

PROVOST'S COUNCIL
October 27, 2020
Minutes

The Provost's Council met on Tuesday, October 27, 2020 from 8:30-10:00am via Zoom. Those present were Austin Agho (Chair), Andy Casiello, Paul Currant, Tammi Dice, Gail Dodge, Renee Felts, Annette Finley-Croswhite, Stuart Frazer, Giovanna Genard, Nina Gonser, Kate Hawkins, Kiran Karande, David Metzger, Renee Olander, Tisha Paredes, Brian Payne, Kent Sandstrom, John Sokolowski, Narketta Sparkman-Key, Ben Stuart, Bonnie Van Lunen, and Robert Wojtowicz. Attending as guest was Yvonne Casalino (for Judy Bowman). The following agenda items were discussed.

1. The September 22 minutes were approved.
2. Experiential Learning Grant Update

Brian Payne and Tisha Paredes presented an update on the grant proposal for Experiential Learning submitted in January. Dr. Payne stated the overarching goals are to infuse Experiential Learning throughout our curriculum and to develop a five-year strategic plan, including a vision and connections to regional strengths such as the maritime industry. A task force has been meeting monthly since April to examine this multi-faceted topic. Variations of what is now under the umbrella of Experiential Learning have been a part of campus activities since the 1990's, starting with the Career Advantage Program, which guaranteed an internship to *qualified* students seeking a hands-on career opportunity, and other initiatives like the Learn & Earn Advantage (LEAP) Program have been more recent evolutions.

The current group is modeling their approach on Design Thinking contributions offered by Karen Sanzo, which emphasize comprehensive exploration to gain a thorough understanding of the many facets of the topic instead of jumping prematurely to solutions that fail to adequately address the challenges. The group has conducted several surveys and focus group discussions with students and faculty. An Experiential Learning glossary, unique to the ODU narrative, is being developed. A key goal is to develop a structured pathway that is accessible and relevant to the many demographics of our student body, e.g., traditional freshmen, transfer students, online students, etc.

Some of the anticipated outputs are improved coordination and a systematic way of evaluating Experiential Learning, broadening the employer experience to extend beyond the traditional internship model, using federal work/study funding to support students seeking experience with non-profits. There have been 11 focus groups with employers and faculty.

Tisha Paredes showed data compilations for about 10 types of these learning experiences, which are recorded as individual experiences, rather than the number of

students who have participated, since there are many options for each student to pursue. She noted the concept was to capture experiences across the board. Overall trends show that females and under-represented students tend to have fewer experiences in undergraduate research, for example. Many courses offering this type of learning are already tracked as part of the LeADERS program, so the participation data is readily available; other areas, such as undergraduate research, are thought to be under-reported. Gail Dodge suggested that faculty could contribute to identifying courses where students are involved in hands-on learning and acknowledged that formal versus informal research experiences are difficult to capture. Robert Wojtowicz noted that non-credit internships are available to students with financial needs. Paul Carrant asked about how Study Abroad experiences are counted; Dr. Paredes confirmed they are counted in the data as a diversity experience.

3. COACHE Data

Tisha Paredes reported, in response to requests from the Deans, the COACHE data is now available on the Institutional Effectiveness & Assessment website, <https://www.odu.edu/facultystaff/assessreport/assessment/results>, in a format searchable by college, and sortable by most faculty demographics (except for variables like M/F, which could risk compromising confidentiality of responses due to small numbers in some categories). The information requires a MIDAS authentication and is not accessible by students. COACHE data is also available to the deans via the I drive: I:\odu\odu provost academic program review XX\Dean's Folder, where XX is the college's abbreviation.

4. Provost's Leadership Development Series

Kate Hawkins presented an overview of this new initiative, aimed at cultivating effective leadership characteristics in interested faculty, so that they might be better equipped to take on leadership opportunities on campus, such as Chief Departmental Advisor, Graduate Program Director, and Department Chair roles, or off-campus roles in the community or in their disciplines. There are 27 faculty in this initial cohort, which was described as a diverse group with participants from all colleges. Narketta Sparkman-Key noted that while there was diversity in the group overall, efforts should be made to identify and recruit more Black faculty in future cohorts. The group will participate in a total of five Zoom sessions, two in Fall 2020 semester and three in the Spring 2021 semester. The session topics and presenters are:

Seeing your world through new lenses (September 14, 2020)
Kate Hawkins and Felicia Commodore

Leadership and trust (October 12, 2020)
Paul Carrant, Sheri Reynolds, Anil Nair and Ryan Klinger

Leading for equity and excellence (February 15, 2021)
Narketta Sparkman-Key

Leading in times of change (March 22, 2021)
Annette Finley-Croswhite and Tom Socha

Leading with courage and integrity (Early April 2021, tentatively)
Austin Agho, Gail Dodge, John Sokolowski and one additional, TBD

An overview was described for each session. Each participant was asked to complete a self-assessment at the start of the program. Participants are also asked to complete a series of relevant readings before each session. There are opportunities to engage in self-reflection throughout, and participants will ultimately develop a personal leadership action plan based on reflection over the course of all five units. Informal networking and information sharing are facilitated through the Blackboard site. Nina Gonser will offer an additional optional session later this fall on Budget Planning and Thinking in Fiscal Terms, which is especially valuable for new and aspiring department chairs. Robert Wojtowicz noted consideration should be given for identifying departments where leadership transitions are needed and targeting potential candidates to participate in future cohorts of this training. Interest was expressed in viewing the reading list and it will be shared with the Council.

5. Announcements

- A. Provost Agho reported he received input from the Faculty Senate on whether the Pass/Fail option should be used for the 2020-2021 school year, as suggested by the Student Government Association (SGA). The consensus from discussions with the Provost is the COVID-19 pandemic was ongoing when the new academic year began, so implementing a Pass/Fail option is not warranted. The Provost will draft a response to go to SGA.
- B. Kate Hawkins asked for feedback regarding the proposal that colleges fund the Speak Test fee (\$100 per student test or retest). Paul Currant noted there had been many deferrals of this test until the spring semester. The consensus of Deans present was that they could absorb this cost; Kiran Karande will confer with Dean Tanner. Nina Gonser noted that Ledger 1 funds must be used for the payment.
- C. Giovanna Genard announced the Costa Rican Ambassador to the US, Fernando Llorca Castro, has accepted our invitation and will be our guest in a virtual webinar on November 13 at 1:30 p.m. The Office of Community Engagement will host the webinar. Ms. Genard asked the Council for assistance in promoting the event, which is free and open to the public. The Provost noted this webinar is the culmination of many months of groundwork in establishing the connection and that many opportunities exist for future collaborations of mutual interest, for example, in coastal

resilience, telehealth, and biotechnologies. An agenda for the webinar has been developed, with the Ambassador making a 30-minute presentation followed by Q&A from students.