

BOARD OF VISITORS

OLD DOMINION UNIVERSITY

Thursday, 20 June 1996

MINUTES

The Annual Meeting of the Board of Visitors of Old Dominion University was held on Thursday, 20 June 1996 at 3:00 p.m. in the Board Room of Webb University Center on the main campus. Present from the Board of Visitors were:

Arthur A. Diamonstein, Rector
Jo Ann Blair-Davis
Charles R. Chandler
Joan D. Gifford
Edward L. Hamm, Jr.
Irvine B. Hill
Robert J. O'Neill, Jr.
Anthony C. Paige
Gerald L. Parks
J. Michael Pitchford
Charles H. Rotert, Jr.
William L. Rueger
Anne B. Shumadine

Absent were:

James F. Babcock
Gilbert T. Bland
Kenneth A. Samet
Anne Marie Whittemore

Also present were:

James V. Koch, President
Catherine S. Austin
Ann B. Bohannon
Matthew Bowers
John R. Broderick
Sharon L. Brown
Dana D. Burnett
Phillippe M. Chino
William H. Cole, Jr.
Elizabeth Cooper

William A. Drewry
William R. Fisher
Jo Ann M. Gora
David F. Harnage
Patrick B. Kelly
Kay A. Kemper
Glenn M. Loehr
Donna W. Meeks
Patrick Pulliam
Lyndon S. Remias

**CALL TO ORDER AND APPROVAL OF MINUTES OF THE REGULAR MEETING OF
11 APRIL 1996**

Rector Diamonstein called the meeting to order and asked for approval of the minutes of the regular meeting of 11 April 1996. Upon a motion duly made and seconded, the minutes were approved as distributed.

RECTOR'S REPORT

Mr. Diamonstein expressed his appreciation to the members of the Board for their efforts on behalf of the University and particularly for their support of the President. He commented that Old Dominion University has made great strides in the four years since he's been on the Board, and that is largely due to the Board's dedication to the University and its support of President Koch.

Mr. Diamonstein presented the 1996-97 calendar of meetings. Upon a motion duly made and seconded, the following calendar was unanimously adopted:

**BOARD OF VISITORS CALENDAR
1996-1997**

BOARD OF VISITORS MEETINGS

Thursday, 19 September 1996
Thursday, 12 December 1996
Thursday, 10 April 1997
Thursday, 19 June 1997 (Annual Meeting)

EXECUTIVE COMMITTEE MEETINGS

(All at 3:00 P.M.)

Monday, 15 July 1996
Monday, 19 August 1996
Monday, 21 October 1996
Monday, 18 November 1996
Monday, 27 January 1997
Monday, 24 February 1997
Monday, 17 March 1997
Monday, 19 May 1997

COMMENCEMENTS

Sunday, 15 December 1996, 1:30 P.M.
Saturday, 10 May 1997, 9:30 A.M.

PRESIDENT'S REPORT

Rector Diamonstein called on President Koch for his report. President Koch reported that each year the sports information directors of the schools in the Colonial Athletic Association tally the number of wins and losses for each institution. This past year, for the ninth time in the 18 years that such statistics have been kept, Old Dominion University led in the three categories of men's sports, women's sports and overall.

The University also received a very favorable audit report this year from the Auditor of Public Accounts. He asked Vice President Harnage to introduce the two representatives from the Office of the Auditor of Public Accounts who were present. Before making his introductions, Vice President Harnage briefly reviewed the role and functions of the Auditor of Public Accounts. He explained that the auditors are charged by the *Code of Virginia* with certain duties and responsibilities to ensure that there is compliance in the use of public funds and the operating practices of the state agencies and institutions of higher education. On an annual basis, the auditors visit the University to examine the breadth of the University's operation, specifically its internal control structure, its compliance with state and federal law and accounting and business standards established by the Commonwealth.

Vice President Harnage shared with the Board slides depicting how the University has fared in its audits since 1987. He pointed out that the University's audits have improved, as evidenced by the decreasing number of audit comments received each year. Also of importance is the fact that the University has made great progress in eliminating repeat findings on an annual basis.

Vice President Harnage then introduced Bill Cole, Deputy Auditor of Public Accounts, and Glenn Loehr, Regional Audit Director for the APA, who manages the audit at Old Dominion University and other regional state agencies.

Mr. Cole briefly reviewed the findings of the audit report for the fiscal year ended 1995. He stated that the three main objectives of an audit are to render an opinion on the financial statements, review internal controls, and test for compliance. The review of the University's financial statements resulted in a clean or unqualified opinion. The review of internal controls and compliance resulted in the issuance of a management letter which pointed out one issue of internal control and three compliance issues.

In the area of internal controls, it was found that although a procedure was in place at the University, it was not being followed consistently. It was determined not to be a material weakness, but an area where there was room for improvement. In the area of compliance, the University is audited on both federal and state compliance matters. Compliance issues for Federal programs, such as the Direct Lending Program, are reviewed on a triennial basis. Old Dominion University was the first institution in the state to use the Direct Lending Program, yet its first audit found no significant findings. That speaks very well for the University. Considering the scope of the audit, the three compliance issues identified were minor ones dealing with drawdowns from the federal government, changes in student enrollment, and reconciliation of health care premiums.

Mr. Cole concluded by commenting that, for a University of its size, Old Dominion University received a very good audit. The institution has improved dramatically over the last several years and the Auditor of Public Accounts is pleased with the performance of the University.

President Koch provided an overview of the University's budget priorities for 1996-97. The University's primary focus continues to be faculty and staff salaries. This year the University has been able to allocate funds in addition to those granted by the state in order to fund salaries of individuals who are in disciplines where faculty retention has been a problem.

The University is also involved heavily in investing in new or emerging markets, a practice President Koch has termed "broadening the base." The concept is to view the higher education market in terms of where it is going rather than where it has been. Recently the number of traditional students has declined, and the University is working on ways to make education accessible to the more non-traditional student. These include expanding TELETECHNET sites, utilizing TELETECHNET technology in corporate and military sites, partnering with Cox Communications, more actively recruiting community college transfers and green card holders, and the development of a new program at Old Dominion University called Weekend College, which is designed to offer certain complete degree programs on the weekend.

Another budget priority of the University is its involvement with the Joint Training Analysis and Simulation Center (JTASC), the federal facility in Suffolk involving simulations, war-gaming, and electronic developments in computer science and engineering. President Koch commented that JTASC has as much economic potential for the Commonwealth as the recent semi-conductor plants planned for Richmond and Northern Virginia. Old Dominion University is the lead institution in this venture with the military and is anxious to move ahead.

Other budget priorities include funding to address student retention issues; technology for fiber optics, computer labs, library automation and electronic kiosks; additional faculty for programs like the Hampton Roads Institute and additional permanent faculty positions for the College of Education; library acquisitions inflation; price increases for items such as the State's workman's compensation pool, lease agreements, and utilities; investment in energy conservation; and the capital campaign.

President Koch next gave an extensive presentation on faculty teaching loads. He commented that the data he is presenting are available only because Provost Gora was insistent that the database be developed. He added that faculty time is a scarce resource, and Old Dominion has been devoted to increasing faculty contact with students in and out of the classroom as well as increasing the amount of faculty involvement in the community.

Using a series of slides, he illustrated, across the University and by college, the faculty workload for the fall 1995 semester. He pointed out that while the average number of classes taught per semester by the faculty at the University is 3.33, these averages vary depending on the type of courses taught, the number of students in each class, whether a class is undergraduate or graduate level, whether laboratories or internships are involved, and several other factors. He then provided a breakdown of teaching loads for each of the six colleges in terms of average number of classes taught, average class size, and average number of students taught.

Finally, he used his own experience of teaching a course on the History of World War II in the spring 1996 semester as an example. During the course of the semester, he kept track of the number of hours devoted to the different activities associated with teaching. For his 3-semester-hour class of 18 upper-level students, he spent a total of 185 hours either preparing, teaching or evaluating performance. Assuming that a typical faculty member teaches three classes per semester, that would add up to 13.8 weeks of time devoted to teaching per semester. And given that a semester is only 16 weeks long, it leaves little time for a faculty member to do other things like research and service. At Old Dominion University, in fact, faculty typically do much more than that. Repetitive surveys have indicated that at Old Dominion and elsewhere, the typical faculty member is spending about 55 hours a week on teaching, research and service.

Members of the Board have a unique opportunity to publicize that faculty members at Old Dominion University do devote their time to teaching, as well as to research and service. And, just as one cannot measure Reverend Paige's workload by the amount of time he spends in the pulpit, or a legislator's workload by the amount of time he or she spends on the floor of the General Assembly, a faculty member's workload cannot be measured solely in terms of the amount of time he or she spends in the classroom.

In addition to teaching and activities associated with teaching, roughly one-quarter of a faculty member's time is devoted to other things. These include department chairmanships, graduate program directors, research, and TELETECHNET preparation, working with CHROME, pre-law advising, the ODU ballet, and economic forecasting.

In response to a question by Reverend Paige concerning the relationship between faculty workload and retention, President Koch explained how the University has gradually shifted the role of student advising away from professional advisors and to faculty in order to increase the amount of time that students are spending with faculty as teachers, advisors and mentors. Provost Gora added that learning communities and the Career Advantage Program are also mechanisms which will increase contact between students and faculty outside of the traditional classroom.

In summary, President Koch commented that data support that faculty members at Old Dominion University are teaching about 25% more students and about 25% more hours than is usually true of a typical faculty member at most doctoral institutions. This demonstrates faculty devotion and loyalty. Over a period of time, more and more faculty have chosen to teach more classes and reduce the amount of time spent on research, and will be evaluated accordingly. Instead of a "one size fits all" model, Old Dominion University has attempted to tailor faculty loads to the particular individual to increase faculty productivity.

At the conclusion of President Koch's report, Reverend Paige commented on the new emerging students who do not fit into any mold. These students have different expectations, different needs, their parents are different, their homes are different, their clothes are different and their hairstyles are different. It is incumbent upon higher education to recognize and adapt to this new student.

REPORTS OF STANDING COMMITTEES

ACADEMIC AFFAIRS COMMITTEE

The Rector called on Ms. Shumadine for the report of the Academic Affairs Committee. Ms. Shumadine reported that the Committee considered a faculty member's tenure appeal and voted to uphold the President's decision not to grant tenure. It then reviewed a new program proposal for the B.S. degree in environmental engineering to be offered in fall 1997. Ms. Shumadine commented that the Committee amended the resolution, adding the following sentence, "It is anticipated that no new instructional staff will be required over the next two years."

The following resolution, which were brought forth as a recommendation of the Academic Affairs Committee, was unanimously approved:

NEW PROGRAM PROPOSAL

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the program proposal for the B.S. in Environmental Engineering effective Fall 1997. It is anticipated that no new instructional staff will be required over the next two years. A summary of the program proposal follows.

DESCRIPTION OF THE PROPOSED PROGRAM

1. Program Description and Instructional Goals:

It has been recognized by environmental engineering practitioners that understanding, rectifying, and preventing environmental problems requires a broad understanding of the sciences and engineering, particularly knowledge related to biochemical systems/processes, mass and energy flow, and mechanics. Specialization in environmental engineering has developed at the graduate level over the past twenty years at many institutions in this country (including Old Dominion University) to meet this need and within these programs, further specialization in different areas of environmental engineering has also occurred. Many of these institutions have recognized that an environmental engineering degree program at the undergraduate level could increase the breadth of material to which students are exposed and better prepare them for graduate level education or direct entry into the practice of environmental engineering. As a result, many schools are currently developing undergraduate degree programs in environmental engineering to educate their students by providing more interdisciplinary knowledge that will better prepare them to address environmental engineering problems.

At Old Dominion University the importance of environmental engineering as a degree program and career opportunity has been steadily developing as evidenced by recent changes. In 1992, by action of the Old Dominion University Board of Visitors, the Civil Engineering Department was renamed the Department of Civil and Environmental Engineering. This action was taken to reflect the teaching, research, and service activities of the faculty and students of the Department and

was in response to a proposal to change the department name initiated by the department faculty. In the fall semester of 1993, approval was granted to the Department to begin offering a degree program in environmental engineering at the M.E., M.S., and Ph.D. level. The logical extension of the development of a comprehensive environmental engineering program at Old Dominion University is the creation of a B.S. degree program. The proposed baccalaureate program would provide a more comprehensive education in the environmental engineering field and would be a natural extension of recent program changes within the Department. This program would be unique as it would be the only baccalaureate-level Environmental Engineering program offered by any institution in the Commonwealth of Virginia. It would also achieve each of the initiatives for the environmental engineering program that were outlined in the Department's long-range planning document developed in 1991.

Goals of the program are to prepare students for a life-long career in the field of environmental engineering and provide them with the knowledge that will enable them to continue their education throughout their career. Specific goals are to provide students with a background in the fundamentals of physical, chemical, and biological processes, an understanding of environmental transport, transformation and fate of contaminants, the ability to apply knowledge to the conception, analysis, and design of solutions to the real-world environmental problems, the ability to implement technology-based solutions to environmental problems through design, construction, and process operations, and develop competence in environmental engineering laboratory skills.

2. Description of Curriculum

A B.S. Environmental Engineering program will include the common freshman year courses established for all engineering degree programs in the College of Engineering and Technology, traditional science and engineering courses included in undergraduate engineering programs, and courses to be developed to meet the major requirements of this separate environmental engineering degree program. The new curriculum will include the important aspects of chemistry, chemical engineering and environmental biology as well as four new courses in areas of environmental engineering processes, environmental engineering design, and public health engineering. The laboratory course work would emphasize the most current methods for contaminant analysis and would include statistical analysis techniques and quality assurance/quality control concepts.

The proposed curriculum emphasizes fundamental physical, chemical, and biological sciences and was developed consistent with the guidelines for accreditation by the Accreditation Board for Engineering and Technology (ABET) and closely follows ABET-accredited environmental engineering degree programs at other universities. The curriculum has been developed at 120 credit hours, consistent with recommendations from SCHEV.

3. Faculty Resources

There are currently five faculty in the Department who provide instruction in the various specialty areas within environmental engineering. The faculty are well distributed in academic rank and professional experience and all hold doctorates in engineering and are active in professional organizations and societies concerned with various aspects of environmental engineering. All faculty are members of the Association of Environmental Engineering Professors which is the lead

organization in North America addressing environmental engineering education, including program development and criteria.

4. Advisory Committee

The B.S. environmental engineering program will have an advisory committee consisting of practicing engineers in the Hampton Roads region. This committee is the Civil and Environmental Engineering Visiting Council (CEEVC) who already provides input to the civil engineering programs and the environmental engineering graduate program. The members of this council are typically presidents, owners, or principals of local consulting engineering firms or are high-level engineering administrators in public works organizations, private industry, or state or federal government.

5. Mission of the University

The B.S. Environmental Engineering Program corresponds well with the mission of the University. The program has been developed to provide a depth and breadth of knowledge that will result in students being well prepared for life-long learning. Laboratory experimentation and research will be a fundamental aspect of the program and will utilize the latest advances in environmental assessment, treatment, and analysis technology. It will also be attractive to a diverse group of students as evidenced by the diversity of students enrolled in the graduate environmental engineering program. The program will also well serve the local region of Hampton Roads. The highly urbanized nature of this region results in a significant number of opportunities for environmental engineers. The environmental engineering program and the graduates that it produces will particularly be of service to the many military facilities and commands of the region that are responsible for addressing national and international environmental problems associated with the military services. Persons trained in environmental engineering will also be of service and value to businesses, particularly manufacturing industries that are presently located in the region or are seeking to locate in the Hampton Roads region.

II. JUSTIFICATION OF THE PROPOSED PROGRAM

1. Student Demand and Projected Enrollment

There are a number of factors that indicate the degree of student demand for the program that is proposed. Inquiries into an undergraduate degree program in environmental engineering from students not currently enrolled at Old Dominion University have occurred at a rate of approximately 15-20 per year for the past several years. Another indication of the expected demand is the change in enrollment in environmental engineering elective courses that have been offered in the Department of Civil and Environmental Engineering. Enrollment data for the most recently completed academic year (1994-95) were compared to the academic year five years previous. Enrollment in environmental engineering elective courses in the 1989-90 academic year totaled 28 students (84 credit hours) while in 1994-95 the enrollment was 77 students (231 credit hours). This change represents a 175% increase over the five year period and clearly illustrates the increased interest in environmental engineering at the undergraduate level.

An additional indicator of the demand for an undergraduate degree program in environmental engineering would be the demand that has been expressed for the graduate program in environmental engineering. In 1995, a total of 91 students applied to the graduate master's program in Civil and Environmental Engineering. Of this total, 65 percent of applicants applied for the Environmental Engineering program while the remaining 35 percent of applicants applied for admission to study other specialty areas in civil engineering (i.e. water resources, structures, coastal, and geotechnical engineering). Similar to the statistics presented for enrollment in undergraduate environmental engineering elective courses a considerable increase in enrollment and credit hour generation has occurred at the graduate level. In the 1989-90 academic year, head count enrollment totaled 88 (264 credit hours) while the head count enrollment for 1994-95 was 265 (790 credit hours). This change represents an increase of 201% in head count enrollment.

2. Demand for Graduates

The B.S. Environmental Engineering degree program is being proposed to respond to a strong demand for entry-level professionals educated in the area of environmental engineering. This demand has been driven by public and governmental concerns about a decrease in the quality of the natural environment and the recognized need to prevent further declines and to reverse the trends of the past.

Available data suggest that demand for environmental engineers is going unmet by the supply of new graduates. The current supply of environmental engineers has been estimated to satisfy less than half of the demand for 2,000 to 5,000 new environmental engineering graduates per year; data cited here were obtained from the position paper: "Development of Environmental Engineering Baccalaureate Programs and Degrees" Proceedings of the Sixth Conference on Environmental Engineering Education: Environmental Engineering Education in the Year 2000, pp. 49-82, 1991. The remainder of the demand is either not being met or being satisfied by engineers with little knowledge of the environmental field.

The existence of strong environmental quality standards and regulations play an important role in the direction of the environmental market. This market includes not only conventional water and wastewater engineering, air quality, and solid waste management, but also waste minimization, contaminated site remediation, and pollution prevention. The latter segments of the environmental market mentioned above have grown considerably in the early 1990s and have been projected to grow annually by 22%. The national demand for professionals trained in the area of hazardous waste cleanup alone has grown from 5,000 in 1985 to 11,500 in 1990, and, as of 1995, is expected to be 22,500. These statistics are additional verification of the demand that exists for graduates of this proposed program.

3. Other Justifications for the Program

Another significant development illustrating the demand and emergence of environmental engineering is the introduction in 1993 of an Environmental Engineering Examination as a separate discipline by the National Council of Examiners for Engineering. This change means that a Professional Engineer now may be specifically examined and licensed for practice as an Environmental Engineer which makes the distinct characteristics of the discipline recognizable. This

recent development in engineering licensing increases the value of a Bachelor's degree in Environmental Engineering since this license is specifically directed toward an individual graduating and working in an area that is the focus of this proposed degree program.

In addition to the employment opportunities that exist upon completion of the undergraduate degree, many students will continue on to graduate studies in environmental engineering at Old Dominion University and other universities. Graduate enrollment in environmental engineering has increased dramatically since the late 1980s and has been driven in large part by employment opportunities that give an advantage to persons with advanced degrees. Research funding in environmental engineering has also increased over this period and the opportunities for students to receive research assistantships are good. Students completing a B.S. degree program in environmental engineering should have a competitive advantage in obtaining research assistantships over students without this education due to their ability to begin work at a higher level of understanding and because of the skills (developed through classroom and laboratory experience) that they bring to this area. In the past, students beginning a graduate degree program in environmental engineering had little previous preparation and their ability to conduct research in the early stages of their graduate study was hampered due to the lack of this experience.

The fate of environmental engineering education for the immediate future appears to be one of growth and continued development judging from the level of political, corporate, and public interest. A strong student interest in an undergraduate degree program in environmental engineering at Old Dominion University as well as continued expansion of career opportunities for students educated in environmental engineering have been the stimuli for the development of this proposal. The establishment of this program will increase the visibility of the University in an area that garners strong public support and will further contribute to the University's reputation as the regional leader in environmental expertise.

III. PROGRAM RESOURCE NEEDS

The undergraduate environmental engineering program would require the development of four new required courses in addition to the environmental engineering courses that are presently being offered. There are presently 4.5 FTE faculty working in or closely aligned with the environmental engineering area of the department. The Department faculty work load can not expand to cover the four new courses that would be needed for the new program. In addition to the new required courses, establishing new elective courses is planned to develop two strong specialty areas which would be required for accreditation by the Accreditation Board of Engineering and Technology (ABET). The ABET accreditation requirements also specify that course instruction in the program must be provided by a minimum of three full-time equivalent (FTE) faculty to be eligible for accreditation. At present, the FTE faculty involved in undergraduate environmental engineering instruction range from 1 to 1.5. The only manner in which the FTE requirements could presently be satisfied would be to slash the graduate course offerings and shift faculty to offering undergraduate courses. This action would severely damage the graduate program making it difficult for students to complete graduate degree programs. Exercising this option would be counterproductive to the combined undergraduate and graduate degree programs and would eviscerate the Department's strongest graduate program.

Based on the creation of four new courses, two to four new elective courses, and increased demands that would be associated with student advising and research, the faculty requirement is equivalent to two full-time faculty members. The new faculty, in addition to teaching, would also carry a full graduate advising and research load.

There will be no immediate need for increased laboratory space associated with the proposed degree program since laboratory space is available for research needs of new faculty and students working in the environmental engineering. However, future space requirements could increase beyond the currently available facilities to meet new elective courses in process and unit operations.

A new graduate assistant position will be needed to provide instruction in a new laboratory course and in maintaining laboratory facilities for undergraduate independent research. The development of a new laboratory course in environmental engineering analyses will require appropriate equipment and analytical instrumentation be available for instruction. The Environmental Engineering Laboratories are currently well stocked with a number of analytical instruments that have been purchased through the Equipment Trust Fund and extramural research grants. These instruments will support the majority of the laboratory based instruction. Minor additions in equipment would be needed for the laboratory course and are shown in the requested budget.

To support the program that has been detailed in this proposal will require investments in personnel, supplies, and equipment. The Department will be able to provide certain equipment and analytical instrumentation to meet laboratory requirements and would be in a position to cover half of the current cost of maintenance of this equipment through contract research support generated by the faculty.

With increased faculty in the Department, a greater demand will be placed on supporting staff of the Department and on funds to support faculty activities (e.g. travel to professional meetings). The Department is not requesting an increase in funds to support new faculty in these areas, but will instead cover new faculty resource needs through faculty release time funds generated through contract research.

Ms. Shumadine reported that the Committee voted to discontinue three academic programs, effective fall 1996. The following resolution, which was brought forth as a recommendation of the Academic Affairs Committee, was unanimously approved:

DISCONTINUATION OF ACADEMIC PROGRAMS

RESOLVED that, upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the discontinuation of the B.A. in Russian, the M.S. degree track in Physical Therapy, and the M.S. in Medical Laboratory Science, effective Fall 1996.

B.A. in Russian Rationale:

The rationale for the discontinuation of the B.A. in Russian is as follows. (1) Enrollment of new majors was curtailed in 1994. This action was taken in response to a lack of demand for the program and budget reduction considerations. (2) Degree productivity for the B.A. in Russian falls below minimum productivity standards established by SCHEV. (3) There are no full-time faculty appointed to support the B.A. in Russian nor is there any intention to recruit such a faculty position. (4) Lower-level courses in Russian will be continued, if the demand warrants them, by adjunct faculty. The Dean of Arts and Letters and the Faculty Senate recommend discontinuation of this degree program.

M.S. Degree Track in Physical Therapy Rationale:

The School of Community Health Professions and Physical Therapy operates two Masters' degree programs in Physical Therapy: Master of Physical Therapy (MPT) and Master of Science with Concentration in Physical Therapy. The entry level MPT program, although operative since 1995, has had a long history because of its previous connection with the now phased out entry level B.S. degree and the track in the M.S. program in Community Health. The MPT program is a popular one with a current enrollment of 120 full time students and an excellent track record of producing graduates. On the other hand, the M.S. program with a major in Physical Therapy, initiated in 1988, has had low (2.6/yr.) degree productivity and little student demand.. One of the main reasons given in the report for this lack of productivity is the necessity for faculty resources to be devoted to the growing MPT program. Another reason has been the reluctance of the students to seek a second Master's degree.

The Dean of Health Sciences and the Faculty Senate have recommended discontinuance of this degree.

M.S. in Medical Laboratory Science Rationale:

The M.S. degree program in Medical Laboratory Sciences has undergone periodic reviews since its inception in 1980. These reviews have indicated low productivity. In order to enhance degree productivity, the faculty has made concerted efforts to improve the program. These efforts have included the institution of a degree name change in the past and making available various tracks in the program. The administration has given strong support to this program. Unfortunately, to the frustration of the faculty and the administration, no improvement in the degree productivity (1.6/Yr.) has resulted in spite of the changes made. The most recent change of adding a non-thesis option in the program has had some positive effect, but this change has come too late. It appears that the main reason for the program's lack of success is that many of the students are more interested in taking courses than in getting a degree because their employment opportunities depend on certification rather than the degree.

The program was targeted for review in 1987, 1989, and 1991 by SCHEV because of low degree productivity. In 1995, SCHEV again called for a review of the Master of Science Degree with a Major in Medical Laboratory Sciences for its possible discontinuance due to low productivity. The

Dean of the College of Health Sciences has recommended discontinuance of this degree. The Faculty Senate endorses this recommendation.

The Academic Affairs Committee also reviewed a revision to the policy and procedures on faculty salary increments, adding a two-week appeal period. The following resolution, which was brought forth as a recommendation of the Academic Affairs Committee, was unanimously approved:

REVISIONS TO THE POLICY AND PROCEDURES
ON FACULTY SALARY INCREMENTS

RESOLVED that, upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the revisions to the Policy and Procedures on Faculty Salary Increments approved by the Board of Visitors on June 12, 1980 and revised on November 19, 1987. The revised policy follows, with the recommended revisions shaded.

Rationale:

The current policy does not contain a deadline date for faculty to appeal salary increments. This change will formalize the current practice.

NUMBER: **1420***

TITLE: **Faculty Salary Increments**

APPROVED: **June 12, 1980; Revised November 19, 1987, June 20, 1996**

I. Board of Visitors Policy

Annual salary increments for faculty members are determined primarily by the evaluation of performance in teaching, research, and service. Initial recommendations for salary increments are made by the chair. The chair's recommendations are reviewed by the dean, who determines the salary for each faculty member in the college within the total salary budget assigned to the college by the provost and vice president for academic affairs. A faculty member may request that the salary decision be reviewed by the provost and vice president for academic affairs. **Requests for review must be submitted to the provost and vice president for academic affairs no later than two weeks after the list of all faculty salaries is submitted by the dean.** The decision of the provost and vice president for academic affairs is final.

II. Procedures

- A. These procedures are designed to implement the policy on salary increments established by the Board of Visitors. In all matters concerning salary increments, the board policy is governing.
- B. Based on the anticipated operating budget of the university, the president allocates a certain percentage increment for returning faculty at the institution to the provost and vice president for academic affairs.
- C. The provost and vice president for academic affairs allocates a specific dollar amount to each dean for salary increments within the college or division reporting to that dean. The provost and vice president for academic affairs may designate certain funds for a specific purpose, such as increments for faculty members receiving promotion.
- D. The dean, on the basis of the evaluation of the performance of the department chairs, allocates a salary increment to each chair in the college.
- E. Of the funds remaining, the dean allocates to the chair of each department a dollar amount for use in increments to the other faculty members in the department.
- F. The chair, on the basis of faculty evaluations, allocates specific dollar amounts for each faculty member in the department. In this allocation, the chair should consider not only the percentage increment being granted but also the correction of inequities in cases in which faculty members of equal merit are receiving salaries that are substantially different. The chair notifies each faculty member of his/her proposed increment. The chair then forwards recommendations for salary increments to the dean.
- G. The dean reviews the recommendations made by the chair with particular attention to the dean's evaluation of individual faculty members if it differs from the chair's, and to consistency with the merit principle.
- H. A dean who wishes to change a salary recommendation of a chair first discusses this change with the chair. After such discussions, if any, the dean determines the salary for all returning faculty members in the college for the coming year.
- I. The dean forwards to the provost and vice president for academic affairs a list of all returning faculty members in the college with the salaries for the coming year. The provost and vice president for academic affairs writes contracts for all returning faculty members specifying the salary as determined by the dean.
- J. The dean informs each chair of the salaries determined for the members of each department, and the chair informs each faculty member of the salary to be offered to that faculty member in the contract for the coming year.

- K. The faculty member may request that the provost and vice president for academic affairs review the salary decision of the dean. **Requests for review must be submitted to the provost and vice president for academic affairs no later than two weeks after the list of all faculty salaries is submitted by the dean.** The decision of the provost and vice president for academic affairs is final.

Provost Gora provided the Committee a report of year-end activities, including promotion decisions and enrollment patterns for the summer and fall semesters. Enrollment for the summer session is approximately 8,600 students and fall enrollment appears to be steady. Projections for freshman and transfer students are positive.

Provost Gora also shared with the Committee the annual report of committee actions for 1995-96, and one request for an extended leave of absence without compensation approved by the president.

Finally, the Committee approved the resolutions on faculty, administrative and emeritus appointments, administrative title changes, renaming the Department of Health, Physical Education and Recreation, and the renaming the Community Outreach Program. The following resolutions, which were brought forth as recommendations of the Academic Affairs Committee, were unanimously approved:

FACULTY APPOINTMENTS

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the following faculty appointments:

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Thomas R. Allen, Jr. Assistant Professor of Political Science and Geography (Tenure Track)	\$38,700	8/1/96	10 mos

Dr. Allen received a B.S. in Geography in 1991 from Old Dominion University and a Ph.D. in Geography in 1995 from the University of North Carolina at Chapel Hill. From 1991 to 1995 he was employed as a Graduate Research Associate and Teaching Fellow in the Department of Geography at the University of North Carolina at Chapel Hill. Since 1995, Dr. Allen has been employed as an Assistant Professor of Geography at the University of Vermont. He is a member of the Association of American Geographers and the American Society for Photogrammetry and Remote Sensing. Dr. Allen's teaching focuses on areas in geographic information systems remote sensing, and physical geography.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Ms. Sandra Breeden Lecturer in the College of Health Sciences	\$ 7,856	4/8/96	3 mos

Ms. Breeden received a B.S. in Health, Physical Education and Recreation and an M.Ed. in Guidance and Counseling, respectively in 1970 and 1990, and an M.A. in Management and Human Relations in 1985 from Webster University. From June 1994 to December 1995 she was employed as Assistant Director of Student Services with City colleges of Chicago, Virginia Beach Office. She was also employed as the Director of the Bermuda Program at the University of Maryland from August 1984 to December 1992. Ms. Breeden has twenty-five years experience in the education field in diverse multi-cultured urban environments, consisting of 12 years in teaching and 13 years in administration.

Dr. Dianne Cyr Carmody Assistant Professor of Sociology and Criminal Justice (Tenure Track)	\$38,000	8/1/96	10 mos
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Dr. Carmody received a B.A. in Psychology, an M.A. in Sociology and a Ph.D. in Sociology, in 1981, 1986 and 1991 respectively, from the University of New Hampshire. From 1986 to 1991, Dr. Carmody was employed as a Research Scientist at the University of New Hampshire. Since 1991, she has been employed as an Assistant Professor in the Department of Sociology at Western Washington University. Dr. Carmody has taught classes on family violence, criminology, sociology of deviance, juvenile delinquency and sociology of the family.

Ms. Kathryn A. Coulter Instructor of Accounting and Finance (Tenure Track)	\$60,000	8/1/96	10 mos
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Ms. Coulter received a B.S. and an M.S. in Accounting, in 1987 and 1988 respectively, from the University of Alabama. She is currently working on a Ph.D. in Finance from the University of Georgia. Her rank will be that of Assistant Professor if all requirements for the Ph.D. degree are completed by June 30, 1996. Ms. Coulter has been employed at the University of Georgia as a Research Assistant (1992-95), a Teaching Assistant (1995), and as an Instructor (academic year 1995-96).

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Mr. David Gunzerath Instructor of Communication and Theatre Arts (Tenure Track)	\$35,000	8/1/96	10 mos

Mr. Gunzerath received a B.S. in Business administration in 1981 from LaSalle University and an M.A. in Communications in 1984 from Temple University. He is currently working on a Ph.D. in Communication Studies at the University of Iowa. Mr. Gunzerath's rank will be that of Assistant Professor and salary will be \$36,000 if all requirements for the Ph.D. degree are completed by September 15, 1996. Since August, 1994, Mr. Gunzerath has been employed as an Ad hoc manuscript reviewer for the Journal of Broadcasting and Electronic Media. He has also been employed as a Graduate Instructor in the Communication Studies and Rhetoric Departments at the University of Iowa since August 1993.

Dr. Maura E. Hametz (Assistant Professor of History) Tenure Track	\$34,500	8/1/96	10 mos
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Dr. Hametz received a B.A. in History in 1986 from Colgate University and a Ph.D. in History in 1995 from Brandeis University. Since 1995, Dr. Hametz has been employed as an Adjunct Assistant Professor at Bentley College and as a Lecturer at Bradford College during the Spring of 1995. She is a member of Phi Alpha Theta, International History Honor Society.

Dr. Qiu Jin Assistant Professor of History (Tenure Track)	\$34,500	8/1/96	10 mos
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Dr. Jin received a B.A. in English and an M.A. in Linguistics, in 1982 and 1987 respectively, from Beijing Normal University, an M.A. in History in 1991 from the University of Hawaii, and a Ph.D. in History in 1995 from the University of California at Berkeley. Dr. Jin is currently a post-doctoral fellow at the Center for Chinese Studies at the University of California at Berkeley.

Dr. Kiran Karande Assistant Professor of Marketing (Tenure Track)	\$57,000	8/1/96	10 mos
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Dr. Karande received a B.S in Electrical Engineering and an M.B.A. in Marketing, in 1983 and 1985 respectively, from the University of Bombay, and a Ph.D. in Marketing in 1994 from the University of Houston. Since 1993, he has been employed as an Assistant Professor at Bloomsburg University.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Manuela Mourao Assistant Professor of English (Tenure Track)	\$36,000	8/1/96	10 mos

Dr. Mourao received a Licenciatura in Modern Languages and Literatures (English and German) in 1984 from the University of Porto, Portugal, an M.A. in English in 1985 from Eastern Illinois University, and a Ph.D. in Comparative Literature in 1990 from the University of Illinois at Champaign-Urbana. From 1992 to 1994, she was employed as an Adjunct Assistant Professor of English at Old Dominion University and as a Visiting Assistant Professor of English during 1994-95. Dr. Mourao was also employed during Fall 1995 as a Visiting Professor of Literature and Critical Theory at the University of Fernanco Pessoa, Portugal.

Mr. Richard I. Newmark Instructor of Accounting and Finance (Tenure Track)	\$60,000	8/1/96	10 mos
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Mr. Newmark received a B.S. in Finance in 1984 from the University of Florida and an M.S. in Taxation in 1986 from the University of Miami. He is currently working on a Ph.D. in Accounting from the University of Miami. His rank will be that of Assistant Professor if all requirements for the Ph.D. degree are completed by June 30, 1996. From 1992 to 1995 Mr. Newmark was employed as a Graduate Assistant at the University of Miami. Since 1995, he has been employed as an Assistant Professor at Southeastern Louisiana University. Mr. Newmark is a member of the American Accounting Association and the American Taxation Association.

Dr. Brian K. Payne Assistant Professor of Sociology and Criminal Justice (Tenure Track)	\$38,000	8/1/96	10 mos
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Dr. Payne received a B.A. in Sociology, and an M.A. and Ph.D. in Criminology, in 1988, 1990 and 1993 respectively, from Indiana University of Pennsylvania. Since 1994, he has been employed as a Graduate Program Coordinator in the Department of Criminal Justice and Sociology at Troy State University. Dr. Payne is a member of the Academy of Criminal Justice Sciences, the American Criminal Justice Association and the American Society of Criminology.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Mr. Bryan E. Porter Instructor of Psychology (Tenure Track)	\$39,000	8/1/96	10 mos

Mr. Porter received a B.S. in Psychology in 1990 from Virginia Polytechnic Institute and State University and an M.S. in General Experimental Psychology in 1994 from Memphis State University. He is currently working on a Ph.D. in Experimental Psychology from the University of Memphis. His rank will be that of Assistant Professor if all requirements for the Ph.D. degree are completed by August 11, 1996. At the University of Memphis, Mr. Porter was awarded the Van Vleet Memorial Doctoral Fellowship (1994-96). He is a member of the Southeastern Psychological Association.

Dr. Anastasia Raymer Assistant Professor of Child Study and Special Education (Tenure Track)	\$37,000	8/1/96	10 mos
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Dr. Raymer received a B.S. in Education in 1980 from the University of Wisconsin at Madison and an M.A. in Speech Pathology and a Ph.D. in Speech-Language Pathology, in 1982 and 1992 respectively, from the University of Florida. Since 1993, she has been employed as a Postdoctoral Fellow at the University of Florida. Dr. Raymer is a member of the American Speech-Language-Hearing Association.

Mr. Peter Schulman Instructor of Foreign Languages and Literatures (Tenure Track)	\$33,000	8/1/96	10 mos
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Mr. Schulman received a B.A., an M.A. and an M. Phil in French, in 1987, 1989, and 1992 respectively from Columbia University. He is currently working on a Ph.D. in French from Columbia University. His rank will be that of Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 1996. From 1989 through 1995 Mr. Schulman was employed as Instructor and Preceptor in the French Department at Columbia University.

Dr. Katarina Elisabet Wegar Assistant Professor of Sociology and Criminal Justice (Tenure Track)	\$40,000	8/1/96	10 mos
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Dr. Wegar received a M.S. in Political Science in 1988 from Abo Akademi University, Finland, and a Ph.D. in Sociology in 1994 from Brandeis University. Since 1993, she has been employed as a Visiting Assistant Professor in the Department of Sociology at The Colorado College. Dr. Wegar is a member of the Society for the Study of Social Problems and the American Sociological Association.

APPOINTMENT OF THE ACTING VICE PRESIDENT
FOR INSTITUTIONAL ADVANCEMENT

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the appointment of Mr. John R. Broderick as the Acting Vice President for Institutional Advancement, effective July 1, 1996.

Mr. Broderick has held several positions since his employment at Old Dominion University. He has been appointed as Director of Public Information (August 23, 1993), Assistant Vice President for Institutional Advancement and Director of University Relations (April 7, 1994), and as Associate Vice President for Institutional Advancement (July 1, 1995).

APPOINTMENT OF THE DIRECTOR OF
UNDERGRADUATE ADVISING IN THE COLLEGE OF BUSINESS
AND PUBLIC ADMINISTRATION

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the appointment of Ms. Sandra M. Waters as Director of Undergraduate Advising in the College of Business and Public Administration, effective March 16, 1996.

Ms. Waters received a B.S. in Communications in 1980 from the University of Wisconsin and an M.S. in Journalism in 1981 from the University of Illinois. She has been employed at Old Dominion University since June 1983 as an Information Technician (June 1983-July 1984), Facilities Coordinator (August 1984 to August 1985), Assistant Registrar (September 1985 to June 1990), and Academic Advisor/Assistant Administrator (July 1990 to present). Ms. Waters is a member of the National Academic Advising Association.

Salary: \$8,750 for the period March 16, 1996 through June 30, 1996 based on an annual salary of \$30,000 for 12 months

Rank: Director of Undergraduate Advising and Lecturer

APPOINTMENT OF THE COORDINATOR FOR MARKETING,
DISTANCE LEARNING AND EXTENDED EDUCATION

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the appointment of Ms. J. Darlene Goodwin as Coordinator for Marketing, Distance Learning and Extended Education, effective March 16, 1996.

Ms. Goodwin received a B.A in Music in 1984 from Shenandoah University and an M.B.A. in 1993 from Old Dominion University. From August 1994 to October 1995 she was

employed as Western District Director/Marketing Field Consultant for Jackson Hewitt Tax Service. Ms. Goodwin is a member of the American Marketing Association.

Salary: \$11,083 for the period March 16, 1996 through June 30, 1996 based on an annual salary of \$38,000 for 12 months

Rank: Coordinator for Marketing, Distance Learning and Extended Education and Instructor

APPOINTMENT OF THE DIRECTOR OF CONTINUING EDUCATION
AND PUBLIC SERVICE FOR THE COLLEGE OF SCIENCES

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the appointment of Dr. Thomas H. Collins as Director of Continuing Education and Public Service for the College of Sciences, effective March 11, 1996.

Dr. Collins received a B.S. in History from the University of North Dakota at Ellendale, an M.S. in Education Administration and a Ph.D. in Adult and Continuing Education from the University of Nebraska-Lincoln. He has over 15 years experience in the field of adult education. Dr. Collins' most recent continuing education experience was with Regent University and CBN, Inc. as Director of Conferences and Workshops. Since 1993, he has been employed as a Manager of Prize Beach Store. Dr. Collins is a member of the American Society for Training and Development.

Salary: \$12,424 for the period March 11, 1996 through June 30, 1996 based on an annual salary of \$40,000 for 12 months

Rank: Director of Continuing Education and Public Service for the College of Sciences and Assistant Professor

EMERITUS APPOINTMENT

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the granting of the title of Professor Emeritus of Philosophy and Religious Studies to Dr. Richard C. McCleary upon his retirement from the University, effective May 31, 1996. A summary of Dr. McCleary's accomplishments follows.

Richard C. McCleary joined Old Dominion University's faculty in 1970 when he was appointed as an Associate Professor in the Department of Philosophy. He was awarded tenure in 1974 and attained the rank of Professor in 1987. McCleary received his graduate degrees from the University of Chicago and Yale University. Before coming to Old Dominion, he taught at the University of Florida and the University of Massachusetts.

During his tenure at Old Dominion, McCleary has shown himself to be an exemplary teacher and accomplished scholar and become an expert and innovator in undergraduate pedagogy. He has developed a method of teaching philosophy that stresses collaborative learning, extensive exercises in critical thinking, and attention to real-life problems that students face. McCleary has published two books, The Logic of Imaginative Education and Imagination's Body, that have established him as an internationally recognized scholar in pedagogy and learning theory. He has also published numerous articles and translations. His philosophical work has ranged from studies of Marxism to studies of the French philosophers Merleau-Ponty and Sartre.

EMERITUS APPOINTMENT

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves the granting of the title of Associate Professor Emeritus of Mathematics to Dr. Howard W. Baeumler upon his retirement from the University, effective July 1, 1996. A summary of Dr. Baeumler's accomplishments follows.

Dr. Baeumler joined Old Dominion University's faculty in 1965 when he was appointed as an Associate Professor in the Department of Mathematics. He was awarded tenure in 1968. Dr. Baeumler received his graduate degrees from the University of Buffalo, Ohio State University and Old Dominion University. Before coming to Old Dominion University, he taught at Ohio State University.

During his tenure at Old Dominion, Dr. Baeumler has taught undergraduate courses at the freshman/sophomore level in mathematics. He is a member of the American Association for the Advancement of Science, the Institute of Electrical and Electronic Engineers and the Mathematical Association of America.

ADMINISTRATIVE TITLE CHANGES

RESOLVED, that upon the recommendation of the President and the Academic Affairs Committee, the Board of Visitors approves the following administrative title changes which reflect changes in assignment, role, scope of responsibilities, and the organizational structure.

- | | |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Edith Barnett | From Director of Distance Learning and Extended Education to Assistant Vice President, Distance Learning and Extended Education (Effective March 7, 1996) |
| Mikki Flowers | From Associate Athletic Director to Senior Associate Athletic Director (Effective July 1, 1996) |

Debbie Byrne

From Assistant Athletic Director **to** Associate Athletic Director (Effective July 1, 1996)

**RENAMING THE DEPARTMENT OF HEALTH,
PHYSICAL EDUCATION AND RECREATION**

RESOLVED, that upon the recommendation of the Academic Affairs Committee, the Board of Visitors approves renaming the Department of Health, Physical Education and Recreation **to** the Department of Exercise Science, Physical Education and Recreation. The change in name will be effective Fall 1996.

Rationale:

The proposed Department name better represents the current nature and scope of the academic programs, research, and professional service activities conducted by the faculty than the one that is presently approved. In particular, the replacement of the word "health" with "exercise science" will make the Department's name consistent with the discipline and degree programs that are offered by this unit. The Department's last active program in health education was discontinued in 1995. The exercise science program has increased substantially in number of students and developed into a major focal point of the Department's efforts at the undergraduate and graduate levels.

Dr. Billie Reed, Assistant Professor of Engineering Management, reported on the activities of the Center for Commercial Space Infrastructure, an economic development effort that has been successfully launched. Dr. Reed pointed out that the Center is now recognized nationally as a viable spaceport by government and industry. Dr. Roland Mielke, Professor of Electrical and Computer Engineering, reported on the activities of the Virginia Modeling and Simulation Center, which is an economic development initiative that has yet to be funded externally.

ADMINISTRATION AND FINANCE COMMITTEE

Mr. Diamonstein called on Mr. Pitchford for the report of the Administration and Finance Committee. Mr. Pitchford reported that the Administration and Finance Committee held its annual joint meeting with the Educational Foundation Investment Committee to discuss the status of University investments. This past year was a good one for the University's endowment, which earned approximately \$7 million.

The Committee was briefed on the University's operating budget and plan. The 1996-97 operating budget calls for \$193 million in expenditures and \$195 million in revenue. 83% of E&G expenditures will be devoted to instruction and academic support.

The following resolution, which was brought forth as a recommendation of the Administration and Finance Committee, was unanimously approved:

RESOLUTION APPROVING 1996-97 OPERATING PLAN

RESOLVED, that, upon the recommendation of the President and the Administration and Finance Committee, The Board of Visitors approves the proposed expenditure plan as displayed below and as contained in TABLE 3 of the University's 1996-97 Operating Budget Plan.

TABLE 3
UNIVERSITY EXPENDITURE SUMMARY
(in thousands)

Expenditure Categories	Budget 1995-96	Proposed 1996-97
<u>Expenditures and Transfers</u>		
Educational Programs		
Instruction	\$66,290	\$67,917
Research & Sponsored Programs	2,474	2,490
Public Service	598	594
Academic Support	14,900	17,824
Student Services	5,918	6,319
Institutional Support	14,373	14,879
Operations & Maintenance of Plant	7,463	7,568
Scholarships & Fellowships	54,031	54,286
Transfers		
Debt Service (Mandatory)	0	0
Non-Mandatory	<u>(2,648)</u>	<u>(2,913)</u>
Total Educational Programs	\$163,399	\$168,964
<u>Auxiliary Enterprises</u>		
Expenditure	16,105	15,858
Transfers		
Debt Service (Mandatory)	3,777	3,787
Non-Mandatory	<u>3,801</u>	<u>4,254</u>
Total Auxiliary Enterprises	<u>\$23,683</u>	<u>\$23,899</u>
Total Expenditures & Transfers	<u>\$187,082</u>	<u>\$192,863</u>

Summary of University Revenues, Expenditures and Transfers		
Revenues	\$188,544	\$195,143
Expenditures and Transfers	<u>187,082</u>	<u>192,863</u>
Contributions to/(Use of) Fund Balance	\$1,462	\$2,280

The Committee discussed the University's audit, the implementation of the campus signage program, and the successful completion of the search for an Assistant Vice President for Computing and Communication Services. The Committee also discussed the University's agreement with the Eastern Virginia Medical School for public safety services and inquiries from Johnson and Wales University and the Governor's School for the Arts concerning the lease of space on the east side of campus.

The Committee concluded its meeting with its standing reports, followed by an executive session during which the Committee reviewed, and subsequently approved in open session, the five-year audit plan.

STUDENT AFFAIRS COMMITTEE

The Rector called on Mr. O'Neill for the report of the Student Affairs Committee. Mr. O'Neill reported that the Committee spent considerable time reviewing a report on issues surrounding the academic success of Old Dominion University students provided by Vice President Burnett at the request of the Committee at its last meeting. The report outlines many of the new interventions or enhancements to support student academic success. The Committee requested that data be reviewed twice a year in order to determine the University's success in this area.

The Committee received a report and viewed a video which highlighted the successes of this year's intercollegiate athletics program. The Committee then reviewed revisions to the University's disciplinary policy.

The following resolution, which was brought forth as a recommendation of the Student Affairs Committee, was unanimously approved:

REVISION TO THE BOARD OF VISITORS' POLICY NUMBER 1530:
"STUDENT DISCIPLINARY POLICIES AND PROCEDURES

RESOLVED, that upon the recommendation of the Student Affairs Committee, the Board of Visitors approves the following revisions to the Student Disciplinary Policies and Procedures. Revisions to the policy are shown in **redline** and ~~strikeouts~~.

NUMBER: **1530**

TITLE: **Student Disciplinary Policies and Procedures**

APPROVED: **August 27, 1970; Revised April 5, 1979; Revised April 6, 1984;**
Revised February 14, 1985; Revised February 12, 1987;
Revised December 8, 1994; Revised June 20, 1996

I. Preamble

Students are expected and required to assume the responsibility for their own behavior and to abide by the laws of the Commonwealth of Virginia and the rules and regulations of Old Dominion University. A student who violates the following general standards of conduct may be subject to administrative actions (as defined in Section III-G), or to one or more disciplinary sanctions (as defined in section VI), whether or not civil authorities choose to prosecute.

II. Authority

Old Dominion University is governed by its Board of Visitors and supported by the Commonwealth of Virginia. The Board is specifically authorized to regulate student conduct by state statute.

III. Definitions

As used in this document, the following terms shall have the meanings ascribed to them as follows:

- A. Vice President for Student Services: The University official who has primary responsibility for the administration of all student discipline. He/she serves as the appeals officer for cases which have been heard by the Student Conduct Committee. The vice president may delegate all or part of this responsibility to such other persons as he/she deems appropriate;
- B. Code of Student Conduct: The statement of rules and regulations governing student conduct as established by the Board of Visitors and contained in Section IV herein;

- C. Chair: The head of the Student Conduct Committee and presiding officer at Student Conduct Committee hearings;
- D. Student: A person who (1) has been admitted to ~~and~~ or enrolled at the University, and (2) has not completed a program of study **for which she/he was enrolled at the time of the violation** at the University, ~~and (3) intends to continue or does continue a course of study at the University.~~ Student status continues whether or not the University's academic programs are in session.
- E. The Student Conduct Committee: A faculty/student judicial body authorized to hear and adjudicate alleged violations of the Code of Student Conduct.
- F. Plagiarism: A student will have committed plagiarism if he or she reproduces someone else's work without acknowledging its source. Plagiarism includes making simple changes to borrowed materials while leaving the organization, content, or phraseology intact. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group's work and participates in none of the group's activities, but attempts to take credit for the work of the group.
- G. Administrative Action: The issuance of an oral or written warning, admonition, reprimand, and/or use of counseling procedures.
- H. University Hearing Officer: The University official or officials assigned by the Vice President for Student Services to conduct disciplinary proceedings and administrative action,
- I. Disciplinary Proceedings: Those proceedings initiated by a notice of charges and governed by the provisions of Section VII. The term Disciplinary Proceedings does not include Administrative Action.
- J. Honor Council: A student organization which educates members of the academic community about the University's standards of academic integrity. The Council also monitors student adherence to these standards, and provides panel members to serve on the Student Conduct Committee.

IV. **Code of Student Conduct**

University students shall conduct themselves in a manner compatible with the University's educational mission and shall be disciplined only for misconduct adversely affecting that mission. Specifically, students are subject to disciplinary action for the following:

- A. Academic dishonesty, including but not limited to plagiarism and all forms of academic cheating, and failure to report known violations of the honor pledge.
- B. Forgery, alteration, or misuse of University documents, records, or identification;

- C. Knowingly furnishing false information to the University;
- D. Obstruction or disruption of University operations;
- E. Obstruction or disruption of University-authorized activities ~~on property owned or controlled by the University;~~
- F. Physical or violent verbal abuse of any person on property owned or controlled by the University, or at functions sponsored or supervised by the University;
- G. Conduct that threatens or endangers the health or safety of any person, including oneself, on property owned or controlled by the University or at functions sponsored or supervised by the University;
- H. Theft of or damage to University property;
- I. Theft of or intentional damage to private property on premises owned or controlled by the University;
- J. Unauthorized entry ~~of~~ to University facilities or property;
- K. Unauthorized use or misuse of University property including, but not limited to: attempting to leave the library with library materials which have not been properly borrowed; unauthorized use ~~or misuse~~ of computer equipment, computer accounts, computer software and hardware; or misuse of University telephones;
- L. Violation of University regulations or campus policies approved by either the Board of Visitors or the president and described in official University publications;
- M. Use or possession of marijuana, narcotics, or dangerous drugs (except as expressly permitted by law) on property owned or controlled by the University;
- N. The sale or distribution of marijuana, narcotics, or dangerous drugs (except as expressly permitted by law) on property owned or controlled by the University or at functions sponsored or supervised by the University;
- O. Violation of University housing policies;
- P. Lewd, indecent, or obscene conduct on property owned or controlled by the University or at functions sponsored or supervised by the University;
- Q. Drunken or disorderly behavior on property owned or controlled by the University or at functions sponsored or supervised by the University;
- R. Intimidating behavior directed toward any student, faculty member, staff member, or administrator;

- S. Failure to comply with the directions of a University official acting in the performance of his or her duties;
- T. Violation of the University's firearms policy.
- U. Circulating a report or warning that property under University control or supervision may be subject to a bombing, fire, crime, emergency, or other catastrophe, knowing that the report or warning is false;
- V. The illegal use or possession of (or the tampering with) safety equipment on property owned or controlled by the University;
- W. Giving false testimony or evidence at any official University hearing;
- X. Conduct deemed unlawful by the criminal statutes of the Commonwealth of Virginia or the United States of America and conduct that endangers or threatens the security of the University community;
- Y. Violations of the conditions of a sanction imposed through University disciplinary procedures;
- Z. Violation of the University's sexual assault policy;
- AA. The unreasonable use of complimentary materials and/or supplies provided for the benefit or consumption of the University community;

AB. Retaliation.

Any student who conspires to commit, or who participates in an action that results in a violation of the Code of Student Conduct, shall be bound by the acts of every person participating in such an action and shall be disciplined accordingly.

V. Violations of Residence Hall Rules and Regulations

It is recognized that living in groups requires a certain amount of tolerance and conformity by all concerned. Rules controlling conduct within housing owned or controlled by the University are promulgated by the Office of Residence Life to enhance the freedom and comfort of everyone living in the residence halls. These rules, along with procedures for their enforcement and applicable sanctions, are published in the Residence Hall Handbook available from the Office of Residence Life.

The Old Dominion University Code of Student Conduct and disciplinary procedures apply to all students, including those who live in the residence halls. Alleged violations of the Code by residence hall students will be forwarded to the vice president for student services or his/her designee.

VI. Sanctions

A student who violates the Code of Student Conduct may be subject to the following sanctions:

A. Restitution

Restitution may include payment for damage to University property or facilities, payment for damage to the property or person of a member of the University community, and repayment of misappropriated or misused University funds.

B. Disciplinary Probation

Disciplinary probation is for a period of fixed duration during which the fitness of a student to continue at the University is evaluated. Disciplinary probation serves as a warning to the student that future violations of the Code of Student Conduct may result in more serious sanctions including suspension or dismissal. Disciplinary probation may include mandatory conditions such as the following by way of illustration:

- * Exclusion from privileged or extracurricular activities at the University;
- * Suspension of residence privileges in property owned or controlled by the University;
- * Mandatory participation in classes, and/or other lawful activities deemed appropriate, as a means of rehabilitating the student found in violation of the Code of Student Conduct.

In cases where misconduct is the result of abuse of alcohol or other drugs, mandatory alcohol or drug education may be a required condition of the probation.

C. Disciplinary Suspension

Disciplinary suspension is the temporary separation of a student from the University.

D. Disciplinary Dismissal

Disciplinary dismissal is the permanent separation of a student from the University.

E. Summary Disciplinary Dismissal

Summary disciplinary dismissal is the immediate separation of a student from the University and is authorized by the Vice President or a designated representative when the continued presence of the student at the University constitutes a danger to the health, safety, or welfare of the University community. At the time a student is

summarily dismissed, the student shall be informed of his or her right to a hearing in accordance with the procedures contained in section VII below. Such hearing shall be held without undue delay and the student shall remain dismissed until the hearing determines the student's status.

Sanctions of suspension, dismissal and any sanction resulting from an act of academic dishonesty will be recorded on the student's official University transcript. Other sanctions will be recorded in the student's discipline file, which will be retained by the hearing officer for a period of ten years.

VII. Disciplinary Procedures

A. Administrative Action Proceedings

Administrative action proceedings are informal investigations conducted by a University Hearing Officer for alleged violations of University regulations by a student or a student organization. Administrative action may be taken by the hearing officer without instituting disciplinary proceedings, and such action shall be final and not subject to further hearing or appeal. A disciplinary penalty may not be imposed without first instituting disciplinary proceedings pursuant to Section VII-C.

B. Academic Dishonesty Procedures

1. Faculty members should clearly identify course specific standards which interpret University, college, and departmental policies related to academic integrity. These explanations should appear in the course syllabus and in all other explanations of course requirements. Faculty should require the inclusion of the honor pledge on all academic work submitted for grading.
2. Faculty members who discover evidence of academic dishonesty will arrange to meet with the student(s) suspected of the alleged infraction as soon as possible. Prior to this meeting the faculty member may choose to consult with the Vice President for Student Services or the University Hearing Officer.
3. If the student(s) acknowledge(s) the act of academic dishonesty, and the faculty member is satisfied that the incident can be effectively resolved with a grade sanction:
 - a. The faculty member will assign either an F in the course, or an F for the assignment or exam during which the cheating occurred; and
 - b. A written summary of the incident will be forwarded by the faculty member to the University Hearing Officer.
 - c. The hearing officer will contact the student to arrange a conference to review the Standards of Conduct related to academic dishonesty.
 - d. If the student is currently in good disciplinary standing, the student will be placed on disciplinary probation for one calendar year.

- e. If the student is not in good disciplinary standing, or if the student has previously acknowledged an act of academic dishonesty and received a grade sanction as a result, disciplinary proceedings will be instituted in accordance with section VII C to determine the appropriate disciplinary sanction. Such sanction may include suspension or dismissal from the University.
 - f. All official disciplinary sanctions, including grade sanctions, which are assigned to a student as a result of an act of academic dishonesty, will be recorded on the student's official University transcript.
4. If the student denies the allegation of academic dishonesty, or if the faculty member believes the severity of the incident may warrant a sanction more severe than disciplinary probation:
- a. The faculty member will forward a written summary of the incident to the University Hearing Officer. The summary must contain copies of all evidence including the names of any known witnesses to the alleged act of academic dishonesty.
 - b. The University Hearing Officer will institute Disciplinary Proceedings in accordance with section VII C.
 - c. No grade penalty should be assigned by the instructor until the case is finally resolved, including the processes of hearing the student's appeal, if any. If the charges cannot be resolved prior to the end of semester, a grade of "I" should be assigned by the instructor.
 - d. The faculty member will be notified of the final outcome in order that the appropriate grade may be assigned.
5. Students may file a grade appeal if a grade penalty for alleged academic dishonesty violation occurs without proper adherence to the above procedures.

C. Institution of Disciplinary Proceedings

- 1. Disciplinary proceedings shall be instituted by a University hearing officer by the issuance of notice of charges.
- 2. The notice of charges (and all other written notices given to a student against whom disciplinary proceedings are initiated) shall be delivered by the method deemed most effective by the hearing officer to the student's address as it then appears on the official records of the University. The notice shall inform the student of the portion of the Code of Student Conduct allegedly violated; inform the student of the reported circumstances of the alleged violation; and request the student to appear at a specified time, date and place for a hearing. **Failure of the student to have a current address on record with the University shall not invalidate the notice.** A copy of these regulations shall accompany each notice of charges. A copy of the notice of charges may be

sent to the parent or guardian of the student if the student is dependent as defined in Section 152 of the Internal Revenue Code of 1954.

3. If the notice of charges requests a student to appear for a hearing, and if the student fails or refuses to appear, the University hearing officer may, after such investigation that is deemed **sufficient**~~necessary~~: dismiss the charges; take administrative action; or impose a disciplinary penalty. If the hearing officer takes administrative action, the accused student shall be notified in writing of such action and such action shall not be subject to further hearing or appeal. If the hearing officer imposes a disciplinary sanction, the student shall be notified in writing of such action and the student may appeal such action to the Vice President for Student Services.
4. When an accused student appears in response to the notice of charges, the hearing officer shall advise the student of the facts concerning the alleged **violations**~~charges~~, and of the names of witnesses then known to the hearing officer. The student shall be advised that no response is required and that any statement made shall become a part of the official evidence of the case. The student may advise the hearing officer of any witnesses or evidence supporting the student's position. The hearing officer shall also advise the student that if any new evidence is discovered during an investigation subsequent to the hearing, **it will be shared with the accused**. The student will have an opportunity to respond to ~~such information~~ **the evidence**.

After the hearing with the student and such further investigation as the hearing officer deems necessary, the hearing officer shall proceed as follows: 1) If the hearing officer determines that the alleged violation is not supported by the evidence, the charges shall be dismissed and the accused student so notified. 2) If the hearing officer is satisfied that the violation occurred as alleged, but that no disciplinary sanction should be imposed, the hearing officer may levy administrative action and notify the student accordingly. 3) If the hearing officer is satisfied that the violation occurred as alleged and that a disciplinary penalty should be imposed, the hearing officer shall so notify the accused student, describing the sanction which the hearing officer ~~would~~ **will** impose. The accused student may accept the decision and sanction(s) proposed by the hearing officer and waive her/his right to any further hearing or appeal. Or, the accused student may reject the decision of the hearing officer and request **an appeal** hearing before the Student Conduct Committee as provided for in VII-D.

The accused student appealing the decision of the **Hearing Officer should file** a notice of appeal to the **Office** of the Vice President for Student Services. Such an appeal must be physically received in the Vice President's office within seven business days (from the date of the letter containing the findings in the case.) The appeal must include the specific grounds for the appeal and must be personally signed by the student. The notice of appeal shall contain,

at a minimum, a statement of grounds for appeal and a summary statement of the facts supporting such grounds. Grounds for appealing ~~may only include~~ shall be based upon the following:

- a. A claim that the decision was not made in accordance with prescribed procedures and identifying the procedures which were not followed;
- b. A claim that the sanction(s) imposed was (were) inappropriate or overly harsh;
- c. A claim that the decision was clearly erroneous.
- d. New evidence, not available in a previous hearing, which could exonerate the accused student.

D. The Student Conduct Committee

The Student Conduct Committee shall consist of: twelve faculty members appointed by the President from a list of nominees submitted by the Faculty Senate; twelve students appointed by the President from a list of nominees submitted by the Student Senate; and a chair from the faculty appointed by the President. Student nominees should consist primarily of members of the Honor Council. The term of office for these positions shall be one year and shall be renewable.

In order to provide for the prompt consideration and disposition of all cases, hearings shall be conducted according to the following procedures:

1. The hearing officer shall initiate a Student Conduct Committee **appeal** hearing by notifying the chair of the need for a hearing and advising him or her of a proposed hearing date. Upon receiving such notice, the chair shall designate three faculty members and three student members of the Student Conduct Committee to serve with the chair on a hearing panel. Five of the six appointed panel members constitute a quorum for a hearing. The chair will preside, but will not vote, except in the event of a tie.
2. The hearing officer shall provide written notice to the student who filed the appeal including the date, time, and place of the hearing. This written notice will also contain a statement of the grounds for appeal to be considered by the Committee, the names of witnesses the hearing officer will call to the hearing, and a statement of procedural protection afforded the student as described in section VII.D.10. This notice shall be delivered, by the most effective means available as determined by the hearing officer, to the student's address currently on record with the University. If the student's address is not current, other reasonable attempts will be made to deliver the notice. Failure of the student to have a current address on record with the University shall not invalidate the notice. The notice shall be given (e.g. mailed or delivered) at least seven consecutive days before the hearing date, unless the hearing officer, for good cause, shall fix a shorter time. If a student

who has been properly notified fails to appear for the hearing at the scheduled date, time, and place, the hearing panel may hear the evidence and make its findings in the student's absence.

3. A continuance of the hearing date may be requested by either the accused student or the hearing officer. Such requests must be timely and made in writing to the chair, who shall have the authority to reschedule the hearing if the request is timely and for good cause. Usually, only one such continuance is granted to each of the parties. If a continuance is granted, the chair shall notify both the student and the Student Conduct Committee of the new date for the hearing.
4. The format for the hearing shall be as follows: The chair shall call the hearing to order, call the roll of the panel in attendance, note the presence or absence of the student appealing the decision, read the notice of hearing, verify the notice of charges given to the student, report any continuances granted, establish the presence of any adviser for the student, call to the attention of the student any special or unusual procedures to be used during the hearing, and permit the student to state the grounds for the appeal. Only evidence or witnesses that the Chair deems relevant to the stated grounds for appeal will be heard.

The hearing officer will brief the panel on the charges and nature of the case, introducing any evidence and witnesses relevant to the appeal. After the hearing officer has introduced and questioned a witness, the witness may then be questioned by the panel members and the accused student, respectively. The accused student shall then have the opportunity to introduce any evidence and witnesses relevant to the grounds for appeal. After the accused student has questioned such a witness, the witness may then be questioned by the panel members and the hearing officer. At the conclusion of the presentation of evidence, the hearing officer and the accused student shall have the opportunity to make summary statements.

5. At the conclusion of the summary statements, the hearing panel shall recess the hearing and meet in executive session (out of the presence of all parties to the hearing) to determine its findings. Separate findings shall be made on the guilt of the student, the sanction(s) to be imposed, and the effective date of such sanction(s). There shall be no findings of guilt unless four members of the hearing panel agree that **a preponderance of** the evidence presented ~~substantially~~ supports the charge(s) against the student. Any sanction(s) imposed shall be determined by a simple majority vote of the hearing panel. All hearing panel members are expected to cast a vote.
6. Upon making its decision, the Student Conduct Committee shall **so advise** ~~issue its written recommendation to~~ the Vice President of Student Services **in writing** within ~~10~~**5** business days after the date of the appeal hearing. The

Vice President will review the student's appeal and determine if the student has presented sufficient evidence for the appeal. If the Vice President decides that sufficient grounds have not been presented, he/she will advise the accused student of this fact, and the decision of the **University hearing Officer** will become final.

If the Vice President concludes that sufficient grounds have been stated, she/he shall examine the record of the case and any additional evidence provided by the student. The Vice President may interview witnesses to the case, or engage in whatever investigation he/she deems appropriate to fully hear the student's appeal.

Within seven working days after receiving the ~~recommendation~~ ~~appeal~~ **decision of the Student Conduct Committee**, the Vice President will advise the accused student of his/her recommendation concerning the final disposition of the case. ~~Such recommendations may include:~~

- ~~a. A decision that the findings of the Student Conduct Committee be upheld.~~
- ~~b. A decision that the findings of the Student Conduct Committee be upheld, but that the sanction be changed.~~
- ~~c. A decision that the findings of the Student Conduct Committee be reversed and the charges against the student dropped~~
- ~~d. Some other disposition of the appeal.~~

The decision of the Vice President is final.

9. Rules of Procedure in Hearings:

- a. In cases involving more than one student, the Vice President for Student Services may consolidate the cases for hearing, but the committee shall make separate recommendations for each accused student.
- b. The appealing student may have an adviser of the student's choice present during the hearing. Generally, the adviser shall be present for consultation purposes only and shall not be permitted to speak on the student's behalf. However, an adviser may be permitted to address the committee at the discretion of the chair.
- c. Rules of common courtesy and decency shall be observed.
- d. The questioning of any person appearing before the hearing panel by any individual participating in a hearing shall not be in a badgering, unduly repetitious, or irrelevant manner. It shall be at the discretion of the chair to curtail a participant's further opportunity for questioning if such behavior occurs.

- e. **Any person may be dismissed from the hearing who interferes with or obstructs the hearing or who fails to abide by the rulings of the chair.**
- f. **The Hearing Officer (at a hearing before the Hearing Officer) or the chair (at Student Conduct Committee hearings) shall have the right to call additional witnesses, require the presentation of additional evidence, and require additional investigation.**
- g. A taped or stenographic record of a hearing shall be maintained. The notice, exhibits, taped or stenographic record, and ~~findings~~**vote of the panel** shall become the record of the case and shall be filed in the Office of the Vice President for Student Services. This hearing record shall be retained for a period of ten years.

10. The accused is entitled:

- a. To be present at the hearing and hear all testimony presented. If a student, who has been properly notified, fails to appear at the scheduled date, time, and place for the hearing, the panel may hear the case and make its findings in the student's absence;
- b. To examine, prior to the hearing, evidence to be presented at the hearing, to the extent that it is available; ~~by the vice president for student services;~~
- c. To be provided, prior to the hearing, with the names of witnesses whom the ~~vice president~~**university hearing officer** has asked to appear at the hearing;
- d. To question witnesses in accordance with the rules;
- e. To present evidence in accordance with the rules;
- f. To remain silent during the hearing;
- g. To a closed hearing, unless an open hearing is requested by the student and such request is made in writing to the Vice President within forty-eight hours of the hearing time.

E. Additional Procedures in Cases of Sexual Assault

1. The vice president for student services shall schedule special training for the Student Conduct Committee and the hearing officer(s) once each semester covering the University's policies governing sexual assault, and the special needs of the accuser and the accused in these cases.
2. Upon notification of an alleged violation, the accused shall ~~henceforth~~ not initiate any contact, **directly or indirectly**, with the accuser. Retaliation against the accuser or against any witness involved in the case by the accused or others acting on behalf of the accused shall be considered ~~as an alleged~~ **further** violation of the Code of Student Conduct.

3. During a hearing, no evidence may be presented which pertains to the past sexual history of the accuser or of any witness.
4. During a hearing, unrelated past sexual history of the accused may not be entered as evidence nor discussed in the hearing.
5. The accused and accuser will be notified in writing of the outcome of Disciplinary Proceedings, any sanctions imposed and of the final action taken by the Vice President on any appeal.
6. In cases where a sanction of disciplinary suspension or dismissal is imposed, a notation of the sanction will be recorded on the student's official University transcript.
7. The accuser shall have the right to have an accompanying advisor throughout a hearing.
8. The accuser shall be informed of all witnesses to be called, to the extent known, during a hearing.
9. A hearing involving charges of sexual assault shall be closed.
10. All proceedings in cases involving sexual assault will be treated confidentially, to the extent provided by law, and the identities of any involved party will not be disclosed to anyone not directly involved with the University's disciplinary process.

INSTITUTIONAL ADVANCEMENT COMMITTEE

The Rector called on Mr. Hill for the report of the Institutional Advancement Committee. Mr. Hill reported that the Committee approved the resolution to name the Batten Arts and Letters faculty lounge in honor of Dr. Charles Burgess. The following resolution, which was brought forth as a recommendation of the Institutional Advancement Committee, was unanimously approved:

RESOLUTION TO NAME THE CHARLES O. BURGESS ROOM IN BATTEN ARTS AND LETTERS

20 June 1996

WHEREAS, Charles O. Burgess joined the faculty in the Department of English at Old Dominion University in 1955; and

WHEREAS, while a faculty member, Professor Burgess designed a proposal for the Master of Arts in English, the first graduate program approved by the Council of Higher Education for Old Dominion University; and

WHEREAS, in 1970, Professor Burgess was appointed as the University's first Dean of Graduate Studies, beginning a systematic process of implementing advanced programs which would eventually lead to the University's growth as a comprehensive doctoral granting and research institution; and

WHEREAS, Dean Burgess assumed the role of the University's chief academic officer when he was selected as the Provost and Vice President for Academic Affairs in 1972; and

WHEREAS, Provost Burgess guided the development of Old Dominion from the college it had been to the university it was to become, shaping programs and policies, working with departments to recruit a strong faculty, developing strong relations with the community, and leading in efforts to define areas of cooperation with other institutions of higher education in the region; and

WHEREAS, after returning to the English faculty in 1980, Professor Burgess' career was highlighted by his vigorous championing of general education, writing across-the-disciplines, and world literature. He was among the first to infuse Third-World perspectives into his teaching and encourage cooperative faculty exchanges with universities in other countries; and

WHEREAS, Professor Burgess returned to administration in 1985 when he assumed the responsibilities of Dean of the College of Arts and Letters. During his tenure, the College of Arts and Letters matured into a role of leadership in general education and developed the quality of its undergraduate and graduate programs in the arts, humanities, and social sciences. Among Dean Burgess' accomplishments was the initiation of the College's first doctoral program in International Studies; significantly enhancing the fine and performing arts programs and facilities; and increasing external financial support; and

WHEREAS, given his thirty-nine years of distinguished service to the University and to the College of Arts and Letters, it seems fitting that a room of distinction in the Batten Arts and Letters Building be named in Charles O. Burgess' honor.

THEREFORE, BE IT RESOLVED, that the Board of Visitors hereby names Batten Arts and Letters Room 921 the **CHARLES O. BURGESS ROOM** in honor of his valued service to Old Dominion University.

BE IT FURTHER RESOLVED, that this resolution be spread upon the minutes of the Board of Visitors and an appropriately framed resolution be presented to Charles O. Burgess.

Bruce Bradley, 1996 Annual Fund Campaign Chairman, reported that the campaign had raised \$642,822 to date, or 46% of its goal of \$1.4 million. Mr. Bradley thanked members of the Board of Visitors for their generous support. The Board of Visitors achieved 94%

participation. Mr. Hill recognized Jo Ann Blair-Davis for her outstanding job in organizing and soliciting all of the volunteer boards. Her efforts have raised a total of \$67,000, or 73% of the \$90,000 goal. Mr. Bradley commended the faculty and staff of the University who pledged a total of \$51,813, or 135% of the goal.

Mr. Robert Hardison, President of the Alumni Association, and Charles E. Roddy, Assistant Vice President for Institutional Advancement and Director of Alumni Relations, reported on activities related to the University's alumni program. Mr. Roddy informed the Committee of efforts toward the development of a comprehensive alumni program.

Vice President Kemper summarized the year's achievements in Institutional Advancement. These included the hiring of a new alumni director, the best General Assembly session in the history of the University, record-setting licensing revenues, over 100 university events, and unprecedented national coverage of the University's programs and faculty.

Ms. Nancy Coberly, Capital Campaign Director, summarized the year's achievements for the Capital Campaign in the Office of Development. The University implemented the lead and advance strategy plan, hired the campaign director, and raised \$5.9 million toward private support, which is 14% of the overall goal. Ms. Coberly previewed some of the major activities the campaign will undertake in the next several months.

John Broderick, Associate Vice President for Institutional Advancement, discussed successful media placements during the spring semester. Victoria Burke, Director of Publications, presented the *Alumnews* cover design, and Karla Johnson, Assistant to the Vice President for Institutional Advancement, previewed the fall calendar of events and the upcoming President's Lecture Series.

Rector Diamonstein asked Mr. Rueger for a report on the Board of Visitors' division of the Capital Campaign. Mr. Rueger reported that the Board of Visitors had an annual goal of \$25,500, but exceeded that goal by 128% with pledges totalling \$32,650. He added that the average gift is over \$2,000 and 100% participation will be reached by the end of today's meeting.

REPORT OF THE NOMINATING COMMITTEE

The Rector called on Mr. Hill for the report of the Nominating Committee. Mr. Hill reported that the Nominating Committee, comprised of Ms. Gifford, Mr. Hamm and himself as chair, submits the following slate of officers:

Rector - Ms. Anne B. Shumadine
Secretary - Reverend Anthony C. Paige

Mr. Hill added that the Nominating Committee also submits the nomination of Mr. William L. Rueger for the office of Vice Rector, subject to a change in the Bylaws to allow officers to serve two

successive terms, with the recommendation that the election of Vice Rector be postponed until such time after the Board has considered such a change in the Bylaws.

The Rector asked if there were any further nominations from the floor. Hearing none, a motion was made that the nominations be closed and that the Nominating Committee's slate for the offices of Rector and Secretary be approved as submitted. The motion was seconded and unanimously approved.

MOTION FOR EXECUTIVE SESSION

The Rector recognized Mr. Pitchford, who made the following motion: "Mr. Rector, I move that this meeting be recessed, and that we reconvene in Executive Session for the purpose of discussing a personnel matter, specifically, the evaluation of the president, and to discuss legal matters within the jurisdiction of the Board, specifically, Powell v. Riverpoint Psychiatric Associates, Inc., et. al., as permitted by Subsection (A), Paragraphs (1) and (7) of Section 2.1-344 of the Code of Virginia.

RECONVENE IN OPEN SESSION AND FOIA CERTIFICATION

At the conclusion of executive session, the meeting reconvened in open session, at which time the Rector called for the Freedom of Information Act certification of compliance that (1) only public business matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were discussed and (2) only such public business matters as were identified in the motion by which the executive session was convened were heard, discussed or considered. The certification of compliance vote was thirteen (13) in favor and none (0) opposed.

Upon a motion duly made and seconded, the presidential compensation package discussed during executive session was unanimously approved.

CALL FOR NEW BUSINESS AND ADJOURNMENT

The Rector asked if there was any new business to come before the Board. Following a brief discussion, it was the consensus of the Board that a committee be appointed to consider revisions to its Bylaws. Mr. Diamonstein thereupon appointed Ms. Blair-Davis, Mr. Parks and Mr. Rotert to serve on a Bylaws Revisions Committee, with Ms. Blair-Davis serving as Chair. This Committee will consider revisions to the Bylaws based on the concerns addressed at this meeting, specifically the terms of service of officers and the date of the annual meeting, as well as any other revisions that it deems necessary, and will report back to the Board at a future meeting.

On behalf of the Board of Visitors, Mr. Hill thanked Mr. Diamonstein for his fine service as Rector.

With no further business to be discussed, the meeting was adjourned.