

## INTRODUCTION

Old Dominion University 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 were established to conduct various aspects of the internal self-study and determine whether Old Dominion is in compliance with the **must** and **should** statements contained in the *Criteria*. This report presents the results of the work of those committees. The work was intense and thorough. The results of the self study are organized in the body of this report under the six sections in the *Criteria for Accreditation*: (I) Principles and Philosophy of Accreditation, (II) Institutional Purpose, (III) Institutional Effectiveness, (IV) Educational Program, (V) Educational Support Services, and (VI) Administrative Processes.

The remainder of this introduction consists of a brief history of Old Dominion University, the mission and major goals statements of Old Dominion University, a list of the purposes and objectives of the institutional self-study that produced this report, and a description of the Self-Study Organization, Leadership, Responsibilities, and Committee Structure.

### A Brief History of Old Dominion University

During the risky years of the Great Depression, a small group of stubborn scholars with a vision launched the school that would become Old Dominion University. In 1930 the University opened as a one-building branch of the College of William and Mary, the nation's second oldest institution of higher education. Early classes at the college's Norfolk Division included a two-year program for teachers and freshman and sophomore engineering classes that prepared students for Virginia Polytechnic Institute, in Blacksburg, VA.

Word of the new branch spread. Enrollment numbers leapt quickly, as did the variety of course offerings. The two-year school evolved into a four-year branch, then gained full independence as a state-supported college in 1962, taking on the name Old Dominion College. Soon the college was greatly expanding its research facilities and preparing to offer doctoral degrees, and in 1969 the Board of Visitors authorized that the name of the institution be changed to Old Dominion University.

Today, the vision that started with a core of education-minded leaders lives a life of its own. Now the institution is a powerhouse for higher education with six colleges: The College of Arts and Letters, The College of Business and Public Administration, Darden College of Education, The College of Engineering and Technology, The College of Health Sciences, and The College of Sciences. Old Dominion has been offering master's degree programs since 1964 and doctor of philosophy degrees since 1971. Students at

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Old Dominion currently choose from 64 baccalaureate programs, 66 master's programs, two certificates of advanced study, and 22 doctoral programs.

**Mission Statement  
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

### **Statement of 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 has been 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 has been 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 was designed to accomplish the following specific objectives:

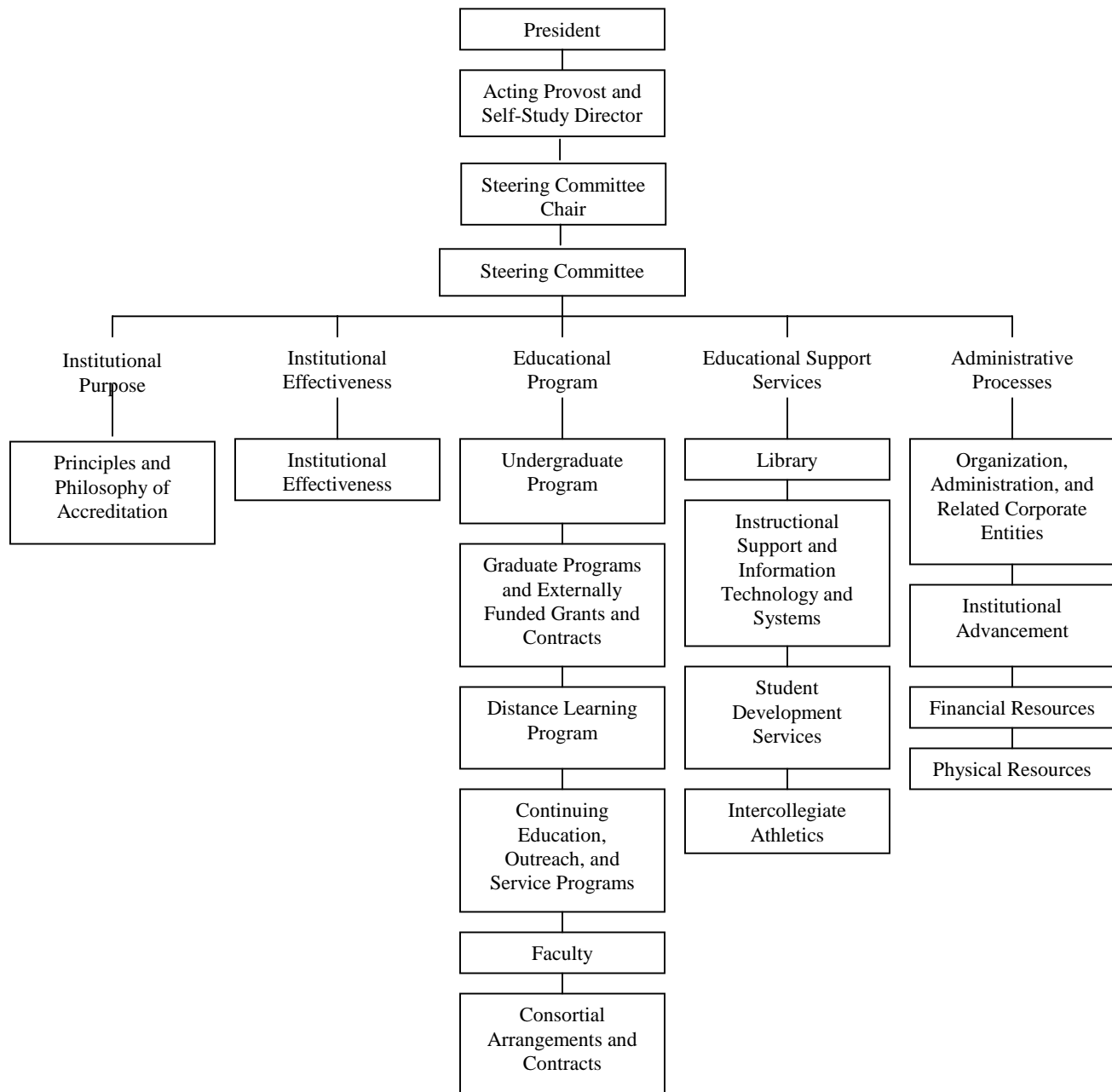
- Determine the extent to which Old Dominion meets or exceeds the current SACS/COC *Criteria for Accreditation*.
- Identify opportunities for improving the effectiveness, even when the *Criteria* are fully met or exceeded, and define actions to address any weaknesses.
- Conduct a broadly based self-study 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.
- Achieve reaffirmation of the University's regional accreditation by SACS/COC and NCAA Division I Athletic Certification.

**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 has consisted of the Provost, Self-Study Director, Steering Committee Chair, Steering Committee, and sixteen criteria-specific committees. This organization was 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. On August 1, 2001, the Self-Study Director assumed the additional role of Acting Provost.

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



## Leadership

In the summer of 1999, overall responsibility for conducting the self-study process leading to reaffirmation of accreditation and athletics certification was assigned to then Provost Jo Ann Gora by then 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. In July of 2001, both President Koch and Provost Gora left their positions and incoming President Roseann Runte appointed David Hager to the position of Acting Provost, in which he took on overall responsibility for the self-study process and retained the title of Director. John P. Broderick, who became acting Associate Vice President for Academic Affairs, worked even more closely with Dr. Hager in overseeing, coordinating, and executing the review and reaffirmation process. All members of the leadership group throughout the three-year self-study process had 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 has played a central role in the development of the final Self-Study Report.

The Steering Committee, chaired by Dr. Broderick, included 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 have chaired 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 has provided 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 were also members, since the self-study and reaffirmation visit is being conducted jointly with the NCAA for the purpose of certifying Old Dominion's Division I intercollegiate athletics program.

## Responsibilities

The following responsibilities were 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 (and later Dr. David Hager, Acting Provost) was charged by the President 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.
- Self-Study Director: Dr. David R. Hager, Associate Vice President for Academic Affairs and later Acting Provost, was appointed as the Director of the Self-Study and charged with leading and coordinating and managing all aspects of the overall self-study process. These included 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 worked closely with Jo Ann Gora and John P. Broderick in selecting principal committee chairs and members.

- **Steering Committee Chair:** Dr. John P. Broderick, Professor of English and later Acting Associate Vice President for Academic Affairs, was appointed as the Chair of the Steering Committee. He was 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 included assuring that each of the principal committees thoroughly reviewed the University's activities that fall within the scope of the criteria for which they were assigned responsibility and produced a report on their findings. In addition, the Steering Committee Chair worked closely with the Provost and Self-Study Director on the selection of principal committee chairs and members. Dr. Broderick also designed the self-study Web Site. Finally, he worked 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 as the Editor. She has been 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 were developed by the Editor, Self-study Director, and Steering Committee Chair.

### **Committees: Structure, Selection Criteria, Responsibilities, and Membership**

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

Each committee was 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 evaluated the effectiveness of the institution within their areas of responsibility and made recommendations and suggestions necessary to assure the University's compliance with the *Criteria* and to enhance Old Dominion's effectiveness.

The members of the Steering Committee and the sixteen criteria-specific principal self-study committees are shown in the chart and lists below. The general criteria for selection of individuals to serve on these committees included 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, and experience with regional and specialized accreditation processes. More specifically, the committees were designed to be representative of the University community. The principal self-study committees were generally chaired by faculty and included faculty members representing each of the six colleges. Where appropriate, they also included library staff, students, classified staff, and alumni. Steering Committee members served as liaisons with the committees. More than 200 members of the Old Dominion University community have been involved in the Self-Study Process through service on steering and principal committees.

The following listing of members of the Self-Study Steering Committee indicates whether committee members also served on one of the principal Self-Study Committees (see column at the right) and whether this membership included the role of liaison to the Self-Study Steering Committee (indicated by an asterisk: \*). Until July 1, 2001, former President James Koch, former Provost Jo Ann Gora, and former Board of Visitors member Patricia Perry served on the Steering Committee.

<b>Steering Committee</b>		
<b>Name</b>	<b>Title or Position</b>	<b>Committee Membership (and Liaison: * )</b>
John P. Broderick jpbroder@odu.edu	Steering Committee Chair	Instructional Support and Information Technology Resources and Systems Committee* and Intercollegiate Athletics Committee
Roseann Runte rrunte@odu.edu	President	
David Hager dhager@odu.edu	Acting Provost and Self-Study Director	Principles and Philosophy of Accreditation Committee
Robert Fenning rfenning@odu.edu	Vice President for Administration & Finance	Financial Resources Committee
John R. Broderick jbroderi@odu.edu	Vice President for Institutional Advancement	Institutional Advancement Committee
Dana Burnett dburnett@odu.edu	Vice President for Student Services	Student Development Services Committee
Mary El-Kadi celkadi@odu.edu	Self-Study Editor	Library Committee*
Janet Katz jkatz@odu.edu	Interim Dean, College of Arts and Letters	Physical Resources Committee
Jim Jarrett jjarrett@odu.edu	Director of Athletics	Intercollegiate Athletics Committee*
Mikki Baile mbaile@odu.edu	Senior Associate Director of Athletics	Intercollegiate Athletics Committee*
Marty Sharpe msharpe@odu.edu	Director of University Planning and Institutional Research	Institutional Effectiveness Committee
Renee Dunman rdunman@odu.edu	Director of Equal Opportunity and Affirmative Action	Organization, Administration, and Related Corporate Entities Committee*
Ali Ardalan aardalan@odu.edu	Chair, Institutional Effectiveness Committee	Institutional Effectiveness Committee
John Ritz jritz@odu.edu	Chair, Undergraduate Program Committee	Undergraduate Program Committee

Richard Whitticar rwhitec@odu.edu	Chair, Distance Learning Program Committee	Distance Learning Program Committee
Shirley Glover sglover@odu.edu	Chair, Continuing Education, Outreach, and Service Programs Committee	Continuing Education, Outreach, and Service Programs Committee
Mable Smith Pittman msmith@odu.edu;	Chair, Faculty Committee	Faculty Committee
Thomas Socha tsocha@odu.edu	Chair, Institutional Advancement Committee	Institutional Advancement Committee
Janis Sanchez-Hucles jsanchez@odu.edu	Chair, Intercollegiate Athletics Committee	Intercollegiate Athletics Committee
Mary Haddad	Board of Visitors Representative	Library Committee
Paul Champagne pchamnag@odu.edu	Faculty Senate Representative	Faculty Committee
Louis Ludwig asludwig@erols.com	Student Representative	Undergraduate Program Committee
Bobby Powell bpowell@odu.edu	Classified Employee Representative	Physical Resources Committee*
Steve Winter	Alumni Association Representative	Organization, Administration, and Related Corporate Entities Committee

### 1. Principles and Philosophy of Accreditation:

Chair: Donald Zeigler - Political Science and Geography; dzeigler@odu.edu; 3841

David R. Hager, Academic Affairs; dhager@odu.edu; 3259

Chandra de Silva; History; cdesilva@odu.edu; 3949

Bruce McAfee, Business Administration; rmcafee@odu.edu; 3539

Alice Wakefield; Early Childhood, Speech Pathology & Spec Ed; sraverla@odu.edu; 3343

Gary Shafran; Civil & Environmental Eng; gshafran@odu.edu; 3753

John Echternach; Community Health Professions/Physical Therapy; jechtern@odu.edu; 4518

Lytton Musselman; Biological Sciences; lmusselm@odu.edu; 3610

Rebecca Warren; Medical Laboratory Sciences; rwarren@odu.edu; 4730

### 2. Institutional Effectiveness:

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Marty Sharpe; University Planning/Institutional Research; msharpe@odu.edu; 4046

Michael Hucles; History; mhucles@odu.edu; 5586

Denny Wolfe; Educational Curriculum and Instruction; dwolfe@odu.edu; 3230

Oktay Baysal; Aerospace Engineering; obaysal@odu.edu; 3720

Brenda Nichols; Nursing; nichols@odu.edu; 4299

Elaine Justice; Psychology; ejustice@odu.edu; 3137

Steve Zerwas; Academic Skills; szerwas@odu.edu; 4781

Mary Clayton; Physical Plant; 3-4867

Bob Hardison; Alumni; 1777 Valhalla Arch, Virginia Beach, VA 23454-2531; 496-0858; hardison\_rr@nns.com

## 3. Undergraduate Program:

Chair: John Ritz - Occupational and Technical Studies; jritz@odu.edu; 4305  
 Robert Wojtowicz; Art; rwojtowi@odu.edu; 4052  
 Sylvia Hudgins; Business Administration; shudgins@odu.edu; 3551  
 Gary Crossman; Engineering Technology; gcrossman@odu.edu; 3768  
 Deanne Shuman; Dental Hygiene; dshuman@odu.edu; 3338  
 Kneeland Nesius; Biological Sciences; knesius@odu.edu; 4193  
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 Aleene Rose; Writing Center; arose@odu.edu; 4114  
 Jeanie Kline; Distance Learning/Extended Education; jkline@odu.edu; 3163  
 John Heyl; Office of International Programs; jhey1@odu.edu; 5195  
 D. Michael Arendall; Student Body President; marendal@odu.edu; 3437  
 Louis Ludwig; 1439 Buckingham Ave., Norfolk, VA 23508; 423-2942;  
 asludwig@errols.com  
 Anthony Whitehead; Alumni; 2037 Dock Landing Rd; Chesapeake, VA 23321-3511;  
 465-5824

## 4. Graduate Program and Externally Funded Grants and Contracts:

Chair: Robert Ash; Aerospace Engineering; rash@odu.edu; 3720  
 Carole Seyfrit; Assistant Vice President for Research and Graduate Studies;  
 cseyfrit@odu.edu; 3803  
 Robert Gable; Child Study, Speech Pathology & Special Ed; rgable@odu.edu; 3157  
 Ravindra Joshi; Electrical & Computer Eng; rjoshi@odu.edu; 4827  
 George Maihafer; Community Health Professions/Physical Therapy; gmaihafe@odu.edu;  
 4519  
 Daniel Sonenshine; Biological Sciences; mailto:dsonehsh@odu.edu; 3612  
 Patricia Pleban; Chemistry; ppleban@odu.edu; 4085  
 Ann Pettingill; Library; apetting@odu.edu; 4183  
 Jerry Jones; ODURF; bob@pobox.hprf.odu.edu; or jbjones@odu.edu 4293-600  
 Ron Tolento; Honor Council; 4350; rontalento@yahoo.com  
 Sandra Olanitori; Alumni; 901 Harbour North Drive, Chesapeake, VA 23320

## 5. Distance Learning Program:

Chair: Richard Whittecar; Ocean, Earth and Atmospheric Sciences;  
 rwhitec@odu.edu; 5197  
 Edith Barnett; Distance Learning & Extended Education; ebarnett@odu.edu; 3163  
 Garland White; Sociology; gwhite@odu.edu; 3818  
 John Keeling; Business Administration; jkeeling@odu.edu; 3406  
 William Stanley; Engineering Technology; wstanley@odu.edu; 3775  
 Chris Lovell, Educational Leadership & Counseling; clovell@odu.edu; 3221  
 Linda Lilley; Nursing; llilley@odu.edu; 5264  
 Cynthia Swaine; Library; cswaine@odu.edu; 4185  
 Susan Boze; TELETECHNET; sboze@odu.edu; 3172  
 Ann Reid Tatman; Office of Finance; atatman@odu.edu; 4750  
 Alice McAdory; Admissions; amcadory@odu.edu; 3648  
 Maryann St Clair; Alumni; mastclair@carilion.com; 320 Stoneacres Dr, Vinton, VA

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24179; 540-981-7117

6. Continuing Education, Outreach, and Service Programs:

Chair: Shirley Glover; College of Health Sciences; sglover@odu.edu; 4256  
William McMahon; Academic Affairs; bmcMahon@odu.edu; 5319  
Michael Stocksill; Academic Affairs; mstocks@odu.edu; 6458  
Paul Heine; College of Education; pheine@odu.edu; 3777  
Helen Madden; Technology Applications Center; hmadden@odu.edu; 5505  
Cecelia Tucker; Office of the President; ctucker@odu.edu; 3159  
Nanette Bongiovi, Center for Continuing Engineering Education; nbongiov@odu.edu;  
3048  
Robert Bray; International Programs; rbray@odu.edu; 5505  
Michele Zimmerman; Nursing; mzimmerm@odu.edu; 4297  
Lisa Mitchell; Director of Marketing, Programs for Continued Learning, College of  
Education; lmitchel@odu.edu; 4686  
Bessie Pender; Alumni; 932 Albert Ave; Norfolk, VA 23513

7. Faculty Committee:

Chair (after May, 2001; member prior to that): Mabel Smith-Pittman; Nursing;  
msmith@odu.edu; 5094  
Chair (until May, 2001): Robert Ake; Chemistry; rake@odu.edu; 4097 (Until May,  
2001)  
Ken Daley; Art; kdaley@odu.edu; 4056  
Paul Champagne; Business Administration; pchamnag@odu.edu; 5849  
Nicholas Bountress; Child Study, Speech Pathology, & Special Ed; nbountre@odu.edu;  
4117  
Desmond Cook; Physics; dccook@odu.edu; 4695  
Isao Ishibashi; Civil & Environmental Engineering; iishibas@odu.edu; 4641

8. Consortial Relationships and Contracts:

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