



TO: Board of Visitors Governance Committee Members

Jerri F. Dickeski, Chair
D. R. (Rick) Wyatt, Vice Chair
P. Murry Pitts (*ex-officio*)
Andrew Hodge (*ex-officio*)
E.G. (Rudy) Middley FROM Ashley Schumaker
Chief of Staff and Executive Vice President for Strategic C

DATE: November 22, 2024

SUBJECT: December 6, 2024, Meeting Agenda

The Board of Visitors Governance Committee will meet on Friday, December 6, 2024, from 8:00-8:30 AM in the Board Room of the Kate and John R. Broderick Dining Commons.

The agenda and supporting materials are enclosed.

AGENDA

- A. Approval of 2025 Board Self-Assessment Survey
- B. Proposed Revisions to Board of Visitors Policy 1106 – Public Com
Undergraduate Tuition and Mandatory Fee Increases
- C. Proposed Revisions to Board of Visitors Policy 1419 – Course Mat
Policy
- IV. Next Steps
- V. Special Recognition
- VI. Adjourn

Overview - 2024 Board of Visitors Self-Assessment Survey

17 of 17 Submitted - 6 Categories - 54 Questions

Overall Score 4.52/5

Knowledge of Old Dominion University	4.18
Fiduciary Responsibilities	4.61
Board Experience and Service	4.61
Committee Meetings	4.59
Board Performance	4.58
General Comments	

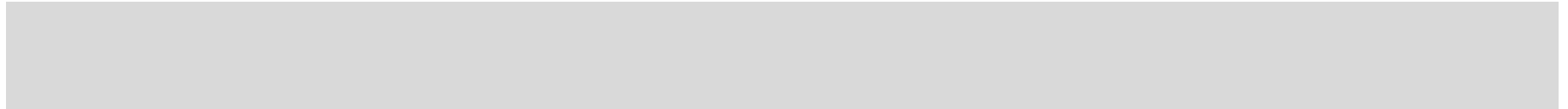
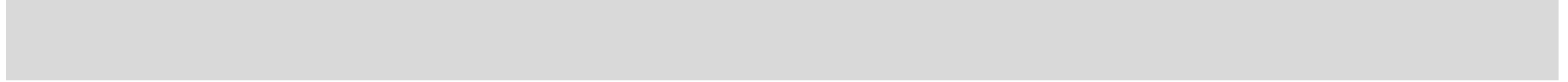
	N=17	4.18/5.00	N	%	N	%	N	%	N	%	N	%	Total	Total Percent
(1) I have a clear understanding ODU's Mission and Strategic Plan (4.88)	15	88.2%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	17	100.0%
(2) I am well informed about ODU's educational programs and academic quality (4.47)	9	52.9%	7	41.2%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	17	100.0%
(3) I understand the needs, concerns, and perspectives of our students(3.94)	4	23.5%	8	47.1%	5	29.4%	0	0.0%	0	0.0%	0	0.0%	17	100.0%
(4) I understand the needs, concerns, and perspectives of our alumni(3.82)	4	23.5%	7	41.2%	5	29.4%	1	5.9%	0	0.0%	0	0.0%	17	100.0%
(5) I understand the needs, concerns, and perspectives of our faculty(3.58)	2	11.8%	7	41.2%	7	41.2%	1	5.9%	0	0.0%	0	0.0%	17	100.0%
(6) I understand the needs, concerns, and perspectives of our Cabinet(4.29)	6	35.3%	10	58.8%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	17	100.0%
(7) I follow trends and developments in higher education and in our community that may affect ODU (4.29)	7	41.2%	8	47.1%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	17	100.0%

Question(s):

Responses: 8

The BoV has made tremendous progress with the EVMS partnership! Truly remarkable. The President and his staff do a great job of having presentations from various ODU communities to include faculty, staff, students and others. President does an outstanding job keeping the board members informed. Don't feel like I get "briefed" enough between meetings; think we need more information than news clips. Overall, I have been fortunate to be associated with ODU since I 2.3 (i)0.6 (t)12.8 (h O)11.7 (06 Tc -7.1e)4 (nt)12.9 (s)6%.7 (i)td2386.4 (i)03ke I get "brobrobrobro

N=17 4.61/5.00	N	%	N	%	N	%	N	%	N	%	Total	Total Percent
(1) I have been informed of my responsibilities and expectations related to Board service (4.88)	15	88.2%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	17	100.0%



(12) I feel that my interests, skills and background are utilized effectively as a Board member (4.41)	9	52.9%	6	35.3%	2	11.8%	0	0.0%	0	0.0%	17	100.0%
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Question(s):

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

Responses: 5

Being on the board has been time well spent for me. I've enjoyed shaping alongside other BoV members with different backgrounds and mindset.

It has been interesting.

Being selected to serve has been an experience that I am extremely proud of and hope that my contribution as a board member will benefit the university.


I feel we often do not have the time to have in-depth strategic discussions outside of our retreats.

Total

I think the 2 day board meetings have created more board members involvement and cross pollination, where board members may not sit in on other meeting in the past.

Yes. Good to split up all the committee meetings. It makes for a more condensed 2 days.

not really



Responses: 3

Question(s):



Responses: 10

If all board members attended more committee meetings, beyond their own, it would make our performance better.
Yes wealth of knowledge shared.



Responses: 16

Being on the Board is an honor and the best part for me was shaping the future and hiring a new President
I've learned so much about ODU and its constituents in my time as a board member and have developed great team relationships with my board colleagues.
As a board member and community member discovering the value of ODU
Learning more how the university runs all the effort that put into administration how big are operation it is
If and when I am asked or given a chance to make comments on issues.
Being a part of the governing/strategic process.
Learning about the asset ODU is to this region. Learning about the merger with EVMS. Learning about the focus on the future. Watching effective leadership under.
Pres. Hemphill. Meeting other interested members of the board who care about ODU
Helping us achieve the goals of our Master Plan and seeing our merger with EVMS come together.
Very rewarding to be a part of ODU right now as it plays an increasingly important role in this community.
I have learned far more than I could have ever dreamed about the operation of the university.
Being a part of an institution that is growing and achieving.
I do not feel particularly well informed between BOV meetings, even though I serve on the executive board.
Being able to bring my experience as an Alum and Business owner in the community to share with the board.
I have found the experience so far as very rewarding. Brian and Team have made incredible headway. Our tailwinds are many and with the EVMS merger closing soon ,
WOW. Love being on the winning team!
Learning about the trends and challenges in higher education has been fascinating.
I have enjoyed it and found it to be beneficial in general.

Responses: 15

To provide guidance & support to the President
I've worked with my board colleagues and the President and staff to do a nearly total update of the by-laws and policies and procedures that help govern the Board
and outline the Board responsibilities.
My insight
Being a good listener and expression, your opinion
Just mainly listening.
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No

Continue to do what I can to help move ODU forward.

Primary Goal: To support the President Hemphill and make certain that the EVMS merger is well done for the sake of ODU and the Hampton Roads Region.

Responses: 10

I feel like it took 2 years to fully understand my role on the board and to make an impact
More of the members
What a big responsibility it is

NUMBER: 1106
TITLE: Public Comment on Undergraduate Tuition and
Mandatory Fee Increases
APPROVED: December 5, 2019
SCHEDULED REVIEW DATE: December 20~~1~~

In accordance with §3.1-307(D) of the Code of Virginia, the Old Dominion University Board of

- F. All public comment made at the public comment session must be limited to the topic of undergraduate tuition and mandatory fee increases and each registered speaker will be allowed to speak for up to three minutes.
- G. Dedicated time slots will be reserved during the public comment session for the student representative to the Board and a representative of the Student Government Association should they wish to make comments.
- H. The public comment session will be limited to 60 minutes. If time remains during the one hour public comment session after the registered speakers offer their comments, additional individuals may be offered the opportunity to speak, but will be limited to speak for only two minutes.
- I. Written comments will also be accepted from the date that the public notice is issued until 24 hours prior to the meeting at which the Board considers tuition and fee increases and may be submitted in hard copy or via email. Instructions for doing so will be included in the public notice.
- J. The Board will not respond to oral or written comments.

In accordance with § 23.307(F) of the Code of Virginia, the Board of Visitors, through the Rector or his/her designee will provide the public with an explanation for any deviation from the projected range of the planned increase in undergraduate tuition and mandatory fees that it previously provided to the general public. Such explanation will be provided orally or in written form before the Board takes final action on any undergraduate tuition and mandatory fee increase. The Board's minutes will include the written comments or a transcript of the oral comments.

NUMBER: 1419

TITLE: Course Materials Adoption Policy (Reviewed; No Proposed Revisions)

APPROVED: April 25, 2019

I. Policy Statement and Purpose

In accordance with the Code of Virginia §23.1-1308, it is the policy of Old Dominion University to encourage efforts to minimize the cost of course materials for students while maintaining the quality of education and academic freedom. In addition, pursuant to §23.1-1308, Old Dominion University shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at the University.

II. University Compliance

To the maximum extent practicable, each institution of higher education receiving Federal financial assistance shall disclose, on the institution's Internet course schedule and in a manner of the institution's choosing, the International Standard Book Number (ISBN) and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule used for preregistration and registration purposes.

Pursuant to § 23.1-1308.3:1 of the Code of Virginia, no employee at Old Dominion University shall demand or receive any payment, loan, subscription, advance, deposit of money, services or anything, present or promised, as an inducement for requiring students to purchase a specific textbook required for coursework or instruction, with the exception that the employee may receive

- (i) sample copies, instructor's copies, or instructional material, not to be sold, and
- (ii) royalties or other compensation from sales of textbooks that include such instructor's own writing or work.

Faculty members may require course materials they have authored or co-authored for classes they teach. However, the selection of one's own course material for which the faculty member is receiving remuneration should be communicated to the department chair (or the Dean if the faculty member teaching the course is the chair) prior to adoption. The chair should determine that the course materials are appropriate for that class and keep a copy of the communication in the department file.

III. Definitions

- A. Course materials- For the purpose of this policy, course materials include but are not limited to textbooks, articles, videos, streaming media, software applications and/or media bundles designed to be used in a course to introduce students to a subject or continue basic instruction at the intermediate or advanced level. Commonly,

although not always, course materials include study questions, discussion topics, study guides or exercises at the end of each chapter and may be published in subsequent editions in order to update information in previous editions. Course materials may be designed for use in undergraduate courses, graduate courses, or for use in professional programs.

- B. Open Education Resources- For the purposes of this policy, the definition of the

the same non-OER textbooks for consecutive semesters. Except in unusual circumstances, non-OER textbooks used in sequential courses (e.g., PHYS 101N and PHYS 102N) should not be changed after the first semester.

- D. Faculty are encouraged to use new technologies and packaging techniques such as e-text and bundles that reduce the cost of course materials to students.
- E. Faculty are encouraged to provide instructional materials for students to use through their respective departments and/or the ODU Libraries.
- F. No funds provided for financial aid from University Village Bookstore revenue shall be counted in the calculation for state appropriations for student financial aid.
- G. Faculty should avoid requiring students to purchase materials that will not be used for pedagogical purposes in their courses. For instance, faculty are discouraged from requiring students to purchase technology or software simply to track attendance.
- H. Courses with zero or low-cost educational resources should be advertised to students.

VI. Responsibilities of the Faculty

- A. Faculty, departments and/or schools should provide required or assigned OER and non-OER course materials information for each particular course to the University Village Bookstore by the specified due date published by the University Village Bookstore. Exceptions will be made for faculty who are hired or assigned after the course adoption due dates. Chairs are encouraged to make the appropriate course adoption adjustments as soon as possible in these cases.
- B. Faculty members shall affirmatively confirm their intent to use each item in a bundled package when placing an adoption for such a package. If the faculty member does not intend to use all items in the bundle, he/she shall notify the University Village Bookstore of the items required, and the Bookstore shall order the individualized items when the store's procurement is cost effective for both the institution and students and such items are made available by the publisher.
- C. Departments offering courses that have adopted OER course materials should submit an OER course material adoption report to the Assistant Vice President for Auxiliary Services.
- D. Instructors of courses adopting OER course materials should post the resources online prior to the beginning of the semester and notify students in the class how to access it

VII. Responsibilities of the University Village Bookstore

- A. The University Village Bookstore Textbook Manager will communicate the requirements and due dates for course adoptions each academic session and follow

communications will be sent to the department chairs and the faculty if the requested materials are not available from the publisher or obtained in a timely manner.

1. The University Village Bookstore continuously works directly with instructors and departments to collect adoptions throughout the process.
 2. The OER course material adoption report should be submitted prior to the beginning of the semester.
 3. Leading up to and after the due date passes, a course material adoption report is sent to the Assistant Vice President for Auxiliary Services and the Provost's Office to be forwarded to the deans and chairs. This process continues through the beginning of classes each semester.
 4. Approximately one month after the start of the fall and spring semesters, the University Village Bookstore alerts the Provost's Office about textbook submissions. The Provost's Office sends an email to deans, chairs, and instructors informing them that it is time to submit course material orders for the next semester to the University Village Bookstore.
- B. The University Village Bookstore shall provide a convenient course materials adoption process, including a web-based method, to expedite the ordering process for non-OER course materials
- C. The University Village Bookstore shall note courses that utilize OER course materials on the course materials website.
- D. Centralized listings of course materials required or assigned for particular courses shall be available from the University Village Bookstore's website after the relevant instructor or academic department notifies the University Village Bookstore. The University Village Bookstore shall post the relevant information received from the faculty in a timely manner. The listings shall be in a standard format and include the International Standard Book Number (ISBN), when applicable, along with other relevant information.

VIII. Responsibilities of the OER Committee

The OER Committee reports to the Provost and Vice President for Academic Affairs on the development and enforcement of the University's Course Materials Adoption Policy. The Provost appoints Committee members, to include representatives from the faculty, University Libraries, Information Technology Services (ITS), University Bookstore, Institutional Effectiveness and Assessment, Student Engagement and Enrollment Services (SEES) representative (and/or student), Center for High Impact Practices (CHIP) representative, Center for Learning and Teaching (CLT), Center for Faculty Development, and senior University management. The Provost will solicit recommendations from the Deans for the faculty representatives, who will constitute the majority of the committee. The OER Committee may create subcommittees and task forces as needed to carry out its responsibilities.

Other Committee responsibilities include:

- A. Guiding updates to this policy.
- B. Developing strategies and actions, setting timelines, and determining outcomes that will advance the University's efforts to facilitate adoption of OER.
- C. Tracking local, national, and international developments within the area of OER.
- D. Implementing and coordinating a training program available to faculty on OER. Stimulating discussion, generating supporting material and developing venues for communication and education.
- E. Seeking collaborative ventures internally and with other institutions.
- F. Exploring and identifying possible high impact initiatives that the University could either launch or support, such as pilot projects that promote creation and/or adoption of OER.
- G. Consulting broadly with individuals, groups, and units as needed.

Contacts:

The Office of the Provost and Vice President for Academic Affairs officially interprets this policy. The President may revise or eliminate any or all parts as necessary to meet the changing needs of Old Dominion University and the Commonwealth of Virginia.