



TO: Board of Visitors Governance Committee Members

Jerri F. Dickeski, Chair
Peter G. Decker, III, Vice Chair
R. Bruce Bradley (*ex-officio*)
P. Murry Pitts (*ex-officio*)
Robert S. Corn
Kay A. Kemper
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Armistead D. Williams, Jr.

FROM: Ashley Schumaker
Chief of Staff and Vice President for Strategic Operations

DATE: April 13, 2023

SUBJECT: April 20, 2023 - Meeting Agenda

The Board of Visitors Governance Committee will meet on Thursday, April 20, 2023, from 10:30- 11:00 AM in the Board Room of the Kate and John R. Broderick Dining Commons.

The agenda and supporting materials are enclosed.

AGENDA

- I. Call to Order
- II. Approval of Minutes of December 8, 2022, Governance Committee Meeting
- III. Approval of Standing Committee Charters
 - A. Athletics Committee
 - B. Audit, Compliance & Human Resources Committee
 - C. Student Enhancement & Engagement and Digital Learning Committee
 - D. University Advancement and University Communications Committee
- IV. Proposed Policy Revisions (Action Item)
 - A. 1012 – Resolution Adopting Executive Order Number One (2018): “Equal Opportunity” (Reaffirm; as of date of the meeting this Executive Order has not been amended or rescinded)
 - B. 1104 – Representation to the Board of Visitors (Revision to the Selection Process for Student Representatives to the Board)
 - C. 1408 – Posthumous Degree or Certificate of Recognition or Achievement for Terminally Ill & Deceased Students (reviewed; no revisions recommended)

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- V. Resolution Reaffirming Board of Visitors' Approval of Old Dominion University's Mission Statement and Strategic Goals and Rescission of Board of Visitors Policies 1001 and 1002
- VI. Adoption of EVMS Academic Policies
- VII. 2023 Board of Visitors Self-Assessment Survey Results
- VIII. Next Steps – Remaining Policies with 2023 Review Date
 - 1441 – Emeritus/Emerita Appointments
 - 1463 – Dismissal of Faculty Due to Financial Exigency or Discontinuance of a Program of Study or a Department of Instruction
 - 1420 – Faculty Salary Increments

**OLD DOMINION UNIVERSITY BOARD OF VISITORS
INTERCOLLEGIATE ATHLETICS COMMITTEE
CHARTER**

1. General Description of Authority

The Intercollegiate Athletics Committee (“Committee”) is a standing committee of the Old Dominion University Board of Visitors (“Board”). The purpose of the Committee is to assist in meeting University goals and priorities by supporting the mission and strategic goals for Old Dominion University Athletics.

2. Membership

~~The Committee shall consist of all members of the Board.~~

The Chairs and members of the committee shall be appointed by the Rector and shall serve until their successors have been duly appointed. A quorum of each of the standing committee shall consist of three voting committee members.

The Rector and Vice Rector are deemed committee members for all purposes, including a quorum.

3. Roles and Responsibilities

- a. The Committee shall support the mission of Old Dominion University by reviewing and monitoring Old Dominion University’s mission-driven intercollegiate athletics program with respect to such areas and topics as finances; admissions standards and policies; student-athlete welfare; Title IX, NCAA and Conference compliance; academic advising; graduation rates; facilities; capital expenditures; and effective promotion of Old Dominion’s brand identity.
- b. Periodically review the Committee Charter and recommend revisions as necessary.
- c. Periodically review Committee processes and procedures to make the Committee more effective.

4. Meetings

The Committee shall meet as needed, but not less than two (2) times a year. The Committee may ask University officers or others to attend meetings, or portions thereof, and provide pertinent information as necessary.

OLD DOMINION UNIVERSITY

AUDIT, ~~AND~~ COMPLIANCE AND HUMAN RESOURCES

COMMITTEE CHARTER

PURPOSE AND AUTHORITY

To assist the Board of Visitors in fulfilling its oversight responsibilities for the financial reporting process, the system of internal control, the internal and external audit processes, and the University's process for monitoring compliance with laws and regulations and the code of ethics, and matters of compliance related to the University's human capital infrastructure. In so doing, it is the responsibilities of the Committee to maintain free and open communication among the Committee, independent auditors, the internal auditors, Compliance Advisory Committee, and management of the University. The Committee has such authority as is provided for in the Code of Virginia, the Board Bylaws and as assigned by the Board as a whole.

COMPOSITION

The Audit, ~~and~~ Compliance and Human Resources Committee will consist of an odd number of members of the Board of Visitors. Committee members and the chair shall be appointed through the normal processes as defined in the Board Bylaws. Members of the Audit, ~~and~~ Compliance and Human Resources Committee should have some basic knowledge of generally-accepted accounting procedures and financial reporting and controls. Committee members should also have a basic knowledge of human resource management. Members of the Audit, ~~and~~ Compliance and Human Resources Committee may serve on the Administration and Finance Committee; however, a majority of the Audit, ~~and~~ Compliance and Human Resources Committee may not serve on the Administration and Finance Committee. The Chair should also not serve on the Administration and Finance Committee.

MEETINGS

Meetings of the Committee will occur in conjunction with regular meetings of the Board of Visitors, which happen no less frequently than four times each year on such dates and in such places as may be set by the Rector and the Board of Visitors. The Committee will have the authority to convene additional meetings as circumstances require. All committee members are expected to attend each meeting – in person or via teleconference or videoconference. The Committee will invite members of management, auditors, or others to attend meetings and provide pertinent information, as necessary. It will hold private meetings with auditors (see below) and executive sessions. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. Minutes will be prepared and distributed in advance of subsequent meetings.

RESPONSIBILITIES

The Committee's general responsibilities are defined in Section 4.02 (d) of the Board Bylaws:

"The Committee is responsible for (1) oversight of financial reporting and financial statement matters and any critical accounting and reporting issues; (2) reviewing annually the audited financial statements with the external auditors, determining that the administration has been open and has acted in good faith in connection with the audit; (3) oversight of the internal audit function, including receiving reports and approval of the annual audit plan; and (4) reviewing matters of compliance related to the University's human capital infrastructure; and (5) oversight of the University's compliance function."

More specifically, the below are some of the duties of the Committee:

Financial Statements

- Receive entrance and exit communications with the external auditors regarding their annual audit of the University and any other communications as necessary.
- Review with management and the external auditors the results of the audit, including any difficulties encountered.

Internal Control

- Consider the effectiveness of the University's internal control system, including information technology security and control.
- Understand the scope of internal and external auditors' review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.
- Determine whether internal control recommendations made by internal and external auditors have been implemented by management.

Internal Audit

- Review with management and the Chief Audit Executive~~University Auditor~~ the charter, plans, activities, staffing, and organizational structure of the internal audit function.
- Approval annual internal audit plans.
- Periodically review and update the internal audit function's audit charter.
- Ensure there are no unjustified restrictions or limitations, and review and concur in the appointment, replacement, or dismissal of the Chief Audit Executive.
- Review the effectiveness of the internal audit function, including compliance with The Institute of Internal Auditors' *International Standards for the Professional Practice of Internal Auditing*. This includes receiving the results of periodic peer reviews conducted on the internal audit function.
- Review the results of significant audit activities, audit reports, and management responses, and ensure the Committee is informed about fraud, illegal acts, deficiencies in internal control and other audit-related matters.

- Monitoring the adequacy and timeliness of corrective actions taken in response to audit activities.
- On an as needed basis, meet separately with the Chief Audit Executive to discuss any matters that the Committee or internal audit believes should be discussed privately.

External Audit

- Review with management and the external auditors all matters required to be communicated to the committee under generally accepted auditing standards.
- Review the external auditors' proposed audit scope and approach, including coordination of audit effort with internal audit.
- Monitor audits performed by the external auditors.
- On an as needed basis, meet separately with the external auditors to discuss any matters that the Committee or auditors believe should be discussed privately.

Compliance

- Review the effectiveness of the system for monitoring compliance with laws and regulations and the results of management's investigation and follow-up (including disciplinary action) of any instances of noncompliance.
- Review the findings of any examinations by regulatory agencies and any other auditor observations.
- Review the process for communicating the code of ethics to university personnel and for monitoring compliance therewith.
- Obtain regular updates from management, internal audit, the compliance function, and University legal counsel regarding compliance matters.

Human Resources

- Receive updates on new and revised policies having campuswide implications.
- Review annual succession planning goals in accordance with Code of Virginia § 2.2-1209.
- Periodically review employee census data reports.
- Receive annual updates on mandatory Commonwealth of Virginia reporting requirements including telework, classified employee turnover, and the employment opportunities plan for hiring people with disabilities.

Reporting Responsibilities

- Regularly report to the Board of Visitors about committee activities, issues, and related recommendations.
- Provide an open avenue of communication between internal audit, the external auditors, and the Board of Visitors.

Other Responsibilities

- Perform other activities related to this charter as required by the Board of Visitors.
- Review and assess the adequacy of the committee charter annually, requesting board approval for proposed changes, and ensure appropriate disclosure as may be required by law or regulation.
- Confirm annually that all responsibilities outlined in this charter have been carried out.
- Chair shall evaluate the Committee's performance and individual member participation on a regular basis.

OLD DOMINION UNIVERSITY

STUDENT ENHANCEMENT & ENGAGEMENT AND DIGITAL LEARNING COMMITTEE CHARTER

PURPOSE AND AUTHORITY

To assist the Board of Visitors in fulfilling its oversight responsibilities for the student quality of life, fiscal affordability, enrollment, and student engagement and success. The Committee has such authority as is provided for in the Code of Virginia, the Board Bylaws and as assigned by the Board as a whole.

COMPOSITION

The Student Enhancement & Engagement and Digital Learning Committee will consist of an odd number of members of the Board of Visitors. Committee members and the chair shall be appointed through the normal processes as defined in the Board Bylaws.

MEETINGS

The Student Enhancement & Engagement and Digital Learning Committee Meetings will occur in conjunction with regular meetings of the Board of Visitors, which happen no less frequently than four times each year on such dates and in such places as may be set by the Rector and the Board of Visitors. The Committee will have the authority to convene additional meetings as circumstances require. All committee members are expected to attend each meeting – either in person, by phone, or videoconference. An annual calendar will be established. The respective Vice President, in collaboration with the Chair, shall be responsible for establishing the agendas for meetings. An agenda, together with relevant materials, shall be sent to committee members at least 7 days in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee, reviewed by the committee chair, and approved by committee members at the following meeting.

RESPONSIBILITIES

The Student Enhancement & Engagement and Digital Learning Committee supports the Board's responsibilities for ensuring student quality of life, fiscal affordability, enrollment, online education experience, and student engagement and success. The Committee's general responsibilities are defined in Section 4.02 (f) of the Board Bylaws:

The Committee is responsible for:

- Making recommendations to the Board on matters and policies pertaining to students and shall continuously assess and appraise the quality of student life.
- Reviewing policies relating to student rights, responsibilities, conduct, and discipline, including matters related to the Code of Student Conduct.
- Considering issues concerning student organizations and their funding, extracurricular activities (including intramural athletics), and matters related to student government and

appropriate student participation in University governance by all types of students and on student recruitment and admissions criteria and policies.

- Maintaining awareness of the issues impacting the student experience.
- ~~Annually recommending appointments including the student representatives to the Board, the State Council of Higher Education's Student Advisory Committee, and the Student Engagement & Enrollment Services Leadership Council (Board Policy 1104).~~

Actions that fall under the purview of the committee include but are not limited to:

- Student Success - Assuring the high quality of student life necessary to ensure that higher education achievement can take place in an environment conducive to a high level of learning, including the release of student records (Va. Code §23.1-1303 B.5) and posting a list of required textbooks (Va. Code §23.1-1308 B).
- Admissions - Establishing regulations or institution policies for the acceptance and assistance of students (Va. Code §23.1-1303 B.2) and agreements with each associate-degree-granting public institution of higher education (Va. Code §§23.1-907 and 23.1-306).
- Financial Aid - Enforcing provisions related to eligibility for financial aid (Va. Code §23.1-1303 B.3).

Reporting Responsibilities

- Regularly report to the Board of Visitors about committee activities, issues, and related recommendations.
- Provide an open avenue of communication between the Student Enhancement & Engagement and Digital Learning Committee, student representatives to the Board, the State Council of Higher Education's Student Advisory Committee, the Student Engagement & Enrollment Services Leadership Council Student Representative, and the Board of Visitors.

Other Responsibilities

- Perform other activities related to this charter as required by the Board of Visitors.
- Review and assess the adequacy of the committee charter annually, requesting board approval for proposed changes.
- Confirm annually that all responsibilities outlined in this charter have been carried out.
- Chair shall evaluate the committee's performance and individual member participation on a regular basis.

Board of Visitors

University Advancement and University Communications Committee Charter

The University Advancement and University Communications Committee of the Board of Visitors is charged with informing and advocating within the Board issues that relate to advancing the priorities of the University through active involvement with alumni engagement and development and marketing and branding. This Committee shall consider and recommend for approval policies and programs relating to philanthropic giving, fundraising initiatives, ~~and~~ alumni engagement, marketing and branding and shall make appropriate recommendations to the Board of Trustees. The Committee shall also recommend to the board the naming of anything associated with the University, including, but not limited to, academic colleges, buildings, building spaces or areas in recognition of benefactors in affiliation with University Advancement (Board Policy 1810).

Staff Officer

The Vice President for University Advancement and the Vice President for University Communications shall serve as Staff Officers of this Committee.

Meetings

The University Advancement and University Communications Committee Meetings will occur in conjunction with regular meetings of the Board of Visitors, which happen no less frequently than four times each year on such dates and in such places as may be set by the Rector and the Board of Visitors. The Committee will have the authority to convene additional meetings as circumstances require. All committee members are expected to attend each meeting – either in person, by phone, or videoconference. An annual calendar will be established. The Vice Presidents, in collaboration with the Chair, shall be responsible for establishing the agendas for meetings. An agenda, together with relevant materials, shall be sent to committee members at least 7 days in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee, reviewed by the committee chair, and approved by committee members at the following meeting.

Agenda, Minutes and Reports:

The Staff Officers will be responsible for developing agendas and materials for the board, in collaboration with the Chair of the committee. Minutes of all meetings shall be prepared by the Staff Officers. The minutes shall be approved by the Committee at the following meeting. Minutes will also be sent, once approved, to the Executive Committee of the Board. The Chair will make regular reports on Committee actions at the following Board meeting.

Committee Responsibilities:

1. Review and recommend fundraising programs which are necessary to enable the University to carry out its purpose; to ensure consistency with and contribution to the mission and goals of the University. These include development, advancement services, and alumni engagement.

2. Review and recommend communications, marketing and branding programs which are necessary to enable the University to build and grow its reputation; to ensure consistency with and contribution to the mission and goals of the University. These include communications, marketing and branding.

~~2.3.~~ Affirm fundraising goals established by the Advancement Division and advocate Board definition and/or endorsement of overall University priorities, laying a clear path for fundraising objectives to be established either annually or in multi-year campaign efforts.

4. Affirm communications and marketing goals established by the Office of University Communications and advocate Board definition and/or endorsement of overall University priorities.

~~3.5.~~ Provide advice and counsel to the Board regarding new fundraising initiatives, ~~or~~ capital campaigns, and marketing and branding initiatives.

6. Ensure that the Board of Visitors is informed of the institution's marketing and enrollment challenges, opportunities, and strategies.

~~4.7.~~ Make recommendations regarding financial expectations for trustee annual giving and capital campaign commitments.

~~5.8.~~ Actively engage in Board solicitations, with Committee members setting leadership examples by making the first commitments to any fundraising campaign.

~~6.9.~~ In collaboration with the President and Vice President of University Advancement, provide leadership in identifying prospects, cultivating, soliciting, and closing leadership gifts.

~~7.10.~~ Host and/or represent the Board at cultivation and stewardship events of the University.

~~8.11.~~ Review all activities on an annual basis to ensure the University Advancement Office and the Office of University Communications are pursuing industry "best practices".

~~9.12.~~ Assist the University Advancement Office in identifying new and innovative ways to engage and thank donors.

~~10.13.~~ Ensure alumni engagement activities are aligned with institutional priorities.

~~11.14.~~ Report regularly on its activities to the Board of Trustees.

NUMBER: 1012

TITLE: Resolution Adopting Executive Order Number One (2018), "Equal Opportunity"

APPROVED: June 20, 1990; Revised April 7, 1994; Revised June 12, 2014; Revised April 26, 2018; Reaffirmed

SCHEDULED REVIEW DATE: April 2023

RESOLVED, that upon the recommendation of the president, the Board of Visitors adopts as policy the Governor's Executive Order Number One (2018), "EQUAL OPPORTUNITY" as stated below:

EQUAL OPPORTUNITY

Importance of the Initiative

By virtue of the authority vested in me as Governor, I hereby declare that it is the firm and unwavering policy of the Commonwealth of Virginia to assure equal opportunity in all facets of state government. The foundational tenet of this Executive Order is premised upon a steadfast commitment to foster a culture of inclusion, diversity, and mutual respect for all Virginians.

This policy specifically prohibits discrimination on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity or expression, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

State appointing authorities and other management principals are hereby directed to take affirmative measures, as determined by the Director of the Department of Human Resource Management, to emphasize the recruitment of qualified minorities, women, disabled persons, and older Virginians to serve at all levels of state government. This directive does not permit or require the lowering of bona fide job requirements, performance standards, or qualifications to give preference to any state employee or applicant for state employment.

Allegations of violations of this policy shall be brought to the attention of the Office of Equal Employment Services of the Department of Human Resource Management. No state appointing authority, other management principals, or supervisors shall take retaliatory actions against persons making such allegations.

Any state employee found in violation of this policy shall be subject to appropriate disciplinary action.

The Secretary of Administration is directed to review and update annually state procurement, employment and other relevant policies to ensure compliance with the non-discrimination mandate contained herein, and shall report to the Governor his or her findings together with such

recommendations as he or she deems appropriate. This review shall ensure that state procurement policies fully implement and align with the non-discrimination directives in the Virginia Public Procurement Act, including its prohibitions on discrimination based on race, religion, color, sex, sexual orientation, gender identity or expression, national origin, age, disability, status as a service disabled veteran, or any other basis prohibited by state law relating to discrimination in employment. The Director of the Department of Human Resource Management shall assist in this review.

No state employee or agent within the Executive Branch may engage in discrimination in the provision of public services based on race, religion, color, sex, sexual orientation, gender identity or expression, national origin, age, political affiliation, disability, or veteran status. Any state employee or agent who engages in such discrimination will be subject to appropriate disciplinary action. The Department of Human Resource Management is directed to promulgate, review and update appropriate policies in the Commonwealth's Standards of Conduct to implement these requirements in accordance with any other applicable laws and regulations.

This Executive Order supersedes and rescinds Executive Order No. 1 (2014), Equal Employment Opportunity, issued by Terence R. McAuliffe on January 11, 2015.

Effective Date of the Executive Order

This Executive Order shall become effective upon its signing and will remain in full force and effect until amended or rescinded by further executive order.

Given under my hand and under the Seal of the Commonwealth of Virginia this 13th day of January, 2018.

Ralph S. Northam, Governor

NUMBER: 1104
TITLE: Representation to the Board of Visitors
APPROVED: June 14, 2002; Revised June 14, 2005; Revised September 14, 2021
SCHEDULED REVIEW DATE: September 2026

1. Student Representation

Pursuant to [§23.1-1300H, Code of Virginia, “Members of Governing Boards; Removal; Terms; Nonvoting, Advisory Representatives; Residency,”](#) the Board establishes the following principles and regulations relating to the appointment and service of a Student Representative to the Board:

a. Status

The student shall be a non-voting, advisory representative to the Board and shall be excluded from any discussion of issues such as any recommendation or appeal concerning a specific faculty, staff, or administrative member’s appointment, salary, promotion, grievance, disciplinary or tenure status, held in a closed meeting or may be excluded from discussion of other closed meeting matters at the discretion of the Rector or Committee Chair. The incumbent shall be a Non-Board Advisor to Board of Visitors Committees ([§4,05 of the Board of Visitors Bylaws](#)).

b. Term of Service

The term of service of the Student Board Representative and alternate representatives shall be one year, beginning on the May commencement date of each year. The Student Board Representative may be reappointed for no more than one additional consecutive term in accordance with the procedures contained in subparagraphs (c) through (e) of this section.

c. Eligibility

To be eligible to serve, ~~a~~students must have successfully completed at least 15 semester hours of course work at Old Dominion and possess and maintain a cumulative grade point average of at least 3.0. ~~They~~He/she must be registered for at least six hours per semester during the regular academic year in which ~~they~~he/she serves.

d. Appointment

The Board shall appoint the Student Representative from among at least three candidates provided by a selection committee consisting of the Vice President for Student Engagement and Enrollment Services, ~~the current student representative to the Board, a~~

~~student appointed by the Director of Student Engagement and Traditions, and the President or designee. At least one of the nominees normally should be an undergraduate student and one a graduate student. The Vice President or designee for Student Engagement and Enrollment Services shall forward information about the nomineesits nominees to the Board of VisitorsStudent Enhancement and Engagement Committee with the April meeting agenda with approval of the President.~~

e. Application for Appointment and Selection

~~In~~^{On} 1 March of each year, the President or his/her designee will call for applications from students who wish to be considered for the student representative position. Applicants must submit a letter of application indicating why they wish to serve and the nature of their qualifications, a résumé, and ~~two~~^{three} letters of recommendation. The selection committee shall interview the most outstanding candidates and recommend, via the President, at least three nominees to the ~~Student Enhancement & Engagement Committee of the~~ Board of Visitors for its action at its regular Spring meeting. The ~~BoardStudent Enhancement & Engagement Committee~~ shall interview the finalists and ~~approve the appointment of the student representative. make a recommendation to the entire Board for its action.~~

f. Alternate Representatives

Recognizing possible changes that occasionally might occur in student status or eligibility, the Board shall appoint a first and second alternate Student Board Representative, in ranked order, in addition to the primary appointee.

g. Removal

The Board may remove any Student Board Representative that it has appointed at any time by an affirmative vote of at least nine of its voting members. The remainder of the term shall be filled by one of the two alternate Student Board Representatives ~~as recommended by the Student Advancement Committee and~~ approved by the Board.

h. Responsibilities

The Student Board Representative shall participate in all Board activities, including standing and special committees to which he/she may have been appointed consistent with subparagraph a., above. The two alternate representatives shall serve as the State Council of Higher Education for Virginia (SCHEV) student representative and the representative to the Student Enhancement and Engagement Student Leadership Council as designated by the Board and are encouraged to attend those Board Standing Committee meetings as Non-Board Advisors ([§4.05. of the Board of Visitors Bylaws](#)) ~~when the that are not attended by the~~ Student Board Representative cannot attend.

2. Faculty Representation

By resolution of the Board of Visitors on June 17, 2003, one faculty member shall serve as a non-voting representative to each of the following standing committees of the Board of Visitors: Academic and Research Advancement Committee, Administration and Finance Committee, Athletics Committee, Audit & Compliance Committee, Student Enhancement & Engagement Committee, and University Advancement Committee. The faculty representatives will serve two-year terms and will participate in all public sessions of the Committees. The selection process shall be as follows:

- a. On June 1 of each year, the Faculty Senate Executive Committee will provide the President a list of names of two possible candidates for each committee. The list will be drawn up taking into account the need for Board representation of colleges, disciplines, race, gender, and expertise. The list will include a brief biographical sketch of each candidate.
- b. At the June meeting of the Board of Visitors, the President will present the list of possible candidates to the Academic and Research Advancement Committee which will, in closed session, select one candidate per committee to recommend to the Board. This recommendation will then be considered at the full Board meeting.

NUMBER: 1408

TITLE: Posthumous Degree or Certificate of Recognition or Achievement for Terminally Ill and Deceased Students

APPROVED: June 16, 2006; Revised December 7, 2007; Revised September 26, 2013 (eff. 1/1/14); Revised April 24, 2014; April 26, 2018 (eff. 4/26/18); Reviewed, No Revisions Recommended

SCHEDULED REVIEW DATE: April 2023

Posthumous Degree

When a student has completed all degree requirements but dies before graduation, the University may award the degree posthumously.

Certificate of Recognition

In those instances when a student who is close to completing a degree is terminally ill or dies before completing the degree, the University may award a Certificate of Recognition. The following criteria must be met for receiving the Certificate of Recognition. Any exceptions must be approved by the Provost.

Undergraduate Students

1. The student must have completed at least 90 hours of college credit with at least 30 hours at ODU.
2. The student must have completed 75% of the credit hours required for the major.
3. The student must be in good academic (2.00 GPA) and disciplinary standing.
4. The student must be enrolled at ODU at the time of death or diagnosis of terminal illness.

Graduate Students

1. The student must be degree seeking.
2. The student must have completed at least 75% of the requirements for the degree (for the master's student this will be a minimum of 24 credits; for the doctoral student this will be a minimum of 36 credits).
3. The student must be in good academic (3.00 GPA) and disciplinary standing.

4. The student must be enrolled at ODU at the time of death or diagnosis of terminal illness.

Certificate of Achievement

In those instances when a student is terminally ill or dies before completing the degree but does not qualify for a Certificate of Recognition, the university may award a Certificate of Achievement. The following criteria must be met for receiving the Certificate of Achievement. Any exceptions must be approved by the Provost.

Undergraduate and Graduate Students

1. The student must be in good academic (2.00 undergraduate/3.00 graduate) and disciplinary standing.
2. The student must have completed the equivalent of two semesters of full-time (24 credits undergraduate/18 credits graduate) at Old Dominion University.
3. The student must have died or been diagnosed with a terminal illness within 12 months of the last registration.

Procedures

Procedures for the award of a posthumous degree, Certificate of Achievement, or Certificate of Recognition are as follows:

1. The University Registrar normally identifies the student for the degree or certificate and contacts the student's academic department to recommend review.
2. After review and confirmation that the criteria for the degree or certificate have been met, the department chair forwards the recommendation for the degree or certificate to the dean or designee for approval.
3. On behalf of the faculty, the dean of the appropriate college recommends the award of the degree or certificate to the University Registrar, who conducts the final review.
4. The University Registrar notifies the Dean of Students or designee that the award will be printed by the Office of the University Registrar and forwarded to the Dean of Students.
 - a. In consultation with the appropriate college, the Dean of Students will communicate with the next of kin or their delegate concerning the award of the degree or certification. Arrangements for presentation of a posthumous degree or certificate are the responsibility of the Dean of Students or designee in conjunction with staff from the appropriate college and in consultation with the next of kin or their delegate.
5. If the dean believes an exception to the requirements for a posthumous degree or certificate should be made, a request for exception can be made to the Provost or designee.

**RESOLUTION REAFFIRMING THE BOARD OF VISITORS' APPROVAL OF
OLD DOMINION UNIVERSITY'S MISSION STATEMENT AND STRATEGIC GOALS,
AND RESCISSION OF BOARD OF VISITORS POLICIES 1001 AND 1002**

WHEREAS, on December 9, 2022, the Board of Visitors approved the 2023-2028 Strategic Plan; and

WHEREAS, included in the approved 2023-2028 Strategic Plan are the University's new Mission Statement and Strategic Goals; and

WHEREAS, the Board of Visitors approved the University's Mission Statement as follows:

Old Dominion University (ODU) is a preeminent public research university located in Coastal Virginia. Our world-class faculty fosters dynamic on-campus and global online learning for undergraduate and graduate students that enriches their lives, promotes insightful and perceptive leadership, and motivates the pursuit of excellence in dedicated fields and professions. We collaborate with strategic partners to address challenges and propose solutions that impact the economy, environment, health and wellness, and social justice. In pursuit of equity and inclusion, ODU provides opportunities for educational, artistic, and professional growth to our diverse Monarch community.

WHEREAS, the Board also approved the University's Strategic Goals under the following overarching themes, the enumerated goals of which are included in the Plan:

- Academic Excellence
- Branding, Marketing, and Communications
- Corporate/Community Partnerships and Economic Development
- Philanthropic Giving and Alumni Engagement
- Research Growth
- Strategic Enrollment Growth
- Student Engagement and Success

WHEREAS, the University's Mission and Goals will be revised every five years concurrent with the adoption of its five-year Strategic Plan; and

WHEREAS, the Board agrees that it is no longer necessary to have Board policies that mirror what it already approves in the University's Strategic Plan.

THEREFORE, BE IT RESOLVED, that the Board of Visitors approves the rescission of Board Policies 1001, The Mission of the University, and 1002, Major Goals of the University.

NUMBER: 1001

TITLE: The Mission of the University

APPROVED: June 10, 1971; Revised June 18, 1987; Revised January 17, 1989; Revised April 15, 1999; Revised June 14, 2002; Revised April 8, 2010; Reaffirmed December 10, 2020

SCHEDULED REVIEW DATE: December 2025

MISSION

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

BACKGROUND

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

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

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

The Hampton Roads scientific environment provides special opportunities for science and engineering faculty to emphasize research and graduate programs in such fields as marine science, aerospace, and advanced electronics. Global ocean studies and cooperative research at NASA

receive particular attention, as University researchers collaborate with U.S. and foreign engineers and scientists.

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

MISSION SUPPORT

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

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

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

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

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

As a center of learning, Old Dominion University is committed to the principle of free inquiry. The university faculty of distinguished teacher-scholars seek to pass on the best in academic tradition while establishing themselves at the forefront of discovery and creativity. As partners in the

development of the University's future, the faculty enjoy full academic freedom and have a recognized role in the decision-making process of the University. Mindful of present and future needs for a multicultural academic climate, the University deems recruitment and retention of minority and women faculty members and staff to be essential.

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

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

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

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

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

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

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

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

NUMBER: 1002
TITLE: Major Goals of the University
APPROVED: January 17, 1989; Revised April 15, 1999, Revised December 9, 1999: Reaffirmed December 10, 2020
SCHEDULED REVIEW DATE: December 2025

1. Students

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

2. Faculty

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

3. Academic Programs

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

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

Special Emphasis Areas. Because Hampton Roads is a major international maritime and commerce center that is Virginia's window to the nation and world, the university has a special mission for the Commonwealth in **commerce**, and in **international affairs and cultures**. With the principal marine and aerospace activities of the Commonwealth

concentrated in Hampton Roads, the university has a significant commitment to **science, engineering and technology**, specifically in marine science, aerospace and other fields of major importance to the region. Due to its location in a large metropolitan area, Old Dominion University places particular emphasis on **urban issues**, including education and health care, and on **fine and performing arts**.

4. Teaching

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

5. Research, Scholarship and Creativity

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

6. Distance Learning

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

7. Life-long Learning

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

8. Community Services

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

9. Student Life

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

10. Alumni

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

11. Quality

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

NUMBER: 1701

TITLE: Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty

APPROVED:

SCHEDULED REVIEW DATE:

I. INTRODUCTION AND POLICY

It is the Policy of ODU that written standards, criteria and procedures for the review and recommendation of EVMS Faculty for appointment, promotion, and tenure be established, maintained and disseminated to all EVMS Faculty. An effective academic medical center requires a diverse faculty. Accordingly, the definitions and standards contained within this document pertain to the initial appointment, subsequent promotion, and tenure (when applicable) of all EVMS Faculty, engaged in the diverse areas of teaching, clinical care, research/discovery and administration/service. In order to affirm the multiple roles that EVMS faculty contribute to the school's mission and vision and for our community, all faculty pursue one pathway toward appointment and promotion. All references to "faculty" herein mean EVMS Faculty as defined in this policy.

II. FACULTY STATUS

EVMS Faculty: Full-Time Faculty, Part-Time Faculty, or Community Faculty (as defined below), who provide clinical, teaching, research, or administrative services, whether paid or unpaid, in the EVMS School of Medicine ("SOM") and/or EVMS School of Health Professions ("SHP").

Full-Time Faculty: Full-time faculty are faculty members who have education, research and/or patient care responsibilities on a full-time basis, which is an established schedule of at least 40 hours per week, annually, or those faculty members who have previously been designated by the EVMS Board of Visitors or who are designated by ODU as full-time. Full-time faculty are appointed as one of the following:

- *Full-Time Salaried Faculty:* Clinical, research, administrative and other faculty who are paid on a salaried basis and who have employment contracts with ODU.
- *Full-Time Non-Salaried Faculty:* Clinical, administrative or other faculty who are not paid by ODU, but who have appointments in SOM mission critical departments and who have previously been designated by the EVMS Board of Visitors or who are designated by the ODU, as Full-Time Non-Salaried Faculty.

- *Full-Time Non-Salaried-VA Faculty:* Clinical faculty employed by the Veterans Administration and who have previously been designated by the EVMS Board of Visitors or who are designated by ODU as Full-Time Non-Salaried-VA Faculty.

Part-Time Faculty: Part-time faculty are faculty members who have education, research and/or patient care responsibilities on a part-time basis, which is less than 40 hours per week, annually. Part-time faculty may be paid on a salaried, hourly, or per service basis and have employment contracts with ODU.

Community Faculty: Community faculty are unpaid faculty members who volunteer their time, efforts, and expertise to the SOM or SHP mission. Community faculty are expected to commit at least 50 hours to SOM or SHP academic activities per year. This time commitment can be met by actively participating in grand rounds or other department conferences, serving on committees, delivering didactic lectures, providing ward attending coverage, precepting students or residents, participating in other teaching activities in the SOM or SHP, or by participating in other activities agreed to by the faculty member and a Department Chair of the SOM, Dean of the SOM, or the Dean of the SHP.

III. FACULTY APPOINTMENT AND PROMOTION DEFINITIONS

Academic Activities: Those activities performed for SOM and SHP that fulfill one or more core mission areas.

Domain: Describes the four areas of focus (teaching, clinical care, research/discovery and administration/service) that distinguish a faculty member's activities for evaluation in the appointment and promotion process. Use of parallel criteria for evaluation of excellence across all four areas of activity will assist in achieving parity across the four domains. These include: a) Clear goals b) Adequate preparation c) Appropriate methods d) Significant results e) Effective presentation.

Teaching Domain: Includes categories of educational activities such as instruction, mentoring and advising, learner assessment and curriculum development and educational scholarship.

Clinical Care Domain: Includes categories of activities that document the quantity and quality of clinical activity and where feasible, the impact on a target patient population or community.

Research/Discovery Domain: Includes categories of activities such as publications, presentations, grants and funding, patents, clinical investigations and/or clinical trials, development of original clinical programs and/or techniques and all other forms of scholarly approach to education and patient care.

Administration/Service Domain: Includes both leadership and active participation in the various administrative committees and organizations and other categories through which

faculty members advance the overall mission of their department, and/or provide personal service to the institution, their profession and/or the community as a whole.

Track: Two faculty tracks exist; tenure and non-tenure. Appointment and promotion on the tenure track is available to full-time salaried faculty at the rank of Associate Professor and Professor. Part-time, non-salaried and community faculty are appointed exclusively to the non-tenure track.

The consideration of a candidate for tenure versus non-tenure track is a major distinction in the evaluation of individuals for appointment and promotion, and it is only available to full-time salaried faculty.

Tenure: Although there are no absolute criteria, tenure is generally awarded to full-time salaried faculty based on accomplishments beyond achieving academic recognition, and should reflect exceptional, continuous and substantial contributions to SOM or SHP. Faculty at the rank of Associate Professor or Professor who demonstrate excellence in at least two of the foregoing four areas are eligible for tenure subject to length of service requirements. (See Tenure section)

Length of Requirements for tenure appointments: 1) appointment at the rank of Associate Professor (and faculty promoted to the rank of Associate Professor) may be considered for tenure after three years of service as Associate Professor in the SOM or SHP 2) appointment at the rank of Professor may be considered for tenure after two years of service as Professor in the SOM or SHP.

Non-tenure: Applies to all faculty who are expected to function effectively in teaching, clinical care, research/discovery, and administration/service with a lesser commitment to scholarly activity. The track ranks are Instructor, Assistant Professor, Associate Professor, and Professor.

Pathway: In order to affirm the multiple roles that EVMS Faculty contribute to the mission and vision of the SOM or SHP and for our community, all faculty pursue one pathway toward promotion, using an expanded description of activities in each area that will provide a clear opportunity for promotion of faculty who contribute in one or more areas of faculty endeavor.

Ranks: Four academic ranks exist for the appointment and promotion of non-tenured faculty in the SOM and SHP; Instructor, Assistant Professor, Associate Professor and Professor. Two academic ranks exist for the appointment and promotion of tenured faculty in the SOM and SHP; Associate Professor and Professor.

Title: Academic titles are assigned based on the track and rank of appointment according to the following:

Non-tenure track faculty appointments will have the title:

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Tenure track faculty appointment will have the title:

- Associate Professor
- Professor

Primary appointment: Faculty members are evaluated, promoted, and/ or awarded tenure in the academic unit where they hold their primary appointment. The Department Chair of the SOM or the Dean of the SHP is responsible for recommendations for academic actions and for performance evaluations of the faculty members with primary appointments in their department or program, except as described below for faculty who have appointments in more than one department or school.

Secondary appointment (Joint and Secondary): A faculty member may have a secondary appointment in one or more departments or schools for the purpose of contributions and collaborative relationships in any of the mission areas. When there is no allocation of resources or support by the secondary unit (school, department, or institute), the appointment is considered a “courtesy” appointment. Secondary appointments are recommended by Department Chairs of the SOM or the Dean of the SHP of both primary and secondary departments with the agreement of the individual faculty member. Performance expectations of the individual faculty member should be agreed upon in writing prior to the appointment. An individual faculty may not hold academic rank in a secondary appointment higher than in the primary appointment. There are, in addition, joint or secondary appointments that are not “courtesy appointments,” which may include dedicated salary or other support from the secondary unit. These are negotiated between the Deans of the SOM and SHP. Even in the case that 50% of the support of a faculty member is provided by two units (departments, schools) one of the two schools or departments must be declared as the primary appointment and one must be declared as the secondary appointment, to ensure a single unit is ultimately responsible for administering to that faculty member’s needs. Joint or secondary appointments are usually made for a specified term for faculty who are clinical, research, or tenure-track, and are usually “continuous” if a faculty member has tenure. Joint or secondary appointments may be made according to department/school-specific criteria (e.g., the secondary appointee must participate in teaching, graduate training, mentoring or research activities, etc.) and can be withdrawn at the will of the secondary unit if those criteria are no longer being met.

Highest Degree: otherwise known as the “terminal degree” is a degree that is the highest level of attainment in an academic or professional field of study.

IV. FACULTY ROLES

The EVMS Faculty Appointments and Promotions Committee will take into account in its deliberations the roles assigned by the Department Chairs of the SOM or the Dean of the SHP to faculty members, both academic and community faculty. To determine in which roles (teaching, clinical care, research/discovery and administration/service) faculty should document their expertise and accomplishments, the Committee will consider the percentage of effort or amount of time spent by faculty in those roles, as agreed to by the faculty and their Department Chairs of the SOM or the Dean of the SHP in regular annual meetings and documented in the materials presented to the committee.

V. STANDARDS OF EXCELLENCE FOR EACH RANK

The primary criterion for academic appointment and promotion at the SOM or SHP is demonstrated excellence as a scholar. The EVMS Faculty Appointments and Promotions Committee recognizes that such excellence may be demonstrated in various ways, as addressed in this document.

All candidates are expected to demonstrate expertise commensurate with their academic rank in all of their assigned activities (teaching, clinical care, research/discovery and administration/ service). In addition, each candidate must demonstrate accomplishment in scholarly activity as outlined in the Faculty Handbook.

Outlined below are examples of excellence appropriate to each academic rank. It is not expected that each candidate will meet all of these standards; these standards will serve to guide faculty members and their Department Chairs of the SOM or Dean of the SHP in evaluation of faculty performance and in documenting excellence for faculty recommended for appointment and promotion.

A. To Rank of Instructor

Eligibility: The academic title and classification of Instructor is a non-tenure eligible appointment. This rank is established to acknowledge individuals who demonstrate interest in, and the potential for, a successful academic career in teaching, clinical care, research/discovery and administration/service and to assist in the transition from training to a path that may lead to a faculty career in academic medicine. Individuals who hold a terminal degree may be eligible for promotion in rank, however, ODU is under no obligation to promote or appoint an Instructor to Assistant Professor. Candidates should engage in mentored research, teaching, clinical care or other instructional or programmatic support that advance the mission of the institution. Instructors have the right to serve on departmental committees, vote in departmental meetings or serve on committees of the Faculty or Institutional Standing Committees, however they shall not hold office on such committees.

The rank of Instructor is appropriate for:

- Individuals who hold a minimum of a Master's or equivalent
- Individuals who have completed most or all of the requirements for the doctorate (ABD) or equivalent
- Postdoctoral fellows who contribute significantly to the educational programs
- Trainees in clinical residencies or fellowship programs who are qualified by prior training to provide independent clinical services.

The rank of Instructor is also appropriate for new faculty, generally with M.D., Ph.D. or equivalent degrees who have the potential for academic advancement.

Criteria: Candidates must demonstrate contributions to teaching, clinical care, research/discovery and administration/service.

B. **To Rank of Assistant Professor**

Eligibility: Candidates will usually include those who are appointed or promoted to their first independent faculty position, and will include individuals with the following:

- Individuals will hold an earned doctoral degree or equivalent, or other appropriate terminal degree in their field of expertise.
- Individuals will have completed appropriate residency and/or post-doctoral fellowship programs.
- Individuals involved in clinical practice will hold appropriate current board certification. Initial appointments (usually at the Assistant Professor level) may be granted to candidates not yet board certified, but continued appointment or promotion will require that board certification be obtained within an appropriate time as determined by the Dean of the SOM with the advice of the Department Chair.
- Individuals with the highest degree in para-professional or related health care field (e.g. PharmD, DNP, MPA) or with the highest degree in a non-health care (e.g. MBA)

Criteria: Candidates must demonstrate:

- Competence in one domain area (teaching, clinical care, research/discovery and administration/service) as stated in the expanded description of activities (Level 1) of the promotion guidelines at a local level (e.g. hospital, graduate program)
- Participation in at least another domain area as described below:

1. **Teaching**

- a. Is a regular participant in teaching activities. This may include responsibility for (but is not limited to): lectures and small group presentations to medical students, graduate students and residents; clinical bedside teaching; mentoring students; and participation in grand rounds and other continuing medical education activities.

- b. Is considered an excellent teacher by students and faculty. This may be documented by student evaluations and peer review by Chairs and other faculty. Teaching awards from students and peers are noteworthy.
- c. Begins to develop a local or regional reputation as a teacher. This may be documented by evaluations from participants in CME courses or by invitations to speak at local or regional CME courses and meetings. Repeat invitations are noteworthy.
- d. Is a regular and effective participant in curriculum development and administration. Service on course committees, service as a course director, preparation of course syllabi, etc., on a local or regional level are appropriate.

2. Clinical Care

- a. Demonstrates competence and promise of excellence in clinical, diagnostic, procedural, or other professional work as determined by the department.
- b. Considered a very good clinician by students, residents, fellows, and faculty based on formal evaluations.
- c. Meets clinical productivity goals established by the department.
- d. Demonstrates potential for a leadership role in a clinical service in the department or hospital.
- e. Establishes a reputation and consults at local and regional levels; invited to consult or invited to speak at CME courses and meetings.
- f. Has publications in peer-reviewed journals.

3. Research/Discovery

- a. Develops an original research program.
- b. Has peer-reviewed, first-authored publications.

4. Administration/Service

- a. Actively participates in medical school and hospital committees.
- b. Actively participates in professional/clinical organizations.

C. To Rank of Associate Professor

Eligibility: Candidates for Associate Professor rank are expected to contribute substantially to SOM or SHP academic activities and have a substantial record of achievement and academic accomplishments beyond that required for Assistant Professor. Promotion to Associate Professor usually requires between four (4) and six (6) years following initial appointment at the rank of Assistant Professor in the SOM or SHP, or at another academic institution to be considered for promotion. Candidates include:

- Individuals with the highest degree in a clinical or scientific discipline who are board-certified or have equivalent qualifications as applicable to their professional and academic responsibilities
- Individuals without a terminal degree in para-professional or related health care field or with the highest degree in a non-healthcare field (e.g., EdD, MBA)

Criteria for faculty in the non-tenure track: Candidates must demonstrate excellence in one domain area (teaching, clinical care, research/discovery and administration/service) (Level 3) and competence in one other domain area (Level 1) or meritorious contributions in two domain areas (Level 2) or meritorious contributions in one domain area (Level 2) and competent contributions in two other domain areas (Level 1) as stated in the expanded description of activities of the promotion guidelines. The domain of demonstrated excellence will depend upon the individual's interests, level of responsibility, and percentage of time devoted to the activities. Local and regional recognition is required.

Criteria for faculty in the tenure track. The expectations are the same with candidates in the non-tenure track. A record of significant scholarship and a record of academic institutional service are required. Initial appointees at the rank of Associate Professor (and faculty members promoted to the rank of Associate Professor) may be considered for tenure after three (3) years of service as Associate Professor at this institution.

1. Teaching

- a. Demonstrates outstanding performance as a teacher and educator.
- b. Has established a regional or statewide reputation as an excellent teacher.
- c. Regular participation in regional or national meetings, conferences, or CME courses is expected. Formal evaluations by participants in such courses and meetings are expected. Repeat invitations based on excellent performance are expected.
- d. Course materials, syllabi, etc., are respected by peers at other institutions and may be used in other institutions. Candidate may be asked to serve as consultant for development or evaluation of courses at other institutions in the region.
- e. Has received teaching awards.

2. Clinical Care

- a. Has developed new clinical programs recognized and adapted at the local and regional level.
- b. Has significantly improved ongoing clinical activity.
- c. Has devised or implemented a new diagnostic or therapeutic procedure, instrument, or system.
- d. Has developed innovative infrastructure such as patient databases for patient tracking.
- e. Has developed clinical pathways or outcome measures utilized at the local or regional level.
- f. Is actively involved in clinical investigation and/or trials.
- g. Has appropriate publications in clinical journals.

3. **Research/Discovery**

- a. Has a demonstrated sphere of expertise through first/senior authorships in peer-reviewed journals.
- b. Has had continuing success in generating financial resources necessary to undertake scholarly activity.
- c. Is recognized beyond the local community as documented by national meeting presentations, key articles, invited lectures or national awards.
- d. Is a peer reviewer at the local or regional level.

4. **Administration/Services**

- a. Is an officer in local or regional clinical/professional society.
- b. Is a Chair of a major hospital or school standing committee.
- c. Is a member of hospital or school standing committee.
- d. Has testified before legislative bodies and/or involvement in policy-making at the local or regional levels.
- e. Has developed, organized and participated in major CME activities.

D. **To Rank of Professor**

Eligibility: Candidates for Professor rank are expected to contribute substantially to SOM or SHP academic activities, and their professions. Professors are leaders in their field of expertise, as demonstrated by a substantial and sustained record of accomplishments and scholarship well beyond that required for the rank of Associate Professor. Promotion to Professor usually requires between five (5) and seven (7) years following initial appointment at the rank of Associate Professor in the SOM or SHP, or at another academic institution to be considered for promotion. Candidates include:

- Individuals with the highest degree in a clinical or scientific discipline who are board-certified or have equivalent qualifications as applicable to their professional and academic responsibilities
- Individuals without a terminal degree in para-professional or related health care field or with the highest degree in a non-healthcare field (e.g., EdD, MBA)

Criteria for faculty in the non-tenure track: Candidates must demonstrate excellence in two domain areas (teaching, clinical care, research/discovery and administration/service) (Level 3) or excellent contributions in one domain area (Level 3), meritorious contributions in one other domain area (Level 2), and competent contributions in one other domain area (Level 1) as stated in the expanded description of activities of the promotion guidelines. The domain of demonstrated excellence will depend upon the individual's interests, level of responsibility, and percentage of time devoted to the activities. National or international recognition is required.

Criteria for faculty in the tenure track: The expectations are the same with candidates in the non-tenure track. A record of significant scholarship and a record of academic institutional service are required. Initial appointees at the rank of Professor may be considered for tenure after two (2) years of service as Professor at this medical school and institution.

1. **Teaching**

- a. Is continually recognized as an outstanding teacher and educator. Candidate should present outstanding evaluations from students, peers, and others, as appropriate. Teaching awards from students, faculty, or state or national organizations provide additional evidence of excellence.
- b. Has widespread regional and national recognition for excellence as teacher or educator. Regular participation as a presenter in national review courses and professional meetings is expected.
- c. Contributes to Board examination in specialty or subspecialty. Gives or administers oral examinations in specialty or subspecialty.
- d. Course materials, syllabi, etc., should be widely respected by peers at other institutions. Candidates should serve as consultants in the design and evaluation of educational programs and curricula at the national level.
- e. Has developed educational methods or protocols recognized at the local, regional and national level.
- f. Is recognized as an authority by peers and invited to speak or chair sessions at national meetings.
- g. Has had visiting professorships.
- h. Provides mentoring at regional and national level.

2. **Clinical Care**

- a. Has developed a new clinical program recognized at the regional and national level.
- b. Has significantly improved an ongoing clinical activity.
- c. Has devised or implemented a new diagnostic or therapeutic procedure, instrument or system.
- d. Has developed an innovative infrastructure such as patient databases for patient tracking.
- e. Has developed clinical pathways which are used on the local, regional or national levels.
- f. Has developed outcome measures which are used at the local, regional or national levels.
- g. Has a continuing active role in clinical investigation and clinical trials.
- h. Has had a major impact on the development of national standards for patient care.
- i. Establishes, consults and/or tracks patients on a regional, national or international level.

3. **Research/Discovery**

- a. Has continually demonstrated expertise as first/senior author in peer-reviewed journals.
- b. Has been editorial board member and peer reviewer on the national level.

- c. Has had sustained and continuing success in generating financial resources necessary to undertake scholarly activity.
- d. Is invited to speak at national specialty meetings.

4. Administration/Service

- a. Is an officer/director of a scholarly society or member of an organizing committee for a scholarly meeting.
- b. Is an officer in local or regional clinical/professional society.
- c. Is an officer in national or international professional/clinical societies.
- d. Is a Chair and member on major hospital and standing school committees.
- e. Has testified before legislative bodies and/or involvement in policy-making at the regional or national level.

VI. INITIAL APPOINTMENT TERMS

EVMS Faculty in the non-tenure track may be appointed for a term not to exceed three (3) years, as follows:

- A. Instructors shall be appointed for one (1) or more successive terms of one (1). Initial appointments may be less than one year based on the date of the initial appointment.
- B. Assistant Professors shall be appointed initially for a probationary term of one (1) year. Initial appointments may be less than one year based on the date of the initial appointment.
- C. Assistant Professors who have previously served a probationary term may thereafter be appointed for one (1) or more successive terms of two (2) years each.
- D. Associate Professors shall be appointed for one (1) or more successive terms of three (3) years each. Initial appointments may be less than three (3) years based on the date of the initial appointment.
- E. Full Professors shall be appointed to one (1) or more successive terms of three (3) years each. Initial appointments may be less than three (3) years based on the date of the initial appointment.

VII. REAPPOINTMENT AND NONRENEWAL

- A. A reappointment shall be offered only following a substantive review of a faculty member's performance during the previous appointment. The qualifications a faculty member shall possess to be reappointed to a rank are specified in Standards of Excellence for Each Rank. Reappointment is primary recognition of excellent performance. Reappointment decisions shall be based on rigorous standards and reappointment shall be denied if past performance is not sufficiently high quality or does not meet the standards of professional behavior. Reappointment may also be denied for financial or programmatic reasons.

- B. Faculty who will be nonrenewed will be notified by December 31 of the last year of the term of their appointment.
- C. Faculty shall be notified of reappointment, which may be for a term not to exceed three (3) years based on rank, by June 30 of the last year of the term of their appointment.

NUMBER: 1702

TITLE: Policies and Procedures for EVMS Faculty
Appointments

APPROVED:

SCHEDULED REVIEW DATE:

I. INTRODUCTION AND POLICY

All initial EVMS Faculty appointments to a Department in the School of Medicine (SOM) or the School of Health Professions (SHP) shall be made in accordance with the applicable Standards of Excellence, the Appointment and Promotions Guidelines and the framework outlined in this Policy. This Policy only applies to “EVMS Faculty” defined as Full-Time Faculty, Part-Time Faculty, or Community Faculty (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, teaching, research, or administrative services, whether paid or unpaid, in the EVMS School of Medicine (“SOM”) and/or EVMS School of Health Professions (“SHP”). All references to “faculty” herein mean EVMS Faculty as defined in this policy.

II. FACULTY APPOINTMENT PROCEDURES

- A. Initial Appointment. Initial appointments at the ranks below Associate Professor are not considered by the Appointments and Promotions Committee. At these levels, appointments are reviewed by the Vice Dean for Faculty Affairs and Professional Development (“FAPD”), the Dean of the SOM if applicable, and approved by the EVP following receipt of the appropriate materials from the Department Chair of the SOM or Dean of the SHP. Nominations for appointment at the Associate Professor and Professor ranks are considered by the Appointments and Promotions Committee and must be approved by the Executive Vice President, the Board of Directors, and the Board of Visitors.
1. Following is an outline of the general process for initial faculty appointment.
 - a. Candidate submits required documents to the Department Chair of the SOM or the Dean of the SHP.
 - b. Department Chair of the SOM or Dean of the SHP obtains letters of reference.
 - c. [Optional] Nomination sent to Departmental Appointments Committee for consideration.
 - d. [Optional] Recommendation from Departmental Appointments Committee to Department Chair of the SOM or the Dean of the SHP.
 - e. Nomination package forwarded by Department Chair of the SOM, or the Dean of the SHP, addressed to the Executive Vice President (“EVP”) in care of FAPD.
 - f. Package reviewed by FAPD to assure necessary information is submitted.

- g. Nominations at the ranks of Assistant Professor and below are reviewed by the Vice Dean for FAPD, the Dean of the SOM, if applicable, and approved by the EVP.
- h. For the ranks of Associate Professor and Professor, the EVP forwards the nomination package to the Appointments and Promotions Committee in care of the FAPD.
- i. Nomination reviewed by the Appointments and Promotions Committee, the Dean of the SOM, if applicable, and recommendations forwarded to the EVP for review and approval.
- j. Nomination forwarded by the EVP to the Board of Directors for review and approval.
- k. Board of Directors forwards to the Board of Visitors for approval.
- l. The new faculty members shall be notified of appointment by the Vice Dean for FAPD.

B. Appointment Nomination Package Required Checklist

1. Department Chair of the SOM or Dean of the SHP Letter
 - a. Rank at which candidate is being proposed.
 - b. Time in current rank.
 - c. Descriptions of candidate's assigned duties, job description, annual breakdown of percentage of time allocated to the following areas: teaching, clinical care, research/discovery and administration/service.
 - d. Department Chair of the SOM or Dean of the SHP evaluation of candidate's ability, experience, and accomplishments in each of the four areas mentioned above.

2. Letters of Recommendation. Letters of recommendation external or internal are requested and obtained by the Department Chair of the SOM or Dean of the SHP. A faculty candidate for appointment is not permitted to solicit any letters of recommendation. Letters should be obtained from well-qualified scientists, scholars, educators and clinicians who are able to provide a fair and objective evaluation of the candidate's work. In general, a potential referee should have at least an "arms-length" relationship with the candidate. The nature of the professional relationship of the candidate and the potential referee must be specified in the letter and there must be a brief statement of the referee's academic qualifications. The majority of the individuals submitting letters of recommendation should have no previous direct supervisory relationship with the candidate. In summary, such letters should document how long and in what capacity the individual knows the candidate, a candidate's qualifications and professional expertise for an appointment, and also be addressed to the Department Chair of the SOM or Dean of the SHP.
 - a. Salaried Faculty
 - i. For Instructor:
 - (1) One letter from the Department Chair of the SOM or Dean of the SHP.

- ii. For Assistant Professor:
 - (1) Three internal and/or external letters are required. They should be obtained from training directors, faculty members at the training institution or other professionals with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed
 - (2) They should document the candidate's competence in one domain area and participation in at least another domain area of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

- iii. For Associate Professor:
 - (1) Three external letters are required. They should be obtained from individuals with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed
 - (2) They must come from three different institutions
 - (3) One letter may come from an individual who holds a position within institutes/organizations such as the NIH and has previously held an academic appointment at an equivalent or higher rank
 - (4) They should address how the candidate is recognized regionally or nationally
 - (5) They should document the candidate's meritorious contributions in one or more domain areas and/or competence in other domain areas of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

- iv. For Professor:
 - (1) Three external letters are required. They should be obtained from individuals at an equivalent rank for which the candidate is being proposed.
 - (2) They must come from three different institutions, at least two from outside the Commonwealth of Virginia.
 - (3) One letter may come from the Commonwealth of Virginia, but outside ODU
 - (4) One letter may come from an individual who holds a position within institutes/organizations such as the NIH and has previously held an academic appointment at an equivalent rank
 - (5) They should address how the candidate is recognized nationally or internationally
 - (6) They should document excellence in one or more domain areas and meritorious contributions in other domain areas of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

b. Non-Salaried Faculty

i. For Instructor:

- (1) One letter from the Department Chair of the SOM or Dean of the SHP.

ii. For Assistant Professor:

- (1) Two internal and/or external letters are required. They should be obtained from training directors, faculty members at the training institution or other professionals with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed
- (2) They should document the candidate's competence in one domain area and participation in at least another domain area of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

iii. For Associate Professor:

- (1) Three external letters are required. They should be obtained from individuals with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed
- (2) They must come from three different institutions
- (3) One letter may come from an individual who holds a position within institutes/organizations such as the NIH and has previously held an academic appointment at an equivalent or higher rank
- (4) They should address how the candidate is recognized regionally or nationally
- (5) They should document the candidate's meritorious contributions in one or more domain areas and/or competence in other domain areas of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

iv. For Professor:

- (1) Three external letters are required. They should be obtained from individuals at an equivalent rank for which the candidate is being proposed.
- (2) They must come from three different institutions, at least two from outside the Commonwealth of Virginia.
- (3) One letter may come from the Commonwealth of Virginia, but outside ODU
- (4) One letter may come from an individual who holds a position within institutes/organizations such as the NIH and has previously held an academic appointment at an equivalent rank
- (5) They should address how the candidate is recognized nationally or internationally
- (6) They should document excellence in one or more domain areas and meritorious contributions in other domain areas of assigned

responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

c. Community Faculty

i. For Instructor:

- (1) One letter from the Department Chair of the SOM or Dean of the SHP.

ii. For Assistant Professor:

- (1) One internal letter is required. It should be obtained from program director, department chair or from the SOM Office of Medical Educations or other professionals in the SOM or SHP with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed.
- (2) They should document the candidate's competence in one domain area (teaching) and provide evidence of teaching strengths and quality of teaching.

iii. For Associate Professor:

- (1) Three external letters are required. They should be obtained from individuals with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed
- (2) They must come from three different institutions
- (3) One letter may come from an individual who holds a position within institutes/organizations such as the NIH and has previously held an academic appointment at an equivalent or higher rank
- (4) They should address how the candidate is recognized regionally or nationally
- (5) They should document the candidate's meritorious contributions in one or more domain areas and/or competence in other domain areas of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

iv. For Professor:

- (1) Three external letters are required. They should be obtained from individuals at an equivalent rank for which the candidate is being proposed.
- (2) They must come from three different institutions, at least two from outside the Commonwealth of Virginia.
- (3) One letter may come from the Commonwealth of Virginia, but outside ODU
- (4) One letter may come from an individual who holds a position within institutes/organizations such as the NIH and has previously held an academic appointment at an equivalent rank
- (5) They should address how the candidate is recognized nationally or internationally

- (6) They should document excellence in one or more domain areas and meritorious contributions in other domain areas of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)
3. Curriculum Vitae and Additional Required Information. For the purpose of appointments, the candidate should provide the information requested on the Curriculum Vitae form, available from FAPD. In addition, the candidate should provide additional information not already included in the Curriculum Vitae format as required for documentation of scholarly activity as outlined in the Guidelines for Appointment and Promotion of EVMS Faculty. All candidates should compile and attach a portfolio on each area (teaching, clinical care, research/discovery and administration/service) in which the individual has time allotted, documenting evidence of quality of teaching, assessments of clinical service and research, and contributions to the department.
 4. Original Transcript of Terminal Degree. Candidate must provide an original transcript, with raised seal, from the institution that awarded his/her terminal degree (only required for full-time faculty). Clinical faculty with appropriate credentials and a medical license within the Commonwealth of Virginia are not required to provide a transcript.
- C. Senior Lateral Appointments (for candidates moving from another academic institution and requesting same academic rank as that held at prior institution). To facilitate academic appointment for faculty who have been recruited from another academic institution, and for whom an appointment is requested at the same academic rank (i.e., Associate Professor, Professor) that was held at the prior institution, the candidate's appointment process could be expedited via a simplified packet submitted for review. An ad hoc sub-committee of the Appointments and Promotions Committee reviews the candidates. The ad hoc sub-committee consists of the A&P Chair and at least four (4) committee members selected by the A&P Chair.

Appointment Nomination package for Lateral Appointments at all ranks should contain:

1. Candidate's CV in FAPD format
2. Department Chair's letter of nomination that adequately describes and documents how the candidate meets the Standards of Excellence at Rank as described in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure, and the Guidelines for Appointment and Promotion.

A unanimous positive evaluation ends the review, and the appointment is approved. Academic titles often differ from institution to institution. Therefore, if the submitted materials do not provide the required documentation, then additional information including letters of recommendations could be requested from the candidate's department chair and a full review by the entire A&P Committee may be initiated.

FAPD is responsible for soliciting additional information from the institution from which a candidate is moving to understand the academic expectations as they relate to the specific rank, especially when modifiers are used (i.e., clinical Associate Professor) to ensure alignment with promotion criteria.

- D. Provisional Appointments. For initial salaried faculty appointments only, to all faculty ranks, the EVP may approve in emergency situations a provisional appointment provided:
1. The Department Chair of the SOM, with approval from the Dean of the SOM, or Dean of the SHP must provide to the EVP, in care of FAPD, a written reason for requesting provisional status for a potential new faculty member. The EVP must be given at least five (5) working days to respond with approval or disapproval.
 2. The maximum provisional appointment period will not exceed three (3) months. In special situations the EVP may approve one extension of three (3) months. All faculty approved for provisional appointments must still submit all requirements for appointment as outlined under Policies and Procedures for Faculty Appointment, prior to expiration of their provisional appointment.
 3. The required clinical credentials must be complete prior to the beginning of any clinical activity including direct patient care, consultation or preceptorship.
 4. The EVP notifies the prospective faculty member by letter of the provisional appointment stating: a) termination date, b) that the full appointment/credentialing process must be completed by such date, and c) compensation payments will automatically cease by such date and ODU will have no continued contractual obligation beyond such date unless a permanent appointment has been approved.
 5. The non-binding offer letter may not refer to provisional appointments.
 6. New Faculty will not be added to the payroll until the EVP has approved provisional status and the letter referred to in 4 above has been sent to the prospective faculty member. Retroactive pay (prior to the date of EVP's approval) will not be granted.

NUMBER: 1703

TITLE: Guidelines for Appointment and Promotion of EVMS Faculty

APPROVED:

SCHEDULED REVIEW DATE:

A. Introduction

The criteria for appointment and promotion requires that EVMS Faculty fulfill their assigned responsibilities in teaching, clinical care, research/discovery and administration/service, with a level of expertise befitting the rank. All EVMS Faculty including community faculty may seek appointment or promotion in one system with agreement from the faculty member and the Chair as to the role of the faculty member. The guidelines remain general so as to be appropriate for all EVMS Faculty in the School of Medicine (“SOM”) or the School of Health Professions (“SHP”). The allocation of time to each activity should be developed a priori between the faculty member and the Department Chairperson. In turn, when discerning the quality of faculty activity, the Appointments and Promotions (A&P) Committee will consider the faculty member's present rank, level of responsibility, and percentage of time devoted to these activity categories. Finally, criteria for appointment and promotion have been developed to reflect the mission of the EVMS SOM and SHP. This Policy only applies to “EVMS Faculty” defined as Full-Time Faculty, Part-Time Faculty, or Community Faculty (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, teaching, research, or administrative services, whether paid or unpaid, in the SOM and/or SHP. All references to “faculty” herein mean EVMS Faculty as defined in this policy.

B. Thresholds for Appointment and Promotion to Associate Professor or Professor

In order to affirm the multiple roles that EVMS Faculty (salaried, non-salaried, and community faculty) contribute to the school’s mission and vision and for our community, all faculty pursue **one pathway toward promotion**, using an expanded description of activities in each area that will provide a clear opportunity for promotion of faculty who contribute in one or more areas of faculty endeavor.

The criteria for documentation are described in three levels, referred to as impact rankings: 1- competent, 2- meritorious and 3- excellent.

Appointment and Promotion to Associate Professor will require a sum of impact rankings of four, **in at least two domains** (teaching, clinical care, research/discovery and administration/service). Promotion would be considered with domain rankings of:

- 3 in one domain and a 1 in another
- 2 in two domains
- 2 in one domain with a 1 in two others

- 1 in four domains would not be considered adequate for promotion
- Local and regional recognition

Appointment and Promotion to Professor will require a sum of domain impact rankings of six **in at least two domains**. Promotion would be considered with domain rankings of:

- 3 in two domains
- 3 in one domain, 2 in another domain and 1 in yet another domain
- 2 in three domains would not be considered adequate for promotion
- National or international recognition

C. Faculty Accomplishments

Scholarly Activity

1. Definition

Scholarship is the generation of new knowledge or mastery and application of existing knowledge aimed to advance one of the following: (1) the understanding of basic scientific principles; (2) the practice of clinical medicine; or (3) the effectiveness of educators. Scholarship can occur in each area of faculty responsibility: teaching, clinical care, research/discovery and administration/service. In addition, scholarship requires the dissemination of such knowledge/application for the benefit of others in a fashion that is tangible and can be peer-reviewed and documented.

2. Evidence of Scholarly Activity

Below are examples of scholarly activity. When documenting activity under each example, a faculty member should include the list of information given under each example to describe the activity fully. An alternative to listing of requested information is to provide a narrative of a contribution or activity.

a. Publications

List publications including author, title, year of publication, journal and pages. The candidate may indicate the number of times a work has been cited or other information that gives an indication of its impact.

- 1) Full-length publications
 - (a) Peer-reviewed articles
 - (b) Non-peer-reviewed articles
 - (i) Book chapters
 - (ii) Reviews
 - (iii) Case reports
 - (iv) Articles in lay publications
 - (v) Procedures/protocols
 - (vi) Electronic media
 - (c) Books, monographs

- 2) Presented Abstracts
 - (a) Peer-reviewed articles
 - (b) Non-peer-reviewed articles

- b. Presentations**

List actual presentations, indicating whether the presentation was invited, the target audience, and whether the meeting was international, national, regional, or local.

 - 1) Oral presentations
 - (a) Plenary
 - (b) Workshop
 - (c) Seminars
 - 2) Poster presentations
 - 3) Discussant
 - 4) Session Chairs

- c. Patents**

List patent applications and the status of each, providing the following:

 - 1) Title
 - 2) Inventors
 - 3) Brief description
 - 4) Disposition
 - 5) Impact

- d. Clinical Investigation and/or Clinical Trials**

Indicate the level of involvement/contributions to the planning, implementation, and/or reporting beyond contributing patient care, records, etc., of each.

- e. Development of Original Clinical Programs and/or Techniques**
 - 1) Brief description, including goals
 - 2) Target population
 - 3) Impact
 - 4) Nature of dissemination

- f. Development of Original Teaching Tools, Methods**
 - 1) Description of product, including objectives
 - 2) Level of involvement
 - 3) Target audience
 - 4) Copyright status
 - 5) Impact
 - 6) Nature of dissemination

- g. Mentoring of Future Scholars**

Mentoring comprises a one-on-one relationship between a faculty member and a student, or between senior and junior faculty that is both comprehensive and time intensive. The mentor may assist the student or junior faculty in

career development issues as well as regular and frequent guidance in research, education program design and implementation, clinical skills development, and professional values acquisition. For each mentorship, please list:

- 1) Level of trainee mentored
 - (a) Student (if an advisory committee is involved, the candidate will indicate whether he/she was the Chair or a member of the committee)
 - (i) Thesis (Dissertation)
 - (ii) Non-thesis
 - (b) Resident
 - (c) Fellow
 - (d) Visiting Scientist
- 2) Duration of mentoring
- 3) Accomplishment of scholarly activity by the trainee during the training interval
- 4) Current position of the trainee

h. Scholarly Involvement in Professional Societies/Organizations

Provide the level of involvement:

- 1) Officer/director of a scholarly society
- 2) Membership on advisory boards
- 3) Membership on editorial boards
- 4) Reviewer for journal
- 5) Reviewer for funding agency
- 6) Member of organizing committee for a scholarly meeting

i. Consultancies

j. Serving as a Visiting Professor

- 1) Site
- 2) Date of visit
- 3) Who invited the candidate?
- 4) Contribution of candidate

k. Recognition for Scholarship

- 1) Recognition
- 2) Date
- 3) Awarded by
- 4) Award received for

D. Types of Evidence in the Four Faculty Roles

1. Teaching Accomplishments

Teachers don't just convey revealed knowledge but encourage the development of an inquiring mind. Teachers instruct in identifying new discoveries related to their discipline, translate basic and clinical observations into practice, integrate the connections of their discipline with other disciplines within the school and communicate professionally outside

of the school. Teachers assess their learners' needs and provide the most effective environment for their learners to integrate the new knowledge and its complicated relationships into their current understanding and practice. Teachers today have the advantage of the explosion in new technologies that can facilitate the acquisition of knowledge and its application that may be incorporated in enhancing the learning experiences of the student of today. The challenge to teachers in the information age is to transform their focus from content to focus on their learners; from information transfer to conditions for learning, moving from abstractions to application, from narrow specialties to broad grasp of complexities, from isolated work to collaboration.

Level 1. These activities should be recognized locally as being competent.

- Active participation in teaching activities of the department, such as a series of educational presentations, or coordinating a course
- Delivery of educational materials to students, residents, trainees, research fellows or peers in health professions training program
- Instructs in laboratory sessions for health science students
- Facilitates small group sessions for medical students, health science students, residents/fellows
- Serves as LGM Instructor
- Presents teaching rounds or patient conferences
- Supervises trainees performing outpatient or inpatient clinical service
- Participates in teaching or supervision of medical students or graduate students or residents/fellows
- Participates in postgraduate or continuing education courses that serve a local audience
- Receives satisfactory evaluations from learners or peer reviewers Demonstrates commitment to enhancing educational skills by participating in courses, conferences, workshops, on-line learning experiences, etc. related to one's educational responsibilities
- Serves as Advisor for medical student, health sciences student, postgraduate student or resident/fellow

Level 2. These activities should be recognized locally or regionally as being meritorious.

- Prepares curriculum material (new courses, syllabus materials, Blackboard materials, etc.)
- Supervises or coordinates the teaching by other faculty, residents or graduate students (i.e., Course or Unit director)
- Develops innovative approaches to improving students/resident learning and the enhancement of learning experiences (e.g., implements integration across disciplines; explores impact of innovation on learners' accomplishments)
- Develops or directs a postgraduate or continuing education course that serves a regional audience
- Invited to make presentations at the state or regional level
- Invited presenter at other institutions of higher education (i.e., universities, medical centers, health profession schools) or research and development facilities or institutes (i.e., NIH, Harvard-Macy, Max Planck Institute, etc.)
- Develops and participates in the teaching of major portions of a graduate course

- Supervises graduate students (Masters or PhD), MPH thesis for students in MD/MPH programs, serves as a project mentor for MD student or resident/fellow scholarly activity or research project requirement
- Demonstrates meritorious teaching ability as measured by learner evaluation and peer review
- Receives a local teaching award

Level 3. These activities should be recognized regionally, nationally or internationally as excellent.

- Develops a course, curricular component, educational software, or evaluation materials that are used regionally or nationally
- As course leaders, acknowledged by LCME or SACS reviewers as demonstrating ‘best practices.’
- Invited to organize and participate in a symposium or plenary session at a regional or national educational meeting
- Initiates and collaborates with colleagues at multiple institutions in major presentation at regional or state level (symposia; preconference workshops)
- Identifies exemplary ‘best practices’ from other institutions, adapts practices for EVMS curriculum, implements innovative approach to curriculum delivery and evaluation
- Implements inter-professional educational experiences that address leading community health needs; demonstrates improved educational outcomes.
- Supervises a training program, residency program or fellowship and achieves recognition of supervisory authority.
- Receives a regional or national teaching award
- Nominated to and serves on national professional organization’s education task force or initiative
- Invited to be a Visiting Professor at other institutions
- Provides educational leadership by serving as Editor of textbooks, journals or editorials.
- Achieves funding of innovative educational program through national or international funding agency
- Publishes educational works in peer-reviewed journals, television or radio or electronic sites
- Develops educational and evaluation tools acknowledged as advancing field in disciplinary or interdisciplinary teaching and evaluation.
- Citation by news bulletins, etc., of professional organizations

2. Research/Discovery Accomplishments

Research takes many forms. Traditional biomedical researchers strive to enhance our understanding of the fundamental mechanisms underlying health and disease. Translational and clinical researchers aim to take these findings from bench to bedside and provide new tools and treatments to improve patient care. Public health is enhanced by the work of epidemiologists, behavioral scientists, and social scientists who identify areas of need and provide evidence in support of the most effective therapies. Educational research identifies the best methods and tools for imparting knowledge to our students, and administrators use research methodology to improve practices in their areas of expertise.

Level 1. These activities should be recognized locally as being competent.

- *Extramural Funding:* PI on foundation grants, PI for product/device donation to support research, co-investigator on indirect cost bearing grant
- *Publications:* 1-2 journal articles/year in mid-tier journals with mid-tier impact, case reports, multiple articles as middle author (assumes 100% effort to research)
- *Communications:* Invitations to speak at EVMS, hospitals, other academic/medical facilities, professional meetings in the Hampton Roads area; invitations to speak locally to the lay public; presentation of submitted (non-invited) abstracts
- *Patents:* Author on a submitted (pending) patent
- *Clinical Trials and Methods:* Participation as a listed investigator
- *Mentoring in Research:* Primary faculty involved in training a student in research
- *Service in support of Research:* Membership in professional societies; grant and manuscript reviews on an ad hoc basis

Level 2. These activities should be recognized locally or regionally as being meritorious.

- *Extramural Funding:* PI on indirect cost bearing grant to support research and PI salary for effort on this project
- *Publications:* 2-3 journal articles/year in mid-tier journals with mid-tier impact or 1 journal article/year in top journal with high impact (assumes 100% effort to research; only consider those where candidate is listed as 1st or last author)
- *Communications:* Invitations to speak at universities, hospitals, other academic/medical facilities, professional meetings, to the lay public outside Hampton Roads but within our region/nationally
- *Patents:* Author on an issued patent or multiple submitted patents
- *Clinical Trials and Methods:* Participation as site principal investigator
- *Mentoring in Research:* Primary faculty involved in training multiple students in research, involvement in training program, recognition/invitations for training at a regional/national level, service on student committees
- *Service in support of Research:* Active participation in professional societies; regular service as grant and manuscript reviewer

Level 3. These activities should be recognized regionally, nationally or internationally as excellent.

- *Extramural Funding:* PI on indirect cost bearing grants to support research and PI salary for total effort devoted to research; evidence of sustained support at this level
- *Publications:* 3-4 journal articles/year in mid-tier journals with mid-tier impact or 2 journal articles/year in top journals with high impact (assumes 100% effort to research; only those where candidate is listed as 1st or last author)
- *Communications:* Invitations to speak at universities, hospitals, other academic/medical facilities, professional meetings, to the lay public nationally/internationally
- *Patents:* Author on a patent which has been licensed and/or generates revenue for EVMS
- *Clinical Trials and Methods:* PI or Co-Investigator with a significant role in trial design, implementation, and/or acquisition of funding

- *Mentoring in Research:* Primary faculty involved in training multiple students in research, director of a training program, recognition/invitations for training at a national/international level, Chair of student committees
- *Service in support of Research:* Regular service to professional societies as committee chair or in other leadership positions; associate editor/editorial board member; member of standing grant review panel

Awards: The significance of any award for research activities should be evaluated based on the prestige of the group or organization bestowing it.

3. Clinical Care Accomplishments

The scholarly and service activities of clinical faculty within an academic setting can take many forms and includes activities that go beyond relative value units (RVU's). In short, academic clinicians must do more than simply practice medicine. They should continue to add academic value by seeking new knowledge, improving patient outcomes and standards of care. They should aspire to reflect, measure and disseminate this information with patients, colleagues and students both within and across disciplines. Through such persistent efforts the academic clinical faculty contribute greatly to the mission and reputation of the SOM locally, nationally and internationally. Clinicians that successfully combine their roles as teachers, mentors, researchers and administrators are worthy of recognition and promotion at EVMS. By opening their practices to such academic principles and our community of learners these professionals overtly demonstrate the centrality of the doctor-patient relationship to the healing arts. It is important for each candidate seeking such recognition and promotion to appropriately document the scope and breadth of their scholarly and service activities at a level commensurate with their intended promotional rank. For guidance purposes a non-exhaustive list of examples of some of the varied forms that clinical scholars can demonstrate their academic achievements at each of the three promotional levels has been included. It is important to note that the promotions committee considers each completed package upon the weight of the accumulated and documented evidence that such levels have been achieved.

Level 1. Candidates must demonstrate competency of achievements at local or institutional levels as being competent.

- Demonstrates competence as defined by attaining/maintaining educational and/or professional accreditations/ Board Certifications (NCCPA, NSAA, ACGME, ABMS etc...) in areas such as (but not limited to) patient care, diagnostic, procedural and other clinical related activities
- Consistently rated highly by students, residents, fellows and faculty
- Provides evidence of consulting and collaborating at local levels
- Actively coordinates or develops additive activities within the academic unit or practice group
- Provides evidence of being a contributing/active member in specialty/subspecialty professional groups and societies
- Provides evidence of high rating of periodic validated patient experience surveys
- Consistently meets objective clinical/departmental benchmarks demonstrating quality care standards (length of stay, complication rate, utilization parameters, etc.) as compared to peer groups
- Provides evidence of providing a minimum of 50 hrs/year community clinical

- service/care to underserved /indigent /special needs populations in support of EVMS activities and missions
- Provides evidence of reflective self-evaluation and assessment to improve performance within the scope of practice
- Provides evidence of being a consistent life-long learner through activities such as faculty development, CME and other professional development sessions

Level 2. Candidates must demonstrate evidence that achievements have risen to the level of being recognized at regional and state levels as being meritorious.

- Demonstrate competency as defined by attaining meritorious/advanced educational or professional accreditations/awards or recognitions by academic groups and organizations (AOA faculty recognition, Special certifications/programs, Fellowships, Continuing education certifications/degrees)
- Provides evidence of consulting and collaborating regional level by peers
- Evidence of meritorious recognition as a regional specialist via letters of reference, awards, requests to write review
- Actively serving in leadership positions on regional/prestigious clinical committees (state guidelines, academic reviewer etc.)
- Recognized by media publications at local & state level (“Best Doctors” surveys) for clinical care (note: this cannot include monetarily attained listings or self-promotion vehicles)
- Offers a unique clinical service in local/state/regional area as measured by colleagues, learners and/or patients
- Coordinates and develops collaborations across medical disciplines/fields of practice
- Consistently exceeds clinical benchmarks (length of stay, complication rate, utilization parameters, etc.) compared to peers
- Provides evidence of holding active and persistent committee/subcommittee/ officer involvements in multiple specialty/subspecialty of regional societies
- Participates regularly in regional guideline development groups or protocol or SOP development panels
- Directs clinical or professional program or QI initiatives that have resulted in evidence showing improved educational or patient care outcomes
- Serves as an officer of the hospital medical staff
- Develops and disseminates a unique clinical program, diagnostic test, or intervention that has local or regional impact
- Provides evidence of superior results of periodic patient experience surveys
- Presents multiple examples of unsolicited recognition from patients, institutions and peers for meritorious clinical skills & professionalism behaviors
- Consistently exceeds group/department productivity/strategic goals (Not RVUs)
- Evidence of providing a minimum of 200 hrs/yr of community clinical service/care to underserved /indigent /special needs populations
- Presents evidence of being consistent and persistent as at reflective self-evaluation and assessment to improve performance within the scope of practice and mentoring others in such activities of growth
- Presents evidences of being a consistent and persistent life-long learner who goes above and beyond the minimum standard (as compared to peers) to engage in regular activities such as faculty development, CME and other professional development sessions

Level 3. Candidates must demonstrate evidence that their activities are recognized nationally or internationally as consistently excellent.

- Demonstrates outcomes and impact of clinical, educational or professional programs they have developed and implemented
- Presents evidence as an established consultant and collaborator at national or international levels
- Provides evidence that the scope of their clinical or professional practice has achieved consistently excellent feedback by multiple peers at national or international level
- Serves on national/international clinical committees (guidelines, peer review, etc.)
- Is recognized by media publications at national or international levels (“Best Doctors” surveys) for clinical care or professional achievements (note: this cannot include monetarily attained listings or self-promotion vehicles)
- Provides evidence of consulting and collaborating at national and international levels
- Presents evidence of a unique clinical program, diagnostic test, or interventions developed that has had widespread and national/international impact
- Contributes significantly to board examination (i.e., board examiner, item test writer) in specialty/subspecialty
- Receives exceptional recognition by specialty/subspecialty society (Mastership or equivalent) or Fellowship in multiple societies
- Participates in national and international guideline setting or protocol writing panels
- Is elected to a significant leadership role in clinical or professional societies
- Receives outstanding recognition by grateful patients, institutions or societies for excellence in clinical care. May consist of special awards, endowments or substantial impact to EVMS mission and the community of scholars.
- Provides exceptional amounts of community clinical care to underserved /indigent /special needs populations in excess of 400 hrs./yr.
- Makes broadly impacting clinical contributions internally and externally appropriate to the mission of the institution its students, faculty or staff

4. Administrative/Service Accomplishments

Level 1. These activities should be recognized locally as being competent.

- Demonstrates skills in managing activities or programs
- Serves on School or hospital committees
- Conducts tests, procedures or data handling in support of a clinical or service laboratory

Level 2. These activities should be recognized locally or regionally as being meritorious.

- Independently develops or directs a major program/project/research laboratory
- Oversees, directs and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Oversees a major research project as Principal Investigator or Co-investigator, which involves management of personnel and finances
- Offers major collaborative services with other faculty in attracting external funding not achievable without the administrator’s contributions.
- Serves as an officer in state or local professional society
- Serves as an Assistant or Associate Dean or other administrative appointment (i.e., Chairperson, Vice or Associate Chairperson of a department)

- Serves as a Program Director, Clerkship Director or other position related to the mission of the School that involves significant time in administrative activities, such as program development scheduling, evaluation, documentation of unit activities.
- Consults nationally regarding service-related activities
- Chairs medical subspecialty or professional society committee
- Chair a school or hospital committee
- Attracts substantial gifts or endowments to the School
- Serves as a regular or Ad Hoc member on a national research or clinical review committee
- Performs a service for the community or organizations within the community that are not directly associated with the School

Level 3. These activities should be recognized regionally, nationally, or internationally as excellent.

- Serves as an officer or major committee member/chair on regional or national professional society
- Chairs a departmental faculty search committee
- Chairs a major committee (i.e., Admissions, Student Affairs, Appointments and Promotions, etc.)
- Serves as section chief, director or leader of a clinical area
- Recruits external funding for innovative programs in the school

NUMBER: 1704
TITLE: Policies and Procedures for EVMS Faculty Promotion
APPROVED:
SCHEDULED REVIEW DATE:

I. INTRODUCTION AND POLICY

Promotion to a higher rank is primary recognition of excellence. Such excellence may be demonstrated in all academic domain areas (teaching, clinical care, research/discovery and administration/service). Promotion to a higher rank implies recognition by an EVMS Faculty member that, concurrent with the honor and privileges awarded, there are continuing obligations to academic excellence, professional growth and service. Promotion shall occur only after an exhaustive evaluation has been made of the candidate's merits. It is the Policy of ODU that EVMS Faculty promotions shall be made in accordance with the applicable Standards of Excellence, the Appointment and Promotions Guidelines, and the framework outlined in this Policy. This Policy only applies to "EVMS Faculty" defined as Full-Time Faculty, Part-Time Faculty, or Community Faculty (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, teaching, research, or administrative services, whether paid or unpaid, in the EVMS SOM ("SOM") and/or EVMS School of Health Professions ("SHP"). All references to "faculty" herein mean EVMS Faculty as defined in this policy.

II. FACULTY PROMOTION PROCEDURES

- A. Ongoing Evaluation. Each Departmental Chair of the SOM and the Dean of the SHP should make promotion expectations explicit for each faculty member at the time of initial recruitment and appointment, with reiteration and/or modification of these expectations at subsequent annual reviews. These explicit expectations should guide faculty toward their promotion. For these expectations to be achievable, there should be demonstrable opportunity for faculty members to allocate necessary time to these objectives, and promotion should be considered within a reasonable period of time. A faculty member's progress toward meeting these objectives will be judged in accordance with the faculty member's percentage of effort directed toward teaching, clinical care, research/discovery and administration/service. Annual reviews at which Department Chairs of the SOM (or designee) and the Dean of the SHP meet with individual faculty to discuss faculty accomplishments, plans for the coming year, and progress toward promotion, are critical to this process. The annual meeting between Department Chair of the SOM or Dean of the SHP (or their designees) and faculty member should result in documentation of all explicit agreements regarding allocation of effort, goals, plans, and performance expectations. At the time a candidate is proposed for appointment and/or promotion, the Department Chair of the SOM or Dean of the SHP's letter for the faculty candidate should summarize departmental expectations and goals, and clearly indicate the faculty member's

percentage of allocated effort in teaching, clinical care, research/discovery and administration/service.

- B. Time Frame. Promotion to Associate Professor usually requires between 4 and 6 years following initial appointment at the rank of Assistant Professor. Promotion to Full Professor usually occurs between 5 and 7 years after first appointment as Associate Professor. There are no time limits on these promotions.
- C. Promotions Process. Promotions at the ranks of Instructor and Assistant Professor are not considered by the Appointments and Promotions Committee. At these levels, promotions are reviewed by the Vice Dean for Faculty Affairs and Professional Development (“FAPD”), the Dean of the SOM, if applicable, and approved by the EVP following receipt of the appropriate materials from the Department Chair of the SOM or Dean of the SHP. Nominations for promotion at the Associate Professor or Professor ranks are considered by the Appointments and Promotions Committee. Following is an outline of the general process for promotion to all ranks.
1. Initial and annual evaluation by the Department Chair of the SOM or Dean of the SHP. Documentation should include time allocation to the areas of teaching, clinical care, research/discovery and administration/service.
 2. Candidate identified for promotion in a Department.
 3. Candidate submits required documents to the Department Chair of the SOM or Dean of the SHP.
 4. Department Chair of the SOM or Dean of the SHP obtains letters of reference.
 5. [Optional] Nomination sent to Departmental Promotions Committee for consideration.
 6. [Optional] Recommendation from Departmental or School of Health Professions Promotions Committee to the Department Chair of the SOM or Dean of the SHP.
 7. Nomination package forwarded by the Department Chair of the SOM or Dean of the SHP to the Executive Vice President (“EVP”) in care of FAPD.
 8. Nomination reviewed by FAPD to assure necessary information is submitted.
 9. Nominations at the Instructor/Assistant Professor ranks are reviewed by the Vice Dean for FAPD, the Dean of the SOM, if applicable, and approved by the EVP
 10. For the ranks of Associate Professor and Professor, the EVP forwards the nomination package to the Appointments and Promotions Committee in care of the FAPD.
 11. Nomination reviewed by Appointments and Promotions Committee, the Dean of the SOM, if applicable, and recommendations forwarded to EVP for review and approval.
 12. If approved, FAPD sends letter of confirmation to faculty member and to Department Chair of the SOM or Dean of the SHP.

D. Promotion Nomination Package Required Checklist

1. Department Chair of the SOM or Dean of the SHP Letter

- a. Rank at which candidate is being proposed.
- b. Time in current rank.
- c. Description of candidate's assigned duties, job description, annual breakdown of percentage of time allocated to the following areas: teaching, clinical care, research/discovery and administration/service. Also comment on major changes, if any, in time allocation in these four areas during the candidate's time in current rank.
- d. Department Chair of the SOM or Dean of the SHP evaluation of candidate's ability, experience, accomplishments and performance (i.e., outstanding, excellent) in each of the four areas mentioned above.

2. Letters of Recommendation. Letters of recommendation provide important perspective on the fulfillment of criteria for the candidate seeking promotion. The external and/or internal letters of recommendation are requested and obtained by the Department Chair of the SOM or Dean of the SHP and should place the academic and scholarly activities of the candidate in context of other academic institutions. A faculty candidate for promotion is not permitted to solicit any letters of recommendation or contact the internal/external referees regarding the letters of recommendation. Letters should be obtained from well-qualified scientists, scholars, educators and clinicians who are able to provide a fair and objective evaluation of the candidate's work. In general, a potential external referee should have at least an "arms-length" relationship with the candidate. The nature of the professional relationship of the candidate and the potential referee must be specified in the letter. Such letters should document how long and in what capacity the individual knows the candidate, a candidate's qualifications and professional expertise for a promotion. Letters should be addressed to the Department Chair of the SOM or Dean of the SHP. Specifically, letters of recommendation should:

- Define the relationship between the referee and the candidate
- Reflect on the teaching engagement and skills of the candidate (if relevant)
- Comment on the commitment to clinical practice (if relevant), especially during the period for most recent appointment or promotion
- Address the extent and relevance of scholarly productivity, including strengths and weaknesses
- Reflect on the leadership abilities, qualities and reputation of the candidate, whether in a local, regional or national/international setting
- Comment on the institutional and professional service contributions of the candidate
- Provide perspectives on the character, skills, productivity, leadership, scholarly context or other qualities of the candidate, especially in relation to expectations at peer academic institutions

- Any additional insight that may be helpful to the Appointment and Promotion Committee regarding the candidate's promotion and/or academic appointment

It is not expected for every letter of recommendation to address each aspect noted above, nor would the reflective referee be able to do so. Consequently, to ensure all of these areas are appraised, it is necessary for the candidate to have at least three letters in support of the nomination for promotion from various referees.

- a. For Assistant Professor:
 - i. Three internal and/or external letters are required. They should be obtained from training directors, faculty members at the training institution or other professionals with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed
 - ii. They should document the candidate's competence in one domain area and participation in at least another domain area of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

- b. For Associate Professor:
 - i. Three external letters are required. They should be obtained from individuals with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed
 - ii. They must come from three different institutions
 - iii. One letter may come from an individual who holds a position within institutes/organizations such as the NIH and has previously held an academic appointment at an equivalent or higher rank
 - iv. In addition, up to three recommendation letters can be obtained from faculty or department Chairs of the SOM
 - v. They should address how the candidate is recognized regionally or nationally
 - vi. They should document the candidate's meritorious contributions in one or more domain areas and/or competence in other domain areas of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)

- c. For Professor:
 - i. Three external letters are required. They should be obtained from individuals at an equivalent rank for which the candidate is being proposed.
 - ii. They must come from three different institutions, at least two from outside the Commonwealth of Virginia.
 - (a) One letter may come from the Commonwealth of Virginia, but outside ODU

- (b) One letter may come from an individual who holds a position within institutes/organizations such as the NIH and has previously held an academic appointment at an equivalent rank
 - iii. In addition, up to three recommendation letters can be obtained from faculty or department Chairs of the SOM
 - iv. They should address how the candidate is recognized nationally or internationally
 - v. They should document excellence in one or more domain areas and meritorious contributions in other domain areas of assigned responsibility. (i.e., teaching, clinical care, research/discovery and administration/service)
3. Curriculum Vitae and Additional Required Information. For the purpose of promotions, the candidate should provide the information requested on the Curriculum Vitae form, available from FAPD <https://www.evms.edu/facultyaffairs>. In addition, the candidate should provide additional information not already included in the Curriculum Vitae format as required for documentation of scholarly activity as outlined in the Guidelines for Appointment and Promotion of EVMS Faculty. All candidates should compile and attach a portfolio on each area (teaching, clinical care, research/discovery and administration/service) in which the individual has time allotted, documenting evidence of quality of teaching, assessments of clinical service and research, and contributions to the department and school.

NUMBER: 1705
TITLE: EVMS Faculty Tenure Policy
APPROVED:
SCHEDULED REVIEW DATE:

I. INTRODUCTION AND POLICY

A decision to award tenure allows ODU to retain its best faculty and preserve academic freedom. ODU extends tenure to EVMS Faculty being promoted to the rank of Professor or Associate Professor based on the merit of the EVMS Faculty member and the needs of the EVMS School of Medicine (“SOM”) and/or EVMS School of Health Professions (“SHP”) in accordance with this Policy. This Policy only applies to “EVMS Faculty” defined as Full-Time Faculty (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, teaching, research, or administrative services in the SOM or the SHP. All references to “faculty” herein mean EVMS Faculty as defined in this policy.

II. TENURE ELIGIBILITY AND CRITERIA

- A. Tenure Definition. Tenure relates to faculty rank and salary and is the status granted to qualified faculty members which is reviewed at five-year intervals and which protects faculty from dismissal, except for Cause as set forth in the Grounds for Dismissal of Faculty Policy.
- B. Length of Service Requirements.
1. Initial appointees at the rank of Associate Professor (and EVMS Faculty members promoted to the rank of Associate Professor) may be considered for tenure after three (3) years of service as an EVMS Faculty member at the rank of Associate Professor.
 2. Initial appointees at the rank of Professor may be considered for tenure after two (2) years of service as an EVMS Faculty member at the rank of Professor.
 3. Department Chairs of the SOM, the Dean of the SOM, or the Dean of the SHP at the professorial level may be considered for tenure at the time of initial appointment.
 4. The foregoing probationary periods may be modified or waived upon recommendation of the Departmental Chair of the SOM, with approval by the Dean of the SOM, or for SHP, with the approval of the Dean of the SHP and with the concurrence of the Tenure Committee, the Executive Vice President (“EVP”), the Board of Directors. After the passage of these probationary periods of appointment and review, tenure may be granted or the faculty member may remain on a term contract basis with the institution applicable to all other non-tenured faculty.

5. Tenure is unrelated to the administrative position of a Department Chair or Program Director.
6. The terms and conditions of every tenure appointment and any revisions will be stated in writing at the time of the appointment, be provided to the affected EVMS Faculty member, and be made a part of the academic faculty file.
7. A tenured EVMS Faculty member relinquishes appointment with tenure upon resignation or termination of employment from ODU.

C. Eligibility

1. Full-time faculty in the Basic Science Departments and School of Health Professions are eligible to be considered for tenure and with full base salary. Full base salary is defined as the current level of compensation (not including incentive or bonus pay) for an EVMS Faculty member, but not to exceed the average salary of the tenured faculty within the relevant rank and department.
2. Full-time faculty in the Clinical Science Departments at the rank of Associate Professor or Professor are eligible to be considered for tenure. For the purposes of tenure, the base salary for clinical faculty is defined as the current average base salary support provided to the appropriate rank and department in the SOM or SHP.

D. Criteria For Tenure Appointment.

1. EVMS, to encourage all EVMS Faculty members to achieve excellence in major academic activities, may award tenure to EVMS Faculty members at the rank of Associate Professor or Professor, provided a departmental or SHP tenure position is available in the appropriate department or SHP and the Department Chair of the SOM or Dean of the SHP so recommends.
2. Tenure decisions are based on rigorous standards of quality of performance. Therefore, all tenure decisions shall involve high academic unit standards and shall also involve comparisons of the qualifications of the candidate for tenure with the qualifications of those faculty who are at a similar stage in their careers and who might be available to the academic unit. Consistent with these guidelines, under which tenure is a privilege that is awarded by the institution in recognition of distinguished performance, the question to be asked when faculty members are considered for promotion to tenure is not whether that have performed adequately or even well during their previous years of their faculty appointment whether they have achieved distinction in their field and show promise of continued professional growth. The criteria used for awarding tenure include a higher level of effectiveness in four (4) areas:
 - a. Research/Discovery and publication;
 - b. Teaching;
 - c. Patient care; and
 - d. Administration/Service.

3. The applicant must demonstrate excellence in at least two (2) of the foregoing four (4) areas.
4. The Department Chair of the SOM or Dean of the SHP must demonstrate that there is a need for the knowledge and skills of the candidate in the departmental/school program, and that such knowledge and skills will enable the department/school to substantially assist the EVMS to achieve its mission.

III. TENURE APPOINTMENT AND REVIEW

- A. Tenure Committee. The Tenure Committee is charged to evaluate faculty for tenure and post-tenure reviews. The Tenure Committee shall be appointed by the EVP and shall consist of nine (9) tenured faculty members who shall serve for three-year terms.
- B. Initial Tenure Review and Appointment Procedures.
 1. Each nomination for an initial review of faculty tenure status must originate with a letter of nomination from the Department Chair of the SOM or Dean of the SHP addressed to the EVP, in care of Faculty Affairs and Professional Development (“FAPD”).

A letter of nomination should contain the following documentation:

- a. Description and evaluation of the candidate’s teaching abilities and responsibilities.
 - b. Evaluation of the quality, originality, and significance of the candidate’s research. A description of work in progress and relevant sources of funding should be included.
 - c. Description and evaluation of administrative and other services to the department and ODU.
 - d. Description of the role of the candidate in the department’s program and the effect of the Institution’s long-term commitment to the faculty member on the balance of skills required for a well-ordered department.
 - e. Letters from faculty/students of the SOM or SHP knowledgeable of the faculty member’s qualifications should accompany the letter of the Department Chair of the SOM or Dean of the SOM or SHP. In addition, a list of four professional colleagues, external to ODU, knowledgeable of the candidate’s qualifications should be provided. The EVP through the office of FAPD will contact at least two of them for recommendation relating to the nominee’s candidacy for tenure.
 - f. Summation of the grounds on which the recommendation is based.
2. For EVMS Faculty who are also being nominated for promotion, the nomination package shall be submitted to the Appointments and Promotions Committee first to ensure that faculty nominated for tenure and promotion meet the guidelines for promotion/rank. Promotions will be considered as outlined in the Policies and Procedures for Faculty Promotion.
 3. Promotions approved by the Appointments and Promotions Committee, and nomination packages for eligible faculty without a request for promotion, will be sent to the Tenure Committee for review.

4. Recommendations of the Tenure Committee will be sent to the Dean of the SOM, if applicable, to the EVP, and if approved, to the President for presentation to the Board of Directors.
5. If the determination of the Board of Directors is in favor of tenure, the Chair of the Board of Directors shall forward the faculty member's name to the Board of Visitors for final approval.

C. Post-Tenure Review

1. All tenured faculty will undergo a post-tenure review at five-year intervals for approval of tenure for an additional five-year period.
2. The Department Chair of the SOM or Dean of the SHP shall submit a letter addressed to the EVP for submission to the Tenure Committee through the office of FAPD for review that outlines the basis for the original (or previous) award of tenure, the faculty member's accomplishments, and an assessment with documentation of whether the tenured faculty member's performance was consistent with the criteria for tenure. For a Department Chair of the SOM or Dean of the SOM or SHP, such assessment will be done by the EVP.
3. The Tenure Committee will be notified and will consider in its review any annual reviews with a summary evaluation lower than "meeting expectations."
4. It is recognized that standards for tenure may change over time. As we improve our quality standards for faculty performance, faculty who may have qualified for appointment, promotion or tenure previously may not meet more current standards. As we state and invoke higher standards, however, we should avoid unfairness to previously appointed faculty member, which might be caused by retroactive application of higher standards without reasonable time and opportunity to meet these standards.
5. The recommendation of the Tenure Committee will be sent to the EVP for approval.
6. If the recommendation of the Tenure Committee is that tenure should not be awarded after its post-tenure review, and the EVP approves the recommendation, the faculty will have a grace period not exceeding two years to redress tenure deficiencies. If after this grace period, the faculty member has not successfully redressed his/her deficiencies as determined by the Tenure Committee and approved by the EVP, contractual obligations for faculty without tenure shall apply.

NUMBER:

1706

TITLE:

Grounds for Dismissal of EVMS Faculty

APPROVED:

SCHEDULED REVIEW DATE:

The appointment of tenured and non-tenured EVMS Faculty may be revoked and terminated and the faculty member dismissed from the faculty during the term of his appointment for any one of the following reasons or grounds. This Policy only applies to “EVMS Faculty” defined as Full-Time Faculty or Part-Time Faculty, or Community Faculty (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, teaching, research, or administrative services, whether paid or unpaid, in the EVMS School of Medicine (“SOM”) and/or EVMS School of Health Professions (“SHP”). All references to “faculty” herein mean EVMS Faculty as defined in this policy.

Dismissal for “Just Cause”

Adequate cause for a dismissal will be related, directly and substantially, to the fitness of the EVMS Faculty member in his/her professional capacity as a teacher, researcher, or provider of patient care. Dismissal will not be used to restrain the faculty member in the exercise of academic freedom or other rights of an American citizen.

EVMS Faculty members holding tenured or non-tenured faculty appointments may be dismissed during the term of their appointment for “Just Cause” only after a hearing conducted by their Department Chair of the SOM or Dean of the SHP with a right of appeal through the EVMS Faculty grievance process. “Just Cause” is defined as any act or patterns of behavior considered to be seriously detrimental to the interests of ODU, the SOM or the SHP, its faculty, its students, or its employees, including, but not limited to, the following:

1. Neglect of duty, including, but not limited to, serious violation of faculty rules for governance or corporate by-laws, rules, and regulations.
2. Violation of generally accepted standards of professional ethics.
3. Material breach of the EVMS Faculty member’s employment agreement.
4. Conviction of a crime deemed to render the faculty member unfit to carry out his or her professional activities.
5. Professional incompetence.
6. Refusal to perform legitimate work assigned by the faculty member’s supervisor, Department Chair of the SOM or Dean of the SHP.

NUMBER: 1707
TITLE: EVMS Faculty Grievance Policy
APPROVED:
SCHEDULED REVIEW DATE:

I. Introduction and Policy

It is the policy of ODU that all EVMS Faculty be given an opportunity to grieve in accordance with this policy and the procedures outlined herein. Disputes are best resolved amicably and informally through effective communication, and it is required that any Grievant shall have attempted to resolve any dispute in good faith before invoking the grievance process set forth in this policy. Similarly, EVMS Faculty should understand that reviewing a formal grievance will involve a major investment of their colleagues' time and should use the grievance process only to resolve important issues and shall not file malicious or frivolous grievances or otherwise abuse the process. All references to "faculty" herein mean EVMS Faculty as defined in this policy.

II. Definitions

For purposes of this policy, the following definitions apply:

Action – a decision, action, or inaction, whether written or otherwise, by an ODU administrative officer or body acting in an official capacity.

Chair – the Chair of the Grievance Committee who is the Member-at-large of the EVMS Faculty Senate Executive Committee.

Committee – the Grievance Committee

EVMS Faculty - Full-Time Faculty, Part-Time Faculty, or Community Faculty (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, research, or administrative services, whether paid or unpaid, in the EVMS SOM ("SOM") and/or EVMS School of Health Professions ("SHP").

FAPD – The Faculty Affairs and Professional Development office.

Grievable Matters – matters that are grievable under this policy as outlined in Section III below.

Grievance – the formal, written complaint about a Grievable Matter that details the specifics giving rise to the matter and asks ODU to take a formal course of action.

Grievant – the EVMS Faculty member filing the Grievance.

Respondent – the administrative officer or body whose Action is the basis for the Grievance.

III. Grievable Matters and Exclusions

- A. Grievable Matters. A Grievable Matter is a matter that arises when an EVMS Faculty member has been directly and adversely professionally affected by an Action that deviated materially from the existing policies and procedures related to appointment, promotion, tenure and dismissal of EVMS Faculty, or those of ODU, the SOM or SHP, or was arbitrary, capricious, unreasonable, or contrary to the facts.
- B. Exclusions. Certain matters that are not EVMS Faculty or academic matters and/or where ODU has a legal duty to address an issue (e.g., matters of discrimination or sexual harassment) are not intended to be Grievable Matters. Specifically, the following are not Grievable Matters:
1. Discrimination, harassment, retaliation, hostile working environment, or workplace violence allegations;
 2. The amount or source of compensation including annual increases and co-terminus provisions;
 3. Allegations regarding students or student conduct;
 4. Any Grievance review or recommendation made by the Committee;
 5. Decisions by the ODU Institutional Review Board and the Institutional Animal Care and Use Committee;
 6. An act by ODU, pursuant to federal or state law, directive of the Board of Visitors, Board of Directors, or any governing body that regulates ODU, the SOM, or the SHP.
- C. Grievable Matter Determinations. Decisions about whether a matter is a Grievable Matter will be made by the Grievance Committee in accordance with Section VII below.

IV. Required Preliminary Steps by Grievant

- A. Exhaustion of Existing Procedures. A Grievant must first timely pursue and exhaust any existing administrative or academic procedures for review of the Action, including an appeal, prior to grieving a matter under this policy. For such matters that include an applicable appeal process, the Grievant must timely file an appeal and the date of the Action shall be considered the date of the final disposition of the appeal.
- B. Informal Resolution.
1. With the exception of non-renewal of EVMS Faculty appointment, matters involving a decision by an ODU administrative body, or matters that have received a final determination through an appeals process, which may proceed with filing a Grievance under Section V, a Grievant who desires to grieve a

- matter under this policy shall first meet with the Respondent to attempt informal resolution within 60 days of the Action.
2. FAPD will appoint a neutral EVMS Faculty member or staff to attend the informal resolution meeting if requested by either the Grievant or the Respondent. Such person shall act in an advisory capacity only.
 3. The Grievant shall provide all relevant documents to the Respondent prior to the informal resolution meeting.
 4. If the matter is not resolved to the Grievant's satisfaction after the informal resolution meeting, or if the Respondent refuses to meet with the Grievant after two documented attempts by the Grievant, the Grievant may proceed with filing a Grievance as outlined in Section V.

V. Grievance

A. Statement of Grievance.

1. The written statement of Grievance shall not exceed 1000 words and must contain the following elements:
 - a. A statement as to the alleged Action, the date of the Action, and how the Grievant has been negatively affected.
 - b. A brief history or statement of facts that gave rise to the Grievance.
 - c. Identification of applicable policies and procedures on which the Grievance is based, if any.
 - d. The date and outcome of any required preliminary steps as outlined in Section IV, if applicable.
 - e. An explanation or reference to any attachments that will be included with the Statement of Grievance.
 - f. The remedy sought by the Grievant as more specifically described in Section X.
2. The Grievant shall attach all relevant documentation that will assist the Grievance Committee in reviewing the Grievance.
3. The Grievance, including the attachments, shall contain sufficient detail and be clear as to the chronology, events, and basis for the Grievance.

B. Informal Meeting with Chair. A Grievant may contact the Chair to schedule an informal meeting to obtain guidance on his/her grievance.

C. Filing. The Grievance shall be filed electronically via email with the Chair within 90 days of the date of the Action and must be combined into one PDF document, including attachments. For such matters that have an applicable appeal process, the date of the Action shall be considered the date of the final disposition of a timely appeal. In cases where the Grievant is on approved leave or can demonstrate that he or she was unable to meet the Grievance deadline due to mitigating circumstances, the Chair may extend the Grievance filing period in his or her sole discretion.

VI. Grievance Committee

The President of the EVMS Faculty Senate shall select four members from the Faculty Senate to serve on the Grievance Committee in addition to the Chair. The President of the EVMS Faculty Assembly shall consider any conflicts of interest when appointing the Grievance Committee. At any time during the Grievance process, the Chair or Committee may consult with University Counsel's office to seek advice on legal and procedural matters.

VII. Initial Review by Grievance Committee

- A. Initial Review. Within 60 days of receipt of the Grievance, the Grievance Committee shall review the Grievance to determine whether:
1. The subject of the Grievance is a Grievable Matter in accordance with Section III;
 2. The requested remedy is within ODU's power to grant, is reasonable and appropriate, and would not disregard any ODU, SOM or SHP policy or procedure if implemented in accordance with Section X;
 3. The Grievance has been timely filed in accordance with Section V(C);
 4. Required preliminary steps in accordance with Section IV have occurred; and
 5. The requirements for the Statement of Grievance, as outlined in Section V(A) have been met.
- B. Deficient Grievances.
1. If the Committee determines that the Grievance is deficient because it does not meet a requirement set forth in Section VII (A) 1-4, the Grievance shall be rejected and the Chair shall provide such written notice.
 2. If the Committee determines that the Grievance is deficient because it does not meet the requirements for the Statement of Grievance, as outlined in Section V(A), the Chair shall notify the Grievant of the deficiencies and provide the Grievant with 30 days to correct all deficiencies and return to the Chair. The Committee shall have 60 days to review a revised Grievance. If the Grievance remains deficient, the Committee may reject the Grievance. At any time, the Chair may meet with the Grievant in order to provide or obtain clarification from the Grievant.
- C. Sufficient Grievances; Notice to Respondent. If all requirements outlined in Section VII(A) have been met, the Chair shall notify the Grievant that the Grievance is accepted and provide the Respondent with notice of the Grievance, including a copy of the Grievance and all supporting documentation. The Respondent shall provide a response to the Grievance within 30 days, which shall not exceed 1000 words, shall include an explanation or reference to any attachments that will be included, and shall attach all relevant documentation that will assist the Grievance Committee in reviewing the Grievance.

VIII. Mediation

Upon receipt of the response from Respondent, the Committee shall consider whether the matter may be suited to an informal mediation, which, if determined, shall be arranged and guided by the Chair with support and involvement by the Committee, and may include but is not limited to, informal fact gathering and individual or collective discussions with the Grievant and Respondent. The Chair may request assistance from the Office of Faculty Affairs and Professional Development. The informal mediation process shall be concluded within 90 days unless extended in accordance with Section XIII(B). If the Grievant accepts the outcome of the informal mediation, the Grievance shall be considered withdrawn. If the Grievant is not satisfied with the outcome of informal mediation, or if the Committee determined that the matter was not suited for informal mediation, the matter shall proceed to a review and hearing by the Grievance Committee.

IX. Review by Grievance Committee

- A. Hearing. The Chair, or his/her designee, shall schedule a hearing no later than 90 days after the later of receipt of Respondent's Grievance response or the conclusion of the informal mediation.
- B. Notice. The Chair will provide a written notice to the Grievant and Respondent of the date, time, and location of the hearing that, at a minimum, specifies that:
 1. If any party does not appear, the hearing will be held in their absence;
 2. The Grievant and Respondent may each bring an advisor of their choosing (see Section C2 below); and
 3. The Grievant and Respondent must provide the Chair with the names of any witnesses.
- C. Attendance.
 1. Grievance Committee. A majority of the Grievance Committee shall attend the hearing. The President of the EVMS Faculty Senate may appoint alternates to serve in the place of Committee members that are unable to attend.
 2. Advisors. The Grievant and Respondent may each invite an individual EVMS Faculty or staff member to serve in an advisory capacity at the Grievance hearing. Advisors can be present throughout the entire hearing to provide support and advice to their advisee and/or to observe the proceedings. Although a Grievant and Respondent may seek legal guidance at any time during the grievance process, attorneys may not act as advisors or otherwise represent the Grievant or Respondent at Grievance hearings. Advisors may not also be witnesses and no advisor may provide testimony, make statements or speak on behalf of their advisee, or otherwise participate in the hearing.
 3. Witnesses. Witnesses must be physically present and shall be permitted to attend only that portion of the hearing to provide testimony or as requested or approved by the Chair. If a witness is unable to attend, the Grievant or Respondent may submit a written statement prepared and signed by the witness with prior approval of the Chair. The Chair may require that the written statement be notarized.

4. Other Attendees. The hearing will be closed to other attendees except that the Chair may request or permit other attendees to assist the Committee as necessary and the Grievant may request that the hearing be open to EVMS Faculty and staff. If the Grievant requests an open hearing, the hearing will be open to only as many EVMS Faculty and staff that may be accommodated in the hearing room and will not be broadcast.
- D. Hearing Procedure.
1. The Chair shall preside over the hearing and shall:
 - a. Maintain control over the hearing and direct the proceedings to ensure that sufficient time is allotted to each party.
 - b. Allow the Grievant and Respondent, and their respective witnesses, to present evidence and ensure that anyone providing evidence responds to questions by the Committee on his/her own behalf. The Chair may also limit the number of witnesses to prevent repetitive or cumulative testimony and may grant adjournments as deemed necessary. Formal rules of evidence do not apply and there will be no cross-examination.
 - c. Address any evidentiary concerns prior to and/or during the hearing including, but not limited to, excluding irrelevant, immaterial, or new allegations or evidence; or advising the Grievance Committee to disregard evidence lacking in credibility or that is improperly prejudicial (i.e. rumors).
 - d. Adjourn the hearing at its conclusion. The hearing shall not exceed one and a half hours in length.
 2. The Grievant has the burden of proving that he/she has been directly and adversely professionally affected by the Action of the Respondent which deviated materially from the existing policies and procedures related to appointment, promotion, tenure or dismissal of EVMS Faculty, or policies and procedures of ODU, the SOM or SHP , or was arbitrary, capricious, unreasonable, or contrary to the facts and that such injury is remediable.
 3. The hearing will be audio recorded.
- E. Deliberations. After the conclusion of the hearing, the Grievance Committee shall meet to determine its findings, conclusions, and recommendation for dismissal or remedy of the Grievance.
- F. Information Requests. At any time before or after the hearing, the Chair or Committee may request additional information or clarification from the Grievant or Respondent and may request information or documentation from other areas with relevant information. The Committee may request assistance from the Office of Faculty Affairs and Professional Development.
- G. Post-Hearing Report. Within 30 days of the hearing, the Grievance Committee will prepare a written report to the Executive Vice President (the “EVP”) which shall contain the history of the Grievance, the findings of facts by the Grievance Committee, and the Committee’s recommendation for action, including remedies, with all documents received by the Committee attached. The Committee may request additional time to prepare the written report from the President when necessary.

X. Remedies

A Grievant may request, and the Grievance Committee may consider and recommend, any remedy appropriate for the Grievance that would reasonably resolve or correct the matter and that ODU or the SOM or SHP has the authority to provide, that is appropriate to the Grievance, and does not disregard existing policies and procedures related to appointment, promotion, tenure or dismissal of EVMS Faculty, or policies and procedures of ODU, the SOM or SHP. A remedy may include a proper reconsideration of the matter through the applicable procedures related to appointment, promotion, tenure or dismissal of EVMS Faculty, or procedures of ODU, the SOM or SHP. The Committee may decline to review a Grievance that requests a remedy that is not within ODU's authority to provide, is clearly unreasonable or inappropriate, including enlisting resources outside of ODU, or that would disregard any ODU, SOM or SHP policy or procedure.

XI. Decision by the EVP

Upon receipt of the Committee's report and recommendations, the EVP, in his sole discretion, may decide to accept, alter, or reject the recommendation of the Committee. The recommendation of the Grievance Committee is not binding on the EVP. The EVP shall issue a written decision to the Grievant, with a copy to the Respondent, the Chair, and FAPD, within 30 days of receipt of the Grievance Committee's recommendations. Additional time may be provided at the discretion of the Grievance Committee. The decision of the EVP shall be final. The EVP shall cause the implementation of any remedy provided in his decision.

XII. Abuse of process, Malicious Grievances, or Frivolous Grievances

A Grievant must proceed with a Grievance in good faith. If at any time the Grievance Committee determines that a Grievant has filed a malicious or frivolous grievances, has falsified information submitted in the Grievance, or is otherwise abusing the grievance process with repetitive and cumulative Grievances, the Grievance Committee may deny and reject the Grievance and the Grievant may be subject to disciplinary action.

XIII. Records and Time Extensions

- A. Records. For Grievances that are rejected by the Grievance Committee or which are concluded through mediation as set forth in Section VIII, the Chair shall forward all documentation received and a copy of the Committee's decision or resolution to the FAPD to be maintained. For Grievances that continue through a hearing, the Chair shall forward a copy of the Post-hearing report and the recording of the hearing to the FAPD to be maintained.
- B. Time Extensions. The Grievance Committee may grant reasonable time extensions upon requests made prior to the expiration of such deadlines or when it determines that an extension is reasonable and necessary.

NUMBER: 1708
TITLE: Annual Review of EVMS Faculty Performance
APPROVED:
SCHEDULED REVIEW DATE:

REVIEW OF FACULTY PERFORMANCE

I. POLICY

It is the policy of ODU that all EVMS Department Chairs of the School of Medicine (“SOM”) or the Dean of the School of Health Professions (“SHP”), referred to as academic unit’s administrative head, or their designees, annually evaluate all faculty members appointed within their departments or programs with the exception of those faculty members who are appointed with an “Adjunct” or “Visiting” title. Academic units shall make reasonable efforts to inform faculty of the promotion process, including tenure, and encourage participation in professional development activities aligned with their career goals. This Policy only applies to “EVMS Faculty” defined as Full-Time Faculty or Part-Time Faculty, (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, teaching, research, or administrative services in the SOM or SHP. All references to “faculty” herein mean EVMS Faculty as defined in this policy. Adjunct or Visiting Faculty shall be subject to ODU policies governing the review of ODU faculty.

II. PURPOSE

The SOM an SHP value excellence in teaching, clinical care, research/discovery and administration/ service. The institution believes that an ongoing performance management process supports these values by providing faculty with performance feedback in order to understand what is expected, how they are performing in each four domains as applicable to the faculty member, and what is required to achieve or sustain excellence for promotion or tenure. Specifically, annual reviews of faculty performance are intended to: 1) involved faculty members in the design and evaluation of objectives and goals of their academic programs and in the identification of the performance expectations central to their own personal and professional growth; 2) assess actual performance and accomplishments in the areas teaching, clinical care, research/discovery and administration/service; 3) promote the effectiveness of faculty members through an articulation of the types of contributions they might make to enhance the SOM and SHP; 4) provide a written record of faculty performance to support personnel decisions; 5) recognize the special talents, capabilities, and achievements of faculty members; 6) correct unsatisfactory ratings in one of more areas of responsibility through specific faculty improvement plans designed to correct the deficiencies in a timely manner; and 7) fulfill reappointment, promotion and post-tenure reviews (when appropriate) for faculty.

III. PROCEDURE

A. Review Process.

1. Notice. Faculty Affairs and Professional Development (FAPD) will notify all faculty, chairs and administrators via email in the spring of each year that the annual performance review process has begun with directions and a link to the evaluation form and activity report.
2. Faculty Submission. Each faculty member shall submit an annual evaluation form and any other materials that may be deemed relevant to the academic unit's administrative head of her/his past year's performance and her/his goals and priorities for subsequent year in a timely manner for review. Information provided on the annual evaluation form shall be based on the appropriate criteria for subsequent annual review, reappointment, promotion, and (as applicable) tenure and post-tenure review. In the area of teaching, student evaluation of faculty performance and other expressions of teaching performance are required. Student evaluations of faculty should become available to the academic unit's administrative head from the Office of Medical Education, SOM and SHP.
3. Review Meeting. The academic unit's administrative head, or designee, shall meet with each faculty to discuss progress toward meeting last year's goals in all domains aligned with the institution's mission areas and determine goals and priorities for the upcoming year in accordance with the faculty's percentage of effort directed toward teaching, clinical care, research/discovery and administration/service. Reasonable efforts shall be made to inform faculty of the promotion process and promotion guidelines, including tenure, and encourage participation in professional development activities aligned with their career goals. If faculty members are making exceptional contributions, they should be encouraged to apply for promotion consistent with guidelines time frame. As soon as possible thereafter, the academic unit administrative head or his/her designee shall prepare a written report of the evaluation that is acknowledged by both parties verifying that the evaluation was completed, and the feedback was read and discussed.
4. Alternate Reviewers and Multiple Appointments.
 - a. In the event that the academic unit's administrative head does not have routine contact or knowledge of the performance of a faculty member, she/he may select another individual within the academic unit as a designee (i.e., associate chair, division chief or program director) who is in a supervisory role and has knowledge of the individual faculty member's performance.
 - b. When the faculty member holds an appointment that involves an administrative assignment that involves more than 50% effort, the annual

performance review shall be conducted by the supervising administrator with appropriate input from other units when appropriate. Decisions on academic advancement remains under the responsibility of the academic unit's administrative head.

- c. When the faculty member holds multiple appointments involving administrative, professional, or other assignments, the annual performance review is conducted by the academic unit's administrative head, or designee, and shall address contributions under each of these assignments.
5. Failure or Denial to Submit. If the faculty member does not timely submit or denies to submit annual performance review information to the academic unit administrative head, or designee, the faculty member shall receive an overall unsatisfactory performance rating, which will initiate the Faculty Improvement Plan described below, unless the administrative head determines the good cause exists for an exception.
6. Review File. A copy of all signed annual evaluations shall be maintained with FAPD as part of the faculty member's academic file.
7. Use of Review. The appropriate Dean of each school as well as the appropriate committees shall have access to the annual performance reports for subsequent annual review, reappointment, promotion, and, if applicable, tenure decisions. Annual performance reviews completed in the last three years, may be considered on the promotion and tenure process, but such evaluations are not determinative on promotion and tenure decisions. Satisfactory ratings in the annual performance reviews do not necessarily indicate successful progress toward promotion and tenure. Progress toward promotion and tenure requires scholarly accomplishment over a period of years in the broader range of faculty responsibilities, and includes evaluation by external referees, which is not part of the annual review process. Criteria and decisions regarding promotion and tenure are detailed in the applicable policies.

B. Unsatisfactory Ratings of Non-Tenure and Tenure Track Faculty.

1. Overall Unsatisfactory Rating. In the event a faculty member receives an overall annual performance review rating as unsatisfactory, the faculty member's immediate supervisor shall work with the faculty member to develop an individualized Faculty Improvement Plan (FIP). The FIP should be created within 30 days after the completion of the annual performance review. It should take into consideration the reasons for under performance by the faculty member including professionalism issues that interfere with the faculty member's performance; lack of knowledge/skills to perform assigned tasks and willful or deliberate neglect of roles, responsibilities or tasks, and include specific benchmarks to enhance faculty's performance over the next academic year period, or may choose to initiate other actions in accordance with institutional policy.

2. Faculty Improvement Plan. The objective of the Faculty Improvement Plan (FIP) is to resume the faculty member's place as a fully contributing member of the faculty. The faculty member must take responsibility for meeting to develop the FIP and submitting any necessary materials in a timely manner, and for following the FIP once it is developed.
 - a. FIP aims to address a) two or more areas of performance rated as unsatisfactory; b) one area of performance rated as unsatisfactory, depending on the emphasis assigned to that area or the extent of the deficiency; c) the faculty member's failure to provide annual performance review information on time to their academic unit's administrative head (or designee); d) the faculty's member denial to submit annual performance review information on time to their academic unit's administrative head (or designee); e) ratings of needs improvement in more than one area of performance before they become sufficiently serious to impair the faculty member's overall performance.
 - b. FIP will generally:
 - i. Describe specific deficiencies;
 - ii. Provide a list of clear and reasonable outcomes needed to correct deficiencies;
 - iii. Describe the process to be followed to achieve outcomes;
 - iv. Provide the timeline for accomplishing the process, including frequent reviews and feedback;
 - v. Describe benchmarks and expectations;
 - vi. Describe the criteria to be used in evaluating progress in the FIP.
 - c. The academic unit's administrative head (or designee) develops the plan in collaboration with the faculty member and the appropriate department/unit committee, when available.
 - d. The plan has a maximum of one-year duration, has clear and attainable objectives for the faculty member and includes appropriate interim monitoring and feedback. When appropriate, the plan includes a commitment of departmental or institutional resources (i.e., mentoring, faculty development).
 - e. The plan may also include a reallocation of the faculty member's workload distribution in accord with the department workload standards and is signed by the faculty member, the academic unit's administrative head (or designee) and the Dean of the appropriate School.
3. Expected Outcomes of the Faculty Improvement Plan. Faculty members are expected to demonstrate improvement in the deficient area to a level that meets expectations within one year. If the faculty member fails to demonstrate reasonable progress relative to the benchmarks and performance goals,

dismissal for cause or non-renewal of contract may be initiated, and if initiated will proceed in accordance with the applicable policies.

4. Refusal to Participate. If the faculty member refuses to participate in the development of the Faculty Improvement Plan, an unsatisfactory rating will be assigned to the faculty, which will initiate other actions in accordance with institutional policy.

C. Appeals of Annual Performance Review Ratings.

Faculty members have the right to appeal their overall annual performance review when: 1) there are errors of fact that may impact the rating; or 2) the facts may be correct, but there is disagreement about the supervisor's judgment of the rating by providing additional information to the next administrative level, ordinarily to the academic unit's administrative head. If the disagreement cannot be resolved to the satisfaction of the faculty member, then the faculty member may appeal their reviews with the Dean of the appropriate School through the office of FAPD. Such appeals must be made in writing within 30 days from the date of the written annual performance review and must state with specificity: 1) the findings to be appealed; 2) the points of disagreement; 3) the facts in support of the appeal; and 4) the corrective action sought. The document should not exceed three pages in length.

The administrator reviewing the appeal will consider the facts in support of the appeal and develop any additional facts deemed necessary. The decision on the appeal, which represents the final evaluation, will be completed in writing within 30 days, with copies provided to the faculty member, the administrative head involved in the annual performance review and the office of FAPD.

NUMBER: 1709
TITLE: EVMS Emeritus Faculty Appointments Policy
APPROVED:
SCHEDULED REVIEW DATE:

Emeriti status in the School of Medicine (“SOM”) or School of Health Professions (“SHP”) is an honor and is granted to retired faculty members who have demonstrated a distinguished professorial career and have made significant contributions to the school. This Policy only applies to “EVMS Faculty” defined as Full-Time Faculty, Part-Time Faculty, or Community Faculty (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, teaching, research, or administrative services, whether paid or unpaid, in the SOM and/or SHP. All references to “faculty” herein mean EVMS Faculty as defined in this policy.

CRITERIA FOR CANDIDACY

Rank

The ranks for Emeriti are Professor Emeritus/Emerita or Associate Professor Emeritus/Emerita and shall be based on the corresponding faculty rank at retirement.

Emeriti Privileges

The privileges associated with having Emeriti status are as follows:

1. Emeritus/Emerita will be added to the faculty rank.
2. Lifetime listing indicating the appropriate rank of Professor Emeritus/Emerita or Associate Professor Emeritus/Emerita; in applicable catalogues and directories.
3. In person and online library privileges.
4. Emeritus e-mail address and technical support for salaried faculty including listing in applicable directories for 5 years with renewal based upon contribution/activity/engagement with the institution. Email accounts that have been inactive for more than a year will be eliminated.
5. With the permission of the department, usage of department main phone number for contact number.
6. Parking within the Medical Center may be provided by the department.
7. Participation in institution public ceremonies.
8. Based on availability and the recommendations of the Department Chair with the concurrence of the Executive Vice President (“EVP”), use of office and/or lab space, equipment, and other campus facilities to support scholarly work and/or educational activities.
9. With permission of the Department Chair and EVP, authorization to serve on thesis and dissertation committees or engage in other research or educational activities at the institution.

10. Be eligible for up to 8 hours/week of paid administrative or educational consultation service needs within the Department as determined by the Department Chair (e.g., Chair's Fund) as an independent contractor as long as the work being performed would qualify as consulting.
11. With approval of the Department Chair and the EVP, Emeriti Faculty will be welcomed to:
 - i. Advise medical students, health professions students and residents. Co-author papers with them and with other faculty members within or outside of the institution using institutional affiliation;
 - ii. Teach classes as an emeriti faculty member;
 - iii. Participate in sponsored research, as approved by the sponsor and the institution;
 - iv. Attend departmental and collegial open meetings, as a guest, subject to the bylaws of said unit;
 - v. Eligible to serve on an Institutional Standing Committee as an ad-hoc or regular member.

PROCEDURE

Reconsideration

Candidates who are denied Emeriti status shall be notified of the reason(s) for such denial by FAPD. The candidate may request reconsideration by following the application process described above and resubmitting the application to the Department Chair by December 1 of the year in which the application is denied. A candidate may only request reconsideration once.

Emeriti Review Committee Operations

The Emeriti Review Committee consists of two representatives from clinical departments, one from a basic science department, and one from the SHP, who are appointed by the Vice Dean for FAPD for a term of three years. One or more of the Committee members should be an Emeritus faculty member. The Emeriti Review Committee operates under the jurisdiction of the EVMS Faculty Senate who will appoint a representative from its membership to be Chair of the Committee for three years. After its deliberations, the Chair will report briefly to the EVMS Faculty Senate on the operations and the recommendations of the Committee.

Amendments

This Policy may be amended and the privileges changed from time to time at the discretion of the EVP through the appropriate processes and procedures, including with the advice and consent of the EVMS Faculty Senate. Such amendments shall be promptly communicated to all Emeriti faculty.

NUMBER: 1710
TITLE: EVMS Sabbatical Leave
APPROVED:
SCHEDULED REVIEW DATE:

This Policy only applies to “EVMS Faculty” (as defined in the Policies and Procedures Relating to Faculty Appointment, Promotion and Tenure of EVMS Faculty), who provide clinical, teaching, research, or administrative services in the School of Medicine (“SOM”) and/or the School of Health Professions (“SHP”). All references to “faculty” herein mean EVMS Faculty as defined in this policy.

Sabbatical leave may be provided for members of the faculty holding Associate Professor or Professor ranks. A faculty member is eligible for sabbatical leave after every sixth year of continuous service on the faculty of the SOM or SHP. The period of service is to be calculated from the time of first appointment to the full-time faculty with a minimum rank of Assistant Professor. Sabbatical leaves are not awarded automatically after six years of service, but are awarded on the basis of individual merit.

Compensation

The compensation during a sabbatical will be either at the 100% rate for leaves of six months or less or 50% rate for leaves of seven to twelve months. Funding of the base salary while on such sabbatical will be derived from the same funding sources at that paid to the faculty member while not on sabbatical except that any salary component of a faculty member's base salary that is derived from extramural research funds will instead be derived from other funds. All institutional benefits will remain in force during a sabbatical leave. The faculty member will be responsible for paying his/her portion of the premiums.

Activities during Sabbatical Leave

The privilege of a sabbatical may be extended to a faculty member for the purpose of enriching academic talents relative to his/her functions at the SOM or SHP. A sabbatical is, therefore, intended to permit a faculty member to perfect or acquire techniques in teaching, clinical care, research/discovery and administration/service, either in the faculty member's original discipline or in a new area in which he/she proposes to embark. Work in a research laboratory, clinical training at another medical center or medical school or the pursuit of formal courses in an accredited institution of higher education in a relevant discipline are appropriate activities for sabbatical leaves. The writing of books or original papers is also an appropriate justification.

Approval of Request for Sabbatical Leave

Sabbatical applications for any part of the school year must be submitted at least nine months in advance of the start of the leave. Applications are to be submitted to the Department Chair of the School of Medicine or Dean of the SHP who recommends the request, giving assurance that the faculty member's activities will be adequately covered without additional cost to the department's budget and justifying the faculty member's need for such a leave, to the Dean of the SOM, if applicable, and to the Executive Vice President for final review and approval.

Upon Conclusion of the Sabbatical Leave

Recipients of sabbatical leave are required to return to full-time service of ODU for at least one academic year. Failure to return to ODU service for one academic year shall create an obligation for the faculty member to pay ODU an amount equal to the compensation the faculty member received from ODU on a month for month basis. For example, if a faculty member was granted a sabbatical leave of one year, but only returned to ODU for six months, the faculty member would incur an obligation to pay ODU an amount equal to six months compensation. Faculty must submit a report of the activities during the sabbatical to the Department Chair of the School of Medicine or Dean of SHP, and to the Dean of the SOM, if applicable, and to the EVP upon completion of the sabbatical leave.

Overview - 2023 Board of Visitors Self-Assessment Survey

12 of 17 Submitted - 6 Categories - 54 Questions

Overall Score 4.57/5

Knowledge of Old Dominion University	4.13
Fiduciary Responsibilities	4.71
Board Experience and Service	4.66
Committee Meetings	4.75
Board Performance	4.62
General Comments	

Knowledge of Old Dominion University - Please indicate to what extent you agree with the following statements:

N=13 4.08/5.00	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	Total Percent
	N	%	N	%	N	%	N	%	N	%		
(1) I have a clear understanding of ODU's Mission and Strategic Plan (4.83)	10	83.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(2) I am well informed about ODU's educational programs and academic quality (4.50)	7	58.3%	4	33.3%	1	8.3%	0	0.0%	0	0.0%	12	100.0%
(3) I understand the needs, concerns, and perspectives of our students (3.92)	2	16.7%	6	50.0%	3	25.0%	0	0.0%	1	8.3%	12	100.0%
(4) I understand the needs, concerns, and perspectives of our alumni (3.67)	2	16.7%	6	50.0%	3	25.0%	0	0.0%	1	8.3%	12	100.0%
(5) I understand the needs, concerns, and perspectives of our faculty (3.58)	0	0.0%	8	66.7%	3	25.0%	1	8.3%	0	0.0%	12	100.0%
(6) I understand the needs, concerns, and perspectives of our Cabinet (3.92)	1	8.3%	9	75.0%	2	16.7%	0	0.0%	0	0.0%	12	100.0%
(7) I follow trends and developments in higher education and in our community that may affect ODU (4.50)	6	50.0%	6	50.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%

Question(s):

(1) Please provide comments or suggestions related to your knowledge of ODU

Responses: 4

- President and staff does a good job keeping board informed.
- Would like to know more about student experience/needs.
- Our Mission & Strategic Plan is well laid out and was presented nicely last year.
- Don't feel like I get "briefed" enough between meetings; think we need more information than news clips.

Fiduciary Responsibilities - Please indicate to what extent you agree with the following statements:

N=12 4.71/5.00	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	Total Percent
	N	%	N	%	N	%	N	%	N	%		
(1) I have been informed of my responsibilities and expectations related to Board service (5.00)	12	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(2) I am aware of ODU's Bylaws and Board-level policies and procedures (4.67)	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(3) I am sufficiently informed about ODU's budget proposal prior to being asked to approve the budget (4.62)	9	69.2%	3	23.1%	1	7.7%	0	0.0%	0	0.0%	13	100.0%
(4) I am sufficiently informed about the University's financial position (budget, financial statement) (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(5) I am aware of ODU's infrastructure needs, e.g., facilities, technology, human resources (4.42)	6	50.0%	5	41.7%	1	8.3%	0	0.0%	0	0.0%	12	100.0%
(6) I understand the Board's responsibility for overseeing risk (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(7) I am provided with information that assists me in making informed decisions (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%

Question(s):

(1) Please provide comments or suggestions related to your fiduciary responsibilities

Responses: 2

CFO does a great job in informing Board of financials.

Feel as though I understand.

Board Experience and Service - Please indicate to what extent you agree with the following statements:

N=12 4.66/5.00	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	Total Percent
	N	%	N	%	N	%	N	%	N	%		
(1) I am fulfilling my responsibilities as a Board member (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(2) I come prepared to Board meetings, having read the supporting materials in advance (4.58)	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(3) I consistently participate in discussions during regularly scheduled Board meetings (4.67)	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(4) I consistently participate in discussions during all my regularly scheduled specific committee meeting (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(5) I feel that the Board engages in robust discussions when exploring ideas or solutions (4.58)	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(6) I have attended other functions and/or otherwise participated in ODU activities and events (4.33)	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(7) I feel that the current demands on my time from the Board and ODU are appropriate (4.50)	6	50.0%	6	50.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(8) I have good rapport with my fellow Board members (4.58)	8	66.7%	3	25.0%	1	8.3%	0	0.0%	0	0.0%	12	100.0%
(9) I am comfortable expressing my opinions during Board meetings (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(10) I feel that Board leadership is approachable and available (4.92)	11	91.7%	1	8.3%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(11) I am comfortable providing the President with counsel and support (4.83)	10	83.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%

(12) I feel that my interests, skills, and background are utilized effectively as a Board member (4.67)	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
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Question(s):

(1) Please provide comments or suggestions related to your Board experience and service

Responses: 3

I believe the Board works well as a team.

N/A

BOV experience has improved!

Committee Meetings - Please indicate to what extent you agree with the following statements:

N=12 4.75/5.00	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	Total Percent
	N	%	N	%	N	%	N	%	N	%		
(1) I consider Committee meetings to be well organized (e.g., agenda, materials, presentations) (4.83)	10	83.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(2) I consider Committee meetings to be run effectively (well-managed by chair and management staff) (4.83)	10	83.3%	2	16.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(3) I feel that the Board focuses on strategic issues over operational and administrative matters (4.58)	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(4) I feel that Committee time is generally well spent (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%

Question(s):

(1) What could be done to make a particular committee more effective? Please specify the committee's names(s)

Responses: 5

- Try to keep committee meetings from being rushed. Either less items or time limits on presentations.
- N/A
- Don't have suggestions yet.
- The chairs and vice chairs are all doing a good job. There are some new committees that have been put in place to address prior opportunities.
- I don't like OnBoard. I seem to have to "relearn" how to find (and sometimes print) materials for a particular meeting/subject.

(2) Has the two-day board meeting model implemented this past year improved the performance of the committees, and if so, how?

Responses: 11

- Yes, by allowing participation in previously concurrent meetings.
- Yes. More time for discussion.
- Yes as it helps cultivate relationships between board members and staff. Plus there is great staff support for committee chairs.
- N/A
- Two day is my only experience.
- Yes
- I don't believe so. What has improved is the communication and mitigation of risks which previously distracted from BOV members.
- Yes. Provides us more time for deeper, strategic discussions.
- Extremely effective and I no longer feel like we are being rushed.
- Yes, I also believe the 2 day formate gives everyone the chance to attend committee meetings that in another format they wouldn't attend.
- Yes in the sense we have gotten to know each other faster/better.

(3) Are there any other suggestions or comments about specific committee performance that you would like to provide?

Responses: 3

N/A

No

No further comments

Board Performance - Please indicate to what extent you agree with the following statements:

N=12 4.62/5.00	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total	Total Percent
	N	%	N	%	N	%	N	%	N	%		
(1) The Board serves as a sounding board and thought partner to the President (4.50)	7	58.3%	4	33.3%	1	8.3%	0	0.0%	0	0.0%	12	100.0%
(2) The Board understands the institution's business model and ensures its adequacy for the future (4.42)	5	41.7%	7	58.3%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(3) The Board ensures that the administration involves the Board on high-profile issues that present significant risk to the institution (4.58)	7	58.3%	5	41.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(4) The Board establishes appropriate committees to accomplish the Board's goals (4.67)	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(5) The Board promotes trust among Board members through a culture based on openness and respect (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(6) The Board focuses its time on issues of greatest consequence to the institution (4.75)	9	75.0%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%
(7) The Board has sufficient opportunities for overall development (4.67)	8	66.7%	4	33.3%	0	0.0%	0	0.0%	0	0.0%	12	100.0%

Question(s):

(1) Has the two-day board meeting model implemented this past year improved the performance of the Board, and if so, how?

Responses: 7

Allows adequate time for serious and in-depth discussions.

N/A

The two day has been my only experience.

Yes

I don't believe so. What has improved in the communication and mitigation of risks which previously distracted the BOV members.

It permits opportunity for board members to attend all committee meetings in which they are not assigned.

I believe it has. We are able to interact where the old format didn't make that possible.

(2) Please provide comments or suggestions related to Board Performance.

Responses: 4

N/A

In my short experience President Hemphill and board seem to work in unison.

None

I believe we're performing better and maybe the best we've performed during my time on the Board.

General Comments

(1) In what ways have you found your role as a Board member stimulating or rewarding?

Responses: 9

Feeling involved in success of the university.
 The ability to work in the best interests of the ODU community is important and rewarding.
 I feel I have learned a great deal in a short period of time about the University and higher ed in general. I am proud to be part of the great things ahead for ODU.
 I have learned a tremendous amount about the inner workings of the university in a short period of time.
 Being so highly involved in the important issues facing ODU and having the opportunity to learn about higher education in general has been very stimulating.
 Learn a lot more about Old Dominion University functions.
 Beomg a part of the journey to welcome our new President who is doing a great job!
 I feel I am helping shape the university for the future.
 Being a part of choosing a dynamic new president and being a member of the Board when the next strategic plan was being developed.

(2) What do you consider your primary, non-financial personal contribution to the work of the Board during this past year?

Responses: 8

Updating the bylaws and board policies.
 N/A
 To listen, learn, and provide honest feedback.
 Committee leadership and healthcare industry expertise.
 Engaging in fellowship and discussions.
 Leading change through my committee work and bringing forward areas of opportunity (ex marketing)
 Working on the EVMS merger
 My history and longevity of service at ODU

(3) Do you have any goals for the next 12 months in terms of your role as a member of the Board, and if so, what are they?

Responses: 8

Completion of the Governance Committee's work updating bylaws and board policies.
 N/A
 To continue to learn more about the roles of board and opportunities for ODU.
 I would be honored to serve in a broader leadership role.
 Learn more about the university and try to contribute.
 Continue to improve diversity, equity & inclusion efforts at the University and retain diverse talent.
 Greater focus on student success which is already occurring thanks to President Hemphill's leadership.
 Help bring EVMS over the finish line.

(4) What do you wish you had known when you were first appointed to the Board

Responses: 6	Understand the expectation on (outside of board meetings) university event attendance.
	The University and the higher ed industry are complex, and there is certainly a learning curve on both. However, I think my orientation process was thorough, and the learning curve was as short as possible.
	It's a big responsibility to be taken very seriously.
	It truly takes a couple of years to understand your role on the BOV. I wish I had known how to best prepare for the committee meetings initially.
	Deeper initial understanding of processes.
	The time commitment. I love being on the Board and wish I devote more time to the University.

(5) What area(s) would you like to learn more about in the coming year?

Responses: 6	N/A
	Merger of EVMS
	Medical schools
	The President and staff have done a really good job proactively communicating and providing updates. I would like to continue hearing about our partnership with EVMS, our progress against the Strategic Plan, DE&I and recruitment initiatives to bring in more students.
	Enrollment! Institutional vitality is hinged to enrollment. A deeper data dive to help us understand the state and national trends and ODU's efforts to overcome and complete. Regular updates online will continue to be helpful since this is a key strategic goal.
	The response to increasing tenure among women and minority faculty.

(6) What can the University do to make your experience more fulfilling?

Responses: 6	N/A
	Understand a bit more on student experience and needs.
	Nothing comes to mind. The experience has been great.
	My experience has been great! The BOV team is humming along.
	Keep us involved.
	Nothing. It's been a great experience and an important part of my life.

(7) What is the one thing most important to you that we could change to improve how our Board operates?

Responses: 6	N/A
	Don't have any suggestions at this point.
	I think the Board operates quite well. I don't have any significant recommendations at this time.
	Hybrid approach with the 2 day meetings. My preference was the one day meeting and if two days is required then provide a hybrid approach with one day virtual for committee meetings and one day in person for the full board. The don't have to be back to back in the same week.
	I cannot think of any changes I would like to see.
	Not a thing.

(8) What would you like to tell us that we have not asked?

Responses: 5	N/A
	Nothing
	Nothing comes to mind. The experience has been great.
	Questions asked were sufficient.
	You've covered it all.

(9) Please provide suggestions or comments about the survey itself.

Responses: 6	I would hope that all board members taken the time to complete it.
	N/A
	No
	None
	Thank you for providing the opportunity to provide feedback.
	Gets better every year.