

## Spring 2023 Strategic Plan Progress Report: Academic Excellence

Goal/Strategy	Goal	Strategy	Progress	Challenges	Collaboration	Next Steps	Investments	Responsible Party/Submitter
1.a.			The University is currently working with the Hampton Roads Workforce Council; the Hampton Roads Alliance; the Hampton Roads Executive Roundtable; the Hampton Roads Planning District Commission; the Hampton Roads Military Federal Facilities Alliance; regional mayors and city managers, as well as the GO Virginia Council 5 and RVA757 Connects to identify the critical industry clusters and determine how ODU is positioned to provide the necessary degrees and certifications to strengthen and grow the regional economy.	N/A	Academic Affairs	Next steps are to continue evaluating opportunities; strengthen existing external partnerships; and create new partnerships, thereby placing ODU at the forefront of all workforce initiatives	There is a need for a robust CRM system that can be accessed and utilized by all critical stakeholders across the institution, as well as a more streamlined interaction for external partners.	Associate Vice President for Corporate Partnership Sarah Jane Kirkland
		Partner with industry and public sector leaders to identify and respond to regional, national, and global workforce needs	Working in collaboration with industry partners, two undergraduate degree programs (i.e., a BS in manufacturing engineering technology and BS in Data Science) have been developed; two schools (i.e., School of Data Science, School of Supply Chain, Logistics, and Maritime Operations) and one Institute (i.e., Institute of Data Science) have been established. Two training grants have been secured to develop lab schools focusing on maritime and computer science. The School of Nursing secured funds from the HRSA to launch the ODU Community Care mobile van to provide primary care services in City of Franklin. The Darden College of Education and Professional Studies developed new teacher training cohorts with school districts across Hampton Roads to address the educator shortage issue; expanded the Teacher in Residence program; and revised the hospitality and tourism curriculum. The University also signed a cooperative transfer agreement with Tidewater Community College to ensure seamless pathways for community college students.	Four major challenges are: (a) the difficulty of collecting industry and government data; (b) balancing industry and VCCS expectations with accreditation requirements; (c) SCHEV's program review and approval process; and (d) faculty and staff shortages.	The external partners colleges and schools are collaborating with include: Manufacturing Association, VCCS, Maritime Advisory Board, School Districts (i.e., Chesapeake, Newport News, Norfolk, Virginia Beach, Portsmouth, Hampton, Eastern Shore, Williamsburg James City County, Henrico, Frederick, Accomack, Caroline County), Alternative Paths Training School, CHKD, City of Franklin, Virginia Department of Health, Virginia Housing Authority, People In Need (PiN) Ministry, Gold Key PHR, and Retro Hospitality.	To achieve this goal, efforts will be devoted to: identify and invite industry partners to attend a campus orientation; work with manufacturing partners and VCCS representatives to finalize the submission of the program of the BS in Manufacturing Engineering Technology to SCHEV; finalize the Institute of Data Science structure, secure SCHEV's approval for School of Supply Chain, Logistics, and Maritime Operations; submit funding proposals for the lab schools; expand the cohorts of the teacher training program; and evaluate data from sources to determine additional needs health professions programs.	Additional funding may be needed to support the lab schools.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
1.b.	Serve as a leading institution in the Commonwealth of Virginia in developing and offering relevant, signature academic programs to meet regional and global workforce needs	Utilize regional and national labor market data to develop or expand high-demand academic programs	Proposals to establish two graduate degree programs (i.e., MS in Geographic Information Science and Technology and MS degree in Criminology) are being prepared for submission to SCHEV in March 2024. The number of students admitted to the nurse anesthesia, Psych-Mental Health NP, and pre-licensure BSN has increased. The addition of three graduate health sciences degree programs (i.e., Master of Science in Molecular Diagnostics and Precision Medicine; Doctor of Athletic Training; and Doctor of Applied Science in Kinesiology) will be launched as soon as final approval is received from SACSCOC. Based on BLS labor market data, fully-online options for graduate counseling and human services programs are being developed and application is being prepared for submission to the Council on Dental Association (CODA) to expand the pre-licensure dental hygiene program and to the Commission on Accreditation of Physical Therapy Education (CAPTE) to increase class size from 40 to 48.	Two critical challenges to developing or expanding programs are recruitment and retention of faculty and finding adequate clinical placement sites.	Academic Affairs internal units; Digital Learning; SCHEV; EVMS, and regional health care organizations (i.e., Sentara, CHKD, Sentara Medical Group, Chesapeake Regional, Bon Secours, and Riverside)	Next steps include: submitting changes to SCHEV to implement for Fall 2024; moving content for cybersecurity into online modules; submitting letter of intent to CAPTE by January 1, 2024; submitting a proposal by February 1, 2024; submit a letter of request to expand the Dental Hygiene program to CODA by November 1, 2023; and partner with EVMS on SACSCOC approval and address curricular changes and catalog changes for the Master of Science in Molecular Diagnostics and Precision Medicine, the Doctor of Athletic Training, and the Doctor of Applied Science in Kinesiology program.	As cybersecurity grows, additional lines will be needed. Additional funds will be needed for two additional DPT clinical faculty to support program expansion. Additional adjunct clinical faculty for oversight of additional dental hygiene students.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
1.c.		Create seamless pathways for community college students to transfer into high-demand bachelor's programs that address regional and global demands	The Transfer Initiatives/Academic Success Center is continuously expanding the number of transfer agreements for VCCS applied degrees. The 11th individual Cybersecurity transfer agreement was finalized in Spring 2023 and established the G3 transfer agreement with TCC for the BS in Human Services. Efforts are underway to develop an innovative transfer agreement with key partners for the new BS Engineering Technology with a major in Manufacturing Engineering Technology. In addition, work on Transfer VA transfer guides continues for transferable VCCS associate degrees. Finally, ODU and TCC partnered and launched the TCC-ODU Monarch Ready program offering joint support services to students, who may need additional preparation prior to enrollment at ODU and in order to create pathway for TCC and Paul D. Camp students to enroll in health science and early childhood education programs at ODU.	The process of developing, reviewing, or updating transfer articulation agreements (i.e., course equivalencies and curriculum mapping) can be time consuming.	Academic Affairs internal units and unit leaders at VCCS	Next steps are to fully implement the TCC-ODU Monarch Ready Program; evaluate the effectiveness of other transfer pathways initiatives designed to provide a seamless transition for community college students; and explore ways to improve the process of reviewing and approving articulation agreements.	Several positions at the Regional Higher Education Centers have been repurposed to support advising and transfer initiatives.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.

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2.a.		Emphasize the value of undergraduate experiential learning in faculty recruitment, evaluation, and retention efforts	The Monarch Internship and Co-Op Office was created in the Academic Success Center to centralize support for internships and co-ops. The School of Nursing hired a simulation nurse educator to grow hands-on simulation learning experiences in undergraduate and graduate nursing curricula. Nursing students are assigned rotations as members of the health care team providing primary care services to residents of the City of Franklin. The ePortfolio and Digital Initiatives housed in the Academic Success Center are tasked with providing tutoring, workshops, class visits, tutorials related to high impact/experiential digital pedagogical practices such as ePortfolio integration and XR-enhanced activities. All programs in the Darden College of Education and Professional Studies offer courses with field experience and most require an internship course as part of the curriculum. Except for the undergraduate program in speech language pathology, all programs in the College of Health Sciences offer experiential learning opportunities for students.	Recruitment and retention of faculty and preceptors.	Academic Affairs is collaborating with faculty in the School of Dental Hygiene, Center for Faculty Development, Career Development Services, colleges, City of Franklin, Franklin City Public Schools, school districts across the state, and agencies/industries across the nation.	Next steps are to recruit two internship advisors; establish an external advisory board for internships and co-ops; and develop and establish faculty recognition award for the integration of innovative experiential learning opportunities.	N/A	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
			Faculty are currently working on developing an exit survey for students across all programs to gather feedback on their learning experiences as nursing students. Nursing education inherently includes experiential learning experiences, but faculty are interested in learning more about students' perceptions of these experiences and the degree to which students feel they are prepared to enter the workforce.	N/A	Faculty	Survey feedback will be collected from December 2023 graduates and shared in the subsequent Curriculum Committee meeting for analysis and recommendations with the goal/purpose of continuous improvement.	N/A	Interim Dean of the School of Nursing Suzanne Wright, Ph.D.
2.b.	Provide high-impact experiences for all undergraduate students through experiential learning programs	Incentivize faculty to implement and integrate experiential learning pedagogies into their courses	The Batten College of Engineering and Technology created a faculty advisory committee and funded new equipment for the Monarch Engineering and Innovation Laboratory (M-Lab) to increase faculty integrating design-prototype projects into classes. A university-wide faculty advisory committee for internships and co-ops has been established. Eighteen nursing faculty participated in Design Thinking workshop, and eighteen more faculty participated in workshop aimed at increasing faculty adoption of ePortfolio pedagogy. Stipends were provided for faculty to teach in learning communities with a workshop developed for forty-five faculty participants. The College of Health Sciences is working with EVMS and ODU academic programs to develop experiential learning opportunities for undergraduate students within the first 0-60 credits.	There is limited space and facilities, especially for Engineering students. There needs to be incentives for faculty to implement active, student-centered pedagogies. There also needs to be funding for faculty stipends to implement more learning communities across the colleges, which is currently limited. School licensure reciprocity across state lines is needed for online teacher education students.	Academic Affairs internal units; Administration and Finance; and industry representatives	Incentivize more nursing faculty to participate in Design Thinking and/or Simulation training. Work with departments to expand the use of ePortfolio by faculty and students. Identify the opportunities for students to participate in experiential learning and devise a system for monitoring participation.	N/A	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
			Faculty continue to develop non-traditional, learning-based activities into the undergraduate and graduate curricula in efforts to promote experiential learning. This approach offers the opportunity to enhance interprofessional education, increase the use of simulation, and improve clinical judgment in new graduate and advanced practice nurses.	Students must be informed that their experience in the classroom may be different from what they have experienced in the past. Alumni working as preceptors in the clinical area must have a good understanding of how students are being taught in the classroom to ensure a quality learning experience. Faculty must be trained in non-traditional teaching methods as they involve methodologies that faculty have not utilized in the past and/or may not be familiar with.	Academic Affairs internal units; Digital Learning; and American Association of Colleges of Nursing leaders	Work is ongoing to transform all nursing programs to CBE and incorporate the new essentials for nursing published by the American Association of Colleges of Nursing.	N/A	Interim Dean of the School of Nursing Suzanne Wright, Ph.D.
2.c.		Establish an Academic Innovation Team to work collaboratively with faculty and staff across departments and colleges to research, develop, and implement strategies aimed at improving academic achievements of undergraduate students	Action on this strategy was placed on hold until the onboarding of the new Vice President for Student Engagement and Student Services.	N/A	Academic Affairs internal units and Student Engagement and Enrollment Services	N/A	N/A	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
2.d.		Charge the Perry Honors College to promote and expand experiential learning and post-graduate opportunities among undergraduate students	The Graduate School and the Perry Honors College have begun meeting around expanded fellowship and other post-baccalaureate opportunities for seniors and recent graduates in order to lay the groundwork for a future fellowship office. The initial focus will be on developing a pool of Goldwater Fellowship applicants. The Perry Honors College has begun revamping its Undergraduate Research Apprenticeship program to engage more departments/schools across the University.	There needs to be identified staffing and financial resources for a future fellowship office, as well as additional financial resources for the revamped research program.	Academic Affairs internal units	A Provost's Fellow position is being requested to guide the formation of a future fellowship office. Identifying graduate students to serve as research mentors and conduct an external review of the Honors College will also be important next steps.	There will be a request to allocate funds to appoint an Assistant Dean and hire an administrative assistant position in the Perry Honors College.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
2.e.		Provide funding to enhance the capacity of the Center for Interprofessional Healthcare Practice, Education, and Research (I-HEAR) to support the engagement of health professions students in community-based health services	Through I-HEAR, students and faculty from several health sciences programs at ODU (i.e., nursing - undergraduate and graduate-, athletic training, dental hygiene, physical therapy, speech and language pathology, and human services) provided care in five pop-up clinics that have served over 110 children, including those unable to obtain physicals for school and 20 women including those who are unhoused and Hispanic women in need of women's health care. In addition, a nurse-run I-HEAR clinic provided health services every other Tuesday to meet the needs of homeless individuals at the People in Need (PiN) clinic both in-person and through telehealth.	Faculty shortages negatively impact capacity to expand.	Academic Affairs internal units; community-based organizations (i.e., PiN Ministry); and health care organizations (i.e., Sentara)	Next steps are to secure funding through HRSA to expand enrollment of underserved minority nursing students to engage in underserved hands-on clinical training opportunities, as well as develop a strategic plan for I-HEAR.	Director of I-HEAR was appointed.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.

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3.a.		Revamp, update, and realign general education requirements to enhance student learning and work-based outcomes and respond to regional and global workforce needs	English general education composition classes have been revised to better meet the needs of incoming students. ENGL 101 and ENGL 11C have been uncoupled so that students are now empowered to decide on their own writing needs. ENGL 211 has also been standardized to better meet the needs of all students. Strategic investment has been made in technology and software to expand the virtual reality capabilities of the Language Learning Center and all foreign language classrooms. This investment supports the departmental pedagogical strategy of engaging students in non-textbook-based activities with curricula that respond to student needs. Using VR in the classroom and language laboratory immerses students in scenarios that promote cross-cultural communication skills and strategic thinking while promoting ODU students into global citizens. The Quality Enhancement Plan has been piloted and will be implemented in the fall.	N/A	Academic Affairs internal units	Next steps are to start the process of reviewing and updating general education requirements in Fall 2023.	A sum of \$20,000 was reallocated from the QEP funds to support this initiative.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
3.b.	Utilize cutting-edge pedagogy and advising best practices to enrich undergraduate and graduate academic programs		The Academic Success Center partnered with associate deans to request additional academic advisors within various colleges to lower caseload numbers and provide more comprehensive advising. The Center also conducted research to compare advising models with the models used by ODU peer institutions. By interviewing advising directors and experts, the Center will be better positioned to adopt best practices and consider initiatives to improve the advising system and infrastructure.	Four critical challenges to be addressed include: (1) high caseloads for advisors; (2) inadequate coordination and communication due to the decentralized advising model; (3) inadequate space to meet the needs of undeclared or undecided students; and (4) lack of career paths for advisors.	Academic Affairs internal units	There is a need for reorganized positions to serve new needs including Interdisciplinary Schools. A NACADA consultant team needs to review and provide recommendations for a possible revised advising structure and caseload. Also, research reports should be utilized to update the advising models and structures.	Several positions have been moved from the Regional Higher Education Centers to augment advising services.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
		Implement the use of evidence-based quality standards for inclusive teaching and learning to meet the needs of all students and ensure academic rigor across instructional modalities	The Darden College of Education and Professional Studies sponsored content experts to offer three workshops for faculty on decolonizing curriculum and shared an online module with faculty about accessible online teaching strategies.	N/A	Faculty	The Darden College of Education and Professional Studies will showcase the process of inclusive teaching and learning.	N/A	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
			In Fall 2022, ODU joined the membership of Quality Matters, an international organization dedicated to research on and implementation of standards to help ensure course quality. DDL has implemented their rubric as part of online course development review, and many DDL staff have been formally trained on the guidelines. Faculty now complete a QM training with Instructional Designers as part of the course development process. Two staff are more fully trained as QM certified facilitators. These externally developed standards provide clear, consistent guidelines to assist content experts in course design and structure that is accessible by a diverse student body and supports their success. DDL is sponsoring and supporting one program (Communication BS) as a pilot for program-level QM certification.	Faculty expressed interest in being more involved in discussions about standards that would be applied at ODU. To facilitate this, DDL established a 20-member Global Policy and Process Committee, 17 of whom are faculty. This group meets regularly to ensure wide involvement and participation and as we implement evidence-based quality standards for courses.	Digital Learning internal units and Academic Affairs	Newly-developed online courses will be QM reviewed as part of the development process. Existing online courses will be reviewed and redesigned as necessary based on the QM standards. DDL will identify needed professional development opportunities for faculty and staff and will offer additional QM trainings. The Division will train additional QM facilitators to support ongoing training and development on the appropriate application of evidence-based quality standards. These facilitators will be able to train and certify faculty as QM reviewers.	QM training costs; QM certification costs.	Vice President for Digital Learning Nina Rodriguez Gonser
3.c.		Position the Academic Success Center to offer comprehensive advising to undergraduate students	This work is scheduled to begin in the next reporting cycle	N/A	Academic Affairs internal units	N/A	N/A	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
3.d.		Build a more robust advising infrastructure for graduate students	The Graduate School has initiated the process of mapping the assessment process of the University's current advising infrastructure in collaboration with the academic departments/schools and the Academic Success Center. Clinical education directors in the School of Nursing are now assigned advising duties. The Darden College of Education and Professional Studies has transitioned graduate teacher education advising to the college's Central Advising Office (CARC) to ensure consistency and quicker response to the high number of students. The Darden College of Education and Professional Studies has also hired a Recruitment and Enrollment Specialist to assist graduate program directors and department chairs/school directors with recruitment of students and application criteria, application review process, and enrollment procedures and timeline.	Resources to hire professional advisors and support personnel are needed, along with creating metrics to determine when programs are large enough to demand their own or if they can be shared. Finding time for adequate training and development of clinical education directors (nursing) is also an important element to consider.	Academic Affairs internal units	Next steps are to develop Qualtrics survey to distribute among graduate program directors and department chairs/school directors in Fall 2023 in order to identify where the greatest advising needs lie, especially within professional master's degree programs. Also, advising modules in CANVAS need to be created based on best practices. There needs to be a more refined mechanism for evaluation of clinical education directors in nursing.	Resources to hire professional advisors and support personnel are needed.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.

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4.a.	Develop infrastructure to support excellence in research and scholarship for undergraduate and graduate students		Research provided \$30,000 in funding in FY 2023 for the Program for Undergraduate Research and Scholarship. Research also provided \$50,000 in funding to the Graduate School in order to support graduate student research projects.	N/A	Research internal units; Academic Affairs; faculty investigators; and Research Foundation	The next step is to formulate a strategy to encourage faculty to include undergraduate research opportunities in their grant proposals.	Research continues to re-invest endowment funds to support these initiatives.	Senior Associate Vice President for Research John Nunnery, Ed.D.
		Increase the involvement of high-achieving undergraduate and graduate students in faculty supervised research through targeted funds	ODU received federal funding for the TRiO McNair Program. The program offers expanded faculty mentoring, research experience and other academic opportunities with the goal of increasing the number of Ph.D. recipients, who are from underrepresented groups in graduate education. The School of Nursing has established the infrastructure to enable undergraduate nursing students to engage in community-based research and present their projects in poster-format at an in-house annual event. The College of Sciences has established the Undergraduate Research Program (COSURP), which provides funds to one to two departments to increase participation in undergraduate research. The funds are awarded competitively based on review of proposals each spring. The Darden College of Education and Professional Studies has expanded access to student travel funds for undergraduate students presenting at national and international conferences. An Undergraduate Research Assistant policy has been developed to encourage faculty involvement with students in research, presentation, and publication opportunities.	Challenges include: student demand for assistantship support and summer support and research-related travel far outstrips resources. In Spring 2023, for example, the Graduate School received forty-nine applications for the 10 summer research awards that were ultimately funded. Nursing faculty shortages impacted workload and time available for faculty involvement in mentoring of undergraduate nursing students on community research projects.	Academic Affairs internal units; Student Engagement and Enrollment Services; and Research	Next steps are to explore ways to increase the graduate student travel funds; discuss equitable allocation of graduate student fees; and apply for external funding with built-in graduate student research in collaboration with the academic colleges.	There has been an increased investment in the student travel fund. The College of Sciences allocated \$50,000 from an endowment to fund this initiative.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
		Position the Graduate School to improve the University's competitiveness in recruiting, retaining, and graduating high-achieving graduate students	The Fall 2022 graduate assistant stipend increase (25% for doctoral students and 33% for master's students) has positioned the University to be more competitive with its R1 peers. The Graduate School met recently with University Communications to begin building a graduate education awareness campaign for Fall 2023. The Graduate School, Institutional Research, ODU Global, and Enrollment Management have met several times to discuss enrollment targets. Future growth is anticipated through the expansion of linked programs and the marketing of online programs under ODUGlobal. In FY23, the University Libraries used \$37,853 from the Perry endowment to fund three graduate administrative assistant positions targeted to MLIS program students. This is an excellent partnership benefiting the MLIS Program, the Libraries, and the students receiving the assistantships.	Availability funds to increase the number of available summer support for graduate assistants. Inadequate coordination of marketing activities among the various graduate programs. Lack of a structured communication strategy to improve the time-to-degree for graduate students.	Academic Affairs internal units; University Communications; Student Engagement and Enrollment Services; Digital Learning; and Administration and Finance	Next steps are to create a more efficient application process with Graduate Admissions and sustain funding at approximately \$50,000 level in FY24 (Libraries).	Resources will be needed for a robust graduate marketing campaign.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
5.a.		Offer competitive compensation, benefits, and conducive working conditions to attract faculty and staff from underrepresented backgrounds and address faculty compensation issues to aid in the retention of existing personnel	Academic Affairs allocated \$300,000 to provide salary increases for high-performing faculty earning below 80% of their average salary based on CUPA data. The Graduate School worked with the academic colleges to recruit promising junior scholars via the Southern Regional Education Board's (SREB) annual doctoral mentoring institute. Funds provided to support the Provost's Underrepresented Faculty Retention (PRUF) initiative. The total number of Underrepresented faculty hired in FY 22-23 was twenty-two, and the amount spent to fund the PRUF initiative in FY 23 was \$31,282. During the 2022-2023 academic year, a faculty committee, co-led by the Dean of College Arts and Letters and the Chair of the Faculty Senate, developed a new workload policy that would bring the College of Arts and Letters into alignment with other ODU colleges and with R1 peers. This revised workload standard will help attract and retain faculty.	Compared to our R1 peers, ODU faculty starting salaries are not competitive with low production of minorities with Ph.D. in STEM-H fields.	Academic Affairs internal units	Next steps are to attend the next SREB doctoral mentoring institute in Tampa in October 2023; continue to allocate funds to support the PRUF initiative; and review/finalize the faculty workload policy for the College of Arts and Letters in Fall 2023.	There will be a request for additional sponsorship and travel funds. A significant investment in additional faculty complement will be needed during the proposed three-year phased-in implementation of the new workload policy.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
5.b.	Accelerate the recruitment and retention of diverse faculty and academic administrators who are committed to excellence in teaching, scholarship, engagement, and mentorship	Position the Office of Faculty Diversity and Retention to work with college diversity committees in developing proactive faculty and staff recruitment plans	There has been work with colleges to develop, revise, and submit recruitment plans for faculty searches. Other activities includes: collaborated with diversity leaders in colleges to develop plans for recruitment of diverse faculty and to discuss and address college culture and climate; scheduled monthly meetings with college diversity leaders to address various topics; provided workshops, training, cafes, and watch parties for faculty on recruitment and retention of faculty; conducted two Excite the Dream programs to invite new scholars to ODU to meet with our faculty and leadership; attended Southern Regional Education Board's conference to attract and recruit new scholars from minoritized groups to ODU; created college and discipline specific lists of Historically Black Colleges and Universities and Hispanic Serving Institutions to distribute to each college to utilize for recruitment of diverse candidates; and hosted Provost's Town Hall and worked with PRUF participants.	Completion of the recruitment plans has been challenging for some committee chairs, and budgeting for additional advertising has been an issue. Recruitment plans need to be updated to be more concise and to eliminate redundancies. Some search committees view the recruitment plans as impediments instead of tools to increase diversity of applicant pools. More training is needed on the efficacy and purpose of the plans. There is considerable variation in how recruitment is conducted and how search committees operate across the colleges.	Academic Affairs internal units	Next steps are to: revise recruitment plan with input from colleges; provide training for search committees on recruiting diverse faculty and completing recruitment plans; provide resources and training for search committees on places and avenues for recruitment; standardize some elements of recruitment and hiring across the colleges; and work with EVMS on integration of programming and goals.	Request additional funding for recruitment of new faculty and training, networking, and collaboration for the Office of Faculty Diversity and Retention.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.
5.c.		Charge the Center for Faculty Development with providing mentoring, training, and support opportunities to all faculty, especially those from underrepresented groups	An ADVANCE Adaptation grant was submitted to the National Science Foundation which has been recommended for funding and is designed to make a significant contribution to university efforts focused on eliminating gender and race disparities on campus, thereby increasing the recruitment and promotion and tenure of women, especially women of color STEM faculty. A year-long program (2022-2023) was crated and focused on TILT (Transparency in Learning and Teaching) in which faculty experimented with transparency in teaching to improve student success, especially students from underrepresented groups. Faculty participated in workshops, redesigned assignments, and taught their new course material in spring 2023. Faculty received \$250 stipends. A two-day series of teaching excellence workshops were held and focused on Day 1: Creating Spaces of Belonging; and Day 2: Innovative Pedagogies for Faculty. Finally, there was ollaborationn with EVMS to provide faculty with workshops on using Artificial Intelligence. and also devised initiatives exploring leadership, mentoring, classroom observations, decolonizing the curriculum, and research productivity.	Participants are often the same cohort of faculty. Reaching those who never attended is a challenge as we integrate faculty development with EVMS, while still needing to cultivate a broader base of faculty participation on the ODU campus. Leveraging institutional resources or finding sustained financial support for holding a teaching conference or other initiatives is a challenge due to limited funds. Working to develop evidence-based strategies, create systemic change, and meet specific students' needs is often time-consuming and limits participation without incentives.	Our newest collaborators on synergistic strategies are the professional development leaders at EVMS, and we continue robust work across Academic Affairs and within the broader campus.	Next steps are to: prepare for ADVANCE Adaptation grant; continue to work with the professional development division at EVMS on integrated programs and vision; develop a strategic plan for the Center for Faculty Development; develop an External Advisory Council; build programs around the results of the 2023 COACHE-survey after results are forthcoming; build stronger focus on evidence-based strategies promoting global education; and disseminate faculty needs survey specifically targeting faculty development.	The Center for Faculty Development received a transfer position from what was the Center for Teaching and Learning (which no longer exists) allowing for the establishment of a CFD Associate Director of Faculty Innovation and Teaching with Technology.	Provost and Vice President for Academic Affairs Austin Agho, Ph.D.