

# AGENDA



Old Dominion University  
Board of Visitors  
April 22, 2021



- a. Tenure Recommendations (pp. 4-28)
- b. Honorary Degree Recommendation (pp. 29-31)
- c. Dual Employment (p. 32)

Consent Agenda

- a. Faculty Appointments (p. 33-35)
- b. Administrative Appointments (pp. 36-39)

Regular Agenda

- a. Proposal to Establish a Faculty Code of Conduct (pp. 40-47)
- b. Request to Change the Name of the Bachelor of Arts and Bachelor of Science Degrees in Women's Studies to Women's, Gender and Sexuality Studies (p. 48)

2. Administration and Finance Committee

*Larry Hill, Chair*

3. Audit and Compliance Committee

*Jerri Dickseski, Chair*

4. Governance Committee

*Jerri Dickseski, Chair*

5. Student Enhancement and Engagement Committee

*Robert Corn, Chair*

- a. Appointment of Student Representative to the Board of Visitors (p. 49)

6. University Advancement Committee

*Unwanna Dabney, Chair*

- a. Proposed Revisions to Board of Visitors Policy 1801, Development Policy (pp. 50-51)

J. Motion for Closed Session

*Toykea Jones, Secretary*

K. Reconvene in Open Session and FOIA Certification

*Kay Kemper, Rector*

L. Old/Unfinished Business

*Kay Kemper, Rector*

M. New Business

N. Board Self-Assessment Survey  
*Kay Kemper, Rector*

O. Adjourn  
*Kay Kemper, Rector*

## TENURE RECOMMENDATIONS

RESOLVED, that upon the recommendation of the Provost, the Academic and Research Advancement Committee recommends that the Board of Visitors approve the award of tenure and promotion to associate professor for the following faculty members at Old Dominion University. The tenure and promotion will be effective with the Fall 2021 semester.

### **College of Arts and Letters**

Staci Defibaugh  
English

Michelle Fowler-Amato  
English

Myles McNutt  
Communication & Theatre Arts

Amy Milligan  
Women's Studies

Alison Reed  
English

### **Darden College of Education and Professional Studies**

John Baaki  
STEM Education & Professional Studies

Elizabeth Burns  
STEM Education & Professional Studies

### **Batten College of Engineering and Technology**

Dipankar Ghosh  
Mechanical & Aerospace Engineering

Navid Tahvildari  
Civil & Environmental Engineering

Hong Yang  
Computational Modeling & Simulation Engineering

### **College of Sciences**

Ke Shi  
Mathematics & Statistics

Jeremiah Still  
Psychology

Xiang Xu  
Mathematics & Statistics

**DR. STACI DEFIBAUGH  
DEPARTMENT OF ENGLISH**

**Ana**

scholarship across multiple disciplines, one reviewer observed, “Dr. Defibaugh’s published work is cited by a variety of scholars in linguistics, discourse analysis, and nursing, from the US and abroad.” Several reviewers drew attention to her presentations at professional gatherings such as the International Association of Applied Linguistics World Congress in the Netherlands as examples of her strong and growing national and international reputation among her peers. Another concluded, “I am confident that her continued work in this area will inform research conducted among her colleagues both nationally and internationally.”

Dr. Defibaugh has demonstrated excellence in service at the departmental, college, university level and to her profession. She made notable contributions as chair of the departmental Faculty Council where she coordinated a comprehensive revision o10 ( a6 (e,-)4 (3092 (pr)3 (-10 (c)4 (oor)3 (di)-2 (nad)-10 ( d83 (





serves as liaison with the College of Education, providing important contributions during the recent Council for the Accreditation of Educator Preparation (CAEP) assessment, and is a member of the university Teacher Education Council. She has been an organizer and keynote speaker for the annual Spring Conference on the Teaching of Writing, a significant outreach event for local secondary school teachers. For her profession, her contributions include providing impactful leads

offerings include Reality Television, Media Spaces: Theme Parks and Introduction to Media Industries. At the graduate level, he instructs students in Digital Methods, a research-based course in media production and consumption, a core class in the master's program in Lifespan & Digital

of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (6-0), the College Committee (10-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr

involves topics of sensitivity and she has established a supportive environment for her students to engage in mutually respectful discourse.

Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (3-0), the College Committee (10-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Milligan for promotion with tenure.

In recognition of her demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Amy Milligan to the rank of Associate Professor with tenure in the Department of Women's Studies.

**DR. ALISON REED**  
**DEPARTMENT OF ENGLISH**

**Analysis and Recommendation:**

The following contains my recommendation for the tenure and promotion application of Dr. Alison Reed, Assistant Professor in the Department of English in the College of Arts and Letters.

The ODU *Teaching*





noteworthy,” “especially relevant,” and “significant.” All reviewers lauded the high quality and visibility of many of the journals in which his work has appeared, including *Education Technology Research and Development* and *Performance Improvement Quarterly*. Several reviewers noted the importance of one of his publications winning the Association of Educational Communications and Technology Design and Development Division’s 2019 Outstanding Journal Article Award. He was also described by one reviewer as “an active participant in the ‘conversation’ in the field,” as evidenced by his 24 peer-reviewed presentations to academic audiences, as well as 15 additional presentations to local and national groups. Regarding his pursuit of external grant funding, several reviewers observed that he has achieved some success in securing such funding. One predicted that his work “has the beginnings of a strong capability for research support.” His research collaborations with prominent scholars in his field, as well as his years of service as Associate Editor of the *International Journal of Designs for Learning* and as President of the Board of Directors of Designers for Learning were cited by a number of reviewers as demonstrating his strong and growing national and international reputation. One concluded, “I believe the field will benefit from his scholarship, focus, and passion for years to come.”

Dr. Bakki has demonstrated excellence in service at the departmental, college, university level and to his profession. He is the graduate program director of the Instructional Design and Technology program and has served on the college’s Human Subjects Review Committee, the university’s Modeling & Simulation Steering Committee, and as evaluator for the Graduate Teaching Assistant Institute. For his profession, he was associate editor for 5 years and now is on the advisory board for the *International Journal of Designs for Learning (IJDL)*. He is currently the guest editor of *IJDL* for a forthcoming special section on Design Learning in a Pandemic. He has been a reviewer for several professional journals and conference session proposals. He has been active, first as a volunteer and later becoming president of the board of directors, with Designers for Learning, a nonprofit corporation that provides instructional design support for underserved social need organizations and opport



**DR. ELIZABETH BURNS**  
**DEPARTMENT OF STEM EDUCATION AND PROFESSIONAL STUDIES**

**Analysis and Recommendation:**

The following contains my recommendation for the tenure and promotion application of Dr. Elizabeth Burns, Assistant Professor in the Department

including *School Library Research*, *Knowledge Quest* and *School Libraries Worldwide*. Several also noted her frequent presentations to prestigious national and international scholarly conferences. Her membership on the editorial board for the 2018 AASL National School Library Standards was recognized by all of the external reviewers as compelling evidence of her intellectual leadership in the field, as well as of her growing national and international scholarly reputation. One commented that she “is a very capable and motivated researcher who has established a strong reputation.” Reviewers also observed that she has actively pursued external funding for research, one arguing, “She is to be commended for her continued perseverance, and I feel confident her efforts will eventually pay off.” In conclusion, one reviewer stated, “The quality of her scholarship and her many awards have enhanced her national and international visibility, bringing distinction to herself, her Department, and to ODU.”

Dr. Burns has demonstrated excellence in service at the departmental, college, university level and to her profession. Dr. Burns has served her department annually during the Library Science Summer Institute, coordinated LiveText Assessment since 2017, and provided important contributions to the recent Council for the Accreditation of Educator Preparation (CAEP) assessment. She has been on the college’s Teacher Education Council since her arrival at ODU. She has received two college level awards, the Service Award in 2018 and the prestigious Sara and Rufus Tonelson Award in

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission.” [p. 54]. The promotion to the rank of Associate Professor is based on “established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas.” [p. 34].

Dr. Ghosh received a B.S. in Chemical Technology from Calcutta University, an M.S. in Materials Science and Engineering from the Indian Institute of Technology, both in India, and a Ph.D. from University of Florida. He joined ODU as an Assistant Professor in the Department of Mechanical & Aerospace Engineering in 2014. Prior to ODU, he was a Postdoctoral Scholar at California Institute  
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Recommendations were received from the departmental, college, and university promotion and tenure committees, as well as from the department chair and the college dean. These different levels of review are important in providing a thorough and fair analysis of a faculty member's contributions in the three areas of evaluation and allow for a uniform evaluation of faculty across departments and colleges. The Department Committee (18-0), the College Committee (5-0) and the University Promotion and Tenure Committee (5-0) all voted in favor of awarding tenure and promotion. The chair and the dean recommended Dr. Ghosh for promotion with tenure.

In recognition of his demonstrated high level of performance in teaching, research, and service, I enthusiastically endorse the recommendations of the chair, dean and the departmental, college, and university-wide tenure and promotion committees to promote Dr. Dipankar Ghosh to the rank of Associate Professor with tenure in the Department of Mechanical & Aerospace Engineering.

**DR. NAVID TAHVILDARI**  
**DEPARTMENT OF CIVIL AND ENVIRONMENTAL ENGINEERING**

**Analysis and Recommendation:**

The following contains my recommendation for the tenure and promotion application of Dr. Navid Tahvildari, Assistant Professor in the Department of Civil & Environmental Engineering in the Batten College of Engineering & Technology.

The ODU *Teaching and Research Faculty Handbook* states, "The main purposes of tenure are to protect academic freedom and to enable the University to attract and retain a permanent faculty of distinction in order to accomplish its mission." [p. 54]. The promotion to the rank of Associate Professor is based on "established high quality of performance in teaching, research, and service and pre-eminence in at least one of these areas." [p. 34].

Dr. Tahvildari received a B.Sc. degree in Civil Engineering from Tehran Polytechnic, an M.Sc. in Civil Engineering from Sharif University of Technology, both in Iran, and a Ph.D. in Civil Engineering from Texas A&M University. He joined ODU as an Assistant Professor in the Department of Civil & Environmental Engineering in 2014. Prior to ODU, he was a Postdoctoral Scholar in the Environmental Fluid Mechanics Laboratory at Stanford University and a Graduate Research Assistant at Texas A&M University.

Dr. Tahvildari has taught seven different undergraduate and graduate courses, primarily in coastal engineering in different instructional formats (i.e., face-to-face, online, and hybrid). As documented in his teaching portfolios and other supporting documents, he has made diligent efforts to improve the structure of his courses and foster student engagement in his courses. In 2016, he obtained a fellowship to participate in the Excellence in Civil Engineering Education workshop offered by the American Society of Civil Engineers, which gave him valuable insights into the range of student learning styles and varied instructional techniques. As a result of attending this workshop, he restructured his curricula. Reviews of teaching portfolios, student opinion surveys and peer evaluation reports provide evidence of steady improvement in his teaching effectiveness that remained on track, despite the recent COVID-19 challenges. He has mentored one doctoral student and five master's students to completion and 1 Tc -0.084(to)Tj0 Tc 0 Tw 0.76 0 Td(-)Tj0.3 lg-2 (JTJ0.03 Td

Dr. Tahvildari's research in coastal engineering is focused on mathematical modeling and fieldwork experiments to elucidate the impacts of sea level rise, storm surge, and wave dynamics on coastal resiliency. Since arriving at ODU, he is credit

conducted my own review of Dr. Tahvildari's materials, including recent student feedback on his teaching effectiveness. In 2017, Dr. Tahvildari was advised to improve his teaching effectiveness by working with the Center for Learning and Teaching (CLT) and to implement the lessons he learned from the teaching workshop sponsored by the American Society of Civil Engineers (ASCE). Reviews of his student teaching evaluations show that he has taken steps to address this concern and make the necessary adjustments and improvements in his teaching style. In the last two years, his effectiveness score has considerably improved in the two undergraduate courses that he has taught. For instance, his score in CEE 330 (Hydromechanics) increased from 2.67 in Spring 2016 to 4.36 in Spring 2020. Also, his score in CEE 304 (Probability, Statistics, and Risk in Civil Engineering) increased from 3.35 in Spring 2018 to 4.13 in Fall 2020. The same trend is observed in his scores in areas other than teaching effectiveness as his average score based on all survey questions increased from 3.56 in Spring 2016 to 4.23 in Fall 2020. This demonstrates that Dr. Tahvildari has been able to make improvements lately even during the transition to online delivery due to the pandemic. Students' qualitative comments also support the fact that he has become a competent teacher. These improvements reflect Dr. Tahvildari's commitment to test and adjust his approach to teaching, seriously consider student feedback, and implement proven techniques for student learning enhancement which he learned from teaching experts in the CLT and ASCE.

I commend Dr. Tahvi

Dr. Yang received a B.E. in Transportation Engineering from Southwest Jiaotong University, an M.E. in Transportation Planning & Management from Tongji University, both in China, and an M.S. in Applied & Mathematical Statistics and a Ph.D. from Rutgers University in New Jersey. He joined ODU as an Assistant Professor in the Department of Modeling, Simulation & Visualization Engineering in 2015. Prior to ODU, he was a Postdoctoral Associate at New York University and Rutgers University, and a Research Assistant at Rutgers University.

Dr. Yang has taught five different courses for the department, two of them required core courses in undergraduate and graduate modeling and simulation academic program

Committee. He has engaged in community outreach as a Board Member of the Tidewater Chinese School, leading teams in “hackathon” competitions, and volunt



Dr. Shi's research involves developing nume



External reviewers offered praise for Dr. Still's research record, with one reviewer commenting, "Dr. Still certainly has developed an independent and sustained program of scholarly activities, and is already a productive scholar." Reviewers noted his work has been published in top-tier journals, including *Human Factors*, *Applied Cognitive Psychology* and *Human-Computer Interaction*. His scholarship is characterized as having an impact in his area of research, with one reviewer commenting, "The citation trends show an encouraging upward trajectory." Reviewers applauded his consistent pursuit of external grant funding and acknowledged his success in securing funding from competitive sources such as the Department of Defense, as well as his submission of multiple patents. Of his potential to win additional support, one reviewer predicted, "I would anticipate that his efforts will lead to more funding in the future." Several reviewers referenced his growing

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**DR. XIANG XU**  
**DEPARTMENT OF MATHEMATICS AND STATISTICS**

**Analysis and Recommendation:**

The following contains my recommendation for the tenure and promotion application of Dr. Xiang Xu, Assistant Professor in the Department of Mathematics & Statistics in the College of Sciences.

The ODU *Teaching and Research Faculty Handbook* states, “The main purposes of tenure are to

and growing scholarly reputation. One asserted, “among his peers, his research achievement in applied mathematics is outstanding.” Others contended, “Dr. Xu has established himself as one of the experts in the US in this field,” and “Dr. Xu is without a doubt a leading mathematician of the young generation of researchers in the areas of modeling and analysis of soft matter.” Of his potential for further development, one reviewer predicted, “I am confident that Dr. Xu will continue to carry out excellent research in these fields in the future.”

Dr. Xu has demonstrated excellence in service at departmental, college, university levels and to his profession. He has been on the departmental Awards Committee and faculty advisor for student clubs in math and statistics. Dr. Xu has been a co-organizer of the Richard F. Barry, Jr. Seminar Series, which brings notable national and international scholars to ODU to exchange ideas and foster collaborations. He was a judge for the Tidewater regional math contest in 2019. He has a substantial record of activity as co-organizer of seven national and regional professional conferences. In 2020, he accepted an invitation from the Simons Foundation to serve on their grant review committee, a prestigious recognition for an assistant professor. He has served as a reviewer for over 25 national and international journals of his profession.



The University also has the second-largest percentage of degrees awarded in STEM-H fields among Virginia's research universities.

Students from other disciplines have also flourished. In 2013, the University received an \$11 million gift from alumnus Mark Strome to create the Strome Entrepreneurial Center, expanding entrepreneurial initiatives for students inside and outside the classroom. In 2017, Old Dominion opened THE Monarch Way, a unique retail store run by students and selling the products of student, alumni, faculty, and staff entrepreneurs.

Other centers and initiatives launched during his presidency include the Centers for Global Health, Social Mobility, and Cybersecurity Education and Research, the Institute for Innovation and Entrepreneurship, the Virginia Institute for Spaceflight and Autonomy, and the Diehn School of Music.

In 2018, Old Dominion launched an expansion of health sciences offerings at its Virginia Beach Higher Education Center, with an increase in nursing classes and the creation of a center focusing on the cutting-edge field of telehealth. Plans are underway for a new \$75 million health sciences building on its main campus in Norfolk.

Also in 2018, Old Dominion opened the Barry Art Museum, funded by a \$37 million donation - the largest in the University's history - from Richard and Carolyn Barry. The museum is positioned to be one of the region's major cultural destinations.

Other buildings that have opened during President Broderick's tenure include:

- Barry Arts Building
- Broderick Dining Commons
- Brooks Crossing Innovation and Opportunity Center
- Education Building
- Engineering Systems Building

Two more, the new Chemistry Building and the Owens House residence hall, are scheduled to open in the spring of 2021.

In 2013, the Board of Visitors also renamed the University's Diversity Champion Award in President Broderick's honor to recognize his commitment to diversity and inclusion, which has helped create a vibrant, multicultural campus. In the fall of 2019, Old Dominion enrolled more than 6,700 African Americans, more than any other public four-year school in Virginia, as well as students from more than 100 countries. In 2019, *Diverse Issues in Higher Education* ranked ODU 14th in the nation in the number of African American students wh-0.004 Tc D AstrU2 (n ader)-1 ( o)-

clear that the University's priority is academics. Sixty-two percent of ODU's student-athletes earned at least a 3.0 grade point average in the fall of 2019.

Old Dominion's benefactors have recognized the president's focus on academic and athletic excellence. Patricia and Douglas Perry in 2018 provided a significant gift to the Perry Honors College and created the John and Kate Broderick Opportunity Scholarship for high-achieving honors students from Virginia. Ron and Scott Ripley, brothers who are alumni, have endowed a scholarship in President and Mrs. Broderick's honor for the women's v



**BOARD OF VISITORS  
OLD DOMINION UNIVERSITY  
RESOLUTION APPROVING DUAL EMPLOYMENT**

**Whereas**, pursuant to Virginia Code §2.2-3106(C)(2) immediate family members may both work at Old Dominion University if (i) they are engaged in teaching, research, or administrative support positions, (ii) this Board finds it is in the best interests of Old Dominion University to allow the dual employment, and (iii) the immediate family member does not have sole authority to supervise, evaluate or make personnel decisions regarding the other, and

**Whereas**, the following individuals both work in the Office of Admissions and special care has been taken that neither has authority to evaluate, supervise or make personnel decisions regarding the other,

J. Christopher Fleming and Demetria Faith Fleming, parent/child,

**Be it Resolved** that the Board of Visitors of Old Dominion University finds that it is in the best interests of the University and the Commonwealth for the dual employment of the above named to exist.

**Be it Further Resolved** that the dual employment of those listed above is recognized and approved effective retroactively to the date of their respective hire.

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## FACULTY APPOINTMENTS

RESOLVED, that upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following faculty appointments.

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Ms. Loretta Alsop Lecturer of Mathematics and Statistics	\$55,000	12/25/20	10 mos (v4 Td[(T)-3 .1(er) Tw5(

Ms. Alsop received an M.S. in Mathematics and Statistics and a B.S. in Mathematics Education (5 (F)]TJ0 Tc2 6

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<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Demetrice Smith-Mutegi Assistant Professor, Department of Teaching and Learning (Tenure Track)	\$67,106	7/25/21	10 mos

Dr. Smith-Mutegi received a Doctor of Education, Science Education from Morgan State University, a Master of Arts in Teaching, Science Education from East Carolina University, and a B.A. in Biology from the University of North Carolina at Chapel Hill. Previously she was an Assistant Professor of STEM Education at Marian University, Klipsch Educators College.

Dr. Veronica Thomas Associate Professor, Department of Marketing (Tenure Track)	\$136,000	7/25/21	10 mos
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Dr. Thomas received a P

## **ADMINISTRATIVE FACU**

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Ms. Shanna Crockett Digital Media and Graphic Design Advisor, Tech Talent Program, Academic Affairs, and Instructor	\$43,000	2/10/21	12 mos

Ms. Crockett received a B.F.A. in Graphic Design and an M.A. in Lifespan and Digital Communication, both from Old Dominion University. Previously, she worked as the Creative Communications and Design Coordinator for the University's Center for High Impact Practices. (new position)

Ms. Venicia Ferrell Research Associate, Center for Educational Partnerships, and Instructor	\$90,000	3/10/21	12 mos
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Ms. Ferrell received a B.S. in Biology and an M.S. in Teaching Biology, both from Hampton

<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Kevin Leslie Executive Director, Hampton Roads Biomedical Research Center, and Assistant Professor	\$160,000	12/10/20	12 mos

Dr. Leslie received a B.S. and an M.S. in Biology, both from the College of William and Mary, and a Ph.D. in Integrated Life Sciences from Virginia Commonwealth University. Previously, he worked as the New Venture Manager for VCU Ventures. Dr. Leslie also worked as a Senior Scientist for MR Technologies in Midlothian, VA and as a Laboratory and Research Manager for Virginia Commonwealth University.

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<u>Name and Rank</u>	<u>Salary</u>	<u>Effective Date</u>	<u>Term</u>
Dr. Don Stansberry Vice President for Student Engagement and Enrollment Services (SEES)	\$235,000	1/10/21	12 mos



**APPROVAL TO ESTABLISH A FACULTY CODE OF CONDUCT**

RESOLVED. that upon the recomme





The integrity of the relationship between faculty and students is the foundation of the University's educational mission. This relationship vests considerable trust in the faculty member, who, in turn, bears authority and accountability as mentor, educator, and evaluator. The unequal institutional power inherent in this relationship heightens the vulnerability of the student and the potential for coercion. The pedagogical relationship between faculty member and student must be protected from influences or activities that can interfere with learning consistent with the goals and ideals of the University. Whenever a faculty member is or will be responsible for academic supervision of a student, a personal relationship between them of a romantic or sexual nature, even if consensual, is inappropriate. Any such relationship jeopardizes the integrity of the educational process. Faculty members are expected to treat students with respect, providing guidance and mentoring in a manner that avoids verbally abusive interactions. **In this section, the term student refers to all individuals, whether undergraduates, graduate students, postdoctoral fellows, or other trainees, under the academic supervision of faculty.**

- A. Faculty are expected to:
1. Encourage student learning both in and out of the classroom;
  2. Demonstrate respect for students as individuals;
  3. Adhere to their roles as intellectual guides and counselors;
  4. Foster honest academic conduct;
  5. Ensure that faculty evaluations of students reflect the students' true merit;
  6. Acknowledge students' significant academic or scholarly contributions in publications, presentations, and other scholarly endeavors;
  7. Protect students' academic freedom;
  8. Avoid or appropriately manage dual relationships with students in a manner that respects their autonomy and the rights of other students;
  9. Where relevant, disclose conflicts of interest.
  10. Meet the responsibilities of instruction and refrain from:
    - a. arbitrary denial of access to instruction;
    - b. significant intrusion of material unrelated to the course;
    - c. evaluation of student work by criteria not directly reflective of course performance;
    - d. delay in evaluating student work that is excessive and beyond course and department standards.



3. Practice scholarly activities within their bounds of expertise, making the distinction between public statements of expertise and non-expert personal opinion;
4. Where relevant, disclose conflicts of interest;
5. For full-time faculty members or part-time faculty members whose primary scholarly work was done at Old Dominion University, to acknowledge Old Dominion University as their primary institutional affiliation.

### **3. Faculty's Responsibility to the University**

Ethical Principles. "As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions." (AAUP Statement, 1966; Revised, 2009)

#### **A. Faculty are expected to:**

1. Seek above all to be effective teachers and scholars;
2. Observe the stated regulations of the institution, provided the regulations do not contravene academic freedom;
3. Maintain their right to criticize and seek revision of the institution's regulations;
4. Give due regard to their paramount responsibilities within their institution in determining the amount and character of the work done outside it;
5. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions. They do not engage in activities that may disrupt future research or instruction, such as deleting online course content from University-managed servers.
6. Observe or abide by university policies and rules governing:
  - a. intentional disruption of functions or activities sponsored or authorized by the University;
  - b. incitement of others to disobey or disrupt functions or activities sponsored or authorized by the University;
  - c. unauthorized use of University resources or facilities for personal, commercial, political, or religious purposes;

- d. forcible detention, threats of physical harm to, or harassment of another member of the University community, that interferes with that person's performance of University activities;
- e. the professional conduct of faculty, including but not limited to policies applying to research, outside professional activities, conflicts of commitment, clinical practices, violence in the workplace, and whistleblower protections.

#### **4. Faculty's Responsibility to Colleagues**

Ethical Principles. "As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and

13. Refrain from behavior that is disruptive to another faculty member's exercise of their academic freedom, freedom of expression, teaching, scholarship, professional service, or other pertinent academic duties.

## **5. Faculty's Responsibilities in The Community**

Ethical Principles: "As members of their community, professors have the rights and obliga







**NUMBER:** 1801  
**TITLE:** Development Policy  
**APPROVED:** August 14, 1981; Revised June 19, 1986; Revised June 12, 2014;  
Revised April 21, 2021

I. General Policies

- A. Solicitation for gifts for the university or any of its colleges, schools, departments, centers, institutes, or programs must have the prior written approval of the president or a designated representative- and comply with the following Code of Virginia statute: §\_\_\_\_\_.  
Governing board; additional duties; policy; acceptance of terms and conditions associated with donations, gifts, and other private philanthropic support.
- B. Private gifts or grants which entail a commitment on the part of the university may not be accepted without the written approval of the president or a designated representative.
- C. All gifts shall be received, recorded, and acknowledged by the Office of Development Administration (

The Commonwealth of Virginia established the eminent scholars program in 1964 to encourage endowment gifts to attract and retain outstanding faculty. The program provides state funds to match the income from endowments established for this purpose. Virginia was the first state to establish such a program. Old Dominion University has participated in this program from its inception and encourages such endowment gifts.

D. Named Chair

A chair may be named in recognition of an endowment gift sufficient to provide for ~~the entire compensation of a distinguished scholar~~ a significant salary supplement. Ideally, such an endowment would provide for ~~secretarial administrative~~, travel, and research support in addition to compensation.

E. Named Professorship

A professorship may be named in recognition of an endowment gift for a salary supplement sufficient to attract and retain a distinguished scholar.

F. Named Visiting Scholar or Artist

A visiting scholar or artist may be named in recognition of an endowment gift sufficient to provide for the cost of such a program.

G. Named Lectureship

A lectureship or lecture series may be named in recognition of an endowment gift sufficient to provide for the honorarium and expenses related to the lecture.

H. Named Fellowship

A fellowship may be named to recognize an endowment gift to provide for tuition and fees assistance and a research stipend for a graduate student.

I. Named Scholarship

A scholarship may be named to recognize an endowment gift to provide for tuition and fees assistance for an undergraduate student. An athletic grant-in-aid may be named to recognize an endowment gift to provide for tuition, fees, room and board, and books assistance for a student-athlete.

J. Other Named Funds

The president of the university may establish other named funds such as library or book funds, loan funds, or prize funds when a gift or gifts are sufficient to meet an objective of the university.

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