

**Mission Statement:**

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.

**Vision Statement:**

Old Dominion University will be recognized nationally and internationally as a forward-focused public doctoral research university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community constituents, and utilizes its strong relationships with a variety of state and national partners to provide solutions for real world problems.

*Who we are:*

Old Dominion University is a Carnegie Doctoral Research (High) University whose central purpose is to provide students with the best education possible, while elevating its stature among the nation's public research institutions. These mutually supportive goals are accomplished through innovative use of modern learning technologies and pedagogy, emphasis on student engagement, interdisciplinary collaborations, a research-enabling infrastructure, and widespread promotion of faculty and student research findings.

As a comprehensive, residential and student-centered university, we serve a highly diverse array of individuals, including non-traditional learners, military-affiliated students, and working professionals, through relevant face-to-face, distance, and blended learning delivery modes, and by seamlessly connecting recruitment, engagement, active learning and student success. Our award-winning faculty provides an arts-and-sciences-based general education for all undergraduates, in-depth scholarly guidance and hands-on research opportunities for upper-level and graduate students, and an array of professional development programs for working professionals.

We create synergistic partnerships with industry, businesses, and agencies, providing them with practical solutions and advanced professional education, thereby enhancing the economic development of the region and the Commonwealth of Virginia and beyond. Recognition of our excellence in creating new knowledge and developing cutting-edge pure and applied research and scholarly activity is demonstrated by steadily increasing success in obtaining competitive external research grants and awards.

We enrich the campus and local communities through education, arts, services, athletics, and cultural events, and acknowledge that strong alumni and external relations and an entrepreneurial approach are imperative to achieving public support and private funding for all of our initiatives.

We evaluate and constantly improve the ways we help students, faculty, staff, and the many constituents we serve through rigorous self-examination, assessment, and efficient use of resources.

We celebrate the diverse and profoundly multicultural community that is Old Dominion University.

## INSTITUTIONAL ENVIRONMENT AND CONTEXT

Old Dominion University has grown from its inception in 1962 as a small college to our current standing as a large research university that has earned a Carnegie classification of “high research activity.” Through its seven colleges – Arts and Letters, Business and Public Administration, Education, Engineering and Technology, Health Sciences, Sciences, and Continuing Education and Professional Development – the University now offers more than 2,400 courses as part of over 160 degree programs – numerous certificate programs, 70 baccalaureate, 54 master’s, two education specialist, and 42 doctorates.

The nearly 25,000 students enrolled, inclusive of approximately 5,000 graduate students, are drawn from all 50 American states and 78 countries, and create a celebrated diversity in which 22 percent are African American, 6 percent are Hispanic/Latino, and 55 percent are women. Old Dominion University now boasts more than 130,000 alumni. The Norfolk campus has evolved in recent years into a truly residential campus; almost 5,000 students are housed in University residences and approximately 6,000 additional students reside within walking distance or a short bicycle ride away. In addition to the main Norfolk campus, programs are offered at extended campuses in the nearby cities of Virginia Beach, Hampton and Suffolk. As Virginia’s distance education pioneer, Old Dominion University now offers more than 70 online degree completion and certification programs, enrolling students through more than 50 Distance Learning sites in Virginia and beyond.

Old Dominion University employs more than 3,300 people, including a faculty of more than 800 full-time professors and nearly 600 part-time instructors who earned doctorates from America’s and the world’s leading research universities. The University Libraries provide online research databases, e-books, thousands of online journals, and more than three million items in its physical collections. Our campus is situated in a thriving metropolitan coastal region adjacent to major maritime and military installations and within easy reach of the nation’s capital. Metropolitan Hampton Roads’ location provides a rich living laboratory for many of the University’s academic and research pursuits, including environmental, marine, and natural sciences and engineering associated with the Chesapeake Bay and the Atlantic Ocean. Its location lends particular importance to the evolving Climate Change and Sea Level Rise Initiative that began in 2010 and is attracting major attention from the citizenry of Hampton Roads. The region is also host to an extensive and comprehensive public education system and several community colleges and universities, with which Old Dominion has long-standing and strong collaborations. The University’s initiatives, such as modeling and simulation programs, are propelling job creation and economic growth by tying nicely into regional strengths—federal labs, the port, military bases, Chesapeake Bay, and health care, to name a few.

The University has developed mutually beneficial partnerships with an numerous major, local and federal government facilities and health-related organizations, including: the Virginia Port Authority, which oversees the world's largest natural deep-water port; the Thomas Jefferson National Accelerator Facility; the Virginia Commercial Space Flight Authority and Mid-Atlantic Regional Spaceport at Wallops Island; NASA Langley Research Center; Langley Air Force Base; Naval Station Norfolk, home to the U.S. Navy and U.S. Fleet Forces Command; NATO Allied Command Transformation; the Naval Postgraduate School; and Eastern Virginia Medical School, with which faculty and students interact through joint academic and research programs.

President John R. Broderick has served as President since 2008 and is credited with having significantly improved state and private support for Old Dominion University in the midst of challenging economic conditions. In addition to resource development, he has created a comprehensive student success initiative and a University-wide commitment to faculty, staff, student, and civic engagement. President Broderick was one of only five presidents of state institutions appointed in 2011 to the governor's Higher Education Advisory Committee, which was created as a result of the Virginia Higher Education Opportunity Act of 2011. In 2012, he was appointed to the American Association of State Colleges and Universities Council of State Representatives, and in 2012 received the American College Personnel Association's Contribution to Higher Education Award. The University's governing Board of Visitors recently extended his term as President to 2018. The institution's annual budget is in excess of \$500 million, and its annual contribution to the regional economy has been calculated at almost \$2.1 billion. In 2011 and 2012, The Chronicle of Higher Education identified Old Dominion University as one of the best universities to work for in the nation. The University is also proud to have been selected as a Military Friendly School by GI Jobs Magazine for five years in a row, 2010-2014.

## **RECENT ACCOMPLISHMENTS**

As with prior strategic plans, the Old Dominion University Strategic Plan 2009-2014 guided the direction of the University by building on previous academic and research accomplishments, while allowing the University to take advantage of some additional unanticipated opportunities. Some of the more notable achievements are listed below; a more comprehensive survey of achievements resulting from Strategic Plan 2009-2014 is provided on the website <http://www.odu.edu/about/planning>.

## **EDUCATIONAL ACHIEVEMENTS**

### ***Program Enhancement***

During much of the University's early years, its research and educational strengths were in traditional fields such as oceanography, physics, engineering, nursing, and creative writing. More recently, those well-established areas have been joined by emerging fields, including: visualization, modeling, and simulation; bioelectric therapies, cardiovascular

biology, and medical diagnostics; school counselor education; international studies; alternative energies; maritime and supply chain logistics; climate change and sea level rise mitigation and adaptation; high performance computing; and cybersecurity, homeland security, and critical infrastructure protection.

The University's academic program evaluations over the past five years culminated in the decision to shrink, consolidate, or eliminate some programs and activities in order to build on areas of promise and invest in emerging fields.

New undergraduate and graduate programs were added in high-demand areas and in 2010 the University became the first in the nation to establish an academic Modeling, Simulation and Visualization Engineering department with its undergraduate engineering program, which graduated its first four students in May 2013. In 2009, a new Doctor of Engineering program began. The two departments of Aerospace Engineering and Mechanical Engineering were combined in 2010 into a single Department of Mechanical and Aerospace Engineering, resulting in efficiencies of administration and a more integrated curriculum across the different student levels. A new Ph.D. track in bioengineering has been established, online graduate certificates in cyber security, global health, and modeling and simulation in computing and informatics have been created, and in 2013 the Department of Urban Studies graduated the first class from its new Graduate Certificate in Public Procurement program.

### ***Entrepreneurship***

Thanks to a gift of more than \$10 million from the Strome Family Foundation, a new Entrepreneurial Center is being established under the oversight of Academic Affairs. This gift is enabling ODU to expand its practice of entrepreneurship through the creation of an innovative co-curricular program and courses open to students in all disciplines. In fall 2014, interested students may enroll in entrepreneurship courses without needing to fulfill prerequisites. Although faculty from the College of Business and Public Administration and the Batten College of Engineering and Technology are taking the lead in developing the initial general education and graduate level certificate courses, faculty members from each of the six colleges were selected to participate in the nationally recognized entrepreneurship summer institute at Babson College in 2014, with the aim of creating discipline-specific entrepreneurship programs in each college in 2014-2015.

### ***Continuing Education and Professional Development***

One of the University's 2009-2014 Strategic Plan Goals was "Building Strong Civic and Community Relationships." A key objective within this goal focused on expansion and promotion of continuing education and related programming at Old Dominion University. In the summer of 2012, the University commissioned a review of its several continuing education programs housed within the academic colleges in an effort to improve the quality of offerings, stabilize and increase market share against external competitive forces, and improve efficiency of operations. A consultant from Boston University's Metropolitan College was commissioned to conduct an in-depth review, together with President Broderick, members of the President's cabinet, deans, faculty, and staff of existing continuing education units. The resulting consultant's report

recommended a reorganization and centralization of continuing education operations into a new college to be headed by a founding dean. A working committee of faculty and staff reviewed the report, met with the consultant, held open forums, and produced a proposal to establish a College of Continuing Education that the Old Dominion University's Board of Visitors approved in the fall of 2013.

After receiving approval from the State Council for Higher Education for Virginia, the University began in the spring of 2014 to restructure and consolidate existing continuing education units and recruited its founding dean for the college, now named the College of Continuing Education and Professional Development. The new College has the mission to provide high quality professional and personal continuing education opportunities for returning veterans and other adult, non-traditional learners. Opportunities afforded by the College will be flexible and responsive to regional, national, and international needs in advanced workforce development. Programs to be administered by the College will include non-credit workshops, conferences, seminars, and certificates, as well as credit-based courses and programs offered through various deliveries, including online, face-to-face, and hybrid formats. These will encompass exciting new opportunities for professional advancement, traditional continuing education offerings, interdisciplinary offerings in rapidly developing fields of national interest, and certificates in strategic areas of interest to industry and business partners. The administration of the College will be housed in the Virginia Beach Higher Education Center and staffed by existing personnel, with the exception of the founding dean. The College will operate entirely on self-generated funds, and is expected to return a revenue stream to the University no later than its third year of operation.

## **ACCREDITATIONS AND PROGRAM RANKINGS**

In December 2012, Old Dominion University was proud to receive reaffirmation of accreditation through 2022 by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The reaffirmation report cited no recommendations for improvement and gave specific commendation for our Quality Enhancement Plan "Improving Disciplinary Writing." This positive reaffirmation was the result of almost two years of intensive work by faculty, administrators, and support staff in readiness for the comprehensive self-study report in 2011, followed by on-campus site visits by SACSCOC professionals in spring 2012.

Other important reaccreditations in recent years include: 2012 National Council for Accreditation of Teacher Education (now consolidated into the Council for the Accreditation of Educator Preparation, CAEP) reaccreditation for programs in the College of Education; 2012 Accreditation Board for Engineering and Technology (ABET) reaccreditation for engineering programs; and 2013 Association to Advance Collegiate Schools of Business (AACSB) reaccreditation for the University's business and accounting programs. In all, 65 of the University's programs are fully accredited, with an additional 7 that have a formal endorsement, compliance, professional membership or national recognition.

### ***Distance Learning programs***

Several online degree programs offered by Old Dominion University were listed among the best in the nation for 2014 by U.S. News & World Report; nearly 860 online education programs were evaluated, according to the magazine. The Darden College of Education's graduate programs ranked 8th among the nation's graduate education programs for student services and technology, 10<sup>th</sup> for admissions selectivity, and 42<sup>nd</sup> overall, and the University's online bachelor's programs placed 69<sup>th</sup> out of university programs that were analyzed. The online graduate program in nursing in the College of Health Sciences was rated 24<sup>th</sup> in the nation, ranking 2<sup>nd</sup> for admissions selectivity and 10<sup>th</sup> for student services and technology.

In 2014, Distance Learning programs were ranked highest in Virginia and 23<sup>rd</sup> in the nation, out of 875 schools, for quality and affordability by AffordableCollegesOnline.org. The ranking was based on data from the National Center for Education Statistics, Integrated Postsecondary Education Data System, Carnegie classifications and the Payscale.com website. The Open Education Database rated the University's online computer science program the 4<sup>th</sup> best in its 2013 Online Colleges rankings, and, also in 2013, GetEducated.com gave a "Best Buy" ranking to Old Dominion University's online bachelor's degree programs in nursing, psychology and human services and to the Master of Science in Nursing program. The University's online degrees in counseling (master's) and human services (bachelor's) were also featured on SR Education Group's website, www.OnlineU.org, as being among the most affordable college online degrees, placing 13<sup>th</sup> and 8<sup>th</sup>, respectively. SuperScholar, a Texas-based academic services company that provides independent rankings of universities nationwide, ranked ODU's online engineering management program 5<sup>th</sup> in December 2013. The online public procurement certificate, first offered by the College of Business and Public Administration in 2013, was accredited in 2014 by the Global Standards Board of the International Federation of Purchasing and Supply Management; this is the first formal college-level procurement accreditation anywhere in the world.

In other national rankings, Old Dominion University's business school was ranked 32<sup>nd</sup> in the country among best business schools for veterans in 2014, and the University ranked 30<sup>th</sup> overall among four-year schools for military veterans by the Military Times online publication.

## **FACULTY QUALITY, RECRUITMENT AND RETENTION**

Significant investments have been made in recent years to increase faculty capacity; between 2008 and 2014, a total of 134 faculty positions were created, of which 23 were initially created with American Recovery and Reinvestment Act stimulus funds. While the total number of tenured/tenure track faculty has significantly increased above prior levels, it remains a goal to bring our student-to-faculty ratio to that of our sister doctoral institutions in Virginia (average between 18:1 and 17:1). This is an ongoing challenge

that will remain at the forefront in the Strategic Plan for 2014-2019. As in prior years, emphasis in recruitment was placed on promising teacher-scholars, together with a select number of senior-level, nationally-recognized faculty to help us expand existing multidisciplinary clusters and teams in modeling and simulation, biomedical sciences, biomedical engineering, bioelectrics, accelerator physics, computer sciences, and the Climate Change and Sea Level Rise Initiative, as well as to strengthen programs and research in other disciplines that show promise.

The number of external awards and recognition for faculty excellence in teaching and research continues to rise. The faculty includes more than 75 elected Fellows of national and international professional associations. In 2014, the University obtained its 27<sup>th</sup> Outstanding Faculty Award winner from the State Council of Higher Education for Virginia – the Commonwealth’s highest honor for faculty who must demonstrate a record of superior accomplishments in teaching, research, knowledge integration, and public service. Old Dominion University has received 17 of these prestigious awards for teaching and scholarly impact since 2000, and in so doing remains in the top three institutions that have received these since 2000.

In the past five years, faculty researchers have won prestigious Fulbright and National Science Foundation CAREER awards (two faculty won CAREER awards in the first half of 2014 alone; this is the National Science Foundation's most prestigious award in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research within the context of the mission of their organizations.) The number of faculty with leadership roles in national and international professional organizations continues to increase each year; faculty serve as editors of more than 370 nationally ranked journals. Faculty publications in top-ranked, peer-reviewed periodicals continue to increase, as well as faculty authorship of award-winning books. A book of poetry by a faculty member was a finalist for the 2012 National Book Award. Faculty and their students have won numerous Best Paper awards for their national and international conference presentations, and their articles continue to be accepted by prestigious international journals with high citation indices. The advances of Old Dominion University faculty continue to attract much positive attention from national media, such as the New York Times, the Washington Post, the Los Angeles Times, The Chronicle of Higher Education, Inside Higher Ed, CNN, and National Public Radio. Retaining the University’s most productive faculty, after a period of more than five years with only one significant salary increase from the Commonwealth, has been a challenge and will remain so unless addressed during the time period of the next Strategic Plan. Between 2011 and 2013 the University was unable to retain five of its most active senior faculty, four of whom held named professorships, who were recruited by institutions in other states that could offer substantially greater compensation packages.

## RESEARCH PROFILE AND AWARDS

In response to faculty questions over the efficiency of services offered by the Old Dominion University Research Foundation (ODURF) and the Office of Research, the University in 2011 commissioned an independent evaluation of ODURF and the overall research program by Marshall Advisory Group, Inc. An in-depth report received in 2012 led to a reorganization of the Research Foundation's organizational structure, and an improvement in overall service to the University's faculty.

The University's total research and development (R&D) expenditures increased from approximately \$85 million in 2008 to \$104 million in 2012. In addition to significant University investment, external awards from both federal and state agencies have shown substantial increases. Data from the National Science Foundation's Higher Education Research and Development Survey for 2012, the most recent data available at this time, show that Old Dominion University's rankings have been stable or have increased slightly since 2008 in the categories of Total R&D Overall Public & Private (#145 among 655, up from #156) and Total R&D Overall for Universities with no Medical School, (#57 of 511, up from #61). The University also saw a significant increase in ranking of State & Local Government Funded R&D, placing at #92 compared to #152 in 2008.

Among specific disciplines, the University has improved its rankings in oceanography (#25 of 140), education (#20 of 424), physics (#87 of 411), political science (#66 of 300), and mechanical and electrical/computer engineering (#34 among 272, and #35 of 284, respectively). The University has seen an increase in Department of Energy funding, principally to physics and photovoltaics research. A notable single award in 2012 was a \$25 million grant to the Center for Educational Partnerships from the U.S. Department of Education's Investing in Innovation competition, to improve mathematics achievement and enhance access to challenging mathematics courses for high-need middle school students. Other College of Education faculty also achieved significant success in obtaining external grants, particularly in science, technology, engineering, and mathematics (STEM) education in collaboration with sciences and engineering faculty.

### *Translational and Interdisciplinary Research*

Emphasis on interdisciplinary and translational research efforts increased over the past five years and amendments were made to the University's tenure and promotion policy to recognize the importance of collaborative interdisciplinary research and the granting of patents and licenses. Internal funding from several programs in the Office of Research encouraged collaborative work and included grants for the Multidisciplinary Seed Funding program. In 2013, five research teams involving 21 faculty members at Old Dominion University and collaborators from three additional universities (Eastern Virginia Medical School, SUNY Upstate Medical University, and Arizona State University School of Life Sciences) shared multidisciplinary seed funding. Interdisciplinary and translational research has been strengthened by new projects in medical modeling and simulation, bioelectrics, and molecular medicine, among others. The Frank Reidy Center for Bioelectrics Research alone holds more than 40 patents related to malignant tumor treatment, wound healing, and plasma creation for disinfection

and treatments. Other seed funding programs to assist faculty in obtaining external funding include the Faculty Proposal Preparation program, which provides some release time from teaching for faculty to prepare successful grant submissions, and the Summer Experience Enhancing Collaborative Research and Summer Research Fellowship programs.

The University continues to build its strengths in modeling and simulation, from medical modeling to transportation analysis, through its Virginia Modeling, Analysis and Simulation Center (VMASC). New research and technical support awards to VMASC researchers totaled nearly \$9.6 million in 2012. A productive partnership with Eastern Virginia Medical School resulted in awards to enhance the Virtual Operating Room, develop a new simulation tool to train clinicians in the use of diagnostic ultrasound as an integral part of bedside physical examination, and develop a web-based simulation training tool that teaches optimal blood management practices for patients undergoing surgery in partnership with Englewood Hospital and Medical Center.

### *New Initiatives*

Major new University-wide research initiatives in the past five years include the Climate Change and Sea Level Rise Initiative, established in 2010, that has full participation by research and teaching faculty from all six academic colleges. From this initiative has grown MARI, the Mitigation and Adaptation Research Institute, established in spring 2014, with the aim to provide practice-relevant knowledge that is needed by a wide range of community stakeholders, including government, military, private sector, and citizens, to help them cope with the impacts of climate change and sea level rise on the coastal zone and the urban coast in particular. Research into the use of algae for alternative energy products remains an important activity, and partnership with the Virginia Aquarium and Marine Science Center in Virginia Beach has resulted in several research grants to oceanography faculty to address climate change and oceanic acidification. Also in the spring of 2014, the University hosted the two-day conference “TechSurge: Technical Support for Coastal Resiliency,” which kicked off a unique pilot project – backed by the White House – that brings together all levels of government and industry to coordinate research and adaptation planning to combat sea level rise. ODU’s MARI will coordinate this pilot project.

A new Center for Innovative Transportation Solutions was opened in 2012 in the City of Virginia Beach, to complement the existing Transportation Research Institute in the Department of Civil and Environmental Engineering. The University’s research focus on photovoltaic energy expanded to include partnership with Dominion Power to install more than 600 solar panels in 2013 and 2014 on the roof of the Student Recreation and Wellness Center in the heart of the campus. The panels will generate power for about 35 homes and tie in to the photovoltaic research laboratory.

Investments from the Commonwealth of Virginia, as well as from the University and private donors, have allowed significant expansion of the Frank Reidy Center for Bioelectrics, which now is home to 20 research and teaching faculty, along with post-doctoral fellows and graduate students.

A new Center for Global Health was established in 2012 in the College of Health Sciences with community-based collaborators that include Operation Smile, Physicians for Peace, Montero Medical Missions, and the American Red Cross Coastal Virginia, among others. In late 2013, the University enhanced its research into early childhood education by establishing the Virginia Early Childhood Policy Center in the Darden College of Education. Less than a year after it was founded, the Virginia Early Childhood Policy Center released its first comprehensive report on the state of early childhood education in Virginia, the first of its kind in the state.

MonarchTeach, modeled on the nationally renowned UTeach Institute and launched by the University in the fall of 2013, is the first program in Virginia designed to increase the number of high quality mathematics and science instructors in middle and high schools. This is a collaborative effort between the Darden College of Education and College of Sciences that allows mathematics, science and technology majors to receive teaching licensure while earning degrees in their content areas. This University initiative was approved by the 2012 General Assembly along with \$700,000 in funding.

In recognition of the growing need for public health providers in the Commonwealth, the General Assembly provided funding in fiscal year 2014 for a study of the feasibility of a joint School of Public Health between Old Dominion University and Eastern Virginia Medical School, building on the successful partnership that currently supports the joint Master of Public Health program.

In early 2014, the University joined two important statewide initiatives. In January, the University became a member, along with the University of Virginia, Virginia Tech and Virginia State University, of the Commonwealth Center for Advanced Manufacturing, whose goal is to serve as a bridge between academia and industry by taking promising research results from university labs to industry and ultimately to consumers through a scale-up transition process. In April 2014, the University joined the Virginia Biosciences Health Research Corporation, also called the Catalyst. The consortium's primary goal is to promote bioscience commercialization projects between Virginia's research institutions and private companies, thereby to enhance economic opportunities for the Commonwealth in biotechnology.

## **ENROLLMENT MANAGEMENT**

“Enrollment Management” promotes the educational achievement of students from the first point of contact through graduation. To enhance the enrollment management effort, in the fall of 2012 the Office of Admissions established a coordinated approach to onboarding freshmen, transfers, distance learners, military, international, and graduate students. Over the past five years the University’s enrollment growth position has become more moderate in comparison to the early 2000’s, with the emphasis shifting to completion rates for matriculated students. Nationally and in the Commonwealth the competition for college bound students has intensified. The Western Interstate

Commission for Higher Education has recorded a steady decline in national and Virginia high school graduates since 2011-12, reaching a predicted low in 2014-15. In addition to fewer high school graduates, decreasing community college enrollments is reducing the pool of potential transfer students. Between 2010 and 2011, graduate student enrollments in doctoral research institutions decreased by 7.4 percent nationally. In response to these enrollment challenges several initiatives have been adopted.

### ***Recruitment***

The Hobsons Constituent Relationship Management product was implemented during the 2012-13 and 2013-14 academic years to provide consistent, timely, professional and targeted correspondence to prospective students, leading them through the application process and introducing them to Old Dominion University with their own personalized web portal. The following enrollment management initiatives were also implemented during this time frame in an effort to enhance recruitment efforts: correspondence was enriched to include publications and videos; the number of campus visit options was increased; a lively Admitted Student Day introduced future students to the University's academic strengths and traditions, engaging more than 3,200 students and family members annually; and new events such as summer receptions, guidance counselor luncheons, honors receptions and new transfer open houses were initiated. Additionally, admissions counselors expanded their recruitment outreach by using data analytics for territory management, which resulted in newly formed relationships with students and high school counselors.

In 2012, the University established a relationship with the Noel-Levitz consulting group to assist in restructuring financial aid packaging and to provide predictive analytics for retention. An analysis of more than 150 variables associated with the fall 2013 entering class identified four attributes of at-risk student populations: a permanent address more than 150 miles from campus, a high school GPA of less than 3.0, meeting less than 46 percent of financial need with financial aid dollars, and a Transition to College Inventory score indicating a lower level of student commitment. These at-risk student groups were targeted with interventions to increase the probability of their success. During the fall of 2012, a new strategic financial aid packaging initiative was launched. To enhance recruitment efforts, all aid packages were reviewed to ensure the best success for enrolling and retaining students. This strategy provided appropriate financial support to promote the success of middle and lower income students, stretched limited aid resources to more students, and increased the matriculation of academically talented students.

### ***Distance Learning Expansion Into Online***

Beginning in 2009, the University's Distance Learning unit began to accelerate the development of new, fully online programs and courses in response to student demand for high quality student experiences in a flexible environment. Among the new online programs are: Master of Business Administration, Master of Public Administration, Psychology, Human Services, and Special Education. By the fall of 2014, Distance Learning will offer more than 70 fully online degree completion and certificate programs. A 2+2 partnership with Northern Virginia Community College was aided by an aggressive marketing campaign in northern Virginia. A new online and print marketing

campaign for Distance Learning, “Right Where You Are,” was rolled out in 2011. Overall enrollment increases in online courses between 2012 and 2014 exceeded 38 percent; the University saw more than 30,000 enrollments in individual online courses during the 2013-14 academic year, with an increase in student headcount for those who only took courses at a distance from 3,414 in fall 2011 to 3,955 in fall 2013. In the fall of 2014, the satellite broadcast system that has been the signature delivery mode for our distance learning programs for more than 30 years, will be replaced by web-based technology that allows students to access live or archived courses from anywhere with a high-speed internet connection, using a personal computer or hand-held device equipped with a camera and microphone.

### ***Student Success***

The Old Dominion University Strategic Plan 2009-2014 placed Student Success as its first and major goal, to be accomplished by providing students with the tools to succeed through flexible and inviting learning environments, access to academic tutoring and life-skills coaching, and an emphasis on students’ engagement in their own academic progress. As an important first step toward these objectives, the former areas of Student Affairs and Enrollment Management were reorganized into the division of Student Engagement and Enrollment Services (SEES). At the same time, the former University College was reorganized into a new Academic Enhancement unit, designed to provide a single point of contact for student academic support services, including placement testing, academic advising, mentoring and tutoring, learning communities, experiential learning evaluation, and developmental course offerings.

A Student Success Committee, co-chaired by the Provost and new Vice President of SEES, was formed with representatives from these two areas for the purpose of providing guidance and coordinating student success initiatives. The Student Success Committee led initiatives to enhance the onboarding experience, reduce student holds preventing registration, and extend hours of service for the Learning Commons to 24/7 and the Office of Student Financial Aid to 14/7.

To further student success during the 2012-13 and 2013-14 academic years, financial aid dollars were leveraged to draw from all sources of need and merit aid, while a more centralized method of coordination was developed for the Work Study Program and Learn and Earn Advantage Program (LEAP). Living Learning Communities were also expanded to connect residential students with their peers, as well as faculty in their majors, forming stronger relationships and building connections to campus. Building on the First Year Experience model, a true “First Class” was established for freshmen to provide an orientation to academic expectations, student engagement, and positive choices. The program was a faculty and staff collaboration to improve readiness and student success. Freshman seminars among selected English 110 classes were piloted to create learning communities and reinforce themes for student success.

The Student Success Committee used data-informed tactical interventions to improve retention and graduation rates. Each student who was less likely to return after the first year was offered services and support, such as financial aid, tutoring, and supplemental

instruction, to increase the likelihood of his or her success. The retention rate for full-time, first-time, degree-seeking freshmen into their second year at Old Dominion University, which was 72 percent in 2007, rose to 80.5 percent by 2013. Six-year graduation rates for full-time freshmen increased from 48.6 percent for the 2002 cohort to 51 percent for the 2007 cohort, and continue to rise. Further increases to retention and graduate rates will be a focal point for the new Strategic Plan 2014-2019.

Published research shows that early and meaningful student engagement with the University and with their peers will translate into student retention and persistence in the long run. With this goal in mind, a number of new campus traditions and pride-promoting initiatives were introduced during the 2009-2014 strategic plan time frame as collaborations between SEES, Academic Affairs, and students. A time-to-degree committee consisting of faculty, staff, and students was formed and initiated a “Finish in 4” campaign featuring a student-produced video, dedicated website, and academic 4-year plans for every college program. The Student Government Association and other student organizations began grass roots efforts of promoting campus engagement and Monarch pride through initiatives such as REP ODU, IODU, and Monarch Citizen. These initiatives are student-led traditions showcasing the vibrant University student community. In the fall of 2013, SEES initiated a Monarch Experience program, in which all incoming freshman were provided the opportunity to choose an active learning engagement activity from a variety of options.

### ***Student Research and Awards***

The University increased its commitment to supporting and fostering undergraduate research during the past five years, appointing a designated faculty member as Director for Undergraduate Research within the Honors College. In 2010, an annual Undergraduate Research Symposium was begun, in which more than 100 students now participate each year by presenting posters and talks. To recognize outstanding undergraduate researchers and their mentors, two new Provost’s Awards were initiated in 2011. To celebrate the successes of our graduate students, Academic Affairs established an annual Graduate Research Achievement Day in 2009; participation in this event grows each year and more than 90 students presented posters illustrating their research findings in the spring of 2014.

Student success over the past five years has also manifested itself in a variety of other measures, such as sustained high nursing and teacher licensure pass rates on board exams, admission of graduating seniors to major medical schools including Harvard Medical School, and Fulbright study abroad awards. Old Dominion students have regularly won prestigious (unpaid) internships in the White House, with two selected to serve in 2014, and paid internships with the NASA Space Academy. Graduate students in the College of Business and Public Administration won the national, graduate-level Government Finance Case Challenge, sponsored by the Association of Government Accountants two years in a row (2011 and 2012), and a team of nine mechanical and aerospace engineering seniors won the National Institute of Aerospace’s 2013 Revolutionary Aerospace Systems Concepts – Academic Linkages (RASC-AL) Lunar Wheel Design Competition. The Team Tidewater – a collaboration between Old

Dominion University and Hampton University students - was selected as one of 20 finalists in the Department of Energy's 2011 National Solar Decathlon competition to design, build and operate the most affordable, attractive, effective and energy-efficient solar-powered house. The finalists included teams from China, New Zealand, Belgium, Canada and across the United States.

### ***Military Connections***

In 2013, the University welcomed a new Director for Military Affairs and opened the doors to its first Military Connections Center, which provides a single point of contact for students with military affiliation, whether active duty or returning veterans or their immediate family members. The VetSuccess on Campus program is a partnership between the U.S. Department of Veteran Affairs and the University to help students with military affiliation to make a smooth transition to college life and to successfully complete their educational programs. Troops to Teachers and Military Career Transition programs are now linked through the Military Connections Center.

Old Dominion University is also proud to partner with the United States Army, Marine Corps, and Navy to produce quality leaders for our nation. For the last three years, the University has placed in the top 20 for its number of commissioned and enrolled Army officers. Commissioning numbers have more than doubled in the past 10 years and the ROTC programs at the University are now in the top 10 percent of producers of commissioned officers when compared with more than 300 schools across the nation, according to the Government Accountability Office report on ROTC published in fiscal year 2014. In the summer of 2013, nearly 70 percent of the University's army cadets received an "excellent" rating – the highest possible for tactical leadership abilities and far exceeding the Cadet Command average in nearly all measures of performance.

### **INTERNATIONALIZATION OF THE CURRICULUM**

In early 2012, the University welcomed a new Executive Director for International Programs, heralding a renewed emphasis on internationalization of the curriculum and improved services for international students. Several new initiatives have followed, including: new Memoranda of Understanding with institutions in Bolivia, Brazil, China, Colombia, Cuba, Dominican Republic, France, Japan, Jordan, Korea, Nicaragua, Pakistan, and Rwanda; increased summer abroad opportunities; addition of first-year experiences in Paris, London, and Greece; increased scholarships for students to participate in study abroad opportunities; and a faculty recognition award for those who demonstrate leadership in international programs.

During the past three years the Office of Intercultural Relations has developed and implemented close to 100 global learning and engagement programs and activities encompassing more than 60 countries and attracting more than 25,000 participants. The programs addressed the needs of our international student communities and ensured a global learning experience for the entire University community. An International Leadership Award, established in 2012, recognizes an outstanding student who has

demonstrated commitment to promote internationalization on campus and has exhibited significant contributions to enhance the success and engagement of the international student community through notable leadership and service.

### ***Confucius Institute***

In 2013, Old Dominion University became home to a new Confucius Institute, one of 70 such institutes in the country, through a collaborative partnership with Minzu University, China. Designation of a Confucius Institute, which is aimed at promoting cross-cultural ties, is made by Hanban, the Worldwide Headquarters of Confucius Institutes of China. Old Dominion University was recognized for its strong affiliations with the regional community through its China Center and Institute of Asian Studies, in addition to having a strong College of Education teacher preparation program and Chinese language instruction already in place in the College of Arts and Letters.

## **ATHLETICS**

In July of 2010, Old Dominion University ushered in a new era in Old Dominion University athletics. A change in leadership in the Athletics Department provided an opportunity to re-affirm the University's commitment to providing a high quality Division I intercollegiate athletics experience for a diverse population of skilled male and female student-athletes. With the addition of football in 2008-09, the changes in the profile of our student-athletes required a review of the University's longstanding compliance with Federal Title IX, which was first undertaken in 2011.

### ***Conference USA***

In 2012, the institution's athletics programs left the Colonial Athletic Association and joined Conference USA (NCAA Division I) for football, men's and women's soccer, men's and women's basketball, men's and women's golf, men's and women's tennis, men's and women's swimming and diving, baseball, and women's rowing. Wrestling joined the Mid-American Athletic Conference, field hockey joined the Big East Conference, and women's lacrosse joined the Atlantic Sun Conference. In 2013 the football program was reclassified from the NCAA Division I Football Championship Subdivision to the Football Bowl Subdivision. President John R. Broderick was tapped to serve as vice chair of the Conference USA's board of directors in February 2014. In view of these changes, the Athletics Department re-evaluated their strategic planning initiative in 2014 to: reaffirm Old Dominion University Athletics' mission, vision, and core values; identify the priorities, goals, and specific objectives that will enable the Athletics Department to fulfill its mission and achieve its vision; and ensure alignment of those core values, priorities, and initiatives with those of the University as a whole. The 2014 Athletics Department Strategic Plan and Gender Equity Review is intended to serve as a road-map for the operation of the athletics program through 2019, although some initiatives that emerge from the plan may carry over beyond that date.

Old Dominion University student athletes have won numerous All-American titles and other national awards in recent years. As but one example, in May 2013 a student was

selected for the ICSA National All-Academic Sailing team and was the Robert Hobbs Sportsman of the Year recipient, becoming the second Old Dominion student sailor to receive this award. Student athletes have also performed increasingly well academically in recent years. In the most recent Academic Progress Report of 2013, all of the University's NCAA men's and women's teams exceeded the required standard of 930 points out of 1,000, calculated by averaging a sport program's eligibility and retention points for the last 4 years; men's tennis and women's golf teams scored a perfect 1,000. Of the fall 2013 student athletes, 58 percent earned a 3.0 or higher grade point average, and 144 student athletes (over 30 percent) achieved the deans list. Forty-one of the University's student athletes were awarded the Conference USA Commissioner's Academic Medal during the 2013-14 academic year for achieving a cumulative GPA of 3.75 or better.

## **QUALITY OF UNIVERSITY LIFE**

### ***Service Standards***

The University conducted a Quality of University Life (QUL) survey in 2008 to assess faculty, staff and administrator perspectives on their work environment. Several enhancements have since been made in response to the feedback received, including the introduction and promotion of six Old Dominion University Service Standards: Professional, Ethical, Respectful, Knowledgeable, Responsive, and Collaborative. As part of this effort, the University also introduced telephone protocol training for support staff. An Employee of the Month Award was established in 2010 and a new annual Monarch Professional award was established in 2013 to complement the existing Administrator of the Year and Customer Relations Employee of the Year awards. In 2009, President Broderick initiated annual "Monarch Mornings" visits with staff members and administrators throughout the campus to keep them informed of current activities and initiatives, and to hear directly from them of any concerns or suggestions for improvements to the campus environment.

The 2009-2014 Strategic Plan stated that the original QUL survey would be re-administered before the end of the plan period. Instead, the University began participating in the annual Chronicle of Higher Education's Great College to Work for Survey in 2010. This survey, like the QUL, assesses various aspects of campus life. In 2011 and 2012, the University was named a "Great College to Work For" by The Chronicle, and in 2012 also received Honor Roll status for excelling in 8 out of 12 of the recognition categories: Collaborative Governance; Professional/Career Development Programs; Teaching Environment; Job Satisfaction; Work/Life Balance; Supervisor/Department Chair Relationship; Respect and Appreciation; and Diversity. The University is currently focused on analyzing the Great Colleges to Work For Survey data to better understand the variations in perceptions of Old Dominion University as a great place in which to work.

### ***Diversity and Inclusivity***

Over the past five years, the University has greatly increased its emphasis on creating an inclusive, diverse and stable workforce. In 2011, the Office of Institutional Equity and Diversity developed the President's Award for Diversity, a recognition program to honor contributors to equity and diversity, and a Task Force on Inclusive Excellence was established. In recognition of his sustained emphasis on increasing diversity in the University workforce, the annual Diversity Champion Award was renamed the President John R. Broderick Champion of Diversity Award, as of the 2014-15 academic year.

Also in 2011, a new initiative was started to recruit and – importantly – retain, faculty of color: Committing Our Resources to Excellence through Equity (CORE2). A committee of faculty and administrators made several recommendations as part of CORE2, including the establishment of Faculty Diversity Leaders in each college, which first occurred in 2012. That same year, the University engaged with the Harvard University Graduate School of Education's Collaborative on Academic Careers in Higher Education (COACHE) to administer a survey to all assistant professors, with the aim of identifying and reducing hindrances on the path toward tenure. In response to the COACHE survey findings, the Provost began breakfast and lunch meetings with pre-tenure faculty, in addition to visits with individual departments and the Women's Caucus, to clarify the tenure and promotion process.

### ***Community Engagement***

University Advancement formed a new Office of Community Engagement in 2012, whose efforts have resulted in recognition for ODU from the White House; the University was named as one of the top universities for community engagement nationally. President Broderick established the office to focus community engagement efforts and raise awareness of the University's work on community-relevant issues that impact our region and beyond. ConnectODU is a comprehensive plan, spearheaded by the Office of Community Engagement, that focuses efforts in the following core areas: Climate Change/Sea Level Rise; Economic Diversification; Healthcare; Education Equity; Military Transitions; and Volunteerism, Community Service and Partnerships. The University continues to offer the annual State of the Region report, Lambert's Point summer program, and specialty courses for teachers with emphasis toward the children of military families. In addition an annual "Life in Hampton Roads Survey" organized and distributed by the Social Sciences Research Center in the College of Arts and Letters, is now approaching its 5<sup>th</sup> year.

Since 2011, Old Dominion University has participated in the Whitehouse Interfaith and Community Service Campus Challenge and offers an annual an Interfaith Forum, which provides an opportunity for faculty, staff, students, and community members to learn and engage in a cultural experience that values and respects differing perspectives, experiences, and world views. The University's faculty, staff and students consistently provide extensive volunteer service to the community. In academic year 2012-13 alone, 11,000 students engaged in community service, offering more than 375,000 hours in tutoring, health check-ups, reading to the elderly, beautifying neighborhoods, and cleaning local waterways. Faculty and staff provided another 54,000 hours of service for

more than 800 organizations. In recognition of its culture of engagement, the University was listed on the President of the United States' Higher Education Community Service Honor Roll in 2012 and 2013.

In 2011, President John Broderick and First Lady Kate Broderick, with the help of other family members, established and endowed the Evon-Broderick Award for Community Engagement and Service in honor of their mothers Joan Evon and Ellen Broderick. This honor recognizes Old Dominion University students who exemplify a commitment to service and civic engagement to the University and surrounding community through superior leadership and service.

An Alternative Breaks program provides students with opportunities to spend their spring break or a long weekend providing service to others outside of our local community. Through this program, students are given a unique opportunity to travel and immerse themselves in a community to gain perspective on societal issues that extend beyond the campus experience, such as those involving poverty, the environment, homelessness, literacy, and animal rescue/rights.

### ***Environmentally Friendly***

The Norfolk campus is home to more than 3,500 trees, many native to the Virginia Coastal Plain. A Tree Trail with interpretive signage was established on the Norfolk campus in 2012, through a partnership of Virginia Cooperative Extension, Chesapeake Master Gardeners, Chesapeake Arboretum, and Old Dominion University Grounds Department. The Center for Service and Civic Engagement, Office of Leadership and Student Involvement, engaged in the sixth annual "Blue Goes Green" week in 2014, in conjunction with the annual Earth Day celebrations, with activities that included shoreline and water cleanup on the west edge of campus and electronics recycling. The University's efforts to protect wooded portions of the campus led in 2014 to it re-earning Tree Campus USA designation from the Tree City USA organization. A year earlier, the Elizabeth River Project gave the University the River Stars Sustained Distinguish Performance Award in recognition of the school's history of environmentally responsible practices.

### ***Civic Leadership***

In 2012, the CIVIC Leadership Institute and the University partnered to leverage the strength of the CIVIC alumni network and develop a college-level leadership program designed to retain more talent in Hampton Roads. Every December, the Center for Service and Civic Engagement hosts the Arthritis Foundation's Jingle Bell Run/Walk for Arthritis, students, faculty and staff participate in the annual Relay For Life and Walk a Mile in Her Shoes campaigns. Beginning in 2009, the University hosts the annual Little Feet Meet for Children With Disabilities, co-sponsored with Norfolk Public Schools and Special Olympics Virginia. Students from the Parks, Recreation and Tourism Studies Program and the Monarch football team comprise the majority of the more than 100 student volunteers for this event.

### *Campus Safety*

In early 2011, the University commissioned a review of campus safety measures by D. Stafford & Associates, a professional consulting firm specializing in campus safety, campus security, and law enforcement issues on college campuses. The review resulted in a number of new initiatives to improve overall security for the University community. A new Chief of Police and Director of Public Safety was recruited in the summer of 2011, who reorganized the University's police department to provide: an enhanced police presence, with enhanced training and technological capabilities; realigned staffing of sworn police officers from administrative assignments and day shift squads to night shift patrol responsibilities; implementation of problem solving policing and enhanced community engagement; education of campus safety officers in advanced training for sexual assault investigations; enhanced police accountability, with purchase of a mobile video audio recording system, GPS, and records management system (crime analysis); and, increased training and responsibilities of security staff and student Patrol Aides.

In addition, significant improvements to safety in the residence halls were made by adding a night desk receptionist to greet guests and improve compliance with the guest policies; implementing industry standard crime reduction strategies; modifying procedures related to safety or security to numerous departments across the campus, especially ingress and egress to specific areas or buildings to directly reduce larcenies; modifications to trees, shrubbery, and lighting; investment in Safety and Security Technology including camera surveillance of public areas; improved education of the student community on victim-centered intervention strategies and high risk behaviors; promotion of the Safe Ride shuttle service; and, creation of new community policing and engagement units that are focused towards intervening in high risk situations prior to a crime occurring.

Two other important strategies to improve safety and well-being of the campus community were the establishment of a University Threat Education, Assessment and Management Team in late 2008, and a Care Team. The Threat Team, headed by the Police Chief, is a cross-functional, multidisciplinary group that is responsible for evaluating and managing the risks associated with behaviors that may pose a threat to the University community's safety. The Care Team, an extension of Student Ombudsperson Services and a part of the Division of Student Engagement & Enrollment Services, provides a University-wide system of care and support for students who experience an unexpected crisis. The Care Team's role is to determine effective strategies for addressing concerns and connecting students with the appropriate resources. As part of this effort, the University's counseling services were enhanced with additional counselors and the provision of 24/7 support for counseling and student health concerns.

Additionally, the University's leadership team and public information officers completed hands-on tabletop emergency preparedness training exercises with public schools and higher education institutions and Virginia Beach and Norfolk law enforcement and emergency agencies.

## **ECONOMIC DEVELOPMENT**

The University's economic development activities have been focused in three areas: partnership with regional and local businesses; advanced workforce development; and, regional business attraction, expansion, and creation. Some of the University's efforts, such as the development of modeling and simulation technologies, extend across all three categories and form an important economic development platform. The University remains committed to working with local companies through the Innovation Research Park (IRP), which offers tenants Class A office/wet lab/dry lab environments and easy access to the University's research faculty. Tenants are specifically selected to provide research, commercialization, and translational opportunities for companies and organizations.

### ***Business Gateway***

The Old Dominion University Business Gateway was founded in 2010 to provide a single, consistent entry point to the intellectual capital, innovative technologies, and world-class infrastructure of the University, as part of its mission to provide real world expertise and seek partnerships with businesses. The Business Gateway is currently home to the Hampton Roads Procurement Assistance Center, Veterans Business Outreach Center, Women's Business Center, and the Technology Applications Center. Launch Hampton Roads, part of the Virginia Employment Through Entrepreneurship Consortium, provides entrepreneurial training and resources to Workforce Investment Act eligible individuals. Additional emphasis in this important area will be a major goal of the 2014-2019 Strategic Plan.

## **IMPROVED FACILITIES**

### ***Academic and Research Facilities***

The Learning Commons in Perry Library first opened its doors to students in September 2011, operated jointly by the University Libraries, Information Technology Services (formerly Office of Computing and Communications Services), and Academic Enhancement. The Learning Commons provides a collaborative, technology-enhanced, flexible space for students and faculty. A new Student Success Center, annexed to the Learning Commons, opened in the winter of 2011-12 to house Academic Enhancement administrators and programs.

Construction of the Goode Theatre on Monarch Way, a state-of-the-art, black-box theatre with sound and set design studios, was completed and the opening performance held in April 2012. Phase II of the Diehn Center for Performing Arts facility expansion was completed in late 2013, and the Barry Arts Building on Monarch Way will be ready for occupancy in summer 2014; the Hixon Art Studios will follow in space adjacent to this facility in 2015 and completion of Brock Commons will provided an outside amphitheater and performance space nearby. Planning for the future new Education Building on the corner of 43<sup>rd</sup> Street and Hampton Boulevard is being finalized, with construction expected to begin late in 2014.

Dragas Hall (formerly Hughes Hall) was completely renovated in 2013 to house International Programs, including the Confucius Institute, and provide additional classroom space. The modern, light-filled atrium to the building was designated as Hughes Atrium. Spong Hall underwent major renovations in 2013 and now houses Human Resources, Institutional Research and other administrative units.

The past five years have also seen the completion of major additions to the research infrastructure of the University. Expansion of the Oceanography and Physical Sciences Building included a high bay space for accelerator physics for faculty research connected with the Thomas Jefferson National Accelerator Facility and the University's Center for Accelerator Science, founded in 2009. Much-needed increase in research and business entrepreneurial space was realized by the opening of Innovation Research Park (IRP) Building II, in 2009, in the University village, and a new Systems Research and Academics building for the Batten College of Engineering and Technology was scheduled for completion in the summer of 2014.

In all of the above construction and renovation projects, the University maintained its commitment to the environment and sustainability; in 2014 Old Dominion University was ranked among the "most environmentally responsible colleges in the United States and Canada" by The Princeton Review in its Guide to 322 Green Colleges.

#### ***Athletics and Recreational Facilities***

A variety of additions and new constructions were completed to support the University's growing athletics program, including the construction of the Ainslie Football Complex in tandem with a full renovation to the Foreman Field at SB Ballard Stadium in preparation for the start of Old Dominion University's new Monarch football season in the fall of 2009. To facilitate a vibrant residential campus life, a new Sports and Recreation Center that includes an indoor pool, track, and climbing wall, opened in the summer of 2009 adjacent to new student residence halls. The Old Dominion University Women's Intercollegiate Rowing Center was opened in January 2010 in Norfolk's Lakewood Park on the Lafayette River. Field improvements were made to the baseball and soccer facilities and a new dock was added to the Sailing Center in the spring of 2012.

## **MASTER PLAN**

When Chief Operating Officer David Harnage joined Old Dominion in 2010, one of his first activities was to update the University's Master Plan to organize and develop the physical space of the campus in support of the University's goals for the next 20 years. The planning process included collecting qualitative data, in the form of input from on- and off-campus groups; organizing quantitative data, in the form of a space analysis guided by SCHEV guidelines; developing planning objectives; examining arrangements for precincts (academics, housing, dining, and recreation and athletics); drafting a plan and sharing it with groups on and off campus; and making revisions based on comments received before submitting a final plan for consideration by the Board of Visitors. After a

year of discussions with all internal and external stakeholders, and literally dozens of presentations and open forums, the Board of Visitors approved a comprehensive and ambitious new Master Plan at its December 2013 meeting.

One of the main objectives for the Master Plan was to remain within the existing University boundaries, requiring that the creation of new academic, residential, and other spaces involve redevelopment of the campus to organize academic and other areas more logically. The new Master Plan preserves green space, improves pedestrian and vehicular flow, and recognizes the impact that rising sea levels and the Norfolk campus's proximity to the Elizabeth River will have on future construction. Most of the new construction will be taller than existing structures.

Among other goals for the Master Plan, new and renovated facilities for chemistry, biochemistry and the life sciences will be created as part of the sciences precinct. The College of Health Sciences will move into the academic core of the campus with the other colleges; its new facility is expected to be on the site of the current Education Building. The Darden College of Education is expected to relocate into its new facility on the corner of 43<sup>rd</sup> Street and Hampton Boulevard within the next two to three years. An additional building for the College of Business and Public Administration will be located adjacent to the existing Constant Hall. A complex of new six-story residence halls will be built around Foreman Field, which will serve as recreation space, so that students can be closer to the academic core of the campus. The Master Plan also includes a new football stadium, to be built in the athletics precinct on the west side of campus; a preliminary design study will be conducted to determine characteristics, including size, fan amenities and transportation strategies for game days.

## **UNIVERSITY ADVANCEMENT**

Under the leadership of President Broderick, more than \$100 million has been raised over the past five years to support various initiatives of the University, including an \$11 million gift from alumnus Mark Strome and his wife Tammy. The University's endowment was stewarded through the 2008-2009 recession, its value increasing by 46 percent from \$136.6 million in 2009 to over \$200 million in 2014. Through athletic development efforts, funds were raised for the successful launch of ODU football in 2009, as well as to support the move to Conference USA. A gift solicited from the Perry Family created a Fund for the Study of Critical Issues, which has provided seed funding for research in areas deemed critical for the Hampton Roads community and the Commonwealth, such as sea level rise research, the formation of the Virginia Early Childhood Policy Center, and the annual Life in Hampton Roads Survey. More than \$5 million in private funds were raised to support the Frank Reidy Center for Bioelectrics, to include a new faculty chair position.

Approximately \$6 million has been raised in the past five years for the Arts in the Village Project, which supported the funding of the Barry Arts Building, Brock Commons, Hixon Art Studios, and the Goode Theatre, plus another \$1 million toward the expansion of the

Diehn Center for Performing Arts. An annual 600-person Distinguished Alumni Dinner has been initiated as a foundational university event for the Homecoming Weekend. More than 20 donors have given gifts of over \$1 million since 2009. In late 2012, \$1.25 million was raised to help Darden College of Education faculty secure a \$25 million Department of Education (DoEd) grant, the largest that was funded by that federal agency in 2012-13.

## **FINANCIAL PLANNING**

A series of budget cuts beginning in fiscal year 2008 and continuing into fiscal year 2011 reduced the state portion of the University's educational and general (E&G) budget by about 13 percent, from \$114 million in 2008 to \$91 million in 2011. During the same period, student headcount enrollment increased by more than 2,000. Despite the decline in state funding, annual tuition increases were kept in the 5 percent to 7 percent range. In June 2009, a six-year financial plan was approved by the Board of Visitors that included use of one-time federal stimulus money to allow University units to engage in long-term resource planning despite the cuts in state funding. The six-year financial plan was updated in 2011 and again in 2013. Since 2011, the University has seen a steady restoration of funding from the Commonwealth of Virginia for the University's E&G budget, reaching \$106 million in fiscal year 2014.

## **CONTINUOUS INSTITUTIONAL ASSESSMENT**

In addition to the regular in-depth self-studies and external reviews that the University must undertake for regional accreditation purposes, Old Dominion University is committed to a regular, data-based process of self-assessment and improvement, through the coordination of internal planning processes including academic planning, enrollment management, space and capital planning, and budget and resource planning. Regular assessments are conducted of the University's performance relative to its documented plans and data that results are incorporated into the 2014-2019 planning and budgeting processes. All academic programs and the administrative support functions in Student Engagement and Enrollment Services have assessment plans that are documented through WEAVE, with measures to determine success over the first and subsequent years of implementation. The WEAVE acronym reflects the attributes of the system: Write expected outcomes and objectives; Establish criteria for success; Assess performance against criteria; View assessment results; and, Effect improvements through actions. Internal and external assessments and regular external program reviews are used to determine needed improvements and to inform future budget decisions. Existing academic programs that are shown to be ineffective by institutional effectiveness measures are discontinued, in accordance with SACS and SCHEV procedures for program discontinuance to ensure that students already enrolled are given the opportunity to complete their declared program of study in a reasonable timeframe.

***Banner Revitalization Process***

The University engaged consultants from Ellucian in late 2011 to assist staff in the Offices of Finance, Procurement Services, Human Resources, and Information Technology Services (previously called the Office of Computing and Communications Services) on improving the effectiveness and efficiency of many of the institution’s administrative and business services. This was accomplished throughout 2012 and into early 2013 by mapping of business processes, incorporating industry best practices, and expanding technology-enhanced applications. The initial Phase I of the project focused upon Accounts Payable, Accounts Receivable, and Human Resources/Payroll and implemented more than 230 recommendations, reducing costs and achieving a 15 percent reduction in staffing and related personnel costs. Phase II of the project, which is ongoing, is to assist Student Engagement and Enrollment Services to accomplish similar efficiencies.

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**End Note:**

The above review of the many significant accomplishments that have resulted from Old Dominion University’s Strategic Plan 2009-2014 forms the foundation for the next five years and beyond. For the University to continue on its positive trajectory and accomplish the goals that are outlined in the following pages, additional resources will be required beyond the current level of support from the Commonwealth of Virginia. Therefore President Broderick has committed the University to raising an additional \$350 million in new private and public support over the duration of the 2014-2019 Old Dominion University Strategic Plan.

## THE STRATEGIC PLANNING PROCESS

The Old Dominion University Strategic Plan 2009-2014 represents the University's seventh formal strategic planning cycle since the early 1980s. For over 30 years, ODU has engaged in an ongoing systematic and collaborative strategic planning process to inform long-term capital planning, annual academic activities and annual operating budgets. ODU's strategic planning process has always maintained the academic mission at its core, with plans for other areas of the University in support of that mission. The annual operating budget request process requires units that submit resource requests to cite the relationship between those requests and the accomplishment of one or more strategic planning goals. Consistent with the University's ongoing institutional effectiveness efforts, the strategic planning process incorporates periodic assessments of progress toward goal accomplishments and strategic plan objectives, with subsequent adjustments to plan implementation based on those assessments.

The Old Dominion University Strategic Plan 2014-2019 preparation process included:

- (1) early and continuing guidance from the Board of Visitors and senior officers of the University, including President Broderick, the Chief Operating Officer, and the Provost, Vice-Presidents and Deans;
- (2) incorporation of prior and concurrent planning processes such as in enrollment management, master planning, and the academic colleges' strategic plans;
- (3) inclusion of broad representation across academic and non-academic areas, with an emphasis on faculty representation and leadership, on the four working committees and on a steering committee overseeing the process;
- (4) provision of a variety of assessment, institutional research, and planning materials as resources to the planning process;
- (5) a strategic planning website to provide regular and frequent reports on committee activities and give University community members the ability to track and comment on those activities;
- (6) two open forums with opportunities for members of the University community at large to provide input; and,
- (7) presentations of the draft Goals and Objectives at various meetings and retreats of faculty, administrators, and student groups.

### **Topic Committees:**

The Strategic Plan Executive Committee was established in September 2013 and co-chaired by the Provost and the Vice President for Student Engagement & Enrollment Services. Four topic committees were formed to address the following themes, which followed from the successes of the 2009-2014 Strategic Plan.

*Academic and Research Strengths* – to support and enhance our academic and research areas of excellence; focus on graduate education and interdisciplinary programs; champion engaging and innovative teaching, both face-to-face and on-line; increase opportunities for real-world experiential learning for students; and create graduate and undergraduate programs that are relevant to future job opportunities.

*Enrollment Management* – to maintain the diversity of enrolled students; improve undergraduate retention and graduation rates; improve sophomore and transfer student success rates; enhance student services especially for our military-affiliated students; and continue to expand online offerings.

*Entrepreneurship and Economic Development* – to explore economic development initiatives with the cities in Hampton Roads and with Eastern Virginia Medical School; grow and nurture tomorrow's innovators through an entrepreneurial interdisciplinary curriculum for students in all disciplines; establish an entrepreneurial center with co-curricular programming, mentoring, and competitions; and expand the culture of entrepreneurship on campus into research and IP commercialization efforts.

*Community Engagement: Locally and Globally* – to enhance Campus Life through student engagement and service learning with local communities; integrate Community Engagement principles, including international experiences, into the curriculum and into faculty research; provide quality continuing education and professional development opportunities to the regional and global community; and become the state's central authority on early childhood development policy, sea level rise mitigation and adaptation, economic forecasting, and other important areas of concern.

The Strategic Planning Steering and Topic Committees comprised over 80 faculty and staff and included members of the undergraduate and graduate student leadership. Weekly meetings began in September 2013 and initial recommendations were discussed at an open Forum in December, 2013 and posted to the website. Steering Committee and Topic Committee discussions continued through the winter of 2013-2014.

The above discussions led to a revised set of four preliminary Goals for the 2014-2019 Strategic Plan, which were presented to the Board of Visitors in January 2014, as well as to the Vice Presidents and to the Deans in separate meetings in January 2014. Four preliminary Goals were identified as follows:

*Enhance our reputation for academic and research excellence*

*Support student success from first point of contact through graduation and beyond*

*Enrich the quality of University life*

*Engage in the greater community through intellectual, social, and economic activity*

The last of these four goals was subsequently divided into two sections:

*Engage in the greater community through social, intellectual and cultural activities*

*Build a culture of entrepreneurship and catalyze economic development in the region*

Board of Visitors input was again solicited in mid-June 2014 and revisions from all areas incorporated into a final draft to be presented at the President's Administrative Retreat in early August 2014. The 2014-2019 Strategic Plan will be completed in late-August 2014 and presented to the University community at an open forum in early September 2014,

and to the Old Dominion University Board of Visitors for final approval at their September 2014 meeting.

#### IMPLEMENTATION AND ASSESSMENT

On completion of the 2014-2019 Strategic Plan and its endorsement by the Board of Visitors, the major Goals outlined are to be incorporated into revisions of the strategic plans for all divisions, the Master Plan implementation process, and the ongoing operating budget process at the University. Specifically outlined measurable objectives will be evaluated annually for progress toward the stated goals. Implementation of an annual assessment process for the 2014-2019 Strategic Plan will incorporate feedback on the accomplishment of goals, objectives, and tasks into an annual report and will form an integral part of the annual operating budget process.

#### EXTERNAL FORCES

In addition to meeting its immediate objectives and serving its current constituents, Old Dominion University must prepare for adaptation to the future. Several factors will make the University of 2020 and beyond very different than that of today, including: (i) pressures on revenue due to declining federal subsidies of student loans, the reprioritization of federal research dollars, and declining external support for higher education in general; (ii) evolving technologies that empower students to obtain content knowledge independently from the traditional classroom setting, but that also allow them to play a more active role in their learning; (iii) emphasis on the affordability of college education, time to degree, and appropriate job attainment for graduates; (iv) the growth of for-profit competitors, especially in the on-line world; (v) increasing demand from industry and businesses for workforce-specific certification and not necessarily traditional degree completion, particularly in the technology sector; and (vi) the need to equip graduates with the skills to be entrepreneurial, articulate, critical thinkers who can communicate well both orally and in writing, and who can contribute to the economic development and well-being of the region in which they work and reside.

In response to these external forces, the University must continue to provide scalable and flexible academic programs and delivery methodologies that include engaging and innovative teaching. Old Dominion University must continue to advance its considerable research and scholarly strengths. It must remain committed to partnering with the military, not only to support the significant student population of active duty service members, veterans or dependents, but to serve the Hampton Roads community at large. The University must build on and significantly enhance the strong ties that already exist with regional businesses, industries and federal laboratories and with our international partners. Throughout all the University's activities, a greater emphasis will be needed on entrepreneurial thinking and the fusion of ideas from a variety of different disciplines to create engaged citizens who are equipped to bring about positive social change and surmount the inevitable challenges that will lie ahead. And to fulfill the obligations that are detailed in the 2014-2019 Strategic Plan Goals and Objectives, the University is committed to raising an additional \$350 million in new private and public support over the duration of the Plan.