October, 2000
Submit Committee Draft Reports to Responsible Units for Factual Accuracy	November, 2000
Responsible Units Submit Any Revisions and Additional Information for the Draft Committee Report to the Steering Committee Chair and Self-Study Director	December, 2000
Self-Study Committees Evaluate Input From Responsible Units and Revise Draft Reports as Appropriate	January, 2001
Submit Mid-Term Report on Self-Study Process to SACS/COC Executive Director	January, 2001
NCAA Division I Athletics Certification Orientation Visit	January 2001
Steering Committee Reviews Revised Draft Self-Study Committee Reports and Returns Comments and Revisions to the Committee Chairs	February, 2001
Self-Study Committees Revise the Draft Reports and Submit Final Draft Reports to the Steering Committee Chair and Self-Study Director	March-April, 2001
Self-Study Director, Steering Committee Chair, and Self-Study Editor Compile the First Draft of the Self-Study Report	May-June, 2001
First Draft of Self-Study Report Reviewed by the President, Provost, Executive Officers, Steering Committee, and Responsible Units	June, 2001
Return Comments and Revisions from the Review by the President, Provost, Executive Officers, Steering Committee, and Responsible Units on First Draft of Self-Study to the Steering Committee Chair and Self-Study Director	July, 2001
Produce First Draft Self-Study Revised Based on Input From Review by President, Provost, Executive Officers, and Steering Committee	July-August, 2001
Action	Completion Date

Conduct University-Wide Review of Second Draft of the Self-Study Report (Including Faculty, Students, Staff, and Alumni)	September, 2001
Steering Committee Reviews Comments and Revisions Received from University-Wide Review and Recommends Revisions to Self-Study Second Draft	October, 2001
SACS/COC Appoints the Reaffirmation of Accreditation Committee Chair and Members	November, 2001
Prepare and Distribute the Final Version of the Self-Study Report to the University Community, SACS/COC Reaffirmation of Accreditation Committee Chair, and Selected Others	December, 2001
Submit Final Self-Study to SACS/COC Reaffirmation of Accreditation Committee Chair	December, 2001-January, 2002
Provost and Executive Officers Develop Follow-Up Plan for the Recommendations and Suggestions in the Self-Study Report	January, 2002
Complete Planning and Arrangements for SACS/COC Reaffirmation of Accreditation Committee Visit	January, 2002
Organize and Conduct Preliminary Campus Visit by the SACS/COC Reaffirmation of Accreditation Committee Chair	January, 2002
Send Self-Study Report to SACS/COC Reaffirmation of Accreditation Committee Members	January-February, 2002
SACS/COC Reaffirmation of Accreditation Committee Visits Old Dominion University to Conduct Review	March-April, 2002
Receive and Respond to the SACS/COC Reaffirmation of Accreditation Committee Report for Errors of Fact	April-May, 2002
Receive the SACS/COC Reaffirmation of Accreditation Committee's Final Report and Respond to Recommendations	June-August, 2002
Implement Follow-Up Plan for All Non- <i>Criteria for Accreditation</i> Related Recommendations Resulting From the Self-Study Process	September-November, 2002
SACS/COC Reaffirms Old Dominion University's Accreditation	December, 2002

NCAA CERTIFICATION SELF-STUDY TIME TABLE

The following is the calendar for the NCAA Division I Athletics Certification Self-Study that is being conducted in conjunction with the SACS/COC Reaffirmation of Accreditation Self-Study Process.

Action	Completion Date
Identify and Appoint the Steering Committee	March, 2000
Identify and Appoint the Four Self-Study Subcommittees: Governance and Commitment to Rules Compliance, Academic Integrity, Fiscal Integrity, and Equity, Welfare and Sportsmanship	April, 2000
Organizational Meeting of the Steering Committee	April, 2000
Organizational Meetings of the Subcommittees	September-October, 2000
NCAA Division I Athletics Certification Orientation Visit	January, 2001
First Draft of the Self-Study Report Due to the Steering Committee	May, 2001
Editing of the Draft Self-Study Report	June-August, 2001
University Review of the Draft Self-Study Report	September-November, 2001
Revision of the Draft Self-Study Report	December, 2001
Final Self-Study Report Submitted to the NCAA	February, 2002
NCAA Athletics Certification Committee Visits Campus to Conduct Review in Conjunction with the SACS/COC Reaffirmation of Accreditation Committee	March, 2002

SELF-STUDY REPORT OUTLINE

The following is the preliminary outline for Old Dominion's Self-Study Report that will be submitted to SACS/COC in late 2001. The contents of the Report will parallel the *Criteria for Accreditation*. Each section will address whether the University is in compliance with the **must** and **should** statements that comprise the specific criteria area. Where deficiencies are noted, the section will also include recommendations that address how the institution will remediate the discrepancy. Recommendations will be accomplished as a part of a formal follow up action plan developed as part of the Self-Study Process. Similarly, suggestions intended to increase effectiveness or efficiency will be included in report section if appropriate.

Introduction

- Brief History of Old Dominion University
- Organization of the Self-Study
- Self-Study Goals and Objectives
- Committees and Membership
- Self-Study Report Plan

Section I: Principles and Philosophy of Accreditation

- 1.1 Institutional Commitment and Responsibilities in the Accreditation Process
- 1.2 Application of the *Criteria*
- 1.3 Separately Accredited Units
- 1.4 Conditions of Eligibility
- 1.5 Initial Membership
- 1.6 Representation of Status

Section II: Institutional Purpose

Section III: Institutional Effectiveness

- 3.1 Planning and Evaluation: Educational Programs
- 3.2 Planning and Evaluation: Administrative and Educational Support Services
- 3.3 Institutional Research

Section V: Educational Program

- 4.1 General Requirements of the Educational Program

4.2 Undergraduate Program

- 4.2.1 Undergraduate Admission

- 4.2.2 Undergraduate Completion Requirements
- 4.2.3 Undergraduate Curriculum
- 4.2.4 Undergraduate Instruction
- 4.2.5 Academic Advising of Undergraduate Students

4.3 Graduate Program

- 4.3.1 Initiation, Operation and Expansion of Graduate Programs
- 4.3.2 Graduate Admission
- 4.3.3 Graduate Completion Requirements
- 4.3.4 Graduate Curriculum
- 4.3.5 Graduate Instruction
- 4.3.6 Academic Advising of Graduate Students

4.4 Publications

4.5 Distance Learning Programs

4.6 Continuing Education, Outreach and Service Programs

4.7 Student Records

4.8 Faculty

- 4.8.1 Selection of Faculty
- 4.8.2 Academic and Professional Preparation
 - 4.8.2.1 Associate
 - 4.8.2.2 Baccalaureate
 - 4.8.2.3 Graduate
 - 4.8.2.4 Distance Learning Programs/Activities
- 4.8.3 Part-Time Faculty
- 4.8.4 Graduate Teaching Assistants
- 4.8.5 Faculty Compensation
- 4.8.6 Academic Freedom and Professional Security
- 4.8.7 Professional Growth
- 4.8.8 The Role of the Faculty and Its Committees
- 4.8.9 Faculty Loads
- 4.8.10 Criteria and Procedures for Evaluation

4.9 Consortial Relationships and Contractual Agreements

- 4.9.1 Consortial Relationships
- 4.9.2 Contractual Agreements

Section V: Educational Support Services

5.1 Library and Other Learning Resources

- 5.1.1 Purpose and Scope

- 5.1.2 Services
- 5.1.3 Library Collections
- 5.1.4 Information Technology
- 5.1.5 Cooperative Agreements
- 5.1.6 Staff
- 5.1.7 Library/Learning Resources for Distance Learning Activities

5.2 Instructional Support

5.3 Information Technology Resources and Systems

5.4 Student Development Services

- 5.4.1 Scope and Accountability
- 5.4.2 Resources
- 5.4.3 Programs and Services
 - 5.4.3.1 Counseling and Career Development
 - 5.4.3.2 Student Government, Student Activities and Publications
 - 5.4.3.3 Student Behavior
 - 5.4.3.4 Residence Halls
 - 5.4.3.5 Student Financial Aid
 - 5.4.3.6 Health Services
 - 5.4.3.7 Intramural Athletics

5.5 Intercollegiate Athletics

- 5.5.1 Purpose
- 5.5.2 Administrative Oversight
- 5.5.3 Financial Control
- 5.5.4 Academic Program

Section VI: Administrative Processes

6.1 Organization and Administration

- 6.1.1 Descriptive Titles and Terms
- 6.1.2 Governing Board
- 6.1.3 Advisory Committees
- 6.1.4 Official Policies
- 6.1.5 Administrative Organization

6.2 Institutional Advancement

- 6.2.1 Alumni Affairs
- 6.2.2 Fund Raising

6.3 Financial Resources

- 6.3.1 Financial Resources
- 6.3.2 Organization for the Administration of Financial Resources

- 6.3.3 Budget Planning
- 6.3.4 Budget Control
- 6.3.5 The Relation of an Institution to External Budgetary Control
- 6.3.6 Accounting, Reporting and Auditing
- 6.3.7 Purchasing and Inventory Control
- 6.3.8 Refund Policy
- 6.3.9 Cashiering
- 6.3.10 Investment Management
- 6.3.11 Risk Management and Insurance
- 6.3.12 Auxiliary Enterprises

6.4 Physical Resources

- 6.4.1 Space Management
- 6.4.2 Building, Grounds and Equipment Maintenance
- 6.4.3 Safety and Security
- 6.4.4 Facilities Master Plan

6.5 Externally Funded Grants and Contracts

6.6 Related Corporate Entities

Appendices (as needed)

GUIDELINES FOR DATA COLLECTION METHODS AND EVALUATION TECHNIQUES

A major effort of the principal self-study committees will be the collection of data and analysis of information for the purpose of responding to all of the **must** and **should** statements enumerated in the *Criteria for Accreditation*. The general principle that will guide data collection for Old Dominion's self-study process is that those units responsible for the University functions and activities being examined by the committees will be kept informed about the data and information needs and will cooperate with those requiring the data.

The committee chairs and members must carefully think through their data and information needs with reference to the **must** and **should** statements and confine their requests to those areas. The self-study process is a thorough examination of the various parts of the institution that is defined by the structure of the *Criteria* and the **must** and **should** statements. These will be considered the parameters governing the committees' data collection needs.

Each of the sixteen self-study Committees will follow the procedures outlined below with respect to their data and information collection needs:

- Carefully review and understand the meaning and intent of the **must** and **should** statements in the section of the *Criteria* assigned to the committee.
- Determine the data and information needs associated with each **must** and **should** statement.
- Prepare a brief outline of the data and information collection needs and a plan on how these will be obtained and from which sources, to be discussed with the Self-Study Director.
- Incorporate the data and information into the committee's report when appropriate.
- Keep a file of any data-gathering instruments produced by the committee, the raw data produced, and a record of the responses that may be available to the SACS/COC committee that visits the campus and that can be reviewed by the unit having responsibility for the function being reviewed.
- Use data to document all conclusions, recommendations, and suggestions contained in the committee report.
- Prepare a list of all references and provide a copy of each one with the final committee report.

The Steering Committee will oversee the collection of institutional data for the self-study. Where data or information is not already available in central administrative offices, such as the Office of University Planning and Institutional Research, the Steering Committee will commission a specific study to be conducted, identify the appropriate office to collect and analyze the data as needed, and develop the necessary specifications and time lines.

For purposes of efficiency, the Steering Committee will serve as the coordinating body for the development, approval, and administration of any survey instruments requested by the principal self-study committees. Data requests from the self-study committees will be transmitted to the Steering Committee Chair for action. The Chair will coordinate with the Self-Study Director to implement the requested survey. It is anticipated that this arrangement will reduce the workload of the individual committees and avoid the problem of duplication of requests for data and information being sent to the same office.

The Self-Study Director will be responsible for follow-up on the Steering Committee's requests for specific studies to be conducted, obtaining data from central offices that have been requested by committees, and coordinating the committee's request for data collection. Offices that receive data and information requests related to the self-study process will respond as quickly and completely as possible. Any problems will be communicated to the Director.

In addition, the Self-Study Director will establish a reference library to support the self-study process. It will include materials related to the University's compliance with SACS/COC's *Criteria for Accreditation* and policies, Commonwealth of Virginia and University policies and procedures, information on prior certification and substantive change reviews, as well as other materials related to planning and evaluation, budgeting, institutional advancement, and research. An Internet home page for the self-study process will also be established and updated as a continuing resource.

The evaluation of the data and/or information collected to support the self-study will be conducted using normal professional standards. These will include objectivity; verification of sources; confidentiality, where necessary; accuracy; and appropriate citations, if needed.

Finally, the collected data must be organized and identified for placement in the self-study reference library for use by those involved in the self-study and the resource room that will be available to the SACS/COC committee that visits the campus in spring 2002. The Self-Study Director and Steering Committee Chair will develop a method for cataloging the data and information in the reference library.

GUIDE FOR PRESENTING COMMITTEE FINDINGS

The following statements are intended as a guide for presenting the findings on the University's compliance with the **must** statements that make up the section of the *Criteria of Accreditation* assigned to the committees for review. To the extent that it is helpful, each **must** statement could be reviewed and written up using the three steps outlined below:

1. Describe what we do, who is responsible, how it happens, how information is communicated, how it is reviewed, how changes are made (illustrate findings with the use of charts and graphs whenever possible).

2. Describe evidence that demonstrates compliance, including gathering, documenting, and/or building a body of evidence; include citation(s) and location(s); cite source(s) of evidence; submit a copy of documentation to the Self-Study Director (if available), or cite specific location(s) where it may be obtained.

3. Summarize findings; generate tentative conclusions; identify strengths to be maintained and weaknesses to be strengthened; propose recommendations to strengthen areas of weakness.

ISSUE/RECOMMENDATION REPORTING: PROCESS AND FORMAT

Process

Issues or recommendations identified by a Self-Study Committee that indicate that the University is either not in compliance or only in partial compliance with a SACS/COC criterion **must** or **should** statement will be reported to the Self-Study Director as soon as possible. The intent of this process is to establish an early warning system that will detect a problem, verify that an issue does in fact exist, identify a recommended solution, and result in action to remedy the situation.

The following format will be used by committee chairs to describe the issue identified by the committee, provide a statement of the probable recommendation, and describe a proposed follow-up plan to address the problem. This information will be sent to the Self-Study Director. These committee reports will be shared with the Provost, Steering Committee, and Steering Committee for review and action. The Self-Study Director will provide feedback to the committee chair on the disposition of the issue/recommendation.

Report Format

The report of an issue or recommendations that is sent to the Self-Study Director by the committee chair must include the information requested in the following format.

Date:

Committee:

1. Description of Issue Identified:

2. Criteria Must/Should Statement(s):

3. Proposed Follow-Up Action(s):

Submitted by: _____
Committee Chair

4. Action Taken:

Name: _____

Date:

GUIDELINES FOR PREPARING COMMITTEE REPORTS

The following guidelines are intended to outline the requirements for the committee reports and define how these documents should be prepared for submission. This manual includes a style guide which is designed to respond to specific questions related to the preparation of the committee report content.

1. Overall Considerations: Each committee report must be objective, analytical, concise, and clear. It must respond directly to each of the **must** and **should** statements that are included in the section of the *Criteria for Accreditation* assigned to the committee for review. The report must identify strengths and weaknesses of the area or activity that is being examined. It must also include plans and actions that address the problems identified.

2. Committee Findings --Compliance with SACS/COC Criteria: The report must present the committee's findings on whether the University is in compliance with a particular **must** or **should** statement. If the committee determines that Old Dominion satisfies the statement, it must provide the documentation that demonstrates compliance. If the committee determines that the University is not in compliance, it should develop a **recommendation** on how compliance could be achieved. The recommendations must be supported by a unanimous vote of the committee because the University is required to address them. If there are improvements that the committee wishes to identify, they may formulate a **suggestion** which may be considered for implementation.

3. Word Processing: The committee reports must be submitted in both hard copy and electronically (either on a disk or as an e-mail attachment). The report may be prepared using either MSWord or WordPerfect (though MSWord is preferred since that is the word processing software that will be used to create the full Self-Study Report). Although New Time Roman 11 point type is the predominant font to be used, please pay careful attention to the various specifications in the Style and Format Guides that follow.

4. Report Organization: The following style and format guides provide information on questions concerning the preparation of the committee report. A sample report will be provided to the committees. It will show the format for the preparation of the report's cover page, table of contents, structure (headings and sections), recommendation and suggestion statements, and a table that summarizes compliance information and documentation.

SELF-STUDY STYLE GUIDE

The committee reports will stand alone and be incorporated into the University’s Self-Study Report that will be submitted to SACS/COC and used by the reaffirmation of accreditation committee that visits Old Dominion. This style guide and the one on format that follows is intended to answer questions about how the information and data should be presented in the committee report and to facilitate the editorial work necessary to produce the Self-Study Report. Editorial and style questions should be directed to Mary El-Kadi, the Self-Study Editor, or John P. Broderick, Chair of the Self-Study Steering Committee.

ITEM	STYLE	EXAMPLE
Academic Year	Use four digits, followed by a hyphen, followed by two digits.	2000-01
Board of Visitors (abbreviation)	When using Board of Visitors for the first time in each section, spell it out. Thereafter, abbreviate it.	Board of Visitors BOV
Bullets	Use bullets before indented, unnumbered small lists indented in the text. No terminal punctuation is used unless the items are sentences or more than one sentence.	<ul style="list-style-type: none"> • Item • Item • Item • Item
Campus-wide	This should be two words divided by a hyphen, not “Campuswide.”	Campus-wide campus-wide
Capitalization	Capitalize “University” when it refers to Old Dominion University. Other units, like colleges and departments, are lower case. When using the full unit name, use upper case for first letters of major words. Always capitalize “President” when it refers to the President of Old Dominion University. Capitalize academic titles when the full title is used. Other uses of titles should be lower case.	University College of Sciences President Vice President for Student Affairs Dean of the College of Sciences The vice president and the dean will attend the meeting.
Catalog vs. Catalogue	Any use of “Catalog” should not be followed by the letters “ue” at the end (Catalogue).	Catalog
Catalog Year	All Catalog references should be to 2000-02 Catalogs. If the reference is now to an older catalog, look up page numbers in new Catalog if necessary.	Old Dominion University Catalog 2000-02

ITEM	STYLE	EXAMPLE
Commas in a Series	Insert the comma before “and” in a series.	The dean, the student, and the instructor arrived.
Compliance	<p>For the compliance status, use “Compliance” and “Non-Compliance.”</p> <p>In the Must Statement Compliance Tables, the word “Compliance” is centered in 10-point Times. The word “in” should not precede the word “Compliance” in the tables.</p>	Compliance
Compliance (in table format)	<p>The word Compliance is capitalized and not preceded by “in.”</p> <p>Font: Times, Size: 10, Alignment: Center</p>	Compliance
Computer and Internet Terminology	No uses other than those listed are acceptable.	<p>database</p> <p>e-mail</p> <p>homepage</p> <p>on-line</p> <p>Web page</p>
Conclusion	<p>“Conclusion” should be singular and be listed at the end of the section before Recommendations and Suggestions.</p> <p>After the text of Conclusion, if we are in compliance, on a separate line say:</p> <p>For partial compliance, say:</p> <p>For non-compliance, say:</p>	<p>Conclusion</p> <p>The University is in compliance with these SACS Criteria.</p> <p>The University is not in compliance with [#] of these SACS Criteria.</p> <p>The University is not in compliance with these SACS Criteria.</p>
Conclusion vs. Conclusions	<p>“Conclusion” as a heading is singular throughout the report.</p> <p>Times, 12-point, bold, flush left</p>	Conclusion
Coursework	Use “coursework” as one word--no spaces between “course” and “work.”	coursework
Data	“Data” should be plural.	“The data are not constant”
Database	Use “database” one word - no space between “data” and “base”	database

ITEM	STYLE	EXAMPLE
Division	When referring to a specific division, the word "Division" should be capitalized.	The Division of Student Services
	When referring to divisions generally, the word should be lower case	Throughout the different divisions of the University. . .
Doctorate in Education	Use a capital "E" followed by a lower case "d" followed by a period, followed by a capital "D," followed by a period using no spaces.	Ed.D.
Document Titles, Punctuation	Put the document name only, no quotation marks, italics, or underline.	Annual Report of the Division of Student Services 2000-01
Documentation	Put sources at end of sentence within parentheses. Separate sources with a semicolon. Put the period outside close parenthesis.	. . . showed that the students were generally satisfied (University Factbook 2000-01; University Catalog 2000-01).
	Do not use "See" or "Exhibit" as in (See Undergraduate Catalog 1997-98).	
E&G	For first reference in a section, use full name:	Education and General funds
	For further references, use abbreviated version: Do not use E&G with spaces:	E&G E & G
Effectiveness Cycle/E-Cycle	Capitalize both words in the spelled-out version, as well as the abbreviated version.	Effectiveness Cycle E-Cycle
e-mail	Use lower-case "e," followed by a single hyphen, followed by the word "mail" in lowercase letters.	e-mail
Exhibit	The word "Exhibit" should not be used when referencing material.	
Home Page	Use "home page"--two words	home page
Hyphenation, Automatic	Don't use it.	
Internet	Capitalize the word internet.	Internet
Library, Perry	For first reference in a section, use:	The Perry Library
	Thereafter, use "the Library," capitalized.	the Library
Lower-Division, Lower-Level	Hyphenate lower-division, upper-division, lower-level, upper-level when used as adjectives, but not in "The students were in the lower division."	Lower-division students
Must	Whenever the word must is used to refer to an imperative statement in the Criteria booklet, use must , bold, no quotation marks.	The University is in compliance with this must statement.
Non-Compliance	Use Non-Compliance with a hyphen between both <i>capitalized</i> words.	Non-Compliance

ITEM	STYLE	EXAMPLE
Non-Compliance (in Table Format)	<p>The word Non-Compliance is capitalized.</p> <p>If must statement is in partial compliance, it is listed as “Non-Compliance” in the middle column of the table to which it corresponds.</p> <p>Font: Times, Size: 10, Alignment: Center</p>	<p>Non-Compliance</p>
Numbers in Text	<p>The general rule governing APA* style on the use of numbers is to use figures to express numbers 10 and above and words to express numbers below 10.</p> <p><i>*Publication Manual of the American Psychological Association, Fourth Edition, 1994.</i></p> <p>Numbers Expressed in Figures Use figures to express –</p> <p>a) all numbers 10 and above</p> <p>b) all numbers below 10 that are grouped for comparison with numbers 10 and above; however, if the traits and checklists are not being compared (i.e., they are different categories of items), use the 10 and above rule:</p> <p>c) When numbers immediately precede a unit of measure, use figures</p> <p>d) Use figures for numbers that represent statistical or mathematical functions, fractional or decimal quantities, percentages, ratios, and percentiles and quartiles</p> <p>e) Use figures for numbers that represent time; dates; ages; sample, subsample, or population size; specific numbers of subjects in an experiment; scores and points on a scale; exact sums of money; and numerals as numerals..</p> <p>f) Use figures for numbers that denote a specific place in a numbered series, parts of books and tables, and each number in a list of four or more numbers.</p>	<p>25 years old approximately five weeks ago</p> <p>13 lists</p> <p>3 of 21 analyses</p> <p>15 traits on each of four checklists</p> <p>a 5-mg dose</p> <p>more than 5% of the sample the ratio of 16:1</p> <p>2 weeks ago September 17, 1998 18 year-olds</p> <p>chapter 5 1,3,4, and 7 words, respectively</p>

ITEM	STYLE	EXAMPLE
Numbers in Text Expressed in Words	<p>Use Words to express:</p> <p>a) numbers below 10 that do not represent precise measurements</p> <p>b) the numbers zero and one when the words would be easier to comprehend than the figures or when the words do not appear in context with numbers 10 and above</p> <p>c) Any number that begins a sentence, title, or heading. (Whenever possible, reword the sentence to avoid beginning with a number)</p> <p>d) common fractions</p> <p>e) universally accepted language</p>	<p>repeated the task three times</p> <p>zero-based budgeting</p> <p>Forty-eight percent of the sample showed an increase; 2% showed no change.</p> <p>Two-thirds majority</p> <p>The Fourth of July</p>
Numbers in Text (Figures and Words Combined)	<p>Use a combination of figures and words to express:</p> <p>a) rounded large numbers (starting with millions)</p> <p>b) back-to-back modifiers</p>	<p>a budget of \$2.5 million</p> <p>two 2-way interactions</p>
Numbers, Big	<p>In big four-digit dollar and non-dollar amounts, do not put in commas. In numbers with five or more digits, do put commas.</p>	<p>\$2000 \$253,345 3456 FTE</p>
ODU	<p>Do not use; instead use:</p>	<p>Old Dominion University, Old Dominion, University</p>
Offices	<p>Offices' names should be used on a case-by-case basis as they are referred to in the Catalog.</p>	<p>Office of the Registrar, Office of Multicultural Student Services</p>
On-line	<p>Use the word "on" followed by a single hyphen followed by the word "line" in lower-case letters.</p>	<p>on-line</p>
Page Number (Abbreviations)	<p>Use "p." for one page. Use "pp." for more than one page.</p>	<p>p. 3 pp. 22-25</p>
Percent	<p>Use the word as one word--no space between "per" and "cent."</p>	<p>percent</p>
President	<p>Capitalize this word when referring specifically to the President of Old Dominion University.</p>	<p>President</p>
Provost/Vice President for Academic Affairs	<p>"Provost/Vice President for Academic Affairs" will be used for this report.</p> <p>This should be capitalized every time it is used.</p>	<p>Provost/Vice President for Academic Affairs</p>

ITEM	STYLE	EXAMPLE
Recommendations	<p>If there are no recommendations, say “None.”</p> <p>If there is more than one recommendation for a single must statement, number them.</p>	<p>Recommendations None</p> <p>Recommendations 1. Add more staff. 2. Raise all salaries.</p>
Re-entry	There is a single hyphen between “re” and “entry.”	re-entry
SACS/COC	<p>When used for the first time in the Self-Study use:</p> <p>Thereafter, use the abbreviated version:</p> <p>This is for the first time referenced and is not section-specific.</p>	<p>Commission on Colleges of the Southern Association of Colleges and Schools</p> <p>SACS/COC</p>
Seasons	Capitalize the seasons when they refer to or seem to refer to a semester.	“In Fall 2000, things were different from the Summer of 1999.”
See	The word “See” should not be used when referencing material in this report.	
Self-Study	Capitalize the word “Self” followed by a single hyphen, followed by a capitalized “Study” when referring to this study that we are now in the process of completing.	Self-Study
Sentence Spacing	Use two spaces (not one) at the end of a sentence before typing the next one.	This is a sample sentence. This sentence has two spaces before it.
State-wide	Should be two words divided by a hyphen, not “Statewide.”	State-wide
Suggestions	<p>If there are no suggestions, say “None.”</p> <p>If there is more than one suggestion for a single must statement, number them.</p>	<p>Suggestions None.</p> <p>Suggestions 1. Raise staff salaries 2. Lower staff workload.</p>
Table/Figure Numbering	Tables and figures should be numbered according to Criterion number, followed by a hyphen, numerically as they appear:	<p>Any tables under the discussion of Criterion 3.2.3 would be numbered as:</p> <p style="text-align: center;">Table 3.2.3-1 Table 3.2.3-2</p> <p>Do figures the same way.</p> <p style="text-align: center;">Figure 3.2.3-1 Figure 3.2.3-2</p>
University	Capitalize “University” when referring to Old Dominion University.	“The University was first established in 1930.”
University-wide	Should be two words divided by a hyphen, not “Universitywide”	University-wide

ITEM	STYLE	EXAMPLE
Upper-Division, Upper-Level	Hyphenate lower-division, upper-division, lower-level, upper-level when used as adjectives, but not in “The students were in the upper division.”	The upper-division students must take calculus before entering the upper level.
Vice President for (Division) vs. Vice President of (Division)	Vice President for will be used in this report.	Vice President for Student Services
Virginia, Commonwealth of	Formal references should be to the “Commonwealth of Virginia”: Other references should be to the “State” (not the “Commonwealth”), and “State” should be capitalized:	Commonwealth of Virginia “The first State budgeting effort. . .”
Virginia Statutes	For the first reference in a major section, do not abbreviate: For further references within a section, abbreviate:	Virginia Statute 243.75 VS 243.765
-wide	Be sure to hyphenate words with this suffix; i.e., do not use, e.g., Statewide, campuswide, Universitywide; instead use:	State-wide, campus-wide, University-wide It was a University-wide development. The development was University-wide.

SELF-STUDY FORMAT GUIDE

The following guide is intended to answer questions concerning the format of the committee report. It is intended to be used in conjunction with the style guide above. The use of these two guides will greatly facilitate the development of the final Self-Study Report.

ITEM	STYLE	EXAMPLE
Automatic Hyphenation	No automatic hyphenation should be used in this report.	
Bottom Page Margins	Each page of the report should be set with a bottom margin of 0.75" The footer begins on that line. For more information, see Footers .	
Compliance Table Title Format	Centered over table, bold , 11-point. First line will always read Must Statement Compliance Table Second line gives Section number (without word "Section"), colon, space, section name. Capitalize first letters only. No space between the title and the table.	Must Statement Compliance Table 2.0: Institutional Purpose (Table starts right here.)
Compliance Table Heading Format	The first column should be in Times, 10-point, bold, left justified at the top of the table cell, and should say: The second column should be in Times, 10-point, bold, centered, and should say: The third column should be in Times and all three lines are left justified. However, the first line is in 10-point bold: Second line is in 9-point, underlined, not bold: The third line is in 9-point, bold and there are NO SPACES between any of the characters: the words "Criteria," "MUST," "Statement," and "Exhibit" are capitalized. Other Specifications: The first column begins at 2.25" the second column begins at 4.25" and the third column begins at 5.25" and ends at 7.75".	Must Statement Compliance Statement Supporting Documentation <u>Exhibit Numbering Key:</u> <u>Criteria#/Must Statement#:Exhibit #</u>
Figure and Table Titles	Figure and table titles should be bold , 11-point, Times type, centered over the figure or table. Capitalize first letters only. Put table number on separate line. There should be no space between the title and the table.	Table 3.1-2 Strategic Plan Program Review

ITEM	STYLE	EXAMPLE
<p>Font and Type Size and Style</p>	<p>The font used throughout the report is Times. The size and style (bold, italics, etc.) change, depending on the section and whether it appears in body copy or titles, headings, subheadings, headers or footers, tables, or lists.</p> <p>See other categories for more specific instructions.</p>	<p>Headers: Times 10 (not bold)</p> <p>Headings (Roman numerals): TIMES 14 BOLD (centered, all caps)</p> <p>Headings (two digit): TIMES 12 BOLD (flush left, all caps)</p> <p>Subheadings: Times, 12 bold (left justified)</p> <p>Paragraph headings: Times, 12 bold (left justified)</p> <p>Body Text: Times 11 (not bold) (left justified with a ragged right margin)</p> <p>Table/Fig Titles: Times 11 bold (centered)</p> <p>Compliance Table Headings: Times 10 bold (first two columns) and in column three, the first line is in Times 10 bold, the second line is in <u>Times 9</u> (underlined, not bold) and the third line is Times 9 bold</p> <p>Compliance Table Titles: Times 11 bold (centered)</p> <p>Footers: Times 10 (not bold)</p>

ITEM	STYLE	EXAMPLE
Footers	<p>Footers should be placed at 0.75" from the bottom of every page of the report and should say:</p> <p>Left-hand side (font: Times; size 10, not bold):</p> <p>Right-hand side (font: Times; size 10, not bold):</p> <p>Both entries will be set below the line at:</p> <p>Left-hand side: (may need to be adjusted manually)</p> <p>Right-hand side: (should set itself automatically)</p> <p>[The line over the footers needs to be drawn using the line drawing tool in your word processing software.]</p>	<p>[On one line, of course.]</p> <p>Old Dominion University Self-Study 2000-2002</p> <p>[Page number of document at right hand margin 0.75".]</p> <p>0.75"</p> <p>0.75"</p>
Headers	<p>Headers should be placed at 0.75" from the top of every page of the report and should say (using Chapter III and Section 3.3 as examples):</p> <p>Left-hand side (font: Times; size 10, not bold):</p> <p>Right-hand side (font: Times; size 10, not bold):</p> <p>Both entries will be set above the line at:</p> <p>Left-hand side:</p> <p>Right-hand side:</p> <p>[The line under the headings needs to be drawn using the line drawing tool in your word processing software.]</p>	<p>[On one line, of course.]</p> <p>III. Institutional Effectiveness</p> <hr/> <p>3.3 Institutional Research</p> <hr/> <p>0.75"</p> <p>0.75"</p>
Headings	<p>The two-digit headings should be bold, all caps, centered, 12-point type with no punctuation after the section number. Also see Font and Type examples.</p> <p>For spacing, see Spaces between Sentences or Line Spacing</p>	<p>3.1 PLANNING AND EVALUATION: EDUCATIONAL PROGRAMS</p>

ITEM	STYLE	EXAMPLE
Left Page Margins	<p>The left page margin should be set at 2.25" for the body of the text and all headings, tables, etc.</p> <p>The header, footer, and text box side headings, however, begin at 0.75" from the left margin.</p> <p>See: Header, Footer, Side Headings for more specific instructions.</p>	
Line Spacing	<p>The report should be set at a line spacing of 1.0.</p> <p>Put two empty lines before a heading:</p> <p>Put no empty lines after a heading:</p>	<p>This is the last line of a paragraph.</p> <p>Presentation of Findings The University's faculty is committed to excellence in teaching with an emphasis on providing high-quality education in the liberal arts tradition.</p>
Margins	<p>Left Margin Right Margin Top Margin Bottom margin Side Headings</p> <p>For more specific information, please refer to each of the categories listed above.</p>	<p>2.25" 0.75" 0.75" 0.75" 0.75"</p>
Page Margins	<p>Left Margin Right Margin Top Margin Bottom Margin Side Headings</p> <p>For more specific information, please refer to each of the categories listed above</p>	<p>2.25" 0.75" 0.75" 0.75" 0.75"</p>
Paragraph/Line Spacing	<p>Block left paragraphs (not indented), single spaced, with double space (two empty lines) between paragraphs. Ragged right margin, no automatic hyphenation.</p>	
Right Margins	<p>Right margins should be set at 0.75" and the text should be ragged, not full-justified.</p>	

ITEM	STYLE	EXAMPLE
<p>Section Labeling</p>	<p>The roman-numeral section headings should be bold, all caps, centered, 14-point type, with colon after section number, followed by one space before section title. Use the word Section plus the number, not just the number.</p> <p>The two-digit headings should be bold all-caps, flush left, 12-point type, no colon after section number. Don't use the word Section. For every two digit section, like Section 4.2, provide the heading Introduction in bold, Times 12-point type</p> <p>For every three- and four-digit section, like Section 4.2.3, use no Introduction heading; use bold, 12-point, headings such as this:</p> <p>After the heading Conclusion, if we are in compliance, on a separate line say:</p> <p>For partial compliance, say:</p> <p>For non-compliance, say:</p> <p>If there are no recommendations (because we are in compliance), say "None."</p> <p>If there is more than one recommendation for a single must statement, number them</p> <p>If there are no suggestions, say "None."</p> <p>If there is more than one suggestion for a single must statement, number them</p>	<p>[All on one line, if possible.] SECTION II: INSTITUTIONAL PURPOSE</p> <p>[All on one line, if possible.] 4.2 UNDERGRADUATE PROGRAM</p> <p>Introduction</p> <p>Presentation of Findings</p> <p>Conclusion The University is in compliance with these SACS Criteria.</p> <p>The University is not in compliance with [#] of these SACS Criteria.</p> <p>The University is not in compliance with these SACS Criteria.</p> <p>Recommendations None</p> <p>Recommendations 1. Raise salaries 2. Reduce work load.</p> <p>Suggestions None</p> <p>Suggestions 1. Raise salaries 2. Reduce work load.</p>
<p>Sentence Spacing</p>	<p>Use two spaces (not one) at the end of a sentence before typing the next one.</p>	<p>This is a sample sentence. This sentence has two spaces before it.</p>

ITEM	STYLE	EXAMPLE
Side Headings	<p>Side headings are set at exactly 0.75" from the left-hand margin in the document. They are created using the text box function of your word processing software.</p> <p>Font: Times; Style: Bold; Size:10 point.</p> <p>No border around the textbox; edit it accordingly and drag to position.</p>	<p>Enrollment Management Task Force</p>
Subheadings	<p>Subheadings referring to two-digit sections are created using Times 12 point, bold, all caps, and are left justified throughout the report.</p> <p>Put two empty lines before a heading, and no empty lines after a heading.</p>	<p>4.2 UNDERGRADUATE PROGRAM</p> <p>Presentation of Findings The University's faculty is committed to excellence in teaching, with an emphasis on providing high-quality education in the liberal arts tradition.</p>
Table and Figure Titles	<p>Figure and table titles should be bold, 11 point, Times type, centered over the figure or table, separate line for table/figure number, no space between the title and the table/figure.</p>	<p>Table 3.1-2 Board of Regents Program Review [Table/figure starts right here.]</p>
Top Page Margins	<p>All pages of the report should be set with a top margin of 0.75". The header starts on this line.</p>	

PROCEDURES FOR PROCESSING AND REVIEWING COMMITTEE REPORTS

In order to effectively and efficiently review the principal committee reports will be processed according to the steps outlined below. The following shows the responsibilities of the principal committees – i.e., the sixteen committees established to review specific criteria -- and Steering Committee in the report review process.

- 1. Principal Committee** Prepares the draft report.

Designates a committee member to review the draft report for completeness and compliance with format guidelines.

Designates an administrative resource member of the committee to review the report for factual accuracy, **or** submits draft report to the head of the unit responsible for the area being examined to have that person review it for factual accuracy.

Formally votes on any recommendations and suggestions in the report (all recommendations must be supported by a unanimous vote of the committee).

Makes any necessary revisions to the draft report based on input from reviews.

Submits the revised draft report to the Steering Committee.
- 2. Steering Committee** Distributes draft reports to designated readers for review and comment.

Returns draft reports and recommendations for revisions to the principal committee.
- 3. Principal Committee** Reviews recommendations for revision and revises the draft report accordingly or prepares a rationale for not revising the report.

Resubmits the revised report or original draft and rationale to the Steering Committee.
- 4. Steering Committee** Reviews, as necessary, the revised committee report or original draft and rationale.

Approves report or disapproves and returns it to the committee for revision.

Forwards all approved committee reports to the Steering Committee Chair, Self-Study Director, and Editor to compile the first draft of the Self-Study Report.

Approves the report and forwards it to the Editor for inclusion in the Self-Study Report or returns it to the committee for further revision.

IMPLEMENTATION OF SELF-STUDY RECOMMENDATIONS

All recommendations submitted by the principal self-study committees will be reviewed initially by the Self-Study Director, Steering Committee Chair, and Provost for appropriateness, accuracy, and feasibility of implementation. This review group will present its report on the recommendations to the Steering Committee. The Steering Committee will review the committees' recommendations and the review group's report prior to making a final determination of the recommendations that will be included in the final self-study report. The Committee will also resolve any conflicts that may arise as a result of this process.

The Steering Committee will refer the recommendations to the President for action by the Provost and other Executive Officers. This group will be responsible for formulating a follow-up plan for implementing the recommendations. The plan will identify the University officer or unit that will be responsible for implementing the recommendation and specifying a date by which the action will be accomplished.

The Self-Study Director will be responsible for monitoring the status of the recommendation implementation process and reporting on the progress achieved. A monthly status report will be prepared and submitted to the Steering Committee, Principal Committee chairs, Steering Committee Chair, and Provost.

Publication of an addendum to the self-study report is planned. It will be prepared and submitted prior to the SACS/COC reaffirmation of accreditation committee visit scheduled for spring 2002. The addendum will provide information on the implementation status of the recommendations contained in the self-study report and any substantive changes at Old Dominion which may affect the reaccreditation process.

REFERENCE MATERIALS

The following reference materials are available in the reaccreditation resource library and from the Self-Study Director. Some are also available via links from the Self-Study homepage (<http://web.odu.edu/al/sacs/sacshome.html>). Other materials related to the *Criteria for Accreditation* sections are also on file. An updated list of these is available on the homepage. The materials collected during the Self-Study Process will be accessible to the SACS/COC Reaffirmation of Accreditation Committee that is scheduled to visit Old Dominion University in spring 2002.

1. Southern Association of Colleges and Schools Commission on Colleges

Continuing Education Unit: Guidelines
Criteria on Accreditation, 1998
Handbook for Institutional Self-Study
Handbook for Peer Evaluators, 1993
Handbook for Committee Chairs
Policies, Procedures, and Guidelines, 1996 Edition and 1998 Addendum
Resource Manual on Institutional Effectiveness

2. Old Dominion University

Board of Visitors Policies and Procedures
Committee and Self-Study Recommendations Action Plan, 1992
Committee Recommendation Responses, 1992
Faculty Handbook, 1999-2001
Fifth-Year Report, 1997
Old Dominion University Self-Study Report, 1992
Report of the Reaffirmation Committee, 1992
Response to the Report of the Substantive Change Committee, 1998
Self-Study Plan, 2000
Self-Study Manual, 2000
Status Report on Institutional Effectiveness, 1990
Strategic Plan, 2000-2005
Strategic Plan, 1994-1999
Strategic Plan, 1994-1999, Final Report
Substantive Change Procedure C, Procedure Two Prospectus on TELETECHNET, 1998
Substantive Change Committee Report, 1998

3. Other Sources

Copies of self-study reports from other institutions

SPECIAL GUIDELINES FOR INTERCOLLEGIATE ATHLETICS

Since the Self-Study Process will culminate in a joint visit by committees representing SACS/COC and the NCAA, the special guidelines for such a review are presented below.

Joint SACS/COC-NCAA Self-Studies and Evaluation Visits

The NCAA Committee on Athletics Certification and the Southern Association of Colleges and Schools' Commission on Colleges (SACS/COC) have worked toward a cooperative arrangement by which an institution may combine its NCAA athletics certification and SACS/COC accreditation self-studies.

Peer reviewers who have been assigned to institutions that have elected to conduct joint SACS/COC - NCAA self-studies and evaluation visits should know that:

- The NCAA peer review team will be operating as a subcommittee of the full SACS/COC visiting team. The chair of the full SACS/COC visiting team will be appointed by SACS/COC. The chair and members of the NCAA peer-review team will be appointed by the NCAA.
- In addition to his or her certification responsibilities, the NCAA peer-review will be responsible for evaluating the institution against the SACS/COC criteria for intercollegiate athletics (i.e., Section 5.5 of the *SACS/COC Criteria for Accreditation*).
- In addition to his or her certification responsibilities, the NCAA peer-review team chair will be responsible for evaluating the institution against the SACS/COC criteria for administration and organization (i.e., Section 6.1 of the *SACS/COC Criteria for Accreditation*).
- The chairs of the full SACS/COC visiting team and the NCAA peer-review team will be in communication (e.g., through the designated SACS/COC and NCAA staff liaisons) before the evaluation visit.
- The NCAA peer reviewers will participate in two organizational meetings at the site of the evaluation visit before the team begins its campus activities: (1) a meeting with representatives of the full SACS/COC visiting team, and (2) the peer-review team prep session. The NCAA peer-review team chair then will continue to meet with representatives of the full SACS/COC visiting team as necessary during the campus visit to keep them informed on the findings of the peer reviewers.
- The peer-review team will write a single report that includes two parts. Part I of the

peer-review team's report will address the NCAA certification requirements and any common requirements of the SACS/COC criteria for intercollegiate athletics. Part II will address only the SACS/COC criteria for intercollegiate athletics that are not required for purposes of NCAA certification. Although both parts will be a subsection of the report prepared by the full SACS/COC visiting team, only Part I will be used for NCAA certification purposes.

- Before the exit meeting, the NCAA peer-review team will meet with representatives of the full SACS/COC visiting team to develop any written recommendations and/or suggestions indicating noncompliance with SACS/COC criteria for intercollegiate athletics. Normally, the SACS/COC visiting team and the NCAA peer-review team will conduct one exit meeting that is divided into two parts. Any recommendations of the peer reviewers that indicate noncompliance with SACS/COC criteria must be approved by the full SACS/COC visiting team before being included in the report or shared with the institution during the exit meeting.

Comparison of Required SACS/COC Criteria Statement to NCAA Operating Principles

Note: If a COC-required statement cited below overlaps with an NCAA operating principle, then that operating principle is noted. All COC-required statements overlapping with NCAA operating principles should be addressed in Part I of the Intercollegiate Athletics Report. All COC-required statements which do not overlap should be addressed in Part II of the Report.

In addition, please note that if there are no recommendations in Part II that pertain exclusively to COC-required statements, then the following statement, or a similar statement, should be included under Part II: "The Committee reviewed the institution's intercollegiate athletics program against the *Criteria* and had no recommendations." The writer may also want to include a descriptive paragraph in support of the above statement.

5.5.1 Purpose

The intercollegiate athletics program must be operated in strict adherence to a written statement of goals and objectives, which has been developed by the administration, in consultation with the athletic director, with appropriate input from the faculty, and which has been given official institutional approval. (NCAA Operating Principle - Governance and Commitment to Rules Compliance: Institutional Mission. Address in Part 1 of Intercollegiate Athletics Report.)

This statement **must** be in harmony with, and supportive of, the institutional purpose and should include explicit reference to the academic success, physical and emotional well being,

and social development of student athletes. (NCAA Operating Principle - Governance and Commitment to Rules Compliance: Institutional Mission. Address in Part I of Intercollegiate Athletics Report. Compliance with underlined phrase should be addressed exclusively in Part II of the report.)

The intercollegiate athletics program must be evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution. (NCAA Operating Principle - Governance and Commitment to Rules Compliance: Institutional Mission. Address Part I of Intercollegiate Athletics Report.)

5.5.2 Administrative Oversight

The Administration **must** control the athletics program and contribute to its direction with appropriate participation by faculty and students and oversight by the governing board. (NCAA Operating Principle - Governance and Commitment to Rules Compliance: Institutional Control, and Shared Responsibilities. Address Part I of Intercollegiate Athletics Report.)

Ultimate responsibility for that control **must** rest with the chief executive officer. (NCAA Operating Principle - Governance and Commitment to Rules Compliance: Presidential Authority Governing Board. Address in Part I of Intercollegiate Athletics Report.)

It is essential that responsibilities for the conduct of the athletics program and for its oversight be explicitly defined and clearly understood by those involved. (Address in Part II of Intercollegiate Athletics Report.)

5.5.3 Financial Control

All fiscal matters pertaining to the athletics program **must** be controlled by the administration, with ultimate responsibility resting with the chief executive officer. (NCAA Operating Principle - Governance and Commitment to Rules Compliance: Presidential Authority, Governing Board. Address in Part I of Intercollegiate Athletics Report. Compliance with underlined phrase should be addressed exclusively in Part II of the Report.)

If external units (alumni organizations or foundations) raise or expend funds for athletic purposes, all such financial activities **must** be approved by the administration, and all such units **will be required** to submit independent audits. (Address in Part II of Intercollegiate Athletics Report.)

The administration of scholarships, grants-in-aid, loans and student employment **must** be included in the institution's regular planning, budgeting, accounting and auditing procedures.

(Address in Part II of the Intercollegiate Athletics Report.)

All income, from whatever source, and expenditures for the athletics program **must** have appropriate oversight by an office of the institution that is independent of the athletics program. (NCAA Operating Principle - Fiscal Integrity: Financial Controls, Address in Part I of Intercollegiate Athletics Report. Compliance with underlined phrase should be addressed exclusively in Part II of the Report.)

All such income and expenditures **must** also be appropriately audited. (NCAA Operating Principle - Fiscal Integrity: Financial Controls. Address in Part I of the Intercollegiate Athletics Report.)

5.5.4 Academic Program

Institutions **must** have clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, **must** annually monitor compliance with those policies. (NCAA Operating Principle- Governance and Commitment to Rules Compliance: Assignment of Compliance Responsibilities. Address in Part I of Intercollegiate Athletics Report. Compliance with underlined phrase should be addressed exclusively in Part II of the Report.)

The implementation of academic, admission and financial aid policies **must** be the responsibility of administrators and faculty not connected with the athletics program. (NCAA Operating Principle - Academic Integrity: Admissions and Graduation, and Academic Authority. Address in Part I of the Intercollegiate Athletics Report.)

If there are special admissions for athletes, they **must be consistent with the institutional policy on special admissions for other students** and be under the control of regular academic policies and procedures. (NCAA Operating Principle - Academic Integrity: Admissions and Graduation, and Academic Authority. Address in Part I of the Intercollegiate Athletics Report, Compliance with underlined phrase should be addressed exclusively in Part II of the Report.)

Academic policies and governing maintenance of academic good standing and fulfillment of curricular requirements **must** be the same for athletes as for other students. (Address in Part II of Intercollegiate Athletics Report.)

CONCURRENT SELF-STUDIES AND REVIEWS

The Self-Study Process being conducted by Old Dominion University for the purpose of reaffirmation of accreditation by SACS/COC is part of an environment that is characterized by regular planning and a thoughtful evaluation process. This process responds to both internal mandates and external requirements. As the Self-Study Process moves forward during the 2000-02 period, efforts will be made where possible and appropriate to coordinate the data collection and analysis activities related to the various internal and external reviews and self-studies.

The University has established a five-year strategic planning process. This regular goal setting process is integrated with the state's strategic planning biennial budgeting. Since the 1992 SACS/COC reaffirmation of accreditation review, two strategic plans have been developed and implemented. The first plan was for the 1994-99 period and the second for 2000-05. The two plans are linked together by the evaluation that was done on the achievements regarding the initiatives and objectives of the 1994-99 plan that became the foundation for the 2000-05 plan. The current strategic plan's initiatives and objectives are built on the foundation of success achieved under the former plan.

Old Dominion evaluates its strategic plan by means of a series of regular reports prepared by the Office of Academic Affairs. These reports detail the achievements related to each of the initiatives and its objectives. During the last round of strategic plan preparation, the data on achievements provided the basis for identifying the questions which the new plan should address.

The University's strategic plan is integrated with the Commonwealth of Virginia's biennial budget process and evaluated through the Council of Higher Education's and Department of Planning and Budget's consolidated reporting processes. Each of Old Dominion's budget requests must relate to one of its strategic plan initiatives and objectives. These must, in turn, address major goals established by the Commonwealth for the biennial budget. Each two years, Old Dominion and all other state colleges and universities must report what they have accomplished in relation to the state's goals and have their performance evaluated by the Council and Department staffs. The first strategic plan progress report is due in October 2000.

In addition, Old Dominion's performance is also evaluated and measured by the Commonwealth each biennium on the basis of six standard indicators. These are: enrollment, retention, baccalaureate graduation rates, students per FTE faculty, alumni placement, and faculty research productivity. Performance is measured against the University's peer group of institutions, originally developed for faculty salary average computation, and self-defined targets. Performance on these indicators affects the allocation of funding in the biennial budget process. This system appears to be in a state of flux and may be modified. The Governor's Blue Ribbon Commission on Higher Education recommended that each institution be permitted to establish unique indicators that would be used to measure performance, use a peer group different than the one established for faculty salary purposes, and establish a contract with the state on these performance indicators six-years.

Internally, the University is a strong advocate of specialized accreditation by national associations and agencies. Achievement of accreditation by the relevant bodies in a disciplinary field is an indicator of program quality and comparability to similar programs nationally. Old Dominion holds all of the major accreditations related to the disciplines offered through the six colleges. These include the American Assembly of Collegiate Schools of Business: The International Association for Management Education (AACSB), National Council for the Accreditation of Teacher Education (NCATE), Accreditation Board for Engineering and Technology (ABET), National League of Nursing (NLN), and the American Psychological Association (APA). A complete listing of these specialized accreditations may be found in the University *Catalog*.

The following programs, listed by college, will be undergoing accreditation review by the accrediting body indicated during the 2000-02 period, concurrent with the Self-Study Process.

College	Program	Accrediting Body	Scheduled Review
Education	Sports Management	North American Society for Sports Management	Spring 2000
Health Sciences	Cytotechnology	Commission on Accreditation of Allied Health Education Programs	Summer 2000
	Dental Hygiene	American Dental Association Commission on Dental Accreditation	Spring 2001
	Medical Technology	National Accrediting Agency for Clinical Laboratory Sciences	Spring 2000
	Nuclear Medicine Technology	Joint Review Committee on Educational Programs in Nuclear Medicine Technology	Spring 2001
Sciences	Chemistry	American Chemical Society	Fall 2002

Old Dominion also requires that all degree programs are reviewed on a periodic basis. Each

bachelor's and master's program is assessed at least once every four years. The process requires that all of these programs are reviewed at the same time and the dean of each college assess their effectiveness in a report to the Provost. The results of this quadrennial evaluation are factored into the University's annual operating budget process and questions concerning the programs continuation. The self-studies and accreditation review committee reports will be available to the committees evaluating undergraduate and graduate programs.

Doctoral programs are evaluated approximately once every six years. During the Self-Study Process, the following PhD programs are scheduled for review: Biomedical Sciences, Business Administration, Civil and Environmental Engineering, International Studies, Oceanography, Physics, and Urban Services. The results of these and previous reviews will be available to the appropriate self-study committees for their use in evaluating Old Dominion performance relative to the *Criteria for Accreditation*.

Old Dominion's Assessment Program collects and analyzes data collected from students concerning their satisfaction with programs and services. Surveys are administered online to incoming freshmen, graduating seniors, alumni, employers, distance students and faculty, internship participants, and students participating in specialized programs such as Learning Communities. In addition, all degree programs assess their majors prior to graduation. Currently, the Assessment Program is addressing establishing student learning outcomes for all programs and assessment plans for all graduate programs. The data and reports generated by the Assessment Program will be available to the self-study committee evaluating compliance with the institutional effectiveness criteria.

Old Dominion's intercollegiate athletics program will be reviewed as part of the Self-Study Process in preparation for reaffirmation of the Division I Athletics Program by the NCAA. The University first achieved its certification as part of the NCAA's pilot program in 1991. It was reaffirmed in 1996. The Self-Study Process and review in 2002 will be conducted jointly by the NCAA and SACS/COC for the purpose of reaffirming the certification for a ten-year period.

**INSTITUTIONAL RESOURCES TO SUPPORT
THE SELF-STUDY PROCESS**

In addition to the assignment of two senior academic administrators (the Provost and Associate Vice President for Academic Affairs) and a senior faculty member (Professor of English) to carry out the leadership responsibilities for the self-study and conducting the reaffirmation committee visit, President James V. Koch approved a budget to support the process. The following table identifies financial resources committed to the self-study and hosting the visit by the SACS/COC committee.

Self-Study Process Budget

Expenditure Description	1999-00	2000-01	2001-02
Replace Teachload for Steering Committee Chair Release Time (25% per year/1 course/semester @ \$740 credit hr. rate)	\$4,400	\$4,400	\$4,400
Summer Stipend for Steering Committee Chair (@ 15% of academic year salary)		\$11,235	\$11,235
Assistant for Steering Committee Chair and Self-Study Process (current or former graduate student)	\$10,000	\$10,000	\$10,000
Self-Study Editor (stipend for summer and fall 2001)		\$3,000	\$3,000
Equipment: Lap Top Computer and digital audio link for Steering Committee Chair and Laptop Computers for the Principal Committee Chairs	\$15,000		
Travel: SACS/COC Annual Meeting attendance by Steering Committee Chair and Self-Study Director	\$2,000	\$2,000	\$2,000
Non-Personal Services: Printing, Supplies, Food Services, Computer Services, etc.	\$1,000	\$2,000	\$3,000
Visiting Committee Related Expenses (15 members expected):			
Honoraria			\$1,000
Travel			5,000
Lodging (4 nights)			6,000
Meals			2,500
Reception and Dinner			3,000
Computer Rental			2,500
Clerical Support			1,000
Miscellaneous			1,000
TOTAL	\$32,400	\$36,635	\$56,635

In addition to the specific funding identified above, the Self-Study Process and related activities will be supported by any other institutional financial, personnel, and physical resources necessary to accomplish the purpose and objectives outlined for Old Dominion's reaffirmation of accreditation process. These include personnel and financial resources from across the University, in particular those assigned to the Academic Affairs Division. Chairs whose committees are in need of special support should contact the Self-Study Director for assistance.