

# Opportunities & Challenges Subcommittee Report

Prepared in support of the 2023-2028  
Strategic Planning Process

# OPPORTUNITIES & CHALLENGES SUBCOMMITTEE REPORT

Submitted by O&C Subcommittee Co-Chairs: Drs. Melva Grant & Brian Payne

O&C Subcommittee Members engaged in data collection, review, and reporting that informed this report.

Rachel Asare  
Malissa Beall  
David Bowles, Ph.D.  
Vickie Carnegie, Ph.D.  
Helen Crompton, Ph.D.  
Nadine Faulcon-Johnson  
Christopher Fleming, Ed.D.  
Annamarie Ginder  
Deborah Krzyzaniak  
Qiu Jin Hailstork, Ph.D.  
John Hasher  
Stuart Henderson, Ph.D.  
Khan Iftekharuddin, Ph.D.  
Teresa Kouri Kissel, Ph.D.  
Anil Nair, Ph.D.  
John Nunnery, Ed.D.  
Samantha Palmucci  
Krzysztof Rechowicz, Ph.D.  
Harry Smithson  
Finance Assistant Director  
Tancy Vandecar-Burdin, Ph.D.  
Rob Wells  
Jessica Whitehead, Ph.D.  
Christian Wilson  
Deondre Wise

Guest Contributor: David Shirley

## TABLE OF CONTENTS

### Executive Summary

#### *Synthesis of Opportunities and Challenges*

- Top Opportunities and Challenges

#### *Overarching Opportunity and Challenge: Strategic Plan Assessment Proposal*

### Appendices

Appendix A: Comprehensive List of O&Cs from Subgroup Reports by SP Subcommittees

Appendix B: Opportunity and Challenges Committee Subgroup Final Reports

- B-1: Research Subgroup Report
- B-2: Student Engagement and Success Subgroup Report
- B-3: Community Engagement Subgroup Report
- B-4: Human Resource Subgroup Report
- B-5: Finance Subgroup Report
- B-6: Infrastructure Subgroup Report

Appendix C: Comprehensive O&C Lists for SP Subcommittees from all Subgroup Reports

- C-1: List for Academic Excellence Subcommittee
- C-2: List for Branding, Marketing, and Communications Subcommittee
- C-3: List for Community Engagement and Corporate Partnerships Subcommittee
- C-4: List for Strategic Enrollment Subcommittee
- C-5: List for Philanthropic Giving and Alumni Engagement Subcommittee
- C-6: List for Research Growth Subcommittee
- C-7: List for Student Engagement and Success Subcommittee

Appendix D: Internal and External Focus Group Summaries

- D-1: Internal Focus Group Summary
- D-2: External Focus Group Summary

Appendix E: Data from Office of Research

Appendix F: Working Templates from O&C Subgroups

- F-1: Research Subgroup Template
- F-2: Student Engagement and Success Subgroup Template
- F-3: Community Engagement Subgroup Template
- F-4: Human Resource Subgroup Template
- F-5: Finance Subgroup Template
- F-6: Infrastructure Subgroup Template

Appendix G: Assessment Approach Used for Prior Strategic Plan

Appendix H: O&C Committee Process Overview

## Executive Summary

### The Charge

On January 13, 2022, President Hemphill called the Strategic Planning: Challenges and Opportunities Subcommittee together to share his vision for our work. He indicated at that meeting that we needed to be prepared to deliver our report to the Strategic Planning Steering Committee on March 14, 2022. We understood his charge as follows:

*Take a look at the entire institution and the higher education landscape to identify challenges and opportunities that can inform the work of the other strategic plan subcommittees.*

We reviewed this charge at the start of each weekly meeting from January 21 to March 11 to ensure that our subcommittee never lost focus.

### Assumptions

During our initial meeting, the co-chairs shared a list of assumptions and then tasked the subcommittee members to add, remove, or change the assumptions. The guiding assumptions we reviewed at each meeting and used to guide our deliberations included:

- All voices matter.
- Think big.
- Our work is not science.
- Be open to diverse ways of knowing.
- Flexibility will be key.
- Equal number of challenges and opportunities.
- Embrace the commitment.
- Focus on the future.
- Respectful conversations.
- Keep focus on what's relevant for developing strategic plan.
- Did we mention "Think Big!"?

There are no type-Os in our assumptions, but there was one that we agreed was worth repeating, "Think Big!" Another tacit assumption we embraced was that we wanted to offer more opportunities than challenges because we know getting hyper-focused on challenges can become a very slippery slope. This is the reason that the co-chairs took the liberty of renaming our subcommittee to the Opportunities and Challenges Subcommittee.

## Synthesis of Opportunities and Challenges

Our O&C Subcommittee was tasked to identify important opportunities and challenges for ODU that might be considered by the Strategic Planning Subcommittees:

- Academic Excellence Subcommittee
- Research Growth Subcommittee
- Corporate/Community Partnerships and Economic Development Subcommittee
- Strategic Enrollment Subcommittee
- Student Engagement and Success Subcommittee
- Philanthropic Giving and Alumni Engagement Subcommittee
- Branding, Marketing, and Communication Subcommittee

The subcommittees are tasked to develop goals with key performance indicators (KPIs) and budgets for the 2023-2028 Strategic Plan. The O&C subcommittee subgroups identified almost 60 opportunities and challenges documented in their final reports (see Appendices), which emerged as priorities from their deliberations that included sharing and discussions among all subcommittee members (see the O&C Work Process for more). The O&C co-chairs identified 10 opportunities and 10 challenges and facilitated a discussion among the O&C Committee members to reach consensus about the most important opportunities and challenges and from those final reports and organized in a “loosely” prioritized lists (see Table 1). In this list we included an overarching opportunity and challenge that spans the two columns in the final row and pushes the total number of opportunities and challenges to 11 each, but this new strategic plan is unlike past plans given President Hemphill’s mandate that the plan be assessed twice per year to ensure progress.

Our subcommittee goal was to identify one or two opportunities and challenges for each of the Strategic Planning Subcommittees. After a significant amount of discussion, we realized that specific opportunities and challenges related to each subcommittee warranted attention as well. As a result, we include in the attachments a full list of the opportunities and challenges as they relate to each subcommittee, the reports produced by the subgroups, and related materials. It is our hope that the detailed information provided in the attachments will help the different subcommittees as they carry out their work. We fully understand that most of the subcommittees will not make use of all of the attachments. At the same time, we anticipate that all of the subgroups will find value in at least some of the attachments, particularly those that were designed for each specific subcommittee.

**Table 1. Top Opportunities and Challenges**

OPPORTUNITIES	CHALLENGES
Create biennial Strategic Plan assessment that is data and KPI driven to achieve goals on time and within budget	Biennial Strategic Plan assessment that supports learning and elicits enhanced performance
Revolutionize general education and program-based mathematics requirements	More equitable state-based R1 institutional support – salary, research, and emergent R&D
Targeted hiring for specific needs and purposes (i.e., expanding research and cultural capital)	Lack of integrated technology for enhanced administrative, instructional, and research workflow efficiency
Expand HMSIs definition <sup>1</sup> for Carnegie 1 & 2 institutions serving > 40% students of color	Inefficient, uncoordinated efforts to create sustainable, resilient campus addressing climate effects
Conceptualize a flat-rate tuition structure to lower debt/ increase graduation for all students	Enrollment cliff – anticipated decrease in number of high school graduates; population variance
Leverage key local partnerships <sup>2</sup> and internal collaborations for pursuing larger grants > \$1M	Hero culture (i.e., do more with less) – large advisor/coach caseloads; employee turnover
Become a community, research, and industry convener for learning, empowerment, and fun	Difficulty attracting industry and venture capital investments in research to Hampton Roads
Create new revenue streams – online learning initiatives, tuition revision, emergent R&D, etc.	Campus security – decrease unmonitored, unlighted, isolated spaces; improved GPS wayfinding; data security
Leverage resources to empower and grow local community, technology, and emerging industry	Disparate government in Hampton Roads adds complexity for research, industry, sustainability
Lead regional priorities for technological, workforce, and economic development	Need to increase or create spaces for convening – arts, research, industry (i.e., conference center)
Increase paid experiential learning opportunities for student retention and local economic benefit	Competition for employees from myriad sectors with better pay and benefits

<sup>1</sup> Redefine High Minority Serving Institutions working collaboratively with congressional delegation

<sup>2</sup> Key partners such as, NASA, JLAB, DoD, K-12 Schools, and local government collaboratives

## Overarching Opportunity and Challenge: Proposal to Assess the Strategic Plan

Created by David Shirley for this report

Assessment provides an ongoing mechanism to monitor the strategic plan's fulfillment of ODU's mission and vision. Goals and Key Performance Indicators (KPIs) should frame the strategic plan's structure.

- **Goals** represent fulfillment of ODU's mission or pursuit of ODU's vision
- **KPIs** determine goal-accomplishment by establishing thresholds for achievement

Proposed below is an assessment strategy applied to a potential strategic planning framework.

EXAMPLE STRATEGIC PLAN EXCERPT			
MISSION - core responsibilities		VISION - aspirational direction	
<b>Goal 1</b> Improve faculty research productivity		<b>Goal 2</b> Improve student research opportunities	
<b>KPI 1</b> Increase grant applications across all colleges by 5%	<b>KPI 2</b> Increase number of research faculty by 5% across all colleges	<b>KPI 1</b> Increase the number of funded opportunities for student research by 5%	<b>KPI 2</b> Improve incentives for students to complete and present research
<b>CRITICAL EXTENSIONS OF THE STRATEGIC PLAN</b> <ul style="list-style-type: none"> <li>• Identify responsible unit(s) <u>and outline strategies/initiatives</u> to accomplish the KPI(s)</li> <li>• Establish a process and a method for ongoing tracking of KPI-accomplishment</li> <li>• President's Cabinet evaluates accomplishments of KPIs and subsequent goals (see below)</li> </ul>			

CABINET EVALUATION OF THE STRATEGIC PLAN	
Evaluation Criteria	Evaluation Results
To what extent was each KPI achieved?	<ul style="list-style-type: none"> <li>• Not attempted</li> <li>• Somewhat achieved</li> <li>• Completely achieved</li> </ul>
What actions can be implemented to improve the achievement of the KPIs?	Modify resources (fiscal, personnel, etc.) and/or methodologies in support of the Goal of interest.
To what extent does <u>the combination</u> of the KPIs' achievement yield the overall related goal being met?	<ul style="list-style-type: none"> <li>• Not at all met (zero KPIs achieved)</li> <li>• Somewhat met (a majority of KPIs not completely achieved)</li> <li>• Mostly met (majority of KPIs completely achieved)</li> <li>• Completely met (all KPIs completely achieved)</li> </ul>
To what extent does <u>the combination</u> of the goals' achievement yield the mission/vision being met?	<ul style="list-style-type: none"> <li>• Not at all met (zero Goals achieved)</li> <li>• Somewhat met (a majority of Goals not completely achieved)</li> <li>• Mostly met (majority of Goals completely achieved)</li> <li>• Completely met (all Goals completely achieved)</li> </ul>
<p><i>The Cabinet will be provided information by units responsible for carrying out the KPIs' strategies/initiatives.</i></p>	

## Appendix A: Comprehensive List of O&Cs from Subgroup Reports by Strategic Planning Subcommittees

### Comprehensive List of OPPORTUNITIES from O&C Subgroup Final Reports

<p><i>“We are bold and courageous at this university...we are not afraid to step and try and something new or strive for something new that others would say is impossible.”</i></p> <p><i>“ODU has a critical role in helping attract top level talent into the region. It’s a great place to live. The beach doesn’t pay you.” - Feedback from focus groups</i></p>	Academic Excellence	Research	Student Engagement & Success	Community Partnerships	Strategic Enrollment	Philanthropic Giving & Alumni Engagement	Marketing and Communications
Catalyst to incentivize community engagement				x		x	
Communicator who tells the ODU story		x					x
Continue digitization of HR processes	x						
Create Office of Sustainability/Resiliency	x		x	x			
Education building study needed	x		x				
Enhance employee on-boarding and training	x	x	x				x
Expand family friendly/work-life/remote work policies	x						x
Expand AI, data science, high performing computing through multidisciplinary/interdisciplinary research	x	x		x	x		
Expand financial literacy and financial aid programming			x		x		
Experiential learning (paid in particular)	x		x	x		x	
Flat-rate tuition structure	x		x		x		
Housing study focused on student success	x		x		x		
Increase new revenue streams		x	x		x	x	
Invest in 4+1 programs and joint programs			x		x		
Lead regional workforce/econ development priorities	x	x	x		x		
Leveraging location as a community member (NASA and JLAB) for larger grants and to bring academic units together		x		x			
Leveraging resources to empower the community	x	x		x		x	
Leverage R1 status for funding		x				x	
Online expansion	x		x	x	x		x
Pursue increase in funding to support R1 status		x	x		x		
Recruit military/veterans as employees		x		x	x		
Review graduate student services for expansion	x		x		x		
Revolutionize Math instruction	x		x				
Role as a community convener			x				x
Student pipeline development -K12, international, corporate, graduate					x		x
Synergize internal resources to support R&D		x				x	
Targeted hires in emerging areas	x	x	x		x		
Work with Congressional delegation to expand definition of HMSIs to include Carnegie 1 and Carnegie 2 institutions that serve 40% or more students of color	x	x	x	x			
<p><b><i>“If all you did was strengthen the academic enterprise without a community impact, I’d be disappointed.”</i></b>– Feedback from external focus group</p>							

### Comprehensive List of CHALLENGES from O&C Subgroup Final Reports

<p><i>“If we don’t address salaries, we are going to have an issue.”</i></p> <p><i>“Our graduates make more than our full professors.”</i></p> <p><i>“Get out of the mindset that internships are for juniors.”</i> - Feedback from focus groups</p>	Academic Excellence	Research	Student Engagement & Success	Community Partnerships	Strategic Enrollment	Philanthropic Giving & Alumni Engagement	Marketing and Communication
Campus security			x	x	x		x
Competition from sectors with better benefits	x	x	x		x		x
Communicating value of higher ed versus debt					x		x
Declining PhD enrollments are threat to R1 status		x			x		
Defining engagement – ODU and community		x		x		x	x
Differing priorities – ODU and community	x	x		x			
Difficult to attract industry/venture capital investments in research		x				x	
Enrollment cliff					x		
Fulfilling basic student needs (food, housing, mental health, family, personal)			x		x		
Hero culture – do more with less	x	x	x				x
High employee turnover	x	x	x		x		
Highly competitive environment to attract and retain diverse faculty		x	x			x	
Improve campus wayfinding			x	x			x
Lack of integrated technology for workflow		x					x
Large caseloads for advisors and success coaches	x		x		x		
Local workforce shortage of qualified research/technical staff		x		x	x		
Low competitive salary for R1/R2 and compression	x	x	x		x		
Marketing partnership possibilities				x			x
Need more state support	x	x			x		
Outdated general education requirements	x		x		x		
Provide/develop multi-use spaces (Arts/Conf. Center)	x			x			x
Recruitment and retention faculty and staff across all areas, particularly a diverse faculty	x	x	x				
Redundant programs	x	x	x				x
Retention, progression, graduation challenges	x		x		x		
Serving wide range of diverse communities	x	x	x				
Supporting community engagement with resources				x		x	
<p><b><i>“I think you are underachieving. Until recently, you all were not visible in economic development.”</i></b> – Feedback from external focus group</p>							

## Appendix B: Opportunity and Challenges Committee Subgroup Final Reports

This section includes reports created by each subgroup. As noted above, subgroups were asked to identify the top ten opportunities and challenges related to their area of focus. The subgroup members identified these challenges after first identifying all of the opportunities and challenges that related to each specific area. A full listing of the opportunities and challenges identified by each subgroup is included in Appendix C.

Those contributing to each subgroup are shown below.

RESEARCH	STUDENT SUCCESS	COMMUNITY ENGAGEMENT	HUMAN RESOURCES	FINANCE	INFRASTRUCTURE
Helen Crompton	Christian Wilson	David Bowles	Anil Nair	Harry Smithson	Annamarie Ginder
Krzysztof Rechowicz	Chris Fleming	Deborah Krzyzaniak	Nadine Johnson	John Nunnery	John Hasher
Jin Hailstork Jess Whitehead	Deondre Wise	Jess Whitehead	Tancy Vandecar-Burdin	Khan Iftekharuddin	Rachel Asare
Stuart Henderson	Sam Palmucci			Teresa Kouri Kissel	Rob Wells
John Nunnery	Vicki Carnegie				
David Bowles					
Khan Iftekharuddin					

## B-1: Research Subgroup Report

### **Opportunities to Consider for 2023-2028 ODU Strategic Planning**

1. **Work with our Congressional delegation to expand the definition of HMSIs to include Carnegie 1 and Carnegie 2 institutions that serve 40% or more students of color.**
2. **Leverage significant regional strengths and federal R&D investments (NASA, JLAB).** Bring capabilities at VMASC, VISA, and other centers and institutes to connect with faculty capabilities in academic units to pursue larger funding and contract opportunities.
3. **Develop coordinated, systemic approaches to synergize internal resources to support high risk, high impact research and development initiatives.** For example, this might involve focusing discretionary, gift, and other resources from across multiple units to free up faculty time and provide other support to focus on specific interdisciplinary R&D opportunities. Implement a more “forward leaning” and proactive research development strategy for selective opportunities. Incentivize and create opportunities for faculty to engage in proposal development and proof-of-concept research.
4. **ODU is well positioned to tap into workforce development and economic development priorities.** This tends to be supported across party lines and levels of government. It also creates opportunities to work in close collaboration with K12 and community college sectors.
5. **Recent investments in artificial intelligence, data science, and high-performance computing can open new inter- and multi-disciplinary research avenues.**

### **Challenges to Consider for 2023-2028 ODU Strategic Planning**

6. **There is a local workforce shortage of qualified research and technical staff.** There may be time needed between project initialization and hiring action due to limited staffing options. Applied research centers must compete with industry for the same pool of candidates. Lack of many cutting-edge high-tech companies in HR area that may offer industry-based funding for faculty and internship opportunities for students.
7. **We face a highly competitive national environment for attracting diverse faculty.** The percentage of STEM doctorates awarded in the U.S. to under-represented students is quite low relative to the percentage of under-represented students we serve. IHE's, especially R1 institutions, have aggressive and well-funded recruiting efforts aimed at attracting and retaining qualified faculty of diverse backgrounds.
8. **Low or declining Ph.D. enrollments and completions, especially in science, engineering, and humanities, will make it challenging to retain R1 status.** Declining undergraduate and graduate student enrollments impact faculty research and development capacity. Students are less willing to take on debt for a degree (both undergraduate and graduate). ODU stipends are not competitive with other institutions.
9. **Comparatively low starting salaries and low non-equipment start-up funding (e.g., funds for GRAs or post docs) make it difficult to compete for highly qualified new hires.**
10. **It is difficult to attract major industry investment in research, or venture capital for commercialization, because Hampton Roads lacks innovation critical mass.** Hampton Roads is at the bottom nationally in most rankings of innovation culture and infrastructure, whereas Virginia is in the top 10. This makes it difficult to compete for talent and opportunities with nearby areas in the region, such as Raleigh/Durham, NoVA, and Richmond.

### **Rationale for Opportunity & Challenge Prioritization**

Our rationale for prioritizing Opportunities and Challenges was based on degree of impact (higher impact items were included) and degree to which we perceived the opportunity or challenge was associated with actionable responses-- i.e., is there anything ODU can feasibly do to respond to the opportunity or overcome the challenge.

### ***Strategic Planning Subcommittees with Most Interests***

While all strategic planning subcommittees may find our prioritized lists of ODU opportunities and challenges of interest for their strategic planning, our subgroup believed that the following subcommittees would likely be most interested in this list

- Academic Excellence Subcommittee
- Research Growth Subcommittee
- Corporate/Community Partnerships and Economic Development Subcommittee
- Strategic Enrollment Subcommittee
- Student Engagement and Success Subcommittee
- Philanthropic Giving and Alumni Engagement Subcommittee

## B-2: Student Engagement and Success Subgroup Report

### **Opportunities** to Consider for 2023-2028 ODU Strategic Planning

11. **Consider tuition methodology from a per credit hour to flat cost structure.** This opportunity promotes expedited degree completion and reduced student loan debt.
12. **Expansion of internship and externship opportunities (specifically paid opportunities), financial literacy and financial aid services delivered to students.** As we continue to champion social mobility, creating robust, paid internship and externship opportunities, financial literacy programs and services are paramount. In addition, there are numerous opportunities to establish more unrestricted scholarship funds for students in need.
13. **Review of graduate student services for expansion.** For competition, as well as student success, reviewing graduate assistant pay must be taken into consideration.
14. **Invest in joint programs for undergraduate students (4+1).** These programs allow a student to earn both a bachelor's degree and a master's degree in just five years.
15. **ODU Global growth and expansion.** As we approach a predicted enrollment cliff, how can we leverage the expansion of ODU Global to reach untapped audiences for student enrollment?

### **Challenges** to Consider for 2023-2028 ODU Strategic Planning

16. **Outdated general education requirements.** There is a growing need to revisit, assess, and make modernized adjustments to our general education requirements. There are many trends that require a unique, core requirement that ties all students together – specifically using community engagement or contribution to a specific cause.
17. **Enrollment Challenges - Retention, Persistence and Graduation.** As we review a recent decline in retention [The IPEDS fall 20 to fall 21 retention rate was 72%], how can we tackle COVID learning loss and academic preparedness, financial literacy, basic needs to retain out students? Regarding persistence of our sophomores and juniors, many students face financial barriers through SAP (Satisfactory Academic Progress), because of their academic performance. Specialized programming and intervention must be established for sophomores and juniors. Lastly, a continual challenge to improve our graduation rate – specifically among vulnerable populations.
18. **Value of higher education and workforce development, combined with elevated debt & default rate.** The value of a college degree continues to be questioned, especially paired with historic amounts of student debt. How can ODU position itself as an affordable investment for students making these critical decisions?
19. **Systemic retention concerns regarding support and service staff; large caseloads for advisors and success coaches.** The delivery of high-quality student support and services is dependent on the acquisition and retention of staff. As student needs become more complex and holistic advising is critical; large caseloads among advisors and success coaches may impact the student experience.
20. **Fulfilling basic needs for our diverse student population.** The growing needs of our student population cannot be understated. As our students navigate complex mental health, financial, family, and personal circumstances – an elevated sense of care, devoted resources, and increased staff to contribute to these needs should be prioritized.

### ***Rationale for Opportunity & Challenge Prioritization***

When examining the Student Engagement and Success challenges and opportunities, our committee reviewed success from a lens of supporting a diverse population of undergraduate and graduate students who take courses both in-person and online. As we reviewed opportunities – we focused on forward-thinking initiatives that would contribute to strategic enrollment growth and holistic student wellness. As we examined challenges, we focused on apparent areas that require unique solutions such as battling a predicted enrollment cliff, meeting the needs of our student population, enhancing academic and financial success among students, and advancing an effective resource and staffing structure designed to promote service excellence. We examined common data sets and IPEDS data to inform our decision making.

### ***Strategic Planning Subcommittees with Most Interests***

While all strategic planning subcommittees may find our prioritized lists of ODU opportunities and challenges of interest for their strategic planning, our subgroup believed that the following subcommittees would likely be most interested in this list.

- Academic Excellence Subcommittee
- Corporate/Community Partnerships and Economic Development Subcommittee
- Strategic Enrollment Subcommittee
- Student Engagement and Success Subcommittee

## B-3: Community Engagement Subgroup Report

### **Opportunities to Consider for 2023-2028 ODU Strategic Planning<sup>1</sup>**

- 21. Role as a community convener:** ODU has an opportunity to position itself as an unbiased convener for conversations of value in the community on important but difficult “hot topics” and issues in the community. These conversations can be controversial, but the University enjoys a reputation of being able to bring parties together and facilitate difficult conversations to help entities in the community – nonprofits, businesses, local governments, and residents – find solutions.
- 22. Location as a community member:** As a university situated in the Hampton Roads region and with access to and presence in coastal Virginia, ODU has the local knowledge and sustainable presence to form long term partnerships in the region to ensure that collaborations are meaningful, not just “one and done” interactions with a higher education institution that end when a grant is concluded. One way to address this opportunity is to leverage and share knowledge from the centers, institutes, and departments who have established successful public-private partnerships and engagement partnerships across ODU with others who are exploring private sector partnerships and engagement in new domains.
- 23. Catalyst to incentivize engagement:** ODU can develop incentives/encouragement to engage communities and for communities to engage with ODU. Faculty can be incentivized to develop courses that encourage students to have the spirit of giving back to the community and to conduct research of consequence for our community partners. ODU can incentivize the community to participate with us by documenting community needs, developing ways for faculty and students to support these needs through research and educational opportunities of value, and developing and marketing the rewards that partnership with the community can find working with us (e.g., businesses, local governments, nonprofits, schools).
- 24. Communicator who tells the engagement story:** ODU can more strategically market and leverage opportunities for community engagement. Numerous resources exist that could benefit or assist with more outward facing marketing to the community, including the Office of Community Engagement, public-facing facilities like the Barry Art Museum and the Planetarium, Market on Monarch, and public-facing centers and institutes. Internally, marketing the ODU definition of community engagement and services to faculty, staff, and students from the Office of Community Engagement and public-facing centers and institutes will help connect more faculty and staff to opportunities and document engagement for Carnegie re-classification.
- 25. Leveraging resources to empower the community:** ODU's offerings of interest to the community may help with continuing education (can develop and deliver certificates and other programs for professionals who already have 4-year degrees or graduate degrees but need more training to stay up with real world applications of emerging areas that are not at community college level continuing education– e.g., resilience, public health, cybersecurity, maritime). ODU can also provide value in the community through evening sessions, other outreach on basic computer and online skills, and other services that provide value to the community on their schedule (e.g., Dental Clinic, K-12 programming and camps, small workshop trainings).

### **Challenges to Consider for 2023-2028 ODU Strategic Planning**

- 26. How does ODU define the role of engagement, and how does the community define engagement for ODU?** Internally, ODU needs to articulate its role in engaging with a diverse external local and Commonwealth-level constituencies who have differing positions on “hot topics.” Externally, community constituencies need better understanding of what engagement with ODU means,

<sup>1</sup> A full list of this subgroup's opportunities and challenges can be found in this appendix Attachment Number 3.

*including private sector partners (businesses and industries) who may be unclear how ODU can be a partner versus seeing us as a competitor.*

27. ***How will ODU reconcile that University priorities (research, education, engagement) may not overlap with priorities of communities, especially those who are historically underserved (e.g., communities of color, low income communities, rural communities, LGBTQIA+ communities, non-English speaking, aging populations)?*** *Understanding these priorities is a particular challenge when University communications networks do not overlap with the communications networks organizations and individuals use in our community. Additionally, ODU is challenged to communicate with some populations due to language barriers and the ability for these populations to engage with us online due to broadband access and lower community partner comfort with communicating and collaborating digitally.*
28. ***How will ODU serve diverse whole communities that have differing characteristics and different priorities (e.g., rural/urban, historically underserved or marginalized communities/affluent communities, large corporations/small business community)?*** *This makes it a challenge to develop a unified ODU brand that speaks to all these constituencies.*
29. ***How will ODU support engagement, both internally and externally?*** *Faculty and students both need funds and other support to engage with communities (faculty need summer salary for work or buyout time for concept development; departments must place value on engagement time incorporated into promotion and tenure process; students require funded internships or paid opportunities to devote time to engagement). Likewise, participants from surrounding communities do not have equal ability to participate in university research or engagement events without funding or support (e.g., lack of transportation, lack of childcare, lack of paid time off).*
30. ***How will ODU make the community aware that it is ready to be a partner?*** *Communities are not always aware that ODU is willing to partner with them. Some do not understand how to pursue partnerships with us. Partners can find it challenging to find the right person on campus – especially when their content area is touched by multiple Colleges (e.g., Business and Health Sciences), or they are unsure whether to approach a Center/Institute or a department directly.*

### **Rationale for Opportunity & Challenge Prioritization**

In 2020, ODU achieved its Carnegie Elective Classification for Community Engagement. ODU will need to apply to be re-classified in 2026, requiring the upkeep and maintenance of a number of metrics (the materials for reclassification for 2026 are not yet available, but the re-classification framework and guide for 2024 provide important context for the kinds of metrics that may be required the following cycle: <https://carnegieelectiveclassifications.org/2024-cycle-resources/>). Nationally, 351 universities achieved the Carnegie Elective Classification for Community Engagement in either 2015 or 2020, but only 79 of these are also classified by Carnegie as Doctoral Universities: Very High Research Activity (“R1”) (<https://carnegieclassifications.iu.edu/lookup/custom.php>). In Virginia, 9 total institutions achieved the Community Engagement Classification in 2015 or 2020. ODU joins only VCU and Virginia Tech as Virginia’s three R1, Community Engagement dual classified institutions.

ODU’s Office of Community Engagement and Office of Community Relations exist as university-wide resources to support engagement and to calculate these metrics through tools like the Helper Helper Portal. Additionally, ODU’s commitment to research of consequence conducted in collaboration with community partners, both through academic departments and with the focus of applied Centers and Institutes, was a major factor in achieving R1 status in 2022. Increasingly, competitive requests for proposals from funders require clear demonstration of partnership, or even the co-creation of scholarship, with community organizations, non-profits, local and state governments, and the private sector. Students express increasing desires to have careers that matter and need experience with these applications through engagement off-campus to demonstrate skills needed when applying for jobs. Despite these factors, external focus groups conducted for ODU’s strategic planning process identify the greater need for partnerships, thought leadership, and greater community involvement from ODU. ODU needs to

increase its efforts to solidify existing partnerships, forge new partnerships based on community needs, and tell the story of ODU's involvement in these spaces for awareness and to draw greater investment in the University.

### **Strategic Planning Subcommittees with Most Interests**

While all strategic planning subcommittees may find our prioritized lists of ODU opportunities and challenges of interest for their strategic planning, our subgroup believed that the following subcommittees would likely be most interested in this list.

- Research Growth Subcommittee
- Corporate/Community Partnerships and Economic Development Subcommittee
- Philanthropic Giving and Alumni Engagement Subcommittee
- Branding, Marketing, and Communication Subcommittee

## B-4: Human Resources Subgroup Report

### *Opportunities to Consider for 2023-2028 ODU Strategic Planning*

31. **Compensation:** Our new R1 status can offer opportunities ~~to attract~~ resources (from the state & donors) to offer competitive salaries (compared to peer institutions) and chaired positions.
32. **Benefits:** Build upon what we learned during the pandemic and expand opportunities for family friendly policies, work-life balance, and remote work options.
33. **Growth opportunities:** Enhance standardized/integrated onboarding as well as talent management strategies and offer more professional training opportunities. Recognize our talented faculty and staff while giving them the tools to be emotionally intelligent leaders and supervisors who are transparent and held accountable.
34. **Recruitment:** Military/veterans, healthcare, science, and other expertise in the region can be a source of talent. Our diverse student body should also allow us to train the next generation of diverse scholars.
35. **Digitization:** Continue to pursue the digitization of HR processes and integration of HR systems with other operational platforms (e.g., Academic Affairs) to enhance efficiencies and increase transparency.

### *Challenges to Consider for 2023-2028 ODU Strategic Planning*

36. **Compensation:** Low comparative salaries to other (VA) R1 & R2 institutions (T&R faculty) and the market in general (AP faculty/staff) results in multiple sub-challenges such as compression and inequity, the potentially costly impact of future increases in minimum wage, and the inability to keep up with the rising regional cost of living and inflation.
37. **Workload:** Imbalanced workloads and staffing levels – the “do more with less” culture leads to inequities, turnover and low morale. For example, there is not consistent logic for T&R faculty downloads/course releases for various roles – e.g., Chairs, directors. AP faculty and staff who are high achievers are repeatedly asked to do more (e.g., serve on committees, help with special projects).
38. **Retention:** Benefits, recognition and growth – we expect to see more competition from other sectors that offer more flexible/family-friendly work schedules and benefits as well as remote work options. Professional growth & recognition opportunities as well as things such as office space for adjuncts need to be addressed.
39. **Demographics & Diversity:** Turnover, the number of retirement eligible faculty, and lack of diverse faculty will need to be addressed.
40. **Process inefficiencies:** Lack of effective/efficient technology/software systems to streamline workflow processes such as hiring and onboarding continue to be challenges. Improved technology in these areas will also allow for data-driven decision-making.

### *Rationale for Opportunity & Challenge Prioritization*

- Our identification of opportunities and challenges included a rigorous analysis of all the domains – e.g., political, technological, competitive, demographic, social, economic, global, and local environments.
- Our analysis included T&R faculty, AP faculty, staff, and graduate assistants/post-docs.
- Our recommendations are based on analysis of Quality of University Life (QUL) reports, COACHE survey data, the internal/external focus group reports, 2020 and 2021 DHRM workforce planning data as well as other data shared with the subcommittee.
- Additionally, our recommendations are based on interviews with key University stakeholders – e.g., Academic Affairs, Graduate School, Human Resources, etc.

### ***Strategic Planning Subcommittees with Most Interests***

While all strategic planning subcommittees may find our prioritized lists of HR opportunities and challenges of interest for their strategic planning, our subgroup believes that the following subcommittees would likely be most interested in this list

- Academic Excellence Subcommittee
- Research Growth Subcommittee
- Student Engagement and Success Subcommittee
- Corporate/Community Partnerships and Economic Development Subcommittee
- Strategic Enrollment Subcommittee
- Philanthropic Giving and Alumni Engagement Subcommittee
- Branding, Marketing, and Communication Subcommittee

## B-5: Finance Subgroup Report

Prepared by: Khan Iftekharuddin, Teresa Kouri Kissel, John Nunnery and Harry Smithson

### **Opportunities to Consider for 2023-2028 ODU Strategic Planning**

41. **Pursue increase in annual Commonwealth E&G funding and additional state appropriations in support of R1 designation.**
42. **Focus on pipeline development, including K12, international students, and corporate partnerships.**
  - a. *Focus on regional K12 partnership development efforts on undergraduate pipeline development; college readiness and institutional affiliation/identification.*
  - b. *Expand focused and strategic online programming.*
  - c. *Identify degree and bridge programs that we can partner with 'corporate and industries', high schools, to provide a pipeline for new students.*
  - d. *Recruit more international students (and out-of-state – currently 8%), especially graduate students. R1 status should improve prospects (many countries limit financial support to students based on whether the US school is R1).*
43. **Improve retention rates and keep students on their intended path to their degree, we have an opportunity to revolutionize college math instruction to increase retention by decoupling from traditional "course" paradigm—mastery and more contemporary learning approaches to support students to learn at their own pace.**
  - a. *Find data on how much this costs the university, and invest accordingly to fix it.*
44. **Invest new and substantial resources to maintain R1 status. Make targeted investment (cluster hire both for emerging areas and for DEI-priority areas across academic units, new programming, focus area realignment, K12 teacher preparation) in emerging research, workforce development, and community engagement areas: Green energy, Resilience, Healthcare, High performance computing, AI and Data Science, and others.**
45. **Increase new revenue streams through new program initiatives, differential tuition, investments strategies, etc., including innovative use of campus facilities, and possibly expanding to a NOVA campus.**

### **Challenges to Consider for 2023-2028 ODU Strategic Planning**

46. **Expectation in Richmond that ODU continues to be the affordable, public, doctoral, research institution, but we need more support from 'Richmond' and the corresponding State E&G Budget allocations**
47. **Redundant programs and outflow of funds on campus, which essentially wastes resources.** *This is caused by a lack of coordinated financing across different domains, and affects all areas (research, teaching, student services, communications, etc.).*
48. **Declining student applicant pool because of the enrollment cliff and competition from other universities for our typical (first gen, underrepresented) student pool**
49. **Difficult to recruit and retain highly effective staff and faculty, especially in technical areas such as IT and research technicians.** *We have lost key personnel due to a tight labor market and wages that are not sufficient. It is extremely difficult to do salary adjustments to proactively retain highly effective staff. Need to offer higher salary to recruit talented faculty and to beat competition. Finally, the University has not embraced remote work at the level of other agencies.*
50. **Faculty salaries, and increases, have not kept up with other Virginia R1 & R2 institutions.** *Salary equity and compression is a challenge as we have to offer more to attract the top talent, and those who have been here longer do not see the benefits*

### ***Rationale for Opportunity & Challenge Prioritization***

We focused here on opportunities and challenges that we felt would most directly affect our students, who we take to be the essence of ODU. This means we focused on opportunities and challenges we thought would help grow and sustain the University, and keep it affordable and accessible, as well as ensuring our R1 status. Our major student-focused concern is retention and graduation, and we felt that some of our bottleneck courses could be adjusted to help improve that. Additionally, with better faculty and staff recruitment and retention, we could more adequately meet student needs.

### ***Strategic Planning Subcommittees with Most Interests***

- Academic Excellence Subcommittee
- Research Growth Subcommittee
- Corporate/Community Partnerships and Economic Development Subcommittee
- Strategic Enrollment Subcommittee
- Student Engagement and Success Subcommittee
- Philanthropic Giving and Alumni Engagement Subcommittee
- Branding, Marketing, and Communication Subcommittee

## B-6: Infrastructure Subgroup Report

### **Opportunities to Consider for 2023-2028 ODU (Old Dominion University) Strategic Planning**

51. **Perform a housing study to better identify building replacement plan and student allocation within campus facilities.** This will provide a better environment for our students, specifically first year students, and work towards improvement return/ retention rate.
52. **Perform an education building study to identify building replacement plan and to meet the future needs of the University within the classroom setting.** The study will identify what needs that current/ future classroom should be designed around. It can also provide guidance on how to economically modernize current classrooms.
53. **Create an Office of Sustainability/Resiliency to address current issues like recycling, sea level rise, energy usage and education.** Old Dominion University currently does not have a dedicated office or staff to work towards these goals. Many other higher education facilities within the state have this office and dedicated positions creating another potential interest that future students can be recruited with.

### **Challenges to Consider for 2023-2028 ODU Strategic Planning**

54. **Campus security issues:** camera coverage/ quality; campus lighting, ability for a full campus lock down; call boxes; integrated system. Having a safe campus is important for future and current students, faculty, and staff alike.
55. **Improve campus wayfinding to include where to park for access; how to get to building once parked; finding offices/ labs/ rooms once inside the building.** We need a mobile platform that can provide real time wayfinding to reliably move people from one point to another.
56. **Provide/ create both interior and exterior diverse/ multi-use spaces.** This would include a large conference type center/ Performing Arts Center (similar to Virginia Wesleyan). Include more art on campus and a Multi-cultural Centre to allow students from outside of Hampton Roads to have somewhere that may feel familiar to them. For example, pulling in a cultural symbol or design a space to remind them of "home."

### **Rationale for Opportunity & Challenge Prioritization**

The Challenges and Opportunities are already listed in priority order based on number in parentheses. With ODU's purpose centering on the student-experience, we think that the physical buildings most of our students use regularly--housing and education spaces--should be the priorities. These are often the areas most visible for both the good and bad and can very well be a primary reason a student chooses ODU or continues looking at other higher education options. Along that line, security while on campus revealed itself as the biggest challenge, especially as our campus grows its physical footprint and we push further outward. Considering that growth, long-term sustainability of future changes to campus should be a priority to ensure efforts are not short-term fixes. Finally, as it relates to the other challenges identified, campus navigation is already difficult in some instances and will only become more of an issue with growth, so wayfinding needs to be addressed for the benefit of visitors, students, and staff alike. And lastly, the lack of a large multi-use space makes it difficult for ODU to hold and host many events, such as conferences. While that missing space is a challenge currently for ODU as it works to bring large events to campus, adding a facility for this purpose would create great opportunities for many groups on campus.

### ***Strategic Planning Subcommittees with Most Interests***

While all strategic planning subcommittees may find our prioritized lists of ODU opportunities and challenges of interest for their strategic planning, our subgroup believed that the following subcommittees would likely be most interested in this list.

- Academic Excellence Subcommittee
- Research Growth Subcommittee
- Corporate/Community Partnerships and Economic Development Subcommittee
- Strategic Enrollment Subcommittee
- Student Engagement and Success Subcommittee
- Philanthropic Giving and Alumni Engagement Subcommittee
- Branding, Marketing, and Communication Subcommittee

## Appendix C: Comprehensive O&C Lists for SP Subgroup Final Reports

The following section includes seven summaries (two pages each) that identify opportunities and challenges specific to each Strategic Planning Subcommittee.

### C-1. List for Academic Excellence Subcommittee

#### *Opportunities to Consider for 2023-2028 ODU Strategic Planning*

- **ODU is well positioned to tap into workforce development and economic development priorities.** This tends to be supported across party lines and levels of government. It also creates opportunities to work in close collaboration with K12 and community colleges.
- **Recent investments in artificial intelligence, data science, and high-performance computing can open new inter- and multi-disciplinary research avenues.**
- **Expansion of internship and externship opportunities (specifically paid opportunities), financial literacy and financial aid services delivered to students.** As we continue to champion social mobility, creating robust, paid internship and externship opportunities, financial literacy programs and services are paramount. In addition, there are numerous opportunities to establish more unrestricted scholarship funds for students in need.
- **Invest in joint programs for undergraduate students (4+1).** These programs allow a student to earn both a bachelor's degree and a master's degree in just five years.
- **Leveraging resources to empower the community:** ODU's offerings of interest to the community may help with continuing education (can develop and deliver certificates and other programs for professionals who already have 4-year degrees or graduate degrees but need more training to stay up with real world applications of emerging areas that are not at community college level continuing education— e.g. resilience, public health, cybersecurity, maritime). ODU can also provide value in the community through evening sessions, other outreach on basic computer and online skills, and other services that provide value to the community on their schedule (e.g. Dental Clinic, K-12 programming and camps, small workshop trainings).
- **From a recruitment perspective, the regional population is rich with military/veterans, healthcare, science, and other content-area expertise.** Our diverse student body should also be attractive to high quality faculty/staff and allow us to train the next generation of diverse scholars. {Recruitment/retention}
- **Enhance standardized/integrated onboarding, talent management strategies and offer more professional training opportunities.** Recognize our talented faculty and staff while giving them the tools to be excellent, emotionally intelligent leaders and supervisors who are transparent and held accountable. {Talent management}
- **Continue to pursue the digitization of HR processes and integration of HR systems with other operational platforms** (e.g., Academic Affairs). {Workload efficiencies}
- **Improve retention rates and keep students on their intended path to their degree, we have an opportunity to revolutionize college math instruction to increase retention by decoupling from traditional "course" paradigm—mastery and more contemporary learning approaches to support students to learn at their own pace.**
- **Find data on how much this costs the university, and invest accordingly to fix it.**
- **Increase new revenue streams through new program initiatives, differential tuition, investments strategies, etc., including innovative use of campus facilities, and possibly expanding to a NOVA campus.**
- **Perform an education building study to identify building replacement plan and to meet the future needs of the University within the classroom setting.** The study will identify what needs that current/ future classroom should be designed around. It can also provide guidance on how to economically modernize current classrooms.

### ***Challenges to Consider for 2023-2028 ODU Strategic Planning***

- ***We face a highly competitive national environment for attracting diverse faculty.*** The percentage of STEM doctorates awarded in the U.S. to under-represented students is quite low relative to the percentage of under-represented students we serve. IHE's, especially R1 institutions, have aggressive and well-funded recruiting efforts aimed at attracting and retaining qualified faculty of diverse backgrounds.
- ***Low or declining Ph.D. enrollments and completions, especially in science, engineering, and humanities, will make it challenging to retain R1 status.*** Declining undergraduate and graduate student enrollments impact faculty research and development capacity. Students are less willing to take on debt for a degree (both undergraduate and graduate). ODU stipends are not competitive with other institutions.
- ***Outdated general education requirements.*** There is a growing need to revisit, assess, and make modernized adjustments to our general education requirements. There are many trends that require a unique, core requirement that ties all students together – specifically using community engagement or contribution to a specific cause.
- ***Systemic retention concerns regarding support and service staff; large caseloads for advisors and success coaches.*** The delivery of high-quality student support and services is dependent on the acquisition and retention of staff. As student needs become more complex and holistic advising is critical; large caseloads among advisors and success coaches may impact the student experience.
- ***How will ODU reconcile that University priorities (research, education, engagement) may not overlap with priorities of communities, especially those who are historically underserved (e.g. communities of color, low income communities, rural communities, LGBTQIA+ communities, non-English speaking, aging populations)?*** Understanding these priorities is a particular challenge when University communications networks do not overlap with the communications networks organizations and individuals use in our community. Additionally, ODU is challenged to communicate with some populations due to language barriers and the ability for these populations to engage with us online due to broadband access and lower community partner comfort with communicating and collaborating digitally.
- ***How will ODU support engagement, both internally and externally?*** Faculty and students both need funds and other support to engage with communities (faculty need summer salary for work or buyout time for concept development; departments must place value on engagement time incorporated into promotion and tenure process; students require funded internships or paid opportunities to devote time to engagement). Likewise, participants from surrounding communities do not have equal ability to participate in University research or engagement events without funding or support (e.g. lack of transportation, lack of child care, lack of paid time off).
- ***Low comparative salaries to other (VA) R1 & R2 institutions (T&R faculty) and the market in general (AP faculty/staff) results in multiple sub-challenges such as creating issues of compression and inequity, the potentially costly impact of future increases in minimum wage, and the inability to keep up with the rising regional cost of living.***
- ***Imbalanced workloads and staffing levels – the “do more with less” culture – leads to inequities, turnover and low morale.***
- ***Recruitment and retention – turnover in general and the number of retirement eligible faculty, lack of diverse faculty, lack of succession planning, and lack of employee recognition opportunities should all be addressed.***
- ***Competition from other sectors that have more flexible/family-friendly work schedules and benefits as well as better/more remote work options.***
- ***Lack of effective/efficient technology/software systems to streamline workflow processes such as hiring and onboarding and that will also allow for data-driven decision-making.*** Redundant programs and outflow of funds on campus, which essentially wastes resources. This is caused by a lack of coordinated financing across different domains, and affects all areas (research, teaching, student services, communications, etc.).

## C-2. List for Branding, Marketing, and Communications Subcommittee

### ***Opportunities to Consider for 2023-2028 ODU Strategic Planning***

- *Role as a community convener:* ODU has an opportunity to position itself as an unbiased convener for conversations of value in the community on important but difficult “hot topics” and issues in the community. These conversations can be controversial, but the University enjoys a reputation of being able to bring parties together and facilitate difficult conversations to help entities in the community – nonprofits, businesses, local governments, and residents – find solutions.
- *Communicator who tells the engagement story:* ODU can more strategically market and leverage opportunities for community engagement. Numerous resources exist that could benefit or assist with more outward facing marketing to the community, including the Office of Community Engagement, public-facing facilities like the Barry Art Museum and the Planetarium, Market on Monarch, and public-facing centers and institutes. Internally, marketing the ODU definition of community engagement and services to faculty, staff, and students from the Office of Community Engagement and public-facing centers and institutes will help connect more faculty and staff to opportunities and document engagement for Carnegie re-classification.
- Our new R1 status can provide leverage and other opportunities to grow and improve ODU (e.g., to encourage investment from Richmond, be competitive for research funding, attract high quality/diverse faculty).
- From a recruitment perspective, the regional population is rich with military/veterans, healthcare, science, and other content-area expertise. Our diverse student body should also be attractive to high quality faculty/staff and allow us to train the next generation of diverse scholars.
- Enhance standardized/integrated onboarding, talent management strategies and offer more professional training opportunities.
- Focus on pipeline development, including K12, international students, and corporate partnerships
- Provide/ create both interior and exterior diverse/ multi-use spaces. This would include a large conference type center/ Performing Arts Center (similar to Virginia Wesleyan). Include more art on campus and a Multi-cultural Centre to allow students from outside of Hampton Roads to have somewhere that may feel familiar to them. For example, pulling in a cultural symbol or design a space to remind them of “home.”

### ***Challenges to Consider for 2023-2028 ODU Strategic Planning***

- *We face a highly competitive national environment for attracting diverse faculty.* The percentage of STEM doctorates awarded in the U.S. to under-represented students is quite low relative to the percentage of under-represented students we serve. IHE’s, especially R1 institutions, have aggressive and well-funded recruiting efforts aimed at attracting and retaining qualified faculty of diverse backgrounds.
- Low or declining Ph.D. enrollments and completions, especially in science, engineering, and humanities, will make it challenging to retain R1 status. Declining undergraduate and graduate student enrollments impact faculty research and development capacity.
- *It is difficult to attract major industry investment in research, or venture capital for commercialization, because Hampton Roads lacks innovation critical mass.* Hampton Roads is at the bottom nationally in most rankings of innovation culture and infrastructure, whereas Virginia is in the top 10. This makes it difficult to compete for talent and opportunities with nearby areas in the region, such as Raleigh/Durham, NoVA, and Richmond.
- How does ODU define the role of engagement, and how does the community define engagement for ODU? Internally, ODU needs to articulate its role in engaging with a diverse external local and Commonwealth-level constituencies who have differing positions on “hot topics.” Externally, community constituencies need better understanding of what engagement with ODU means,

including private sector partners (businesses and industries) who may be unclear how ODU can be a partner versus seeing us as a competitor.

- *How will ODU make the community aware that it is ready to be a partner?* Communities are not always aware that ODU is willing to partner with them. Some do not understand how to pursue partnerships with us. Partners can find it challenging to find the right person on campus – especially when their content area is touched by multiple Colleges (e.g. Business and Health Sciences), or they are unsure whether to approach a Center/Institute or a department directly.
- Competition from other sectors that have more flexible/family-friendly work schedules and benefits as well as better/more remote work options. {Recruitment/retention}
- Lack of effective/efficient technology/software systems to streamline workflow processes such as hiring and onboarding and that will also allow for data-driven decision-making. {Workload efficiencies}
- Redundant programs and outflow of funds on campus, which essentially wastes resources. This is caused by a lack of coordinated financing across different domains, and affects all areas (research, teaching, student services, communications, etc.).
- Declining student applicant pool because of the enrollment cliff and competition from other universities for our typical (first gen, underrepresented) student pool

### C-3. List for Community Engagement and Corporate Partnership Subcommittee

#### ***Opportunities to Consider for 2023-2028 ODU Strategic Planning***

- *Work with our Congressional delegation to expand the definition of HMSIs to include Carnegie 1 and Carnegie 2 institutions that serve 40% or more students of color.*
- *Leverage significant regional strengths and federal R&D investments (NASA, JLAB). Bring capabilities at VMASC, VISA, and other centers and institutes to connect with faculty capabilities in academic units to pursue larger funding and contract opportunities.*
- *ODU is well positioned to tap into workforce development and economic development priorities. This tends to be supported across party lines and levels of government. It also creates opportunities to work in close collaboration with K12 and community college sectors.*
- *Expansion of internship and externship opportunities (specifically paid opportunities), financial literacy and financial aid services delivered to students. As we continue to champion social mobility, creating robust, paid internship and externship opportunities, financial literacy programs and services are paramount. In addition, there are numerous opportunities to establish more unrestricted scholarship funds for students in need.*
- *Role as a community convener. ODU has an opportunity to position itself as an unbiased convener for conversations of value in the community on important but difficult “hot topics” and issues in the community. These conversations can be controversial, but the University enjoys a reputation of being able to bring parties together and facilitate difficult conversations to help entities in the community – nonprofits, businesses, local governments, and residents – find solutions.*
- *Location as a community member. As a University situated in the Hampton Roads region and with access to and presence in coastal Virginia, ODU has the local knowledge and sustainable presence to form long term partnerships in the region to ensure that collaborations are meaningful, not just “one and done” interactions with a higher education institution that end when a grant is concluded. One way to address this opportunity is to leverage and share knowledge from the centers, institutes, and departments who have established successful public-private partnerships and engagement partnerships across ODU with others who are exploring private sector partnerships and engagement in new domains.*
- *Catalyst to incentivize engagement: ODU can develop incentives/encouragement to engage communities and for communities to engage with ODU. Faculty can be incentivized to develop courses that encourage students to have the spirit of giving back to the community and to conduct research of consequence for our community partners. ODU can incentivize the community to participate with us by documenting community needs, developing ways for faculty and students to support these needs through research and educational opportunities of value, and developing and marketing the rewards that partnership with the community can find working with us (businesses, local governments, nonprofits, schools, etc).*
- *Communicator who tells the engagement story: ODU can more strategically market and leverage opportunities for community engagement. Numerous resources exist that could benefit or assist with more outward facing marketing to the community, including the Office of Community Engagement, public-facing facilities like the Barry Art Museum and the Planetarium, Market on Monarch, and public-facing centers and institutes. Internally, marketing the ODU definition of community engagement and services to faculty, staff, and students from the Office of Community Engagement and public-facing centers and institutes will help connect more faculty and staff to opportunities and document engagement for Carnegie re-classification.*
- *Leveraging resources to empower the community: ODU’s offerings of interest to the community may help with continuing education (can develop and deliver certificates and other programs for professionals who already have 4-year degrees or graduate degrees but need more training to stay up with real world applications of emerging areas that are not at community college level continuing education– e.g. resilience, public health, cybersecurity, maritime). ODU can also provide value in the community through evening sessions, other outreach on basic computer and online skills, and other*

services that provide value to the community on their schedule (e.g. Dental Clinic, K-12 programming and camps, small workshop trainings).

- From a recruitment perspective, the regional population is rich with military/veterans, healthcare, science, and other content-area expertise. Our diverse student body should also be attractive to high quality faculty/staff and allow us to train the next generation of diverse scholars.
- Focus on pipeline development, including K12, international students, and corporate partnerships
- Create an Office of Sustainability/Resiliency to address current issues like recycling, sea level rise, energy usage and education. Old Dominion University currently does not have a dedicated office or staff to work towards these goals. Many other higher education facilities within the state have this office and dedicated positions creating another potential interest that future students can be recruited with.

### ***Challenges to Consider for 2023-2028 ODU Strategic Planning***

- *There is a local workforce shortage of qualified research and technical staff.* There may be time needed between project initialization and hiring action due to limited staffing options. Applied research centers must compete with industry for the same pool of candidates. Lack of many cutting-edge high-tech companies in HR area that may offer industry-based funding for faculty and internship opportunities for students
- *It is difficult to attract major industry investment in research, or venture capital for commercialization, because Hampton Roads lacks innovation critical mass.* Hampton Roads is at the bottom nationally in most rankings of innovation culture and infrastructure, whereas Virginia is in the top 10. This makes it difficult to compete for talent and opportunities with nearby areas in the region, such as Raleigh/Durham, NoVA, and Richmond.
- *How does ODU define the role of engagement, and how does the community define engagement for ODU?* Internally, ODU needs to articulate its role in engaging with a diverse external local and Commonwealth-level constituencies who have differing positions on “hot topics.” Externally, community constituencies need better understanding of what engagement with ODU means, including private sector partners (businesses and industries) who may be unclear how ODU can be a partner versus seeing us as a competitor.
- *How will ODU reconcile that University priorities (research, education, engagement) may not overlap with priorities of communities, especially those who are historically underserved (e.g. communities of color, low income communities, rural communities, LGBTQIA+ communities, non-English speaking, aging populations)?* Understanding these priorities is a particular challenge when University communications networks do not overlap with the communications networks organizations and individuals use in our community. Additionally, ODU is challenged to communicate with some populations due to language barriers and the ability for these populations to engage with us online due to broadband access and lower community partner comfort with communicating and collaborating digitally.
- *How will ODU serve diverse whole communities that have differing characteristics and different priorities (e.g. rural/urban, historically underserved or marginalized communities/affluent communities, large corporations/small business community)?* This makes it a challenge to develop a unified ODU brand that speaks to all these constituencies.
- *How will ODU support engagement, both internally and externally?* Faculty and students both need funds and other support to engage with communities (faculty need summer salary for work or buyout time for concept development; departments must place value on engagement time incorporated into promotion and tenure process; students require funded internships or paid opportunities to devote time to engagement). Likewise, participants from surrounding communities do not have equal ability to participate in University research or engagement events without funding or support (e.g. lack of transportation, lack of child care, lack of paid time off).
- *How will ODU make the community aware that it is ready to be a partner?* Communities are not always aware that ODU is willing to partner with them. Some do not understand how to pursue partnerships with us. Partners can find it challenging to find the right person on campus – especially

when their content area is touched by multiple Colleges (e.g. Business and Health Sciences), or they are unsure whether to approach a Center/Institute or a department directly.

- Create an Office of Sustainability/Resiliency to address current issues like recycling, sea level rise, energy usage and education. Old Dominion University currently does not have a dedicated office or staff to work towards these goals. Many other higher education facilities within the state have this office and dedicated positions creating another potential interest that future students can be recruited with.
- Campus security issues: camera coverage/ quality; campus lighting, ability for a full campus lock down; call boxes; integrated system.
- Improve campus wayfinding to include where to park for access; how to get to building once parked; finding offices/ labs/ rooms once inside the building. We need a mobile platform that can provide real time wayfinding to reliably move people from one point to another.
- Provide/ create both interior and exterior diverse/ multi-use spaces. This would include a large conference type center/ Performing Arts Center (similar to Virginia Wesleyan). Include more art on campus and a Multi-cultural Centre to allow students from outside of Hampton Roads to have somewhere that may feel familiar to them. For example, pulling in a cultural symbol or design a space to remind them of “home.”

## C-4. List for Strategic Enrollment Subcommittee

### ***Opportunities to Consider for 2023-2028 ODU Strategic Planning***

- *Consider tuition methodology from a per credit hour to flat cost structure.* This opportunity promotes expedited degree completion and reduced student loan debt.
- *Invest in joint programs for undergraduate students (4+1).* These programs allow a student to earn both a bachelor's degree and a master's degree in just five years.
- *ODU Global growth and expansion.* As we approach a predicted enrollment cliff, how can we leverage the expansion of ODU Global to reach untapped audiences for student enrollment?
- *Leveraging resources to empower the community:* ODU's offerings of interest to the community may help with continuing education (can develop and deliver certificates and other programs for professionals who already have 4-year degrees or graduate degrees but need more training to stay up with real world applications of emerging areas that are not at community college level continuing education— e.g. resilience, public health, cybersecurity, maritime). ODU can also provide value in the community through evening sessions, other outreach on basic computer and online skills, and other services that provide value to the community on their schedule (e.g. Dental Clinic, K-12 programming and camps, small workshop trainings).
- *Our new R1 status can provide leverage and other opportunities to grow and improve ODU (e.g., to encourage investment from Richmond, be competitive for research funding, attract high quality/diverse faculty).* {Compensation}
- *From a recruitment perspective, the regional population is rich with military/veterans, healthcare, science, and other content-area expertise.*
- *Focus on pipeline development, including K12, international students, and corporate partnerships*
- *Focus on regional K12 partnership development efforts on undergraduate pipeline development; college readiness and institutional affiliation/identification.*
  - *Expand focused and strategic online programming.*
  - *Identify degree and bridge programs that we can partner with 'corporate and industries', high schools, to provide a pipeline for new students*
  - *Recruit more international students (and out-of-state – currently 8%), especially graduate students. R1 status should improve prospects (many countries limit financial support to students based on whether the US school is R1)*
- *Improve retention rates and keep students on their intended path to their degree, we have an opportunity to revolutionize college math instruction to increase retention by decoupling from traditional "course" paradigm—mastery and more contemporary learning approaches to support students to learn at their own pace.*
  - *Find data on how much this costs the university, and invest accordingly to fix it*
- *Increase new revenue streams through new program initiatives, differential tuition, investments strategies, etc., including innovative use of campus facilities, and possibly expanding to a NOVA campus*

### **Challenges for Strategic Enrollment Subcommittee to Consider for 2023-2028 ODU Strategic Planning**

- *Low or declining Ph.D. enrollments and completions, especially in science, engineering, and humanities, will make it challenging to retain R1 status.* Declining undergraduate and graduate student enrollments impact faculty research and development capacity. Students are less willing to take on debt for a degree (both undergraduate and graduate). ODU stipends are not competitive with other institutions.
- *Enrollment Challenges - Retention, Persistence and Graduation.* As we review a recent decline in retention [*The IPEDS fall 20 to fall 21 retention rate was 72%*], how can we tackle COVID learning loss and academic preparedness, financial literacy, basic needs to retain out students? Regarding persistence of our sophomores and juniors, many students face financial barriers through SAP (Satisfactory Academic Progress), because of their academic performance. Specialized programming and intervention must be established for sophomores and juniors. Lastly, a continual challenge to improve our graduation rate – specifically among vulnerable populations.
- *Value of higher education and workforce development, combined with elevated debt & default rate.* The value of a college degree continues to be questioned, especially paired with historic amounts of student debt. How can ODU position itself as an affordable investment for students making these critical decisions?
- *Systemic retention concerns regarding support and service staff; large caseloads for advisors and success coaches.* The delivery of high-quality student support and services is dependent on the acquisition and retention of staff. As student needs become more complex and holistic advising is critical; large caseloads among advisors and success coaches may impact the student experience.
- *How does ODU define the role of engagement, and how does the community define engagement for ODU?* Internally, ODU needs to articulate its role in engaging with a diverse external local and Commonwealth-level constituencies who have differing positions on “hot topics.” Externally, community constituencies need better understanding of what engagement with ODU means, including private sector partners (businesses and industries) who may be unclear how ODU can be a partner versus seeing us as a competitor.
- *How will ODU reconcile that University priorities (research, education, engagement) may not overlap with priorities of communities, especially those who are historically underserved (e.g. communities of color, low income communities, rural communities, LGBTQIA+ communities, non-English speaking, aging populations)?* Understanding these priorities is a particular challenge when University communications networks do not overlap with the communications networks organizations and individuals use in our community. Additionally, ODU is challenged to communicate with some populations due to language barriers and the ability for these populations to engage with us online due to broadband access and lower community partner comfort with communicating and collaborating digitally.
- *Redundant programs and outflow of funds on campus, which essentially wastes resources.* This is caused by a lack of coordinated financing across different domains, and affects all areas (research, teaching, student services, communications, etc.).
- *Declining student applicant pool because of the enrollment cliff and competition from other universities for our typical (first gen, underrepresented) student pool.*

## C-5. List for Philanthropic Giving and Alumni Engagement Subcommittee

### ***Opportunities to Consider for 2023-2028 ODU Strategic Planning***

- *Develop coordinated, systemic approaches to synergize internal resources to support high risk, high impact research and development initiatives.* For example, this might involve focusing discretionary, gift, and other resources from across multiple units to free up faculty time and provide other support to focus on specific interdisciplinary R&D opportunities. Implement a more “forward leaning” and proactive research development strategy for selective opportunities. Incentivize and create opportunities for faculty to engage in proposal development and proof-of-concept research.
- *Recent investments in artificial intelligence, data science, and high-performance computing can open new inter- and multi-disciplinary research avenues.*
- Expansion of internship and externship opportunities (specifically paid opportunities), financial literacy and financial aid services delivered to students. As we continue to champion social mobility, creating robust, paid internship and externship opportunities, financial literacy programs and services are paramount. In addition, there are numerous opportunities to establish more unrestricted scholarship funds for students in need.
- *Role as a community convener:* ODU has an opportunity to position itself as an unbiased convener for conversations of value in the community on important but difficult “hot topics” and issues in the community. These conversations can be controversial, but the University enjoys a reputation of being able to bring parties together and facilitate difficult conversations to help entities in the community – nonprofits, businesses, local governments, and residents – find solutions.
- *Location as a community member:* As a University situated in the Hampton Roads region and with access to and presence in coastal Virginia, ODU has the local knowledge and sustainable presence to form long term partnerships in the region to ensure that collaborations are meaningful, not just “one and done” interactions with a higher education institution that end when a grant is concluded. One way to address this opportunity is to leverage and share knowledge from the centers, institutes, and departments who have established successful public-private partnerships and engagement partnerships across ODU with others who are exploring private sector partnerships and engagement in new domains.
- Invest new and substantial resources to maintain R1 status. Make targeted investment (cluster hire both for emerging areas and for DEI-priority areas across academic units, new programming, focus area realignment, K12 teacher preparation) in emerging research, workforce development, and community engagement areas: Green energy, Resilience, Healthcare, High performance computing, AI and Data Science, and others
- Increase new revenue streams through new program initiatives, differential tuition, investments strategies, etc., including innovative use of campus facilities, and possibly expanding to a NOVA campus
- Provide/ create both interior and exterior diverse/ multi-use spaces. This would include a large conference type center/ Performing Arts Center (similar to Virginia Wesleyan). Include more art on campus and a Multi-cultural Centre to allow students from outside of Hampton Roads to have somewhere that may feel familiar to them. For example, pulling in a cultural symbol or design a space to remind them of “home.”

### **Challenges for Philanthropic Giving and Alumni Engagement to Consider for 2023-2028 ODU Strategic Planning**

- *There is a local workforce shortage of qualified research and technical staff.* There may be time needed between project initialization and hiring action due to limited staffing options. Applied research centers must compete with industry for the same pool of candidates. Lack of many cutting-edge high-tech companies in HR area that may offer industry-based funding for faculty and internship opportunities for students
- *We face a highly competitive national environment for attracting diverse faculty.* The percentage of STEM doctorates awarded in the U.S. to under-represented students is quite low relative to the percentage of under-represented students we serve. IHE's, especially R1 institutions, have aggressive and well-funded recruiting efforts aimed at attracting and retaining qualified faculty of diverse backgrounds.
- *Low or declining Ph.D. enrollments and completions, especially in science, engineering, and humanities, will make it challenging to retain R1 status.* Declining undergraduate and graduate student enrollments impact faculty research and development capacity. Students are less willing to take on debt for a degree (both undergraduate and graduate). ODU stipends are not competitive with other institutions.
- *It is difficult to attract major industry investment in research, or venture capital for commercialization, because Hampton Roads lacks innovation critical mass.* Hampton Roads is at the bottom nationally in most rankings of innovation culture and infrastructure, whereas Virginia is in the top 10. This makes it difficult to compete for talent and opportunities with nearby areas in the region, such as Raleigh/Durham, NoVA....
- *Value of higher education and workforce development, combined with elevated debt & default rate.* The value of a college degree continues to be questioned, especially paired with historic amounts of student debt. How can ODU position itself as an affordable investment for students making these critical decisions?
- *Fulfilling basic needs for our diverse student population.* The growing needs of our student population cannot be understated. As our students navigate complex mental health, financial, family, and personal circumstances – an elevated sense of care, devoted resources, and increased staff to contribute to these needs should be prioritized.
- *How does ODU define the role of engagement, and how does the community define engagement for ODU?* Internally, ODU needs to articulate its role in engaging with a diverse external local and Commonwealth-level constituencies who have differing positions on “hot topics.” Externally, community constituencies need better understanding of what engagement with ODU means, including private sector partners (businesses and industries) who may be unclear how ODU can be a partner versus seeing us as a competitor.
- Difficult to recruit and retain highly effective staff and faculty, especially in technical areas such as IT and research technicians.
- Faculty salaries, and increases, have not kept up with other Virginia R1 & R2 institutions. Salary equity and compression is a challenge as we have to offer more to attract the top talent, and those who have been here longer do not see the benefits.

## C-6. List for Research Growth Subcommittee

### ***Opportunities to Consider for 2023-2028 ODU Strategic Planning***

- *Work with our Congressional delegation to expand the definition of HMSIs to include Carnegie 1 and Carnegie 2 institutions that serve 40% or more students of color.*
- *Leverage significant regional strengths and federal R&D investments (NASA, JLAB). Bring capabilities at VMASC, VISA, and other centers and institutes to connect with faculty capabilities in academic units to pursue larger funding and contract opportunities.*
- *Develop coordinated, systemic approaches to synergize internal resources to support high risk, high impact research and development initiatives.* For example, this might involve focusing discretionary, gift, and other resources from across multiple units to free up faculty time and provide other support to focus on specific interdisciplinary R&D opportunities. Implement a more “forward leaning” and proactive research development strategy for selective opportunities. Incentivize and create opportunities for faculty to engage in proposal development and proof-of-concept research.
- *ODU is well positioned to tap into workforce development and economic development priorities.* This tends to be supported across party lines and levels of government. It also creates opportunities to work in close collaboration with K12 and community college sectors.
- *Recent investments in artificial intelligence, data science, and high-performance computing can open new inter- and multi-disciplinary research avenues.*
- *Review of graduate student services for expansion.* For competition, as well as student success, reviewing graduate assistant pay must be taken into consideration.
- *Invest in joint programs for undergraduate students (4+1).* These programs allow a student to earn both a bachelor's degree and a master's degree in just five years.
- *Location as a community member:* As a University situated in the Hampton Roads region and with access to and presence in coastal Virginia, ODU has the local knowledge and sustainable presence to form long term partnerships in the region to ensure that collaborations are meaningful, not just “one and done” interactions with a higher education institution that end when a grant is concluded. One way to address this opportunity is to leverage and share knowledge from the centers, institutes, and departments who have established successful public-private partnerships and engagement partnerships across ODU with others who are exploring private sector partnerships and engagement.
- *Our new R1 status can provide leverage and other opportunities to grow and improve ODU (e.g., to encourage investment from Richmond, be competitive for research funding, attract high quality/diverse faculty).*
- *Invest new and substantial resources to maintain R1 status.* Make targeted investment (cluster hire both for emerging areas and for DEI-priority areas across academic units, new programming, focus area realignment, K12 teacher preparation) in emerging research, workforce development, and community engagement areas: Green energy, Resilience, Healthcare, High performance computing, AI and Data Science, and others.

### **Challenges for Research Growth Subcommittee to Consider for 2023-2028 ODU Strategic Planning**

- *There is a local workforce shortage of qualified research and technical staff.* There may be time needed between project initialization and hiring action due to limited staffing options. Applied research centers must compete with industry for the same pool of candidates. Lack of many cutting-edge high-tech companies in HR area that may offer industry-based funding for faculty and internship opportunities for students
- *We face a highly competitive national environment for attracting diverse faculty.* The percentage of STEM doctorates awarded in the U.S. to under-represented students is quite low relative to the percentage of under-represented students we serve. IHE's, especially R1 institutions, have aggressive and well-funded recruiting efforts aimed at attracting and retaining qualified faculty of diverse backgrounds.
- *Low or declining Ph.D. enrollments and completions, especially in science, engineering, and humanities, will make it challenging to retain R1 status.* Declining undergraduate and graduate student enrollments impact faculty research and development capacity. Students are less willing to take on debt for a degree (both undergraduate and graduate). ODU stipends are not competitive with other institutions.
- *Comparatively low starting salaries and low non-equipment start-up funding (e.g., funds for GRAs or post docs) make it difficult to compete for highly qualified new hires.*
- *It is difficult to attract major industry investment in research, or venture capital for commercialization, because Hampton Roads lacks innovation critical mass.* Hampton Roads is at the bottom nationally in most rankings of innovation culture and infrastructure, whereas Virginia is in the top 10. This makes it difficult to compete for talent and opportunities with nearby areas in the region, such as Raleigh/Durham, NoVA, and Richmond.
- *How will ODU reconcile that University priorities (research, education, engagement) may not overlap with priorities of communities, especially those who are historically underserved (e.g. communities of color, low income communities, rural communities, LGBTQIA+ communities, non-English speaking, aging populations)?* Understanding these priorities is a particular challenge when University communications networks do not overlap with the communications networks organizations and individuals use in our community. Additionally, ODU is challenged to communicate with some populations due to language barriers and the ability for these populations to engage with us online due to broadband access and lower community partner comfort with communicating and collaborating digitally.
- *How will ODU make the community aware that it is ready to be a partner?* Communities are not always aware that ODU is willing to partner with them. Some do not understand how to pursue partnerships with us. Partners can find it challenging to find the right person on campus – especially when their content area is touched by multiple Colleges (e.g. Business and Health Sciences), or they are unsure whether to approach a Center/Institute or a department directly.
- *Low comparative salaries to other (VA) R1 & R2 institutions (T&R faculty) and the market in general (AP faculty/staff) results in multiple sub-challenges such as creating issues of compression and inequity, the potentially costly impact of future increases in minimum wage, and the inability to keep up with the rising regional cost of living.*

## C-7. List for Student Engagement and Success Subcommittee

### ***Opportunities to Consider for 2023-2028 ODU Strategic Planning***

- *Consider tuition methodology from a per credit hour to flat cost structure. This opportunity promotes expedited degree completion and reduced student loan debt.*
- *Expansion of internship and externship opportunities (specifically paid opportunities), financial literacy and financial aid services delivered to students. As we continue to champion social mobility, creating robust, paid internship and externship opportunities, financial literacy programs and services are paramount. In addition, there are numerous opportunities to establish more unrestricted scholarship funds for students in need.*
- *Review of graduate student services for expansion. For competition, as well as student success, reviewing graduate assistant pay must be taken into consideration.*
- *Catalyst to incentivize engagement: ODU can develop incentives/encouragement to engage communities and for communities to engage with ODU. Faculty can be incentivized to develop courses that encourage students to have the spirit of giving back to the community and to conduct research of consequence for our community partners. ODU can incentivize the community to participate with us by documenting community needs, developing ways for faculty and students to support these needs through research and educational opportunities of value, and developing and marketing the rewards that partnership with the community can find working with us (businesses, local governments, nonprofits, schools, etc).*
- *From a recruitment perspective, the regional population is rich with military/veterans, healthcare, science, and other content-area expertise. Our diverse student body should also be attractive to high quality faculty/staff and allow us to train the next generation of diverse scholars.*
- *Improve retention rates and keep students on their intended path to their degree, we have an opportunity to revolutionize college math instruction to increase retention by decoupling from traditional “course” paradigm—mastery and more contemporary learning approaches to support students to learn at their own pace.*
- *Perform a housing study to better identify building replacement plan and student allocation within campus facilities. This will provide a better environment for our students, specifically first year students, and work towards improvement return/ retention rate.*
- *Improve campus wayfinding to include where to park for access; how to get to building once parked; finding offices/ labs/ rooms once inside the building. We need a mobile platform that can provide real time wayfinding to reliably move people from one point to another.*

## **Challenges for Student Engagement and Success to Consider for 2023-2028 ODU Strategic Planning**

- *Outdated general education requirements.* There is a growing need to revisit, assess, and make modernized adjustments to our general education requirements. There are many trends that require a unique, core requirement that ties all students together – specifically using community engagement or contribution to a specific cause.
- *Systemic retention concerns regarding support and service staff;* large caseloads for advisors and success coaches. The delivery of high-quality student support and services is dependent on the acquisition and retention of staff. As student needs become more complex and holistic advising is critical; large caseloads among advisors and success coaches may impact the student experience.
- *Fulfilling basic needs for our diverse student population.* The growing needs of our student population cannot be understated. As our students navigate complex mental health, financial, family, and personal circumstances – an elevated sense of care, devoted resources, and increased staff to contribute to these needs should be prioritized.
- *Low or declining Ph.D. enrollments and completions, especially in science, engineering, and humanities, will make it challenging to retain R1 status.* Declining undergraduate and graduate student enrollments impact faculty research and development capacity. Students are less willing to take on debt for a degree (both undergraduate and graduate). ODU stipends are not competitive with other institutions.
- *How will ODU support engagement, both internally and externally?* Faculty and students both need funds and other support to engage with communities (faculty need summer salary for work or buyout time for concept development; departments must place value on engagement time incorporated into promotion and tenure process; students require funded internships or paid opportunities to devote time to engagement). Likewise, participants from surrounding communities do not have equal ability to participate in University research or engagement events without funding or support (e.g. lack of transportation, lack of child care, lack of paid time off).
- *How will ODU make the community aware that it is ready to be a partner?* Communities are not always aware that ODU is willing to partner with them. Some do not understand how to pursue partnerships with us. Partners can find it challenging to find the right person on campus – especially when their content area is touched by multiple Colleges (e.g. Business and Health Sciences), or they are unsure whether to approach a Center/Institute or a department directly.
- *Imbalanced workloads and staffing levels* – the “do more with less” culture – leads to inequities, turnover and low morale. {Workload}
- *Recruitment and retention* – turnover in general and the number of retirement eligible faculty/staff, lack of succession planning, and lack of employee recognition opportunities should all be addressed.
- *Lack of effective/efficient technology/software systems* to streamline workflow processes such as hiring and onboarding and that will also allow for data-driven decision-making.
- *Redundant programs and outflow of funds on campus, which essentially wastes resources.* This is caused by a lack of coordinated financing across different domains, and affects all areas (research, teaching, student services, communications, etc.).

## Appendix D: Internal and External Focus Group Summaries

To provide insight that would inform strategic planning efforts, the Old Dominion University Office of Institutional Effectiveness and Assessment conducted thirty focus groups with both internal and external stakeholders. The internal focus groups were conducted on the university's main campus between late October and early November. In all, fourteen internal focus groups were conducted with ninety-nine individuals participating. An additional sixteen focus groups with external partners were conducted the last week of January 2022. Those interviews were conducted on ODU's main campus and at the higher education center. The interviews were conducted by David Shirley, Kelsey Kirland, Megan Corbett, Tyler Miller-Gordon, Remica Bingham-Risher, Courtney Hill, Sierra Croker, Tiffany Cummings, and Kelsey Orsini.

The findings from the thirty focus groups identified similar themes between the external and internal stakeholders. The comparable themes included the following:

- Both internal and external stakeholders identified diversity of our student population as being a strength of the institution.
- Both sets of focus group participants described various forms of experiential learning as being critical to the future of the institution.
- The importance of research that enhances the prestige of the university while addressing critical needs of the community surfaced in both sets of focus group interviews.
- Marketing and enhanced communications were identified as significant opportunities by both internal and external focus group participants.
- Across both types of focus groups, participants expressed great appreciation for being a part of the process, with individuals from campus and the community asking the university to host regular conversations on the topics addressed in the focus groups.

While comparable themes were identified, distinct themes also surfaced that were specific to the internal and external groups. To shed light on those distinct themes and provide additional insight into overarching themes, summaries of the internal and external focus groups are provided in the next section.

## D-1. Internal Focus Group Summary

### Number of focus groups:

- With ODU Faculty, Faculty Administrators, and Staff: 10
- With Students: 4

### Number of Participants: 99

- Faculty: 70
- Students: 29

### Questions asked of focus group participants:

- Write down one word or phrase that comes to your mind when you think about ODU.
- Write down one word or phrase about how you would describe ODU students to others.
- What does ODU do well?
- What are some of ODU's weaknesses?
- What opportunities should ODU Pursue?
- What might hinder ODU's future?

### Findings:

Findings from the internal focus groups identified different themes related to specific areas/types of individuals. The broader areas serving to frame the themes included (1) student-focused themes, (2) faculty/staff-based themes, (3) communications themes, (4) values/culture themes, (5) infrastructure themes, (6) curriculum themes, (7) research themes, (8) community-focused themes, (9) administration themes, and (10) budget-related themes.

### Overall Summary:

Fourteen hours of focus group discussion provided important insight that can be used to inform the strategic planning process. In general, focus group participants were quite willing to offer their assessment of the institution's strengths and weaknesses. It was clear that they appreciated the opportunity to participate in the discussion. While some critical insight was provided, in general the participants demonstrated great enthusiasm for the future. One theme across the focus groups was the hunger for an identity and vision that brings together the institution and propels Old Dominion University into the future. A second theme was the feeling of community and deep appreciation for being a part of the university conversation. Several participants encouraged the institution to do future focus groups on a regular basis as a strategy to share feedback with the administration.

The tables below outline each of these broader themes and the specific themes that surfaced within each area. Specific examples and quotes are provided to clarify the meanings of the various themes.

## Themes Surfacing Related to Different Stakeholders/Areas

STAKEHOLDERS/AREAS	THEMES
<b>Students</b>	Diversity and inclusion Pride Deficit versus strength-based focus Lack of focus on graduate students Building a student-ready college Career preparation Enrollment trends
<b>Faculty and Staff</b>	Lack of diversity (faculty) Low salaries Remote working decisions Strategies to demonstrate appreciation Recruitment and retention
<b>Communication</b>	Identity Concerns about Marketing experiencing Conflict avoidance Internal communication issues
<b>Values/culture</b>	Collegial Empathy Innovative Aversion to change Mediocrity/unwillingness to address problems Community
<b>Infrastructure</b>	Technology needs refined so systems talk with one another Competition between units Need to develop data culture Bureaucratic inertia (we take forever to hire someone).
<b>Curriculum</b>	General education concerns Experiential learning New programming Distance learning
<b>Research</b>	Answering the R1 question Embracing the region Enhancing focus on quality Supporting grants
<b>Community</b>	Research alignment Partnerships Community engagement Expansion of the arts
<b>Administration</b>	Leadership turnover Perceptions of competing priorities Concerns about transparency Listening to feedback
<b>Budget</b>	Perceived inequities Perceived inefficiencies Efficiencies History of underfunding from state

## Student-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>Diversity, Inclusion, and Social Mobility</b>	Members of each of the focus groups identified diversity, inclusion, and social mobility as words that come to mind when they think about ODU.	In addition to specifically using words such as diversity and inclusion, respondents made comments such as “we educate all students” and “we change lives and family trajectories” to describe ODU. Highlighting the diverse nature of students, a student said, “I don’t think you can create a stereotype of ODU students.”
<b>Pride</b>	Focus group participants demonstrated great pride when discussing ODU students. Dozens of examples of statements provided by participants could be provided.	“I’ve seen all of us step up and make things work. I’ve seen moms go to biochemistry class and tutoring centers with their kid because, you know, that’s what they had to do to get it done. I’ve seen international students come who didn’t speak any English and they come with their spouse and they learn the language for a year before they enroll and I see them as brave. I can’t even imagine. I don’t know that I have that much guts.”
<b>Deficit-versus strength-based focus</b>	A tendency existed among focus group participants to highlight students’ deficits, seemingly at the expense of focusing on their strengths. Doing so potentially minimizes student potential.	Comments by some focused on our students’ weaknesses (e.g., “we give marginal students a chance” and “students have a lot they are dealing with”) while others were more focused on strengths (“I love working with scrappy students”).
<b>Lack of focus on graduate students</b>	With the exception of the graduate student focus group, just one focus group spent considerable time talking about graduate students.	When graduate students were discussed, the need to better design services for them and to increase assistantship packages was discussed. The fact that so few mentioned graduate students points to the need to increase campus-wide discussions about graduate education.
<b>Building a student-ready college</b>	Focus group participants provided several examples of strategies that could be implemented to develop a student-ready college. Some participants suggested that ODU has made great strides in this area while others were less enthusiastic about the progress.	Participants identified specific strategies that can be implemented to better serve students. Many also demonstrated the firm commitment to serving students. One envisioned the power of the institution “If everyone on campus became student services professionals,” while another said, “I’m in the profession of students.” Others highlighted the need for additional advising support, increased tutoring, and the removal of barriers to student success.
<b>Career preparation</b>	Some focus group participants identified career preparation and business partnerships as key features that distinguish ODU from other institutions.	Besides highlighting the value of experiential learning, participants highlighted career preparation as a strength. Said one respondent, “we provide opportunities to be involved outside of the classroom.”
<b>Enrollment trends</b>	Each of the focus groups with employees included a discussion about the enrollment cliff.	When asked what will hinder our opportunities, at least one person in each employee session mentioned enrollment trends.

## Faculty and Staff-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>Lack of Diversity</b>	Focus group participants indicated that a lack of diversity in faculty is problematic, especially given the diverse student population served by the institution.	Participants drew attention to the problems that the institution has retaining diverse faculty. In addition, respondents discussed the need to better prepare the faculty for working with diverse groups of students. In the words of one student, “it seems like an option for faculty if they want to accommodate diversity.”
<b>Low Salaries</b>	In several focus groups participants expressed frustration with their salaries.	Respondents made comments such as “if we don’t address salaries, we are going to have an issue” and “our graduates make more than our full professors”
<b>Remote Working Decisions</b>	COVID was discussed in each focus group, with remote work being the most common topic discussed relative to the pandemic. Some participants indicated the need to have flexible remote work options, while others expressed interest in simply having a clear policy that is applied across the board.	Respondents were concerned about retaining employees and made comments suggesting that they were “losing people to other organizations that are paying more money or letting people work remotely” or they were “at risk of losing employees because they can go work somewhere else from home.” Others saw the opportunity to learn from the pandemic, with one suggesting, “Let’s take the lead on looking at what our workers need in terms of remote working...we need to position ourselves to be competitive.”
<b>Strategies to Demonstrate Appreciation</b>	In multiple focus groups, participants highlighted either the value of feeling appreciated or the need for the institution to demonstrate more appreciation for its employees.	Perhaps connected to the perceived low salaries and high workloads, participants expressed the need for intangible rewards. In the words of one participant, “ODU needs to recognize who is going above and beyond.”
<b>Recruitment and Retention</b>	Retention and recruitment of faculty and staff were identified in multiple interviews as being problematic.	Some participants made specific references to where they were losing colleagues. Consider comments such as “We lose faculty to VCCS because they pay more” and “VT is taking our employees because you can work for them from VB.”
<b>Workload</b>	In at least three of the focus groups, the different teaching load assigned to Arts and Letters faculty was noted.	An ongoing point of discussion, the teaching load of Arts and Letters tenure track faculty is a 3/3 load. Other colleges report a 2/2 teaching load.

## Communication-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>Identity</b>	In several focus groups, respondents indicated concerns about a lack of identity and suggested that the institution's efforts to do so many things may be harming the institution's overall brand. In addition, some suggested that the identity that exists is vague and stems from a lack of a vision. Also, in some focus groups, discussion focused on perceptions of safety and how ODU's identity is connected to crimes occurring in surrounding neighborhoods.	Respondents highlighted the absence of consistent taglines/logos and ever-changing priorities. The phrase "idea fusion" promoted laughter on a few occasions. Respondents made comments such as "I don't know that we tell our story in a way that people will remember it" and "no one knows where we are anchored." One respondent attributed this to our growth: "We have evolved so quickly, we are not the same. We need to make sure we are on the same page." Other respondents indicated that the lack of an identity comes from the absence of a vision. Comments such as "We don't all know what the vision is" and "we don't embrace who we are or we don't know who we are" exemplify this theme. As noted by one respondent, the absence of identity leads to disjointed efforts: "I don't feel we are working towards the same goals."
<b>Concerns about Marketing</b>	Related to the lack of identity theme, respondents also identified concerns about marketing, or what was perceived as either the absence of or the failure of marketing efforts to tell ODU's story.	Focus group participants made comments such as "we don't get the credit we are due" and we are "perceived as a local school and an underdog." Another respondent indicated that the result of these perceptions is that ODU is seen as a safety school for regional students. They stressed, "we need to rebrand ourselves so we are not that safety school"
<b>Conflict Avoidance</b>	In multiple focus groups, respondents suggested that part of ODU's culture is to avoid making difficult decisions or engage in discussions that address inadequacies of individuals, units, or divisions.	Respondents pointed to the "inability to have difficult conversations" as limiting ODU's potential. One group of respondents discussed how conflict avoidance results in unnecessary work. In the words of one of those involved in that exchange, "rather than saying there is a problem over there, we create a policy"
<b>Internal Communication Issues</b>	Focus group participants expressed concerns about the way information is shared internally at ODU. Suggestions were made indicating that confusing messages create issues at the institution.	Respondents made comments such as "people don't know about a lot of things," "they will update us when they feel like it," "If you asked me what our strategic direction was, I couldn't answer," and "when we talk about student success, the focus is sometimes blurred." Highlighting the negative consequences of these communication issues, one respondent said that the institution has a problem "educating the campus just on what resources are available for first gen students [and] "There's a lot of resources, but folks don't always know what they are."

## Values/Culture-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>Collegial</b>	Several focus group participants used the word collegial (or something comparable) to describe ODU.	Participants made comments such as “It has a personal touch...I am willing to take a pay cut in my salary for collegiality” and “We get along and love each other and it’s fun – so much fun.”
<b>Empathy</b>	Many participants identified the caring nature of ODU as being worthy of note.	Participants identified specific strategies and programs (e.g., ODUcares) to illustrate the empathetic nature of ODU.
<b>Innovative</b>	Words and phrases related to innovation were also used to describe the institution. These descriptions were always identified as things that the respondents liked about ODU.	<p>“We have a way of staying ahead of the curve” “We tend to be ahead and at the forefront”</p> <p>“We don’t put a lot of unnecessary restrictions on innovation...[we are] hands off in allowing faculty to teach in different ways”</p> <p>“We are bold and courageous at this university – with a very little resources we are not afraid to step and try and something new or strive for something new that others would say is impossible.”</p>
<b>Aversion to Change</b>	Some participants noted that the campus, and several colleagues, are resistant to change. The descriptions were provided to describe what individuals didn’t like about the institution.	<p>“We always keep things the way they have always been done”</p> <p>“Sometimes I feel like we are catching up.” “We hold ourselves back as a university”</p>
<b>Mediocrity/unwillingness to address problems</b>	In multiple focus groups, participants suggested that ODU tends to embrace mediocrity at the expense of excellence. Respondents pointed to the unwillingness of chairs, directors, and administrators to address problems as being the source of the willingness to accept below average work.	Perceptions about mediocrity came up relative to different topics. One faculty member said that in terms of research, “I think we promote mediocrity.” Another said that we “don’t want to acknowledge weaknesses”
<b>Community</b>	Many participants described how ODU fosters a sense of community. These comments tended to be in response to questions about how they would describe ODU or what ODU does well.	Asked to describe ODU, one respondent used the phrase “a big university – family feeling.” Echoing this theme, a student said, “you almost forget that there are bad things happening...you get to live in a bubble.”

## Infrastructure-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>Technology needs refined so systems talk with one another</b>	In multiple focus groups, participants lamented how our technology is dated and seemingly siloed across division.	One group characterized our technology as antiquated. The general consensus across groups was that “none of our tech systems fit together seamlessly.”
<b>Competition between units</b>	Multiple focus group members discussed what can be characterized as competition between different campus units that should be working towards the same goals. The competition was attributed to funding limitation, unclear goals, and communication issues across division.	Focus group participants described either the “replication of work on campus” or the unwillingness to collaborate (e.g., “Folks tend to say these are mine rather than sharing”). In the words of one participant, “We need somebody who is higher up in administration to look for replications, try to see those things that can be streamlined, try to cut down on competition between divisions, departments, and colleges, and see how we can foster collaboration.”
<b>Need to develop data culture</b>	Several focus groups engaged in discussions about data and pointed to the opportunity to make better use of data. The types of suggestions made collectively would build towards a culture that embraces data and evidence-based decision making.	Participants pointed to the way they saw decision making unfold and suggested that decisions were driven by emotion rather than evidence. One advised that leaders “listen, learn, and act.” Participants also called for “on going focus groups to send information to leadership.” In the words of one participant, “I don’t think there are enough of these sorts of opportunities”
<b>Bureaucratic inertia</b>	Participants identified bureaucratic inertia as problematic. While some pointed to an aversion to change as being campus-wide, other pointed to the bureaucracy as limiting change	Respondents pointed how long certain processes take (e.g., “we take forever to hire someone”) and the way that the institution hasn’t kept up with external forces (e.g., “Rapid growth hasn’t been properly assimilated. [It] has led to structural problems”).

## Curriculum-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>General Education Concerns</b>	A few participants expressed support for revising general education. Comments were made suggesting that our gen ed is more complicated than other institutions in Virginia.	While discussing general education, respondents noted that there is nothing “unique” about our requirements that speak to the values or identity of the institution.
<b>Experiential Learning</b>	Respondents highlighted the value of experiential learning, including internships, practicums, undergraduate research, and so on.	Describing how students succeed in their practicums, and how this success cuts across cohorts, one respondent said, “Our students are out all over the place and they just turn it over from one class to the next.” Other respondents focused on how we can integrate students into ODU programming as an experiential learning strategy. Said one respondent, “We have a whole marketing department full of wonderful students” (who could help with marketing).
<b>New Programming</b>	Respondents lauded the university for its ability to develop new programs that meet market demands (e.g., cybersecurity and data analytics).	“We have diversified unique programs that are tied to employment opportunities.”
<b>Distance Learning</b>	Mixed feedback was provided about distance learning. On the one hand, some saw distance learning as the key to our future. Others were more skeptical. A conclusion seems to be that the strategy can be effective if guided by evidence.	<p>“Putting all of our eggs in our online basket would hinder us”</p> <p>“Not having a vibrant presence on campus” “Students don’t like online”</p> <p>“Need even keel”</p> <p>“Through this pandemic, we survived because of the online world...we need to embrace that. We need to understand the needs of our students.”</p> <p>“If we are going to do it, we should do it well.”</p>
<b>Graduate programming</b>	While graduate programming was not discussed often, when it was discussed participants pointed to the inherent value of graduate education as well as the clear potential for graduate education to expand at ODU.	<p>“What will save ODU is the graduate school...more money should go to the graduate school.”</p> <p>“We didn’t talk about the graduate school. The idea of having graduate students is important in terms of having new scholars involved...and even for undergraduate students to have that modeling of what successful scholarship is.”</p>

## Research-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>Answering the R1 Question</b>	In multiple focus groups, faculty expressed hope that the question of whether we will be seeking to become an R1 institution be answered. To some, the uncertainty as to whether the institution is interested in R1 status creates a lack of focus for the institution.	<p>“Are we going to be an R1 or not?”</p> <p>There is a “lack of focus” regarding research overall.</p>
<b>Embracing the Region</b>	Focus group respondents spent considerable time talking about our region and how our research is stronger when it aligns with the region.	Topics such as sea level rise, maritime, oceanography, physics, cybersecurity and oceanography were highlighted as regional opportunities that could enhance our national reputation. Respondents suggested that “showcasing our location” was a strategy to separate ODU from other institutions. Said one respondent, “We are on the water...that should be our bread and butter.”
<b>Enhancing Focus on Quality</b>	Some participants called for a stronger focus on quality over a simple focus on quantity.	Discussion focused on research that makes a difference in the discipline or the community as opposed to research that simply “counts” as a publication.
<b>Supporting Grants</b>	Some participants called for increased support for grants activities.	Discussion focused on the growth of ODU as a research institution and the need to enhance our infrastructure if the institution chooses to continue to grow in this regard.

## Community-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>Research Alignment</b>	Noted above, participants highlighted the strengths that come along aligning ODU's research with regional needs.	See above
<b>Partnerships</b>	Focus group partnerships described the value of different types of partnerships.	In multiple discussions, participants discussed the need to either develop, maintain, or expand partnerships with different groups. Those groups identified most frequently included businesses, the military, and other regional institutions.
<b>Community Engagement</b>	In several focus groups, participants highlighted the value of using the expertise of ODU faculty and the resources of the institution to improve and engage the surrounding community.	Focus group members tended to highlight community engagement as an institutional strength.
<b>Expansion of the Arts</b>	Multiple focus groups highlighted the opportunity to expand and better integrate the arts into the life of the community and the institution as a whole. Some pointed to the opportunity to develop an arts district by better aligning existing parts of the art enterprise.	When discussing the arts, participants suggested that ODU is behind other institutions. One pointed out that "we are the only state university in VA that does not have a concert hall." Another said that it is important that we recognize that the arts are "more than an attraction." The opportunity, one suggested, is to bring together existing efforts: "We have this arts district... and yet none of them are integrated into each other." Some participants saw such an approach as critical to our institution. Said one, "You can't have a liberal arts university without the arts."

## Administration-Focused Themes

THEMES	WHAT IT MEANS	QUOTES/FEEDBACK
<b>Leadership Turnover</b>	Multiple focus groups mentioned the leadership turnover at the institution, particularly the changes in dean positions. They mentioned the turnover as a concern in developing consistent programming and messaging over time.	One participant referred to the “eternal revolving door of deans” as being a concern. Another noted “We’re hiring lots of deans...it’s a little unnerving.” At the same time, participants noted that a change in presidential leadership presents an opportunity for significant and positive change at ODU.
<b>Perceptions of Competing Priorities</b>	Participants highlighted what they viewed as competing priorities. This was especially evident in discussion about enrollment.	The consistent thread relative to competing priorities is that the topic came up when identity and communication was being discussed.
<b>Concerns about Transparency</b>	Some participants referred to concerns about transparency, particularly regarding the budget and decision making.	The phrase “lack of transparency” or a variation came up on at least a few occasions. To address this, one participant suggested that, “Everyone should help communicate.”
<b>Listening</b>	Across multiple focus groups, participants praised the administration for listening to concerns. Such comments were made by faculty, staff, and students alike.	Participants made several comments that suggested the administration listens to concerns. Comments such as “feels good to be given a voice” and “people higher up on the food chain are more accessible than when I went to college” are examples. In the words of one student, “I don’t feel like we have to petition or rally to get things done.” Not all participants agreed with this assessment. Said one, “I’m not sure the university does a great job listening to what students need.”

## Budget-Focused Themes

THEMES	WHAT IT MEANS	QUOTES FROM RESPONDENTS
<b>Perceived Inequities</b>	Across multiple focus groups, participants pointed to inequities they believed existed in terms of budgets in different units. One variation of this involved discussions about units that had significant growth in enrollment in service delivery but no increase in resources. Some also drew attention to what they saw as a lack of appreciation for classified staff.	<p>“You see those who make the least amount of money doing the bulk of the work.”</p> <p>“There is a disconnect between what we are asked to do and what we can do.”</p> <p>“Too much focus on athletics and not enough on academics”</p> <p>“ODU has experienced significant growth that may not have been planned out strategically so there may be misalignment...you may have programs that are stretched.”</p> <p>“We are very top heavy”</p>
<b>Perceived Inefficiencies</b>	Some focus group participants highlighted areas where they thought the institution was inefficient.	<p>“We develop pointless programs”</p> <p>“If the entire university were run as well as the athletics department, this place would be great.”</p>
<b>Efficiencies</b>	While some areas were seen as inefficient, some participants drew attention to the way that the institution, in general, knows how to efficiently use its resources.	We “know how to stretch a dollar”
<b>History of Underfunding from State</b>	Focus group participants also discussed the historic underfunding of Old Dominion University. The participants attributed the lack of funding to perceptions about the institution and noted that the consequences of limited funding have been felt across the institution.	<p>“We are always in the red”</p> <p>Northern Virginia “gets all the love”</p> <p>ODU is the “red-headed step child in VA”</p> <p>“We have great dreams but no support to make the dreams exist”</p>

## D-2. External Focus Group Summary

**Dates:** January 24, 26, 27, and 28 (2022)

**Location:** Old Dominion University Main Campus and Virginia Beach Higher Education Center

**Number Conducted:** 16

**Number of Participants:** 72

**Participants:** Vice presidents and deans identified 300 external partners to be invited to the focus groups. CEOs, business leaders, and professionals from all sectors including maritime, health care, engineering, cybersecurity, education, human services, and so on participated.

**Additional Details:** Email surveys completed by those unable to attend and individual interviews conducted upon request

### Questions:

- Warm-up 1: Write down one word or phrase that comes to your mind when you think about ODU?
- Warm-up 2: Write down one word or phrase about how you would describe ODU students to others.
- What does ODU do well that no other university does?
- What are some areas where ODU should improve?
- What other opportunities might ODU pursue?
- What do you need from ODU that you are not getting?
- Wrap up: What is your overall perception of ODU?

### Analysis:

Standard content analysis was used to identify patterns. Comments made by participants were summarized and identified by thematic patterns. For purposes of clarity, below the themes are identified. Word clouds were used to identify how prevalent the themes were across each area of focus. The summarized notes from the focus groups are included along with a sampling of specific quotes from different participants to highlight themes.

### Findings:

Respondents identified diversity, strong potential, community partnerships, and other words to describe ODU. Words used to describe students included diverse, hardworking, eager, well-rounded, relatable, and others. Participants identified ODU's areas of strength as including online programming, student success, maritime, entrepreneurship, and cybersecurity. Areas in need of improvement included experiential learning, stronger community partnerships, marketing, and student support. Opportunities identified by the external focus members aligned with these strengths and included experiential learning, community partnerships, becoming a regional leader, enhancing the institution's research, and expanding distance learning, among others. When asked what they needed but were not getting, participants described partnerships, regional leadership, experiential learning programming, and communication-related themes most often, though other themes also surfaced. The following tables and word clouds provide details regarding the feedback received from the external focus group participants.



## General Themes

Marketing – “Do you have anyone in charge of public relations”?
Regional Asset – “ODU always shows up.”
Talent Retention – “The beach doesn’t pay you.”
Enthusiasm – “ODU is a phenomenal school with future leaders and innovative perspectives ready to change the world.”
Experiential Learning -- “Why are college students in class all day?”
Partnerships -- “We have had issues with industry relations. It’s been tough. It’s getting better.”
Diversity – “ODU is a multicultural institution which has become the forerunner in diversity and inclusion.”
Regional Focus – “The community could sure use a lot more help.”
Nice to be asked – Participants appreciated being asked to provide feedback and talked about “We” more than “You.”
R1 – Came up in multiple focus groups, with respondents expressing pride about it.
Growth – “ODU is getting much better.”
Meeting our Potential – “I think you are under achieving. Until recently, you weren’t visible in economic development.”

## Themes From Focus Group Questions Asked of External Participants

What ODU Does Well	Opportunities	Areas of Improvement	What They Need but are not Getting
Balance	Alumni	Arts Emphasis	Action
Community	Applied Research	Bureaucracy	Alumni
Curriculum	Arts	Business Engagement	Arts
Cybersecurity	Branding	Career Preparation	Communication
Diversity	Community Engagement	Community Engagement	Community Engagement
Employees	Continuing Education	Curriculum	Continuing Education
Entrepreneurship Expansion	Curriculum Development	Experiential Learning	Employee Production
Experiential Learning	Differential Tuition	Faculty	Experiential Learning
Focus Areas	Curriculum Partnerships	Identity	Graduate Students
K-12 Partnerships	Distance Learning	Infrastructure	Innovation
Maritime	Employee Demand	e Instruction	K-12 Partnerships
Multi-dimensional	Experiential Learning	K-12	Maritime Leadership
Off-shore wind	Faculty	Marketing	Partnerships
Online	Funding	Online	Regional Leadership
Partnerships	Graduate School	Partnerships	Relationships
Pride	Greek Life	Political	Research Partnerships
Recruiting students	Incubator	Recruiting	Safety
Regional service	K-12 Partnerships	Regional Leadership	Small Business Support
Relationships	Maritime	Relationships	Supply Chain Leadership
Research	Marketing	Safety	Thought Leadership
Social Mobility	Medical Schools	Small Business Support	Transformation
Student Success	Partnerships	Student Development	
Technology	Policy Leadership	Student Support	
Thought Leadership	Regional Support	Talent Retention	
	Regional Leadership	Thought Leadership	
	Relationships		
	Research Partnerships		
	Safety		
	Social Mobility		
	Student Support		
	Supply Chain		

## What Does ODU Do Well?



## Areas of Improvement





## Quotes Related to Each Focus Area

### WHAT DOES ODU DO WELL THAT NO OTHER UNIVERSITY DOES?

- Access to the president is something you do well and I appreciate that.
- Your TRIO program is awesome.
- Here in the region, I think that they are reaching out to the community more so.
- Their distance learning program is second to none. They are creative. When it was not normal, ODU was doing it.
- They go out of their way.
- I don't mean it to be insulting...to me it doesn't do anything other than any other university [which] means they are doing what they need to.
- A school of opportunity
- ODU has a critical role in helping attract top level talent into the region. It's a great place to live. The beach doesn't pay you.
- ODU has a lot of empathy for their students.
- On the rise
- Maritime is a strength with a lot more potential.
- Football was an opportunity to build a closer relationship between the industry and ODU.
- It's a lot different than when I was here.
- I've worked with many universities at my level and there's always that ivory tower issue. I don't find that at ODU.

### WHAT ARE SOME AREAS WHERE ODU SHOULD IMPROVE?

- Do you have anyone in charge of public relations? People in the region don't know what's going on.
- Let people know all the good things.
- We don't tout ourselves.
- We act like a third cousin.
- I think we can do a much better job with the marketing of the university. We have to do a better job. We need to step it up. We have a great place.
- Talk to industries and ask – what can we do to help you?
- We don't know a lot. The more information you provide, the better prepared students are.
- Monarch Way – Hit and miss.
- From the community perspective, we feel that the university has its fair share of safety incidents. IT would help to reduce the number of those incidents.
- The terrible things that happened did not occur on university property. So, then, what can the university do work with the city of Norfolk and code enforcement and slumlords to tighten that down.
- I've got a 19YO daughter going to CNU because of safety concerns.
- Collaborate in areas that will enrich learning through partnerships.
- Knowing that ODU is wider than Hampton Blvd., I'd love to see more outreach in our community.
- 80% of our research is focused on others. You can't do it all.
- Modernize yourself. Leap frog to another way of doing things.
- In the class settings, the over emphasis of the academics on the teachings and less on the real world applications.

### WHAT OTHER OPPORTUNITIES MIGHT ODU PURSUE?

- Partnering with K-12 to make sure that students have the appropriate background...a lot of the time they are not prepared for Calculus.
- Build those transformational opportunities by providing internships, service learning, workforce development.
- Get out of the mindset that internships are for juniors.
- Build [experiential learning] into the curriculum to [students] are given the exposure they need for things like service learning.
- Wouldn't it be great if ODU had a presence on the majority of [non-profit] boards?
- Partner with European and global partners on flooding.
- Understand the profile of our students and play to your strengths.
- When I hire someone from ODU, I'm getting someone with [life] experience. These are the folks you want as employees. Because when you come to work for me, you are going to have family issues, you are going to need to multi-task, but I'm still going to want you to produce.
- The online delivery of courses. That's where the growth is. And I think Dr. Hemphill has seen that as a critical opportunity to grow. That is a real jewel.
- There is a lot of opportunity in the arts. If you don't think the arts are important – what did you do during lockdown? All you did was watch artists perform on Netflix.
- If all you did was strengthen the academic enterprise without a community impact, I'd be disappointed.
- Finding academic areas you can excel in.
- Collaboration...do what you are doing with a couple others in higher ed.
- It's frustrating that universities have to have everything in their own silos. Lead the way in the state to be a modern collaborative university, using its resources efficiently.
- Prepare learners for what comes next and how they can be productive.
- Position itself for offshore wind.
- We need a medical school.

### WHAT DO YOU NEED FROM ODU THAT YOU ARE NOT GETTING?

- We get caught up in traditional learning. We forget how important it is to engage in action.
- Helping graduates stay here in HR. We've got a [problem] brain drain. Talent is leaving the region. They are going to Charlotte, NOVA, other places. We need to keep that talent here in HR. We are to do that as a business community, but I think that's something ODU could do as a well. They could promote HR as a great place to go to school, but once they graduate, a place to live, work, and raise their family.
- Get their people to start relationships with bigger corporations
- We are not doing enough collaboration with NSU, quite frankly.
- You have folks who have good skills, but they don't have the business skills to run a business.
- Access to the alumni database to hire.
- Sense of pride about being an ODU graduate
- Foster that innovation in students to get them to do other things
- Formal partnerships. Making sure we are paying students. Not everyone can volunteer. It's an equity issue.
- Students' research projects have not been up to par. GMU has done 20 for every one ODU has done.
- I think you are underachieving. Until recently, you all were not visible in economic development.
- Certification and training programs
- Asking the question...how can we serve businesses? I would say that our employers are feeling that there's a sense that students who come out haven't been given that experiential learning.
- We don't know about the academics...about what is going on in the community.

## Appendix E: Data from Office of Research

<p><b>Figure 1.</b> 12-Month Undergraduate FTEs and Unduplicated Headcounts</p> <p><b>Figure 2.</b> 12-Month Graduate FTEs and Unduplicated Headcounts</p> <p><b>Figure 3.</b> FTE Production per Headcount</p> <p><b>Figure 4.</b> Online Course Enrollment by Level: 2019-2020</p> <p><b>Figure 5.</b> Applicants, Admissions, and Enrollments: Fall First Time Degree Seeking Freshmen</p> <p><b>Figure 6.</b> Admission Rates (#admits/#applicants) and Admission Yields (#enroll/#admits): Fall First Time Degree Seeking Freshmen</p> <p><b>Figure 7.</b> Percentage of Admitted Freshman Submitting SAT Scores</p> <p><b>Figure 8.</b> SAT Reading Scores at the 25th and 75th Percentiles for Admitted Freshmen</p> <p><b>Figure 9.</b> SAT Math Scores at the 25th and 75th Percentiles for Admitted Freshmen</p> <p><b>Figure 10.</b> Full time Undergraduate In State Tuition at ODU and Selected Other Virginia State Universities</p> <p><b>Figure 11.</b> Full time Student Retention Rate (Undergraduate)</p> <p><b>Figure 12.</b> Part-time Student Retention Rate (Undergraduate)</p> <p><b>Figure 13.</b> Four year, Six year, and Eight year Graduation Rates</p> <p><b>Figure 14.</b> Percentage of Pell Grant Recipients Graduating within Six Years</p> <p><b>Figure 15.</b> Operating and Non-operating Revenue</p> <p><b>Figure 16.</b> Operating Revenue by Source: FY 2020</p> <p><b>Figure 17.</b> Non-operating Revenue by Source: FY 2020</p> <p><b>Figure 18.</b> ODU State Appropriations</p> <p><b>Figure 19.</b> Difference between 2020 State Appropriations and 2004 State Appropriations by Institution</p> <p><b>Figure 20.</b> Percentage Change in State Appropriations from 2004 to 2020 by Institution</p> <p><b>Figure 21.</b> Operating Expenses by Functional Area, 2020</p> <p><b>Figure 22.</b> Operating Expenses by Functional Area and Salaries versus Operations, FY 2020</p> <p><b>Figure 23.</b> Instructional Expenses Allocated to Salaries and Wages, Other by Year</p> <p><b>Figure 24.</b> Institutional Support (administrative &amp; operating costs) Allocated to Salaries, Other</p> <p><b>Figure 25.</b> Number of Full Time Instructional Faculty by Race and Year, 2014-2020</p> <p><b>Figure 26.</b> Number of Tenured Faculty by Assigned Sex and Race: 2015 versus 2020</p>	<p><b>Figure 27.</b> Number of Non-tenured Tenure Track Faculty by Assigned Sex and Race: 2015 versus 2020</p> <p><b>Figure 28.</b> Number With Faculty Status, Not on Tenure Track and Percent of Total by Year</p> <p><b>Figure 29.</b> Student-Faculty Ratio (undergraduate)</p> <p><b>Figure 30.</b> Percentage of Undergraduate Students Receiving Any Grant Aid, Pell Grants, and Student Loans by Year</p> <p><b>Figure 31.</b> Average Student Loan, Pell Grant, and Other Grant (Scholarships, etc.) for Undergraduate Students by Year</p> <p><b>Figure 32.</b> Net Price for Students Receiving Financial Aid and for Students with Family Incomes under \$30,000 by Year</p> <p><b>Figure 33.</b> Total Price by Residency Status and Year</p> <p><b>Figure 34.</b> Military-connected Students: Number Receiving Post 9/11 GI Bill and Number Receiving DOD Tuition Assistance</p> <p><b>Figure 35.</b> Average Salaries by Academic Rank and Year</p> <p><b>Figure 36.</b> Average Salary for non-medical Professors by Institution and Year</p> <p><b>Figure 37.</b> Growth in Average Professor Salary from 2012 Baseline: ODU versus Aggregate Other Virginia R1 &amp; R2 Universities</p> <p><b>Figure 38.</b> Average Salary for non-medical Associate Professors by Institution and Year</p> <p><b>Figure 39.</b> Growth in Average Associate Professor Salary from 2012 Baseline: ODU versus Aggregate Other Virginia R1 &amp; R2 Universities</p> <p><b>Figure 40.</b> Average Salary for non-medical Assistant Professors by Institution and Year</p> <p><b>Figure 41.</b> Growth in Average Associate Professor Salary from 2012 Baseline: ODU versus Aggregate Other Virginia R1 &amp; R2 Universities</p> <p><b>Figure 42.</b> Number of Proposals Submitted per Year</p> <p><b>Figure 43.</b> Typical Values of Submitted Proposals by Year</p> <p><b>Figure 44.</b> Proportion of Proposals Awarded by Fiscal Year</p> <p><b>Figure 45.</b> Number and Percentage of Proposals by Amount Requested, 2000 -2021</p> <p><b>Figure 46.</b> Number and Percentage of Awards by Amount Awarded: 2000-2021</p> <p><b>Figure 47.</b> Proportion of Awards Funded by Amounts Proposed, 2000-2021</p> <p><b>Figure 48.</b> Total Awards by Fiscal Year, 2013-2021</p> <p><b>Figure 49.</b> Histogram of IDC Recovery Rates (IDC/Total Costs), Awards 2000-2021</p> <p><b>Figure 50.</b> Direct Costs and IDC Returns Associated with Low or Zero IDC Return Awards, 2008-2021</p> <p><b>Figure 51.</b> Number of Proposals with Zero or Low IDC per Year, 2006-2021</p> <p><b>Figure 52.</b> Number of Active Awards with &lt;10% IDC Return, 2006-2021</p>
--	--

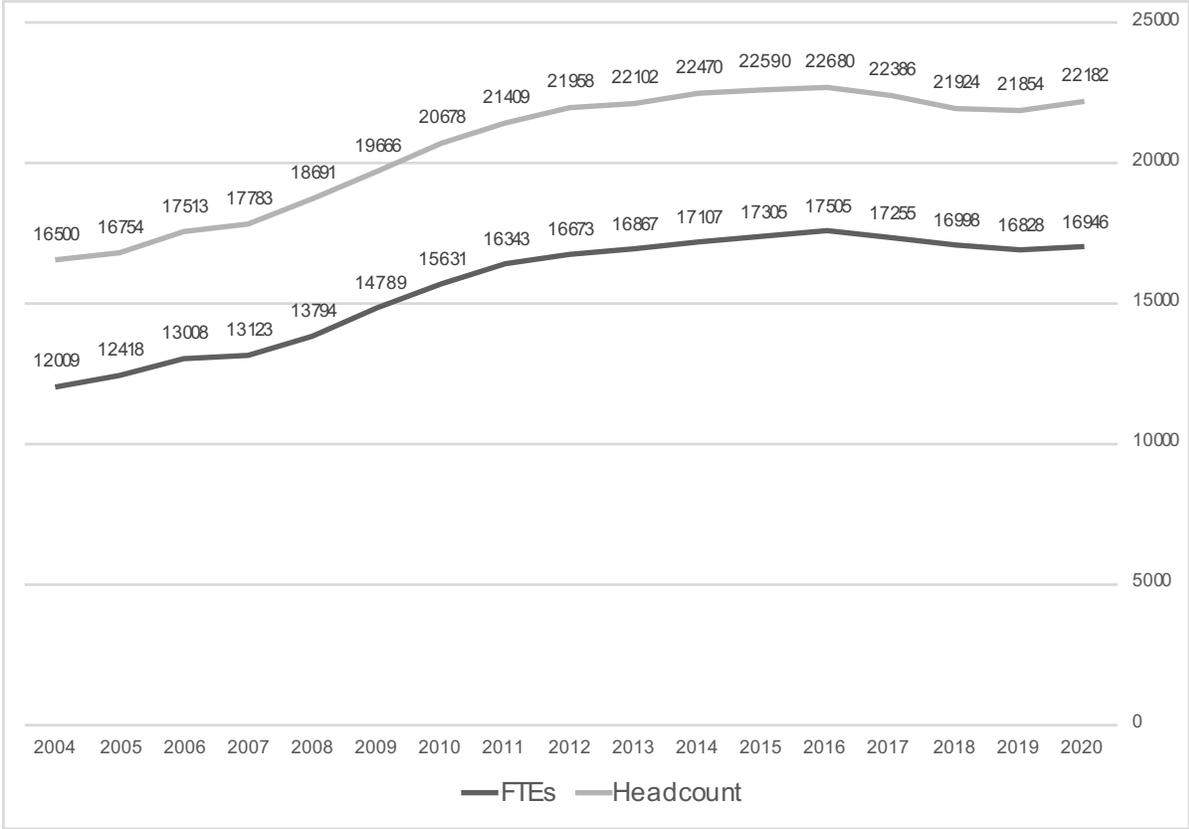


Figure 1. 12-Month Undergraduate FTEs and Unduplicated Headcounts

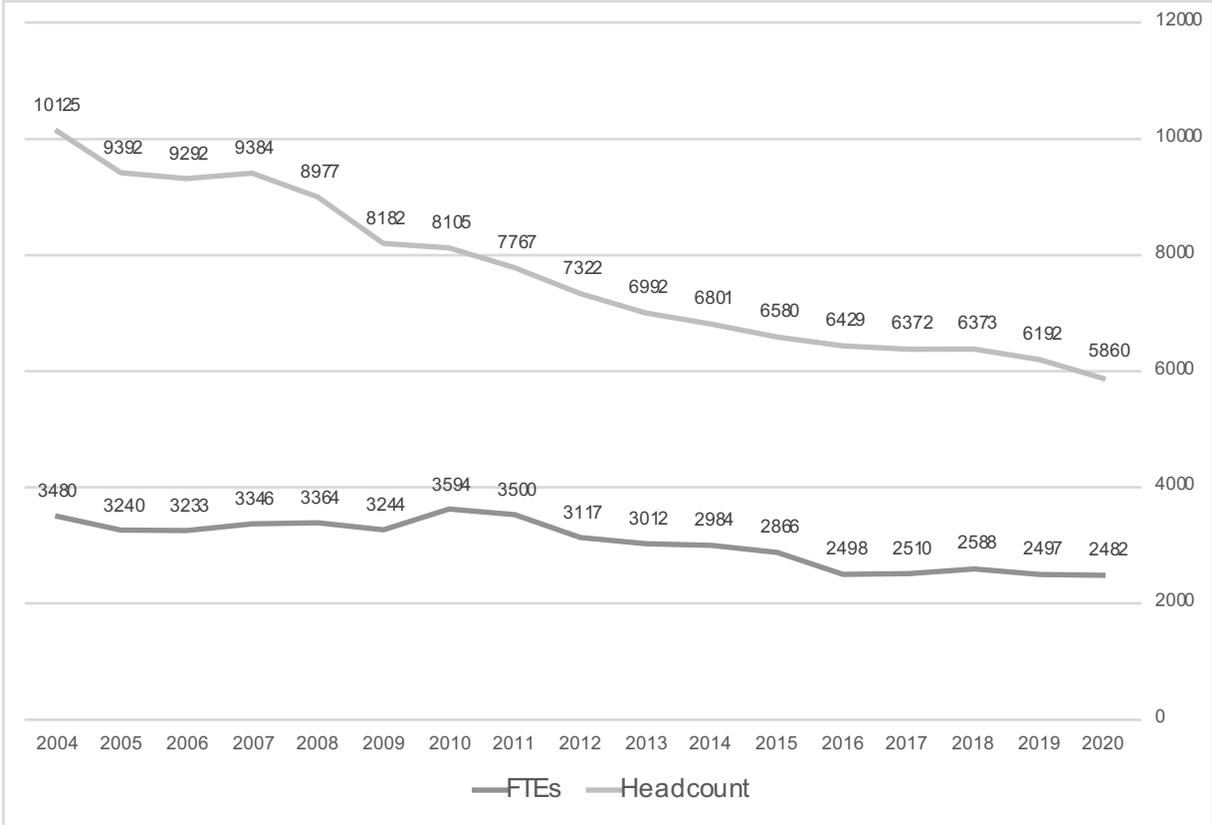


Figure 2. 12-Month Graduate FTEs and Unduplicated Headcounts

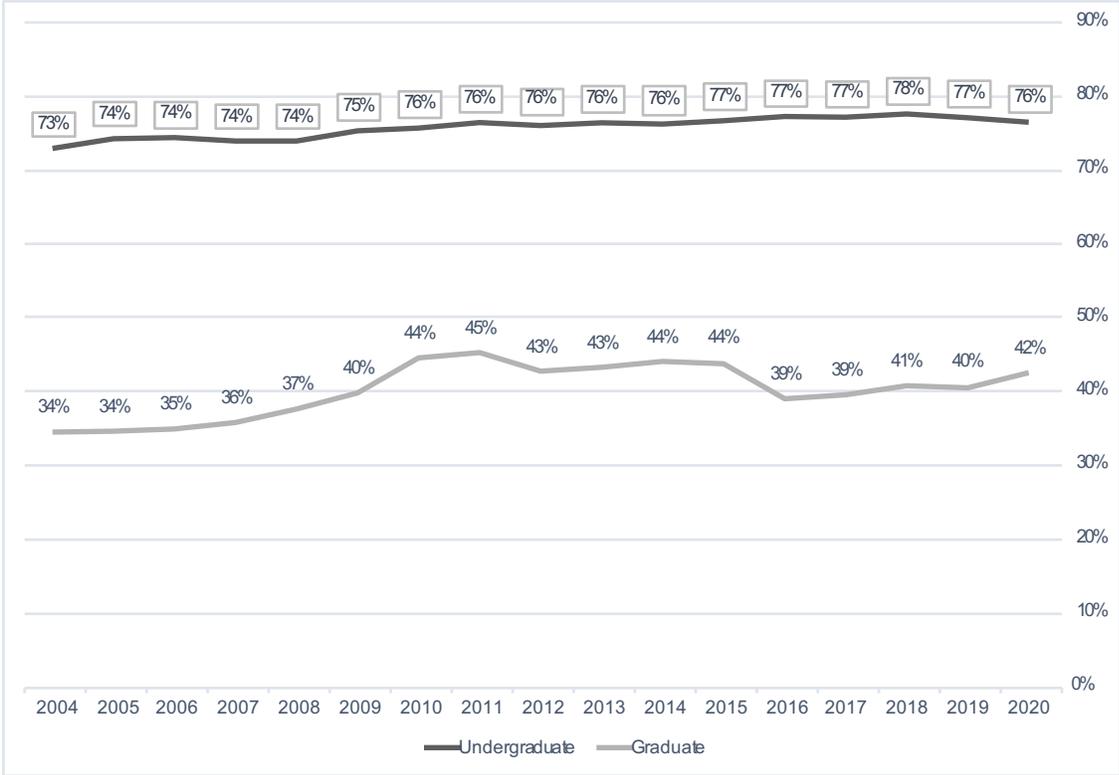


Figure 3. FTE Production per Headcount.

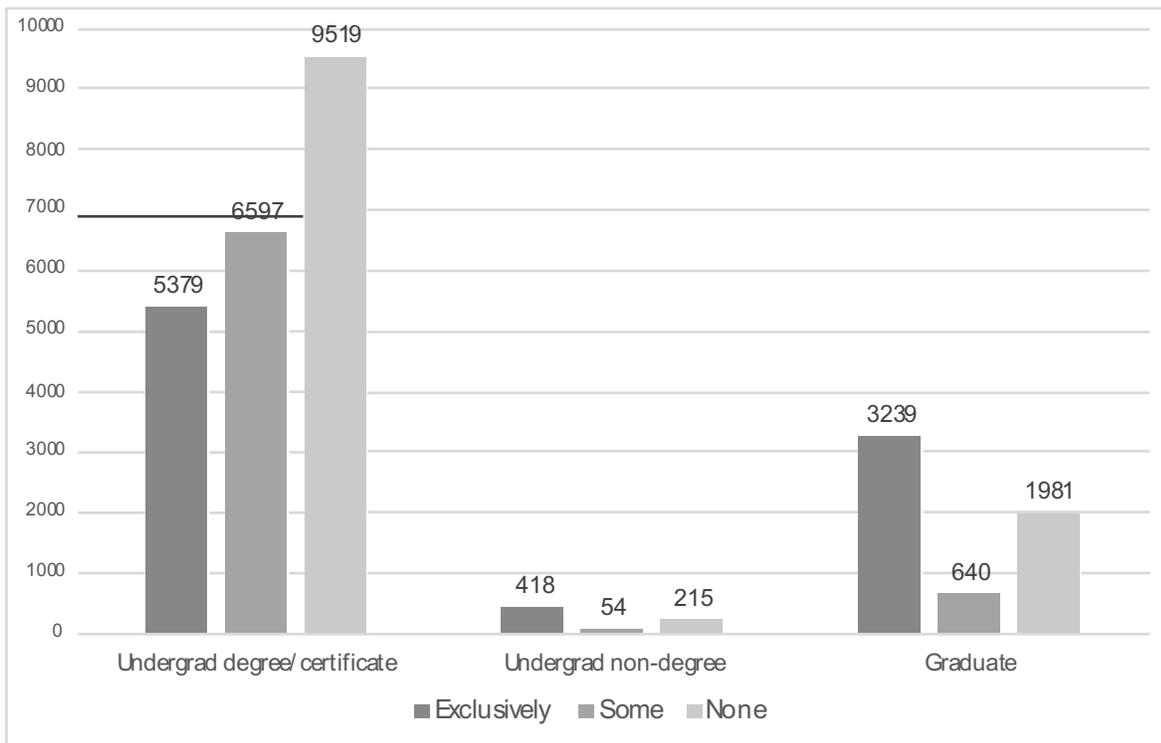


Figure 4. Online Course Enrollment by Level: 2019-2020

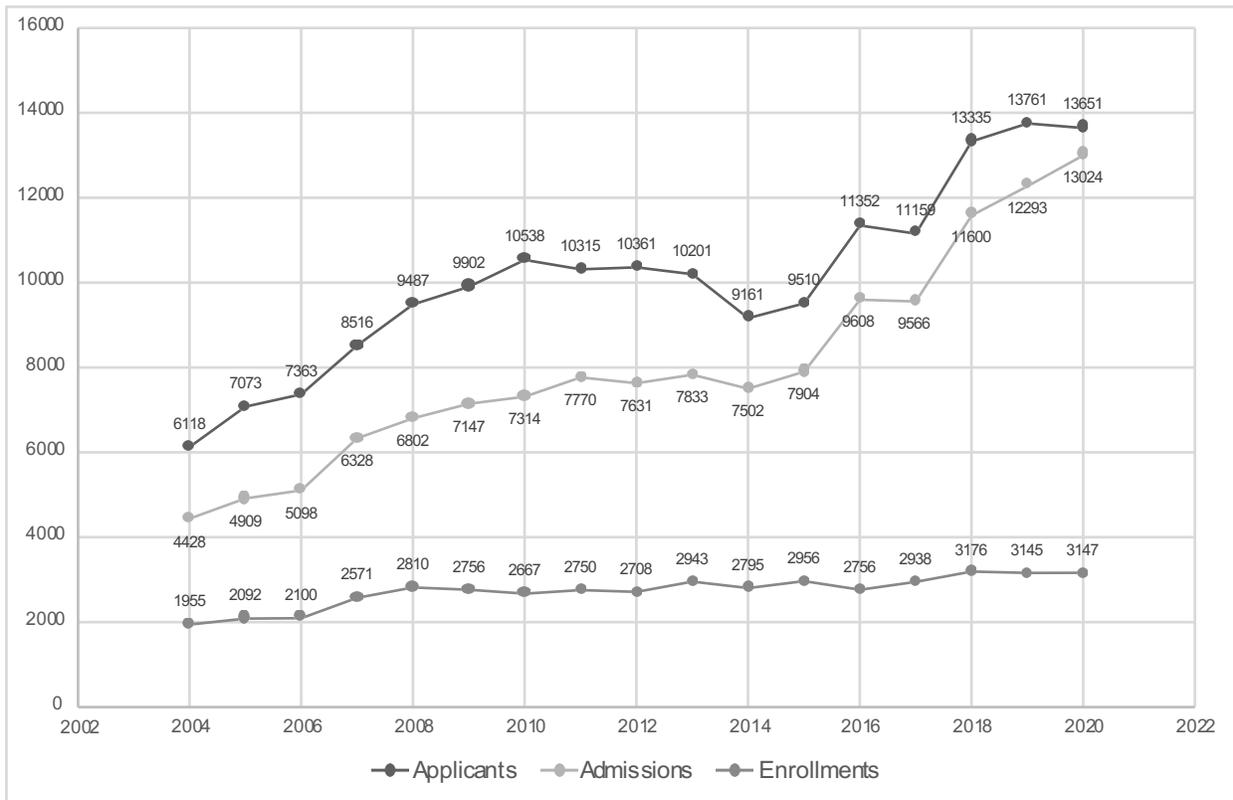


Figure 5. Applicants, Admissions, and Enrollments: Fall First Time Degree Seeking Freshmen

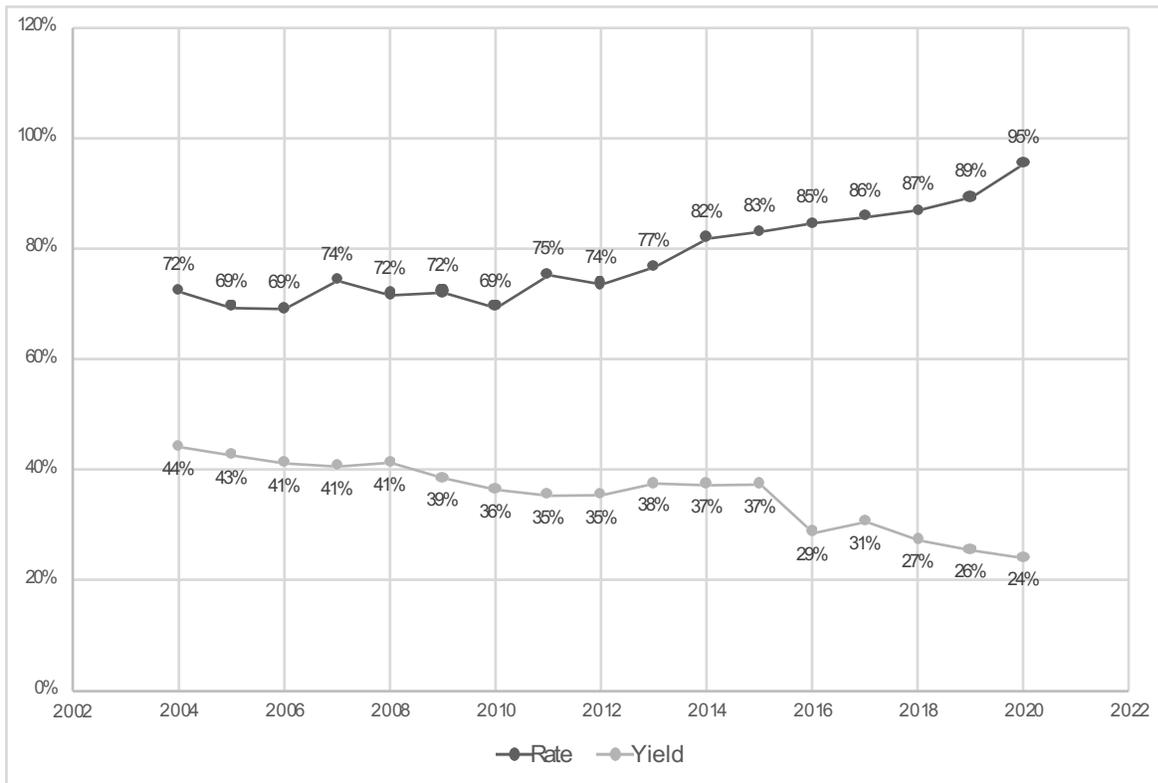


Figure 6. Admission Rates (#admits/#applicants) and Admission Yields (#enroll/#admits): Fall First Time Degree Seeking Freshmen

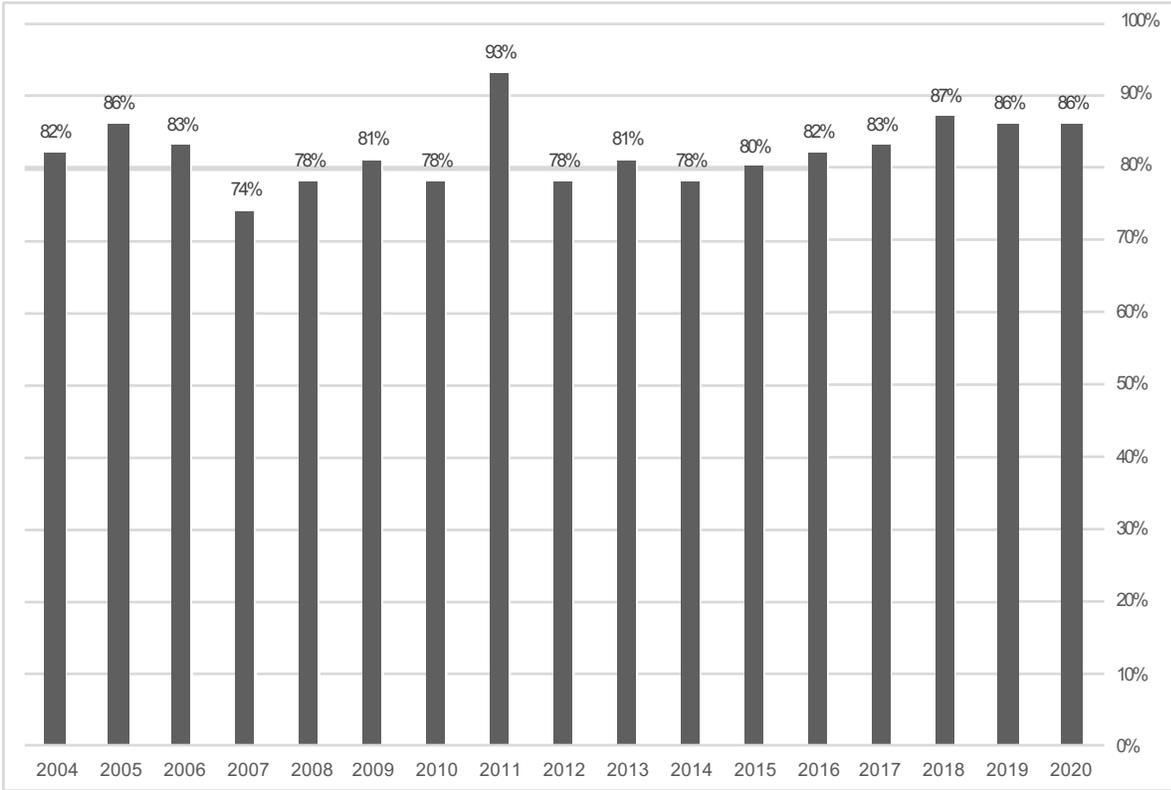


Figure 7. Percentage of Admitted Freshman Submitting SAT Scores

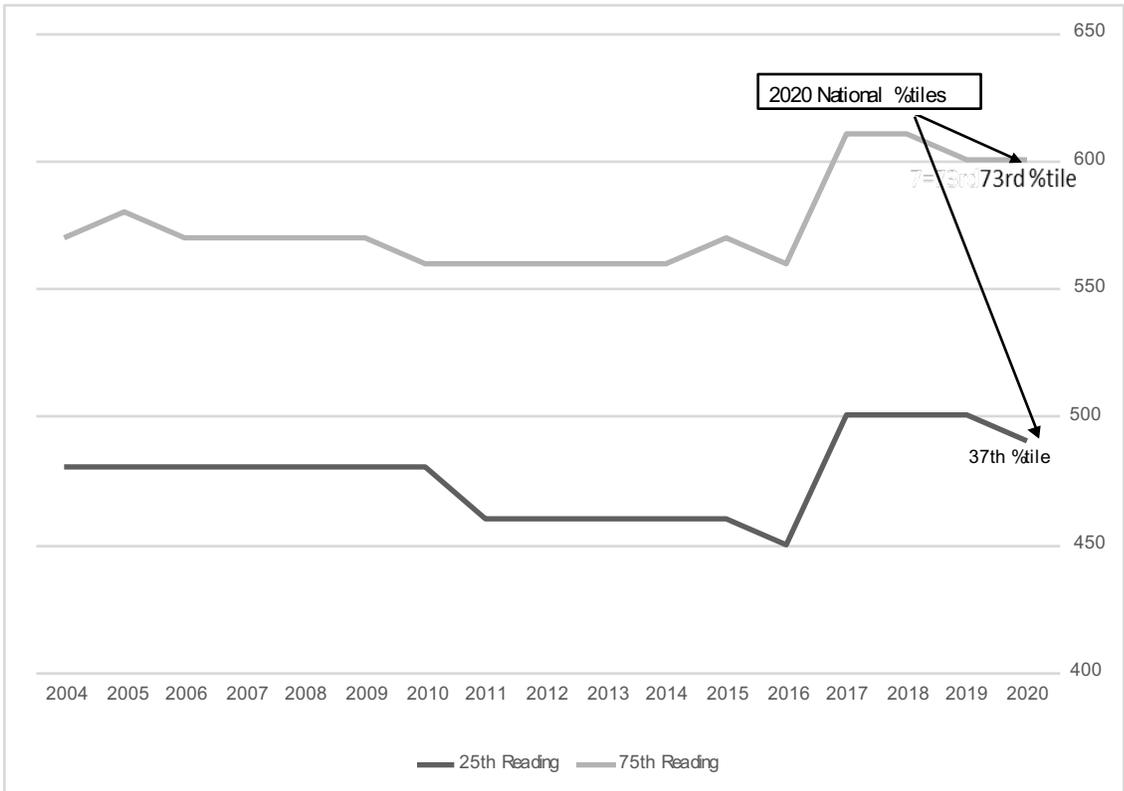


Figure 8. SAT Reading Scores at the 25<sup>th</sup> and 75<sup>th</sup> Percentiles for Admitted Freshmen.

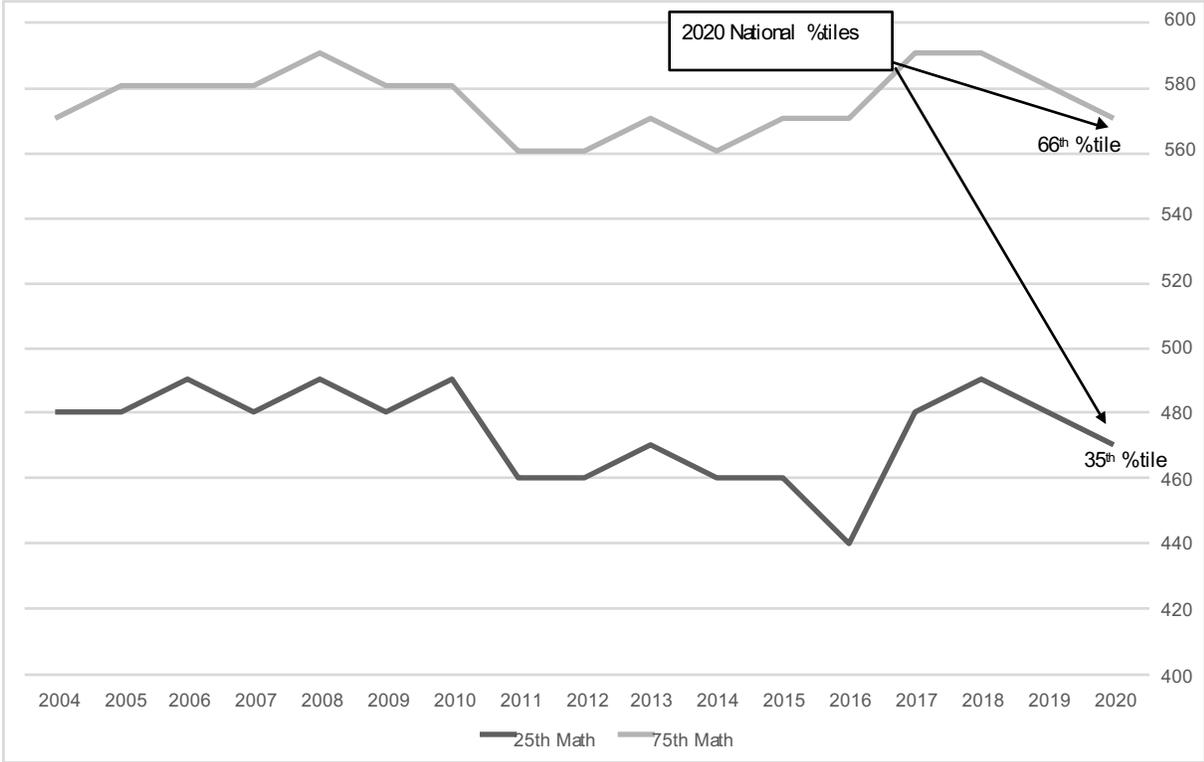


Figure 9. SAT Math Scores at the 25<sup>th</sup> and 75<sup>th</sup> Percentiles for Admitted Freshmen.

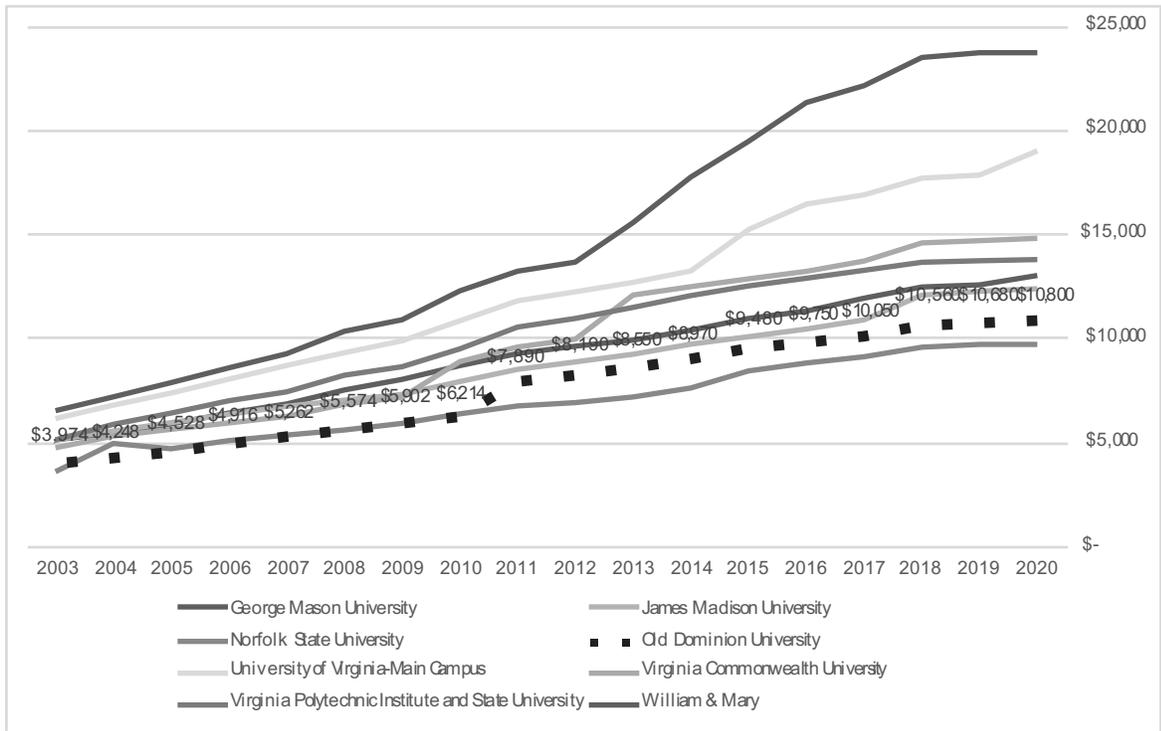


Figure 10. Full time Undergraduate In State Tuition at ODU and Selected Other Virginia State Universities.

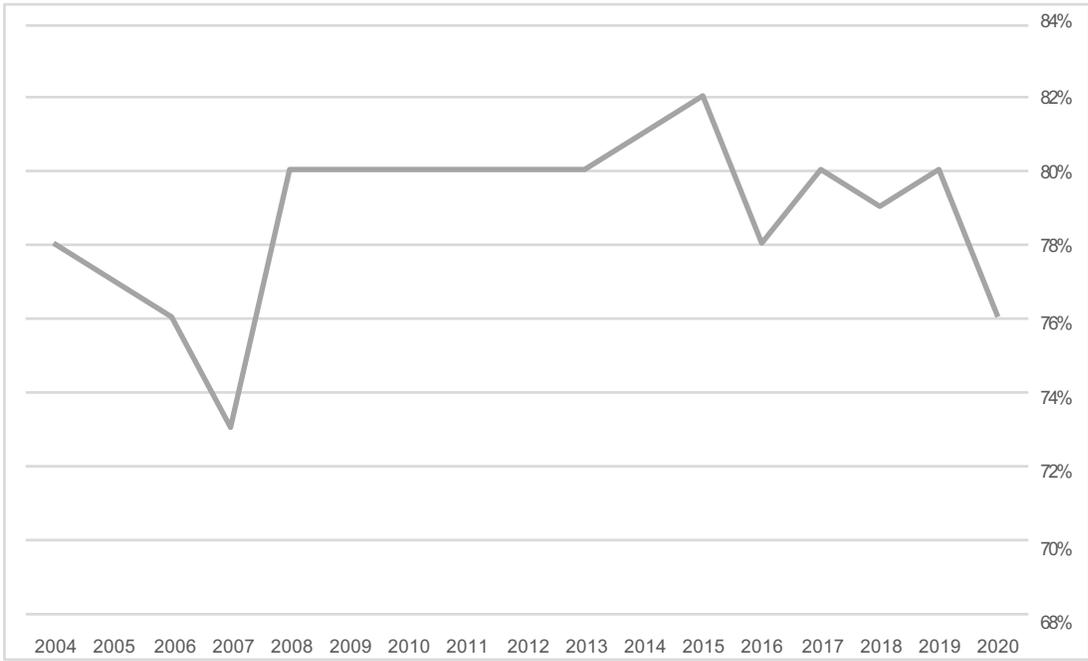


Figure 11. Full time Student Retention Rate (undergraduate).

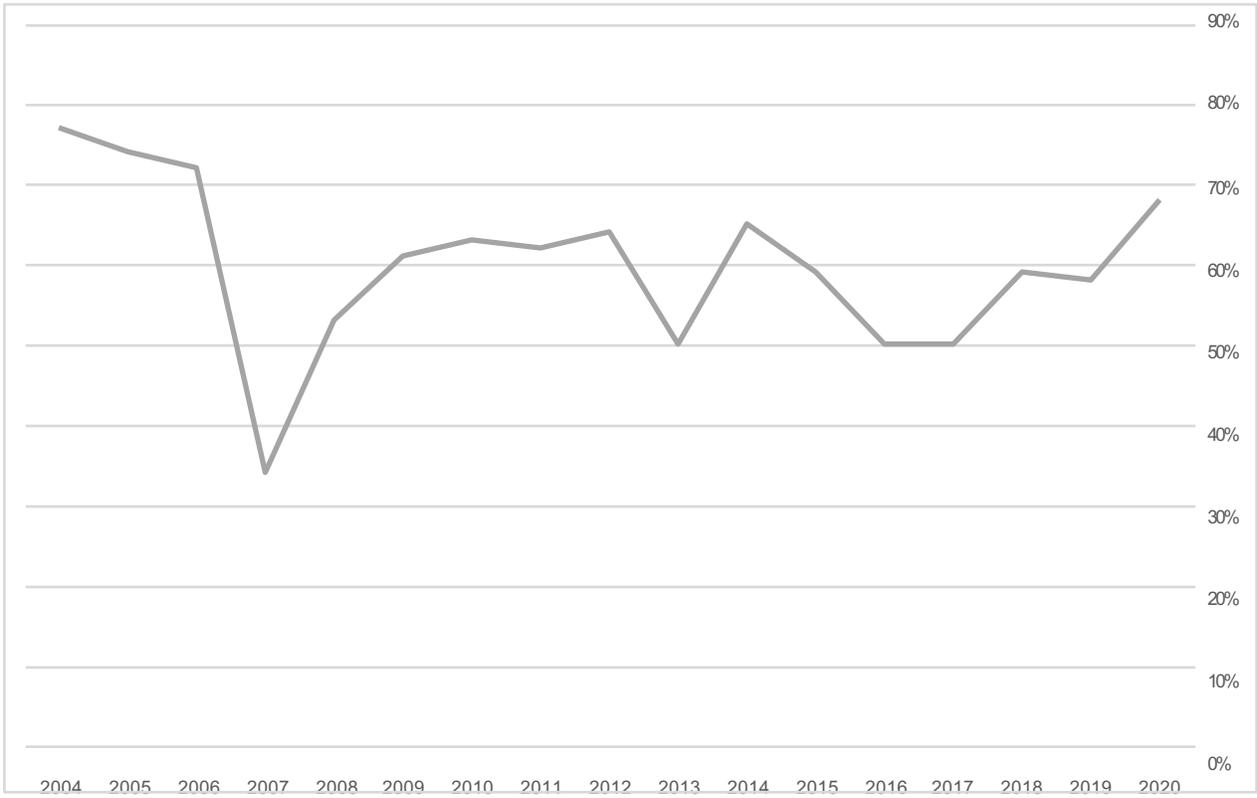


Figure 12. Part-time Student Retention Rate (Undergraduate)

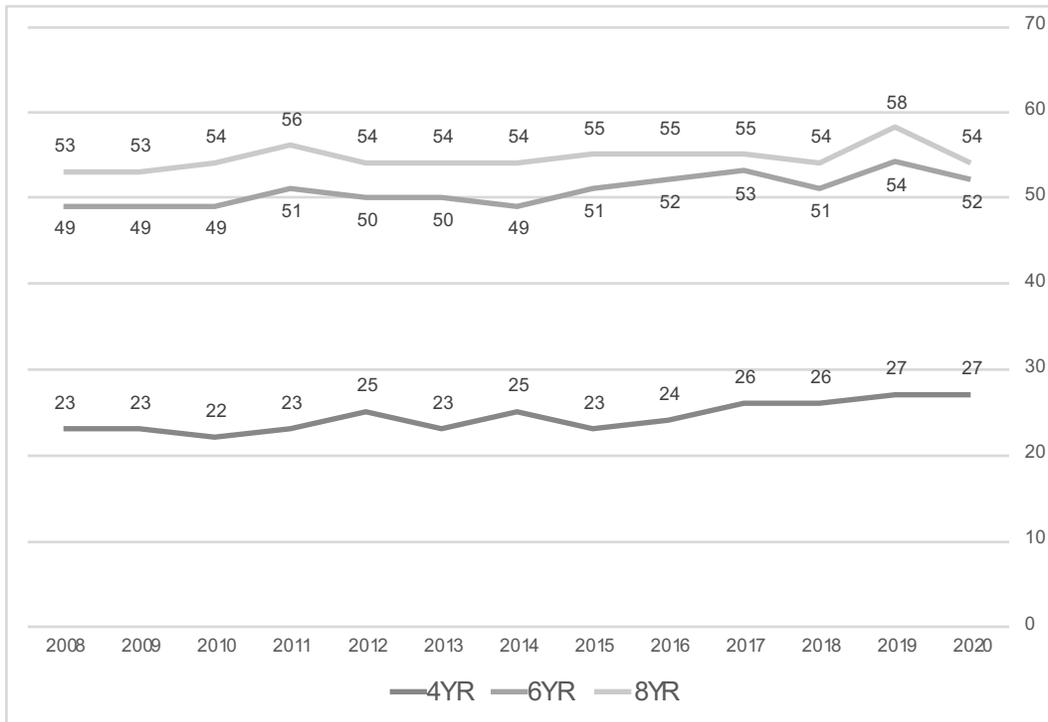


Figure 13. Four year, Six year, and Eight year Graduation Rates.

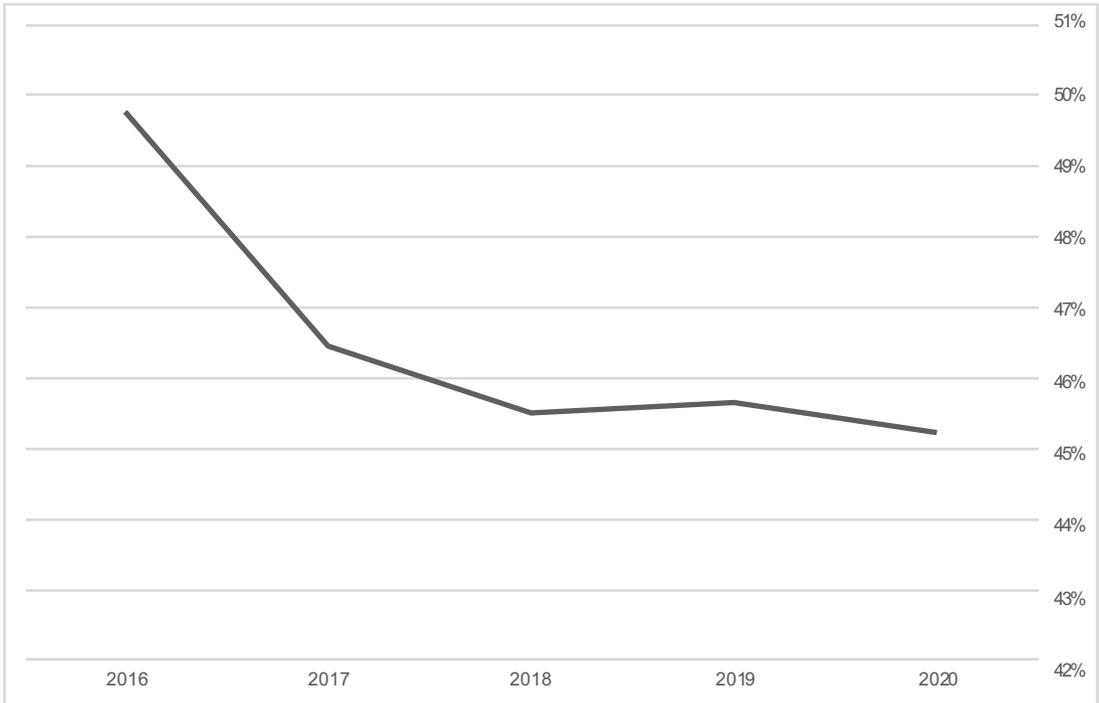


Figure 14. Percentage of Pell Grant Recipients Graduating within Six Years.

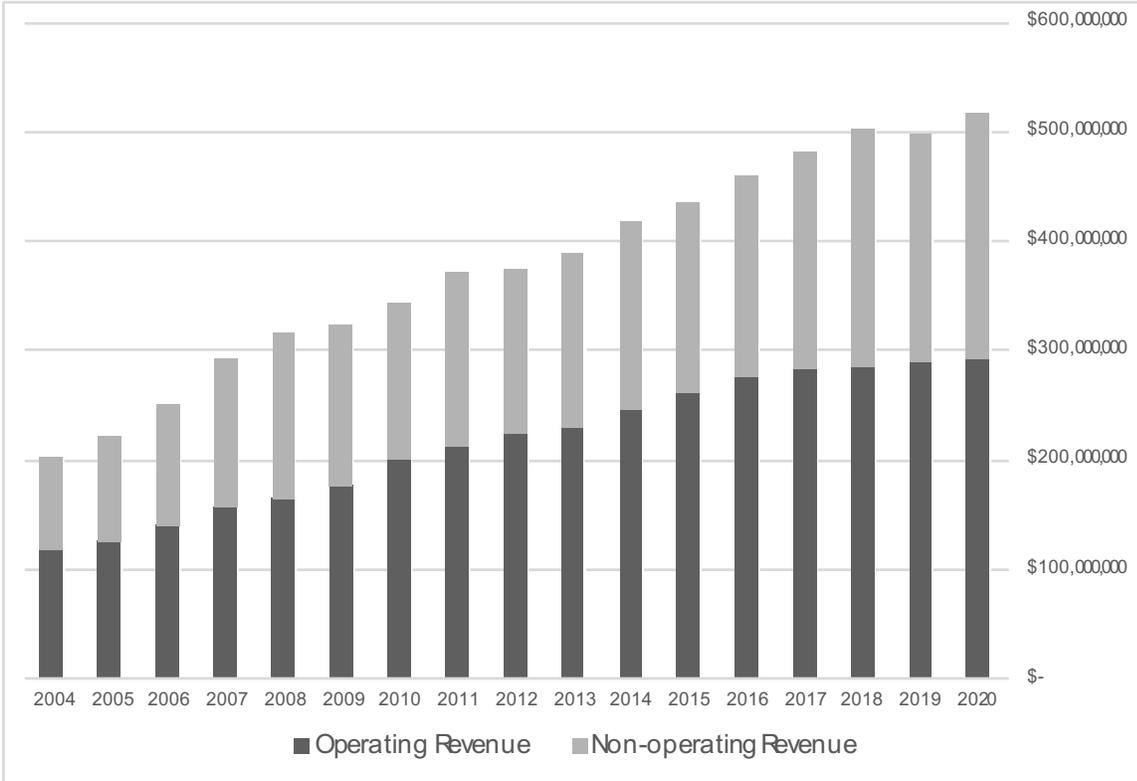


Figure 15. Operating and Non-operating Revenue.

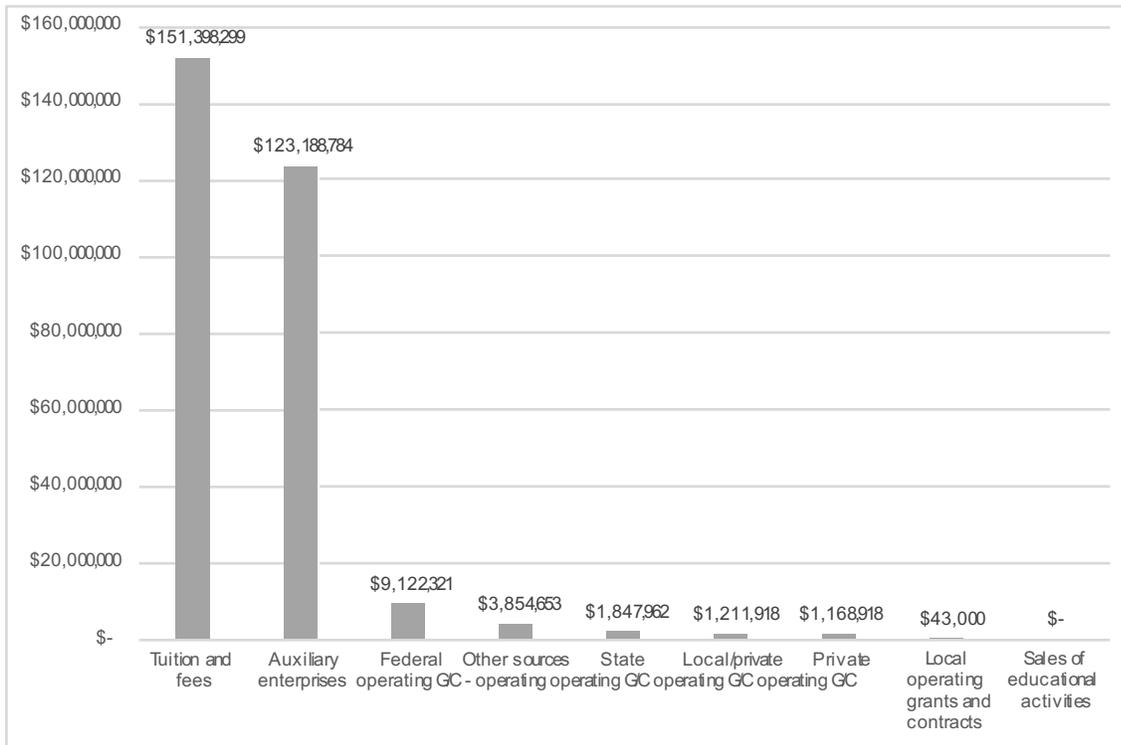


Figure 16. Operating Revenue by Source: FY2020.

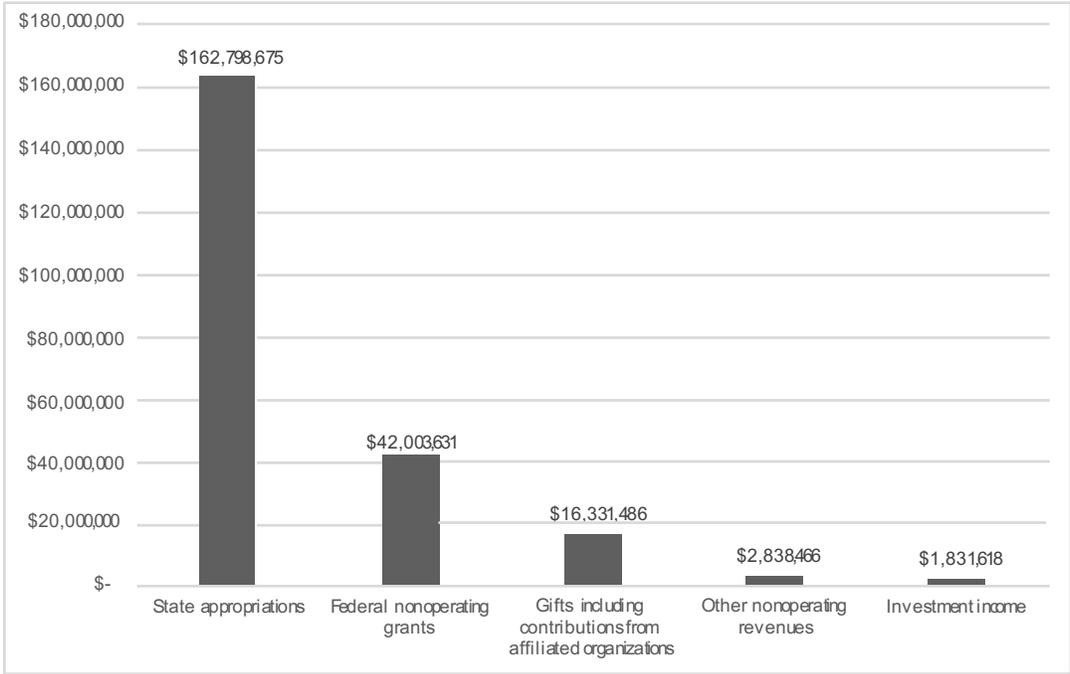


Figure 17. Non-operating Revenue by Source: FY2020.

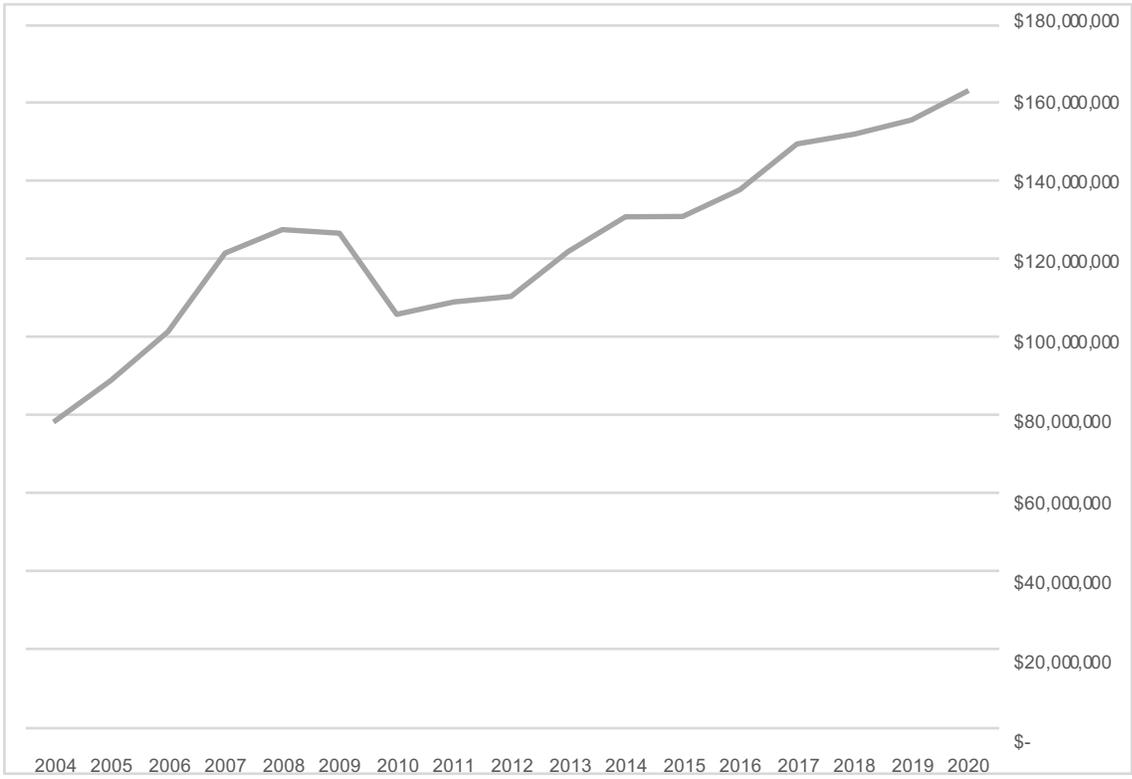


Figure 18. ODU State Appropriations.

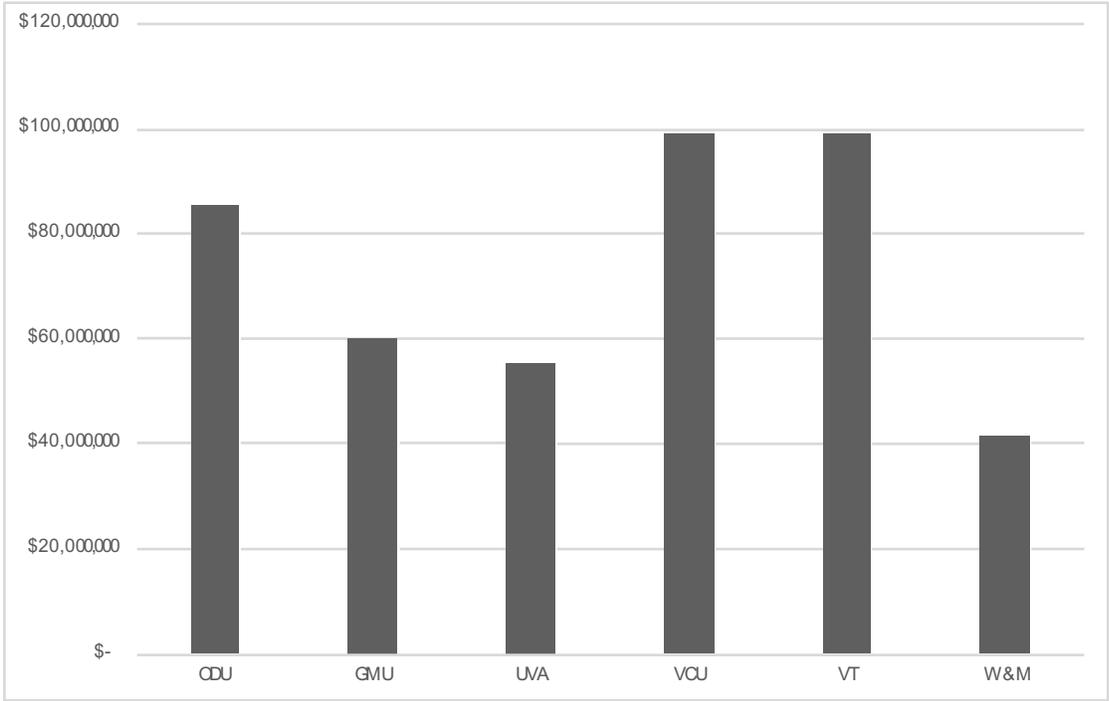


Figure 19. Difference between 2020 State Appropriations and 2004 State Appropriations by Institution.

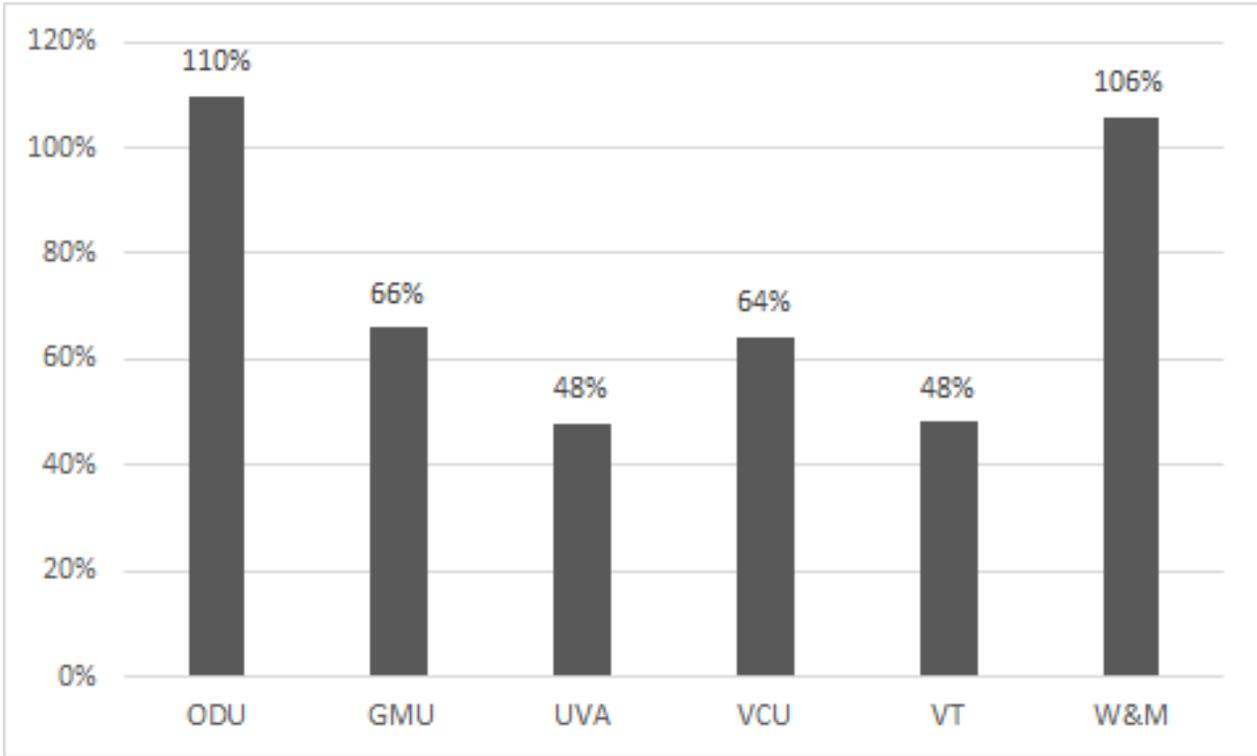


Figure 20. Percentage Change in State Appropriations from 2004 to 2020 by Institution.

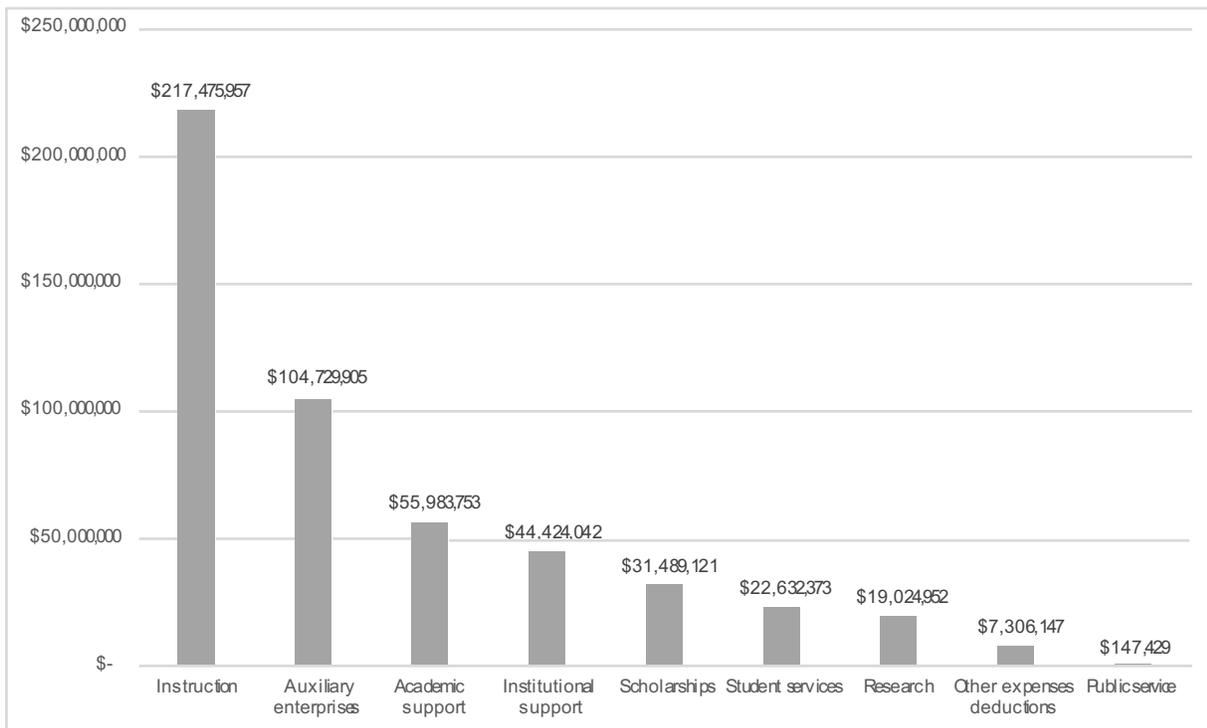


Figure 21. Operating Expenses by Functional Area, 2020.

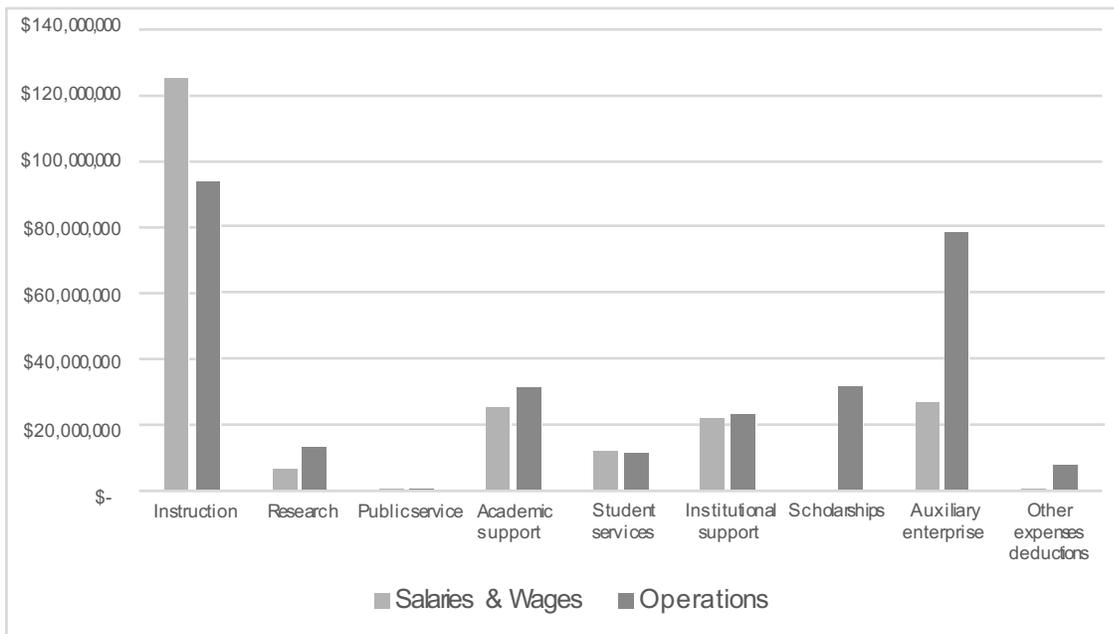


Figure 22. Operating Expenses by Functional Area and Salaries vs Operations, FY2020.

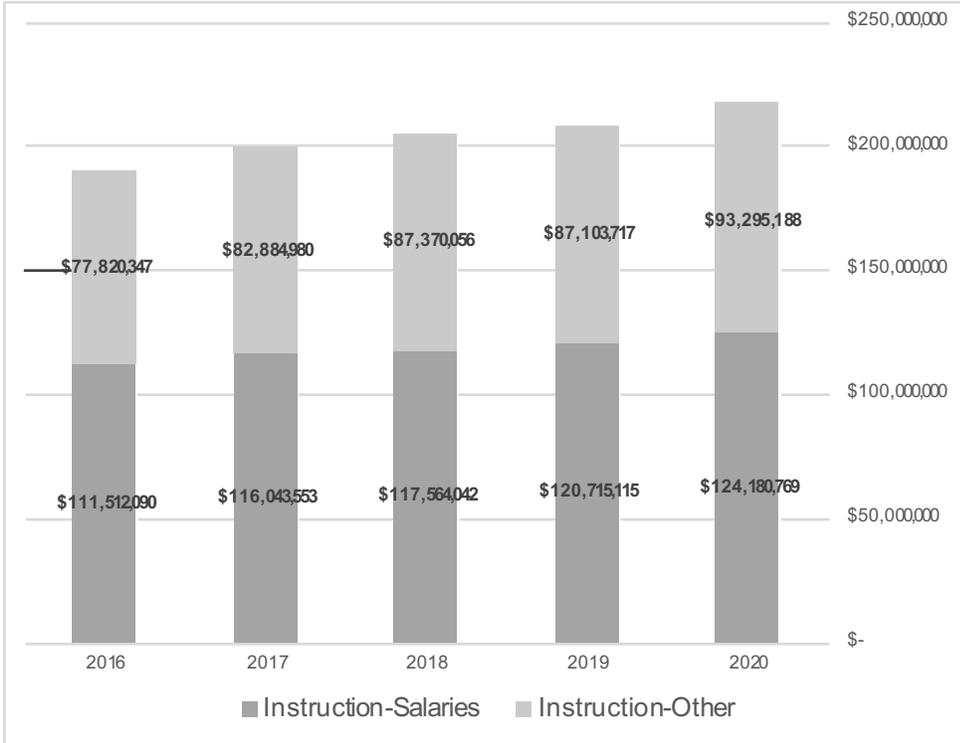


Figure 23. Instructional Expenses Allocated to Salaries and Wages, Other by Year.

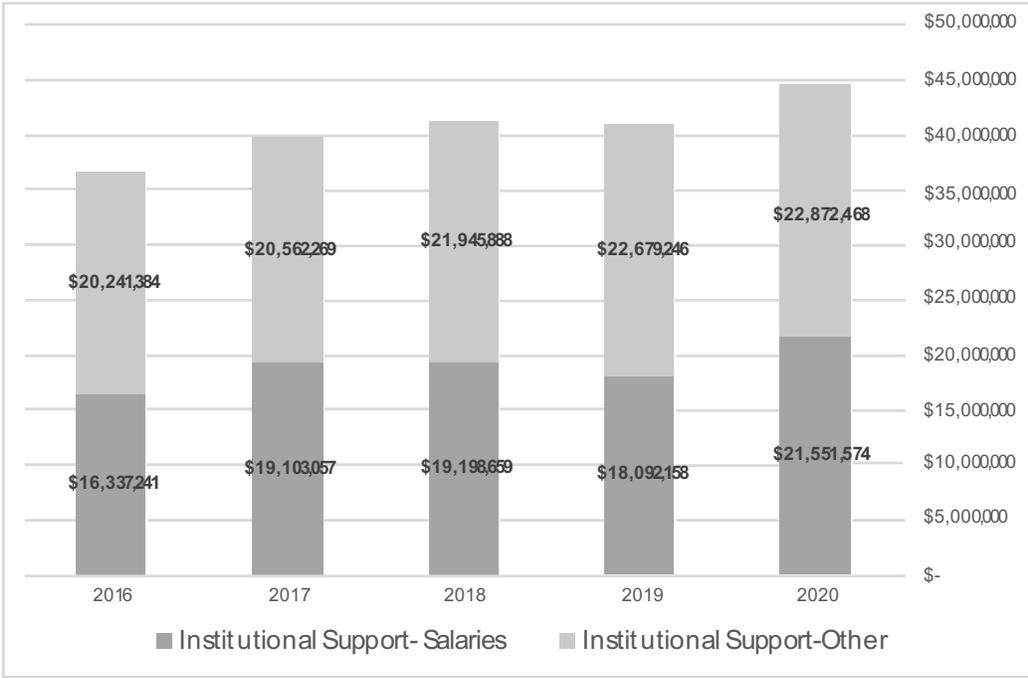


Figure 24. Institutional Support (administrative & operating costs) Allocated to Salaries, Other

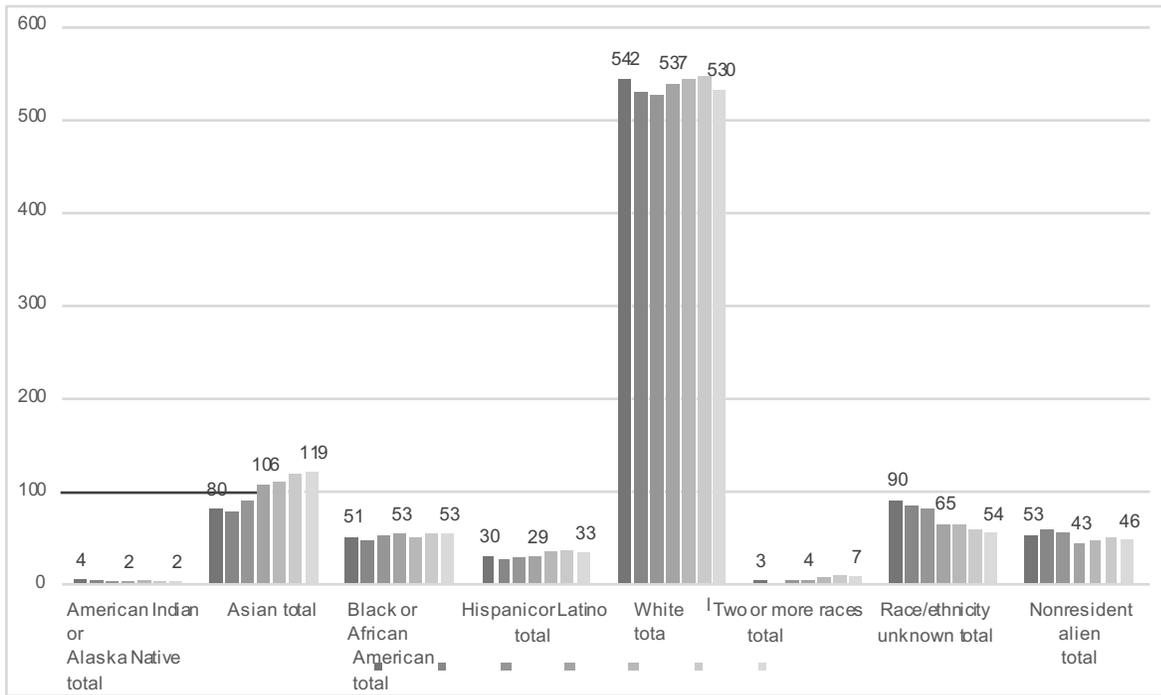


Figure 25. Number of Full Time Instructional Faculty by Race and Year, 2014-2020.

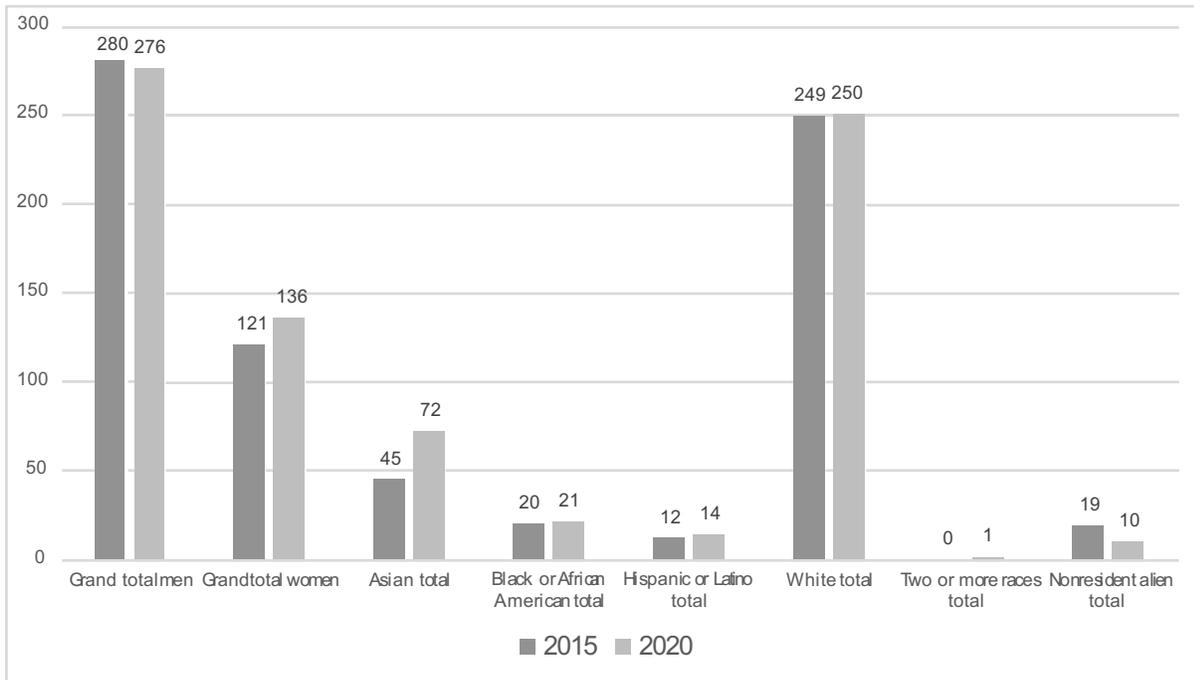


Figure 26. Number of Tenured Faculty by Assigned Sex and Race: 2015 versus 2020.

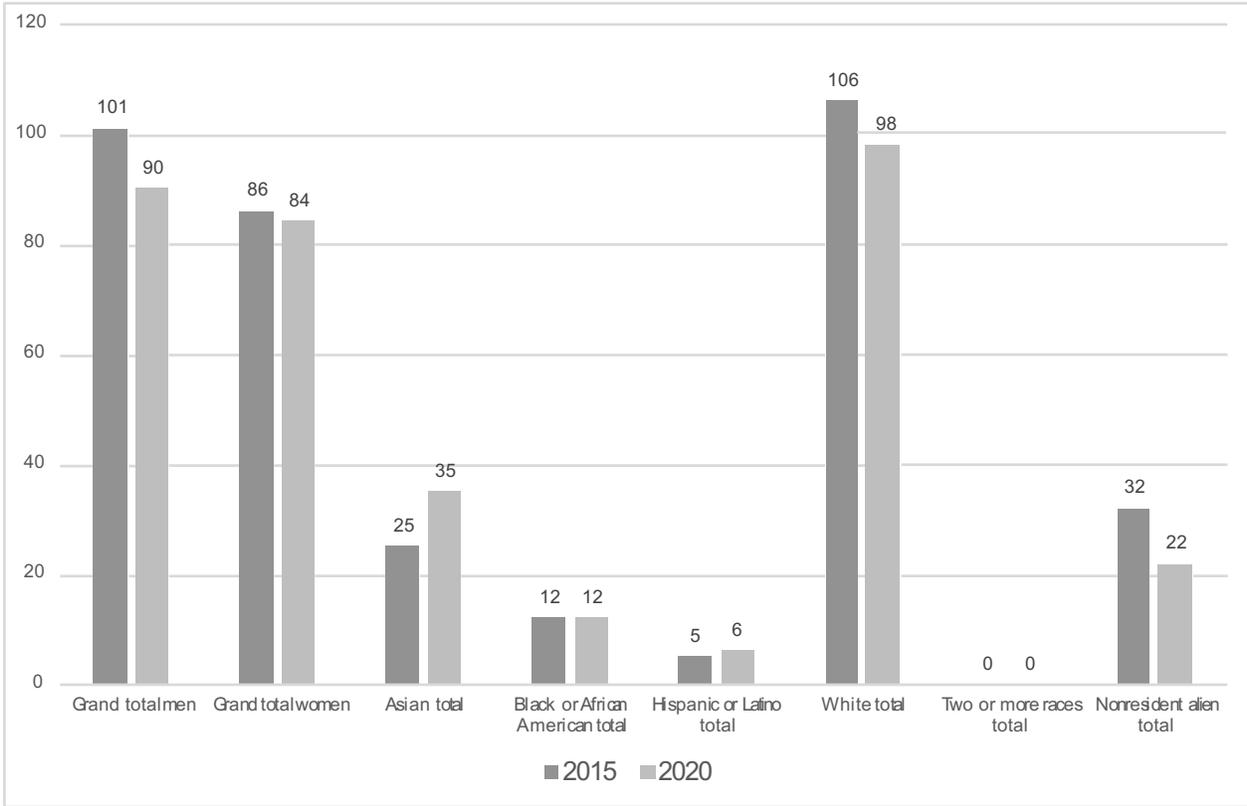


Figure 27. Number of Non-tenured Tenure Track Faculty by Assigned Sex and Race: 2015 versus 2020.

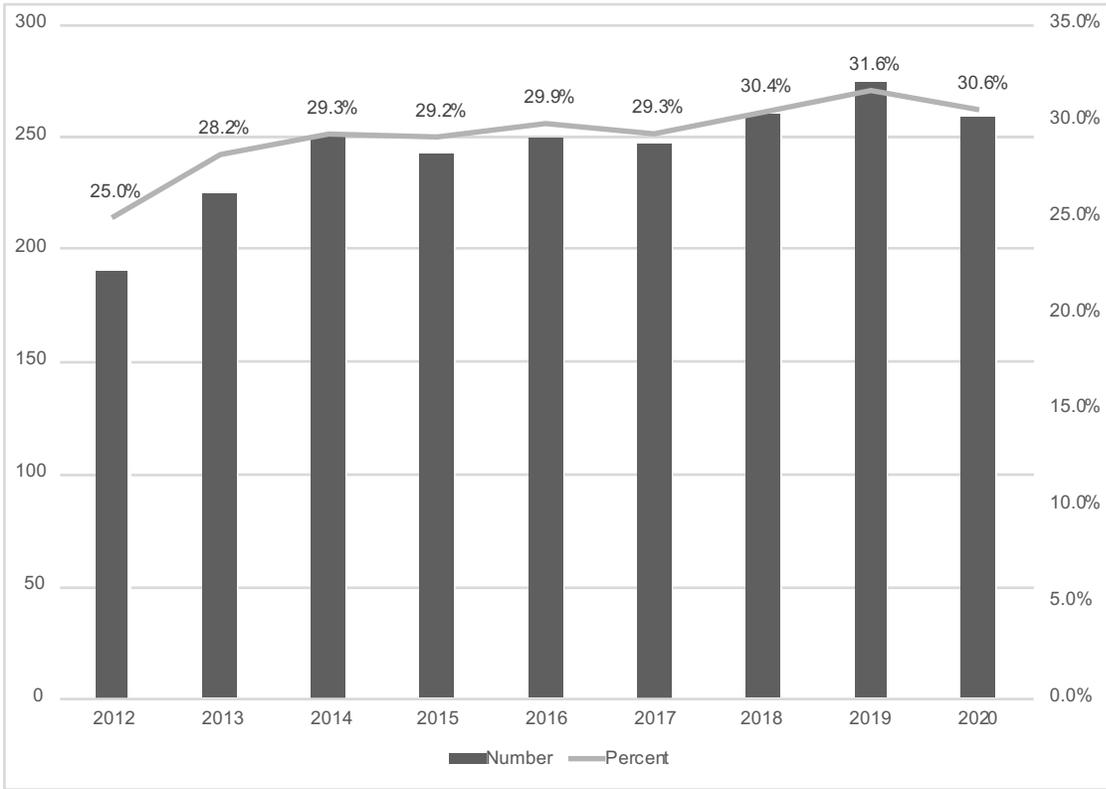


Figure 28. Number With Faculty Status, Not on Tenure Track and Percent of Total by Year

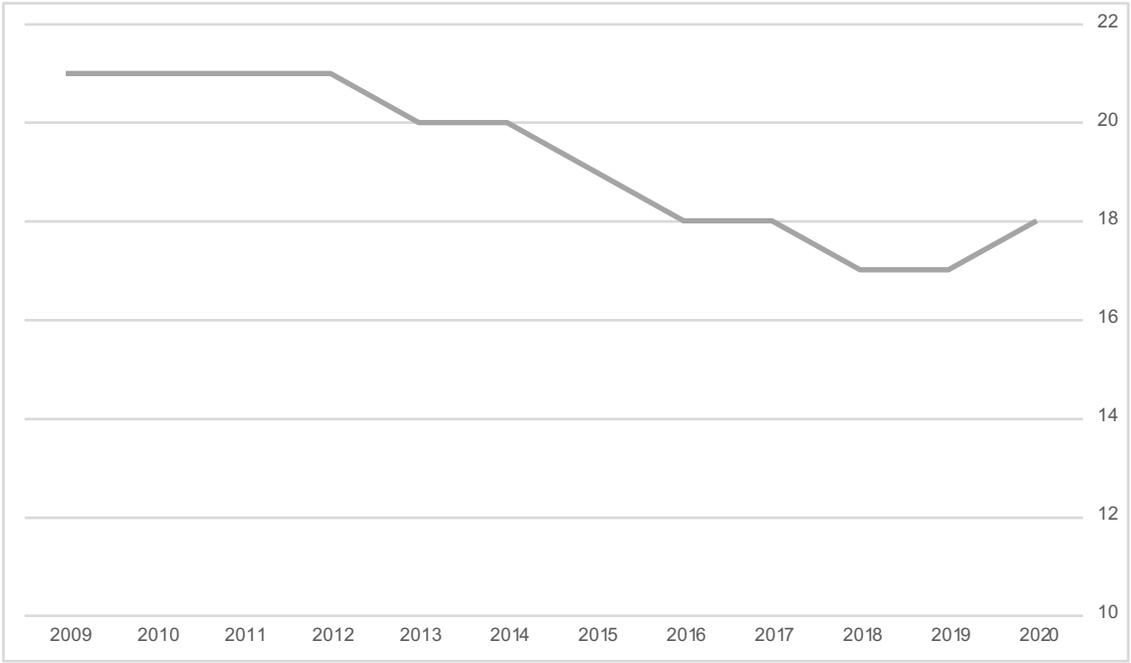


Figure 29. Student-Faculty Ratio (undergraduate).

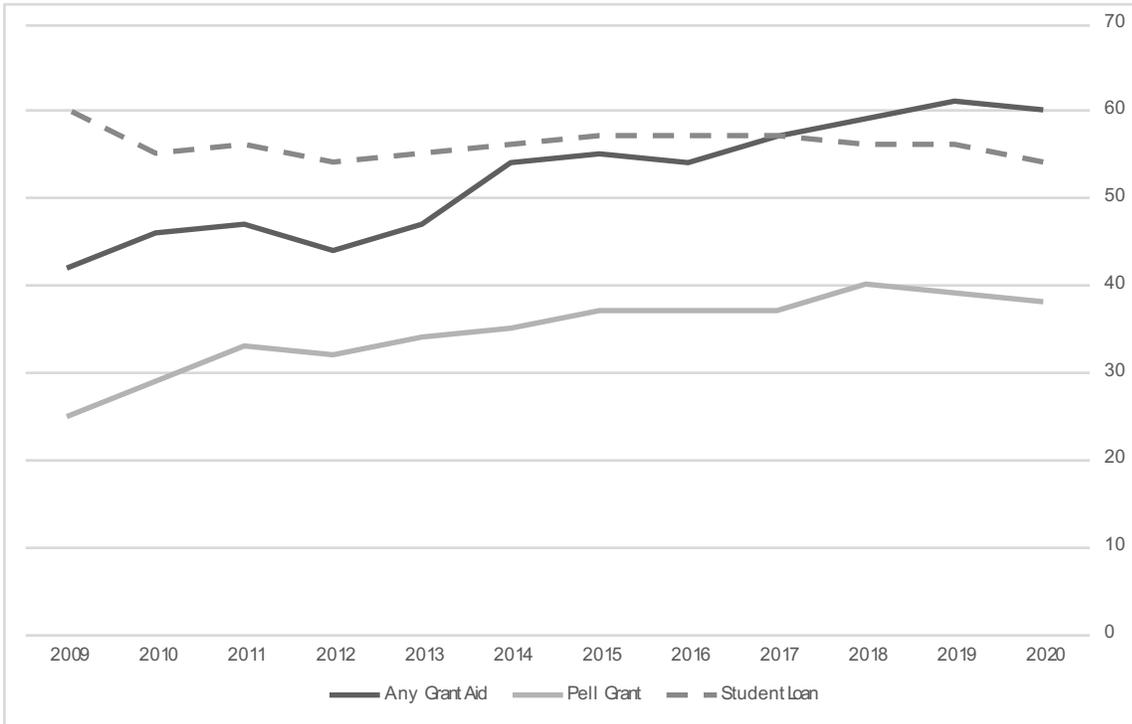


Figure 30. Percentage of Undergraduate Students Receiving Any Grant Aid, Pell Grants, and Student Loans by Year

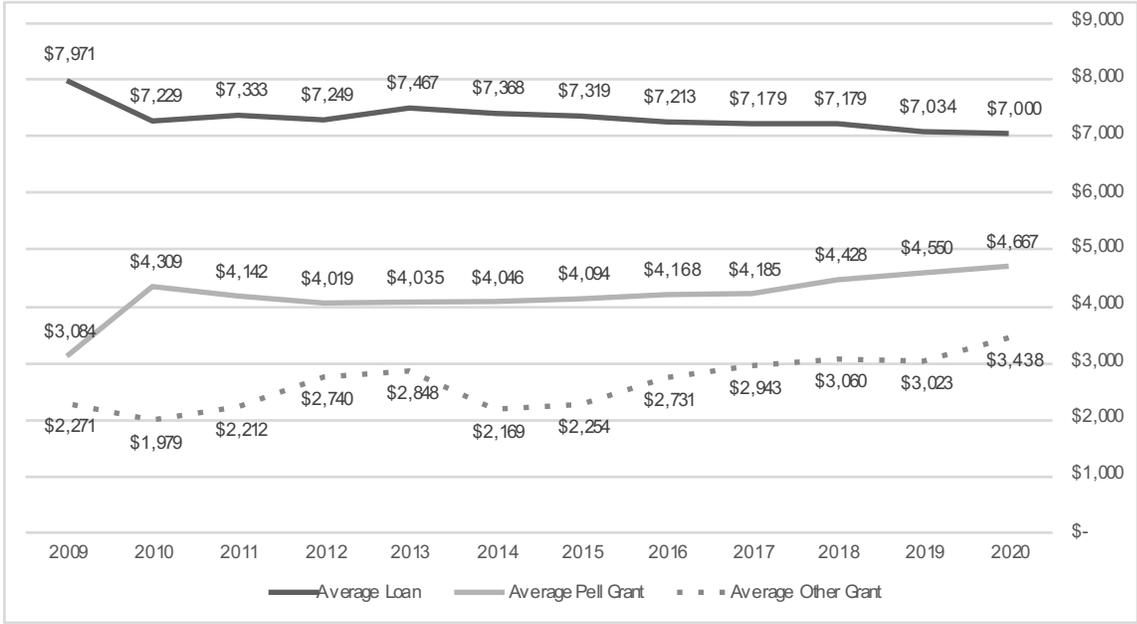


Figure 31. Average Student Loan, Pell Grant, and Other Grant (Scholarships, etc.) for Undergraduate Students by Year

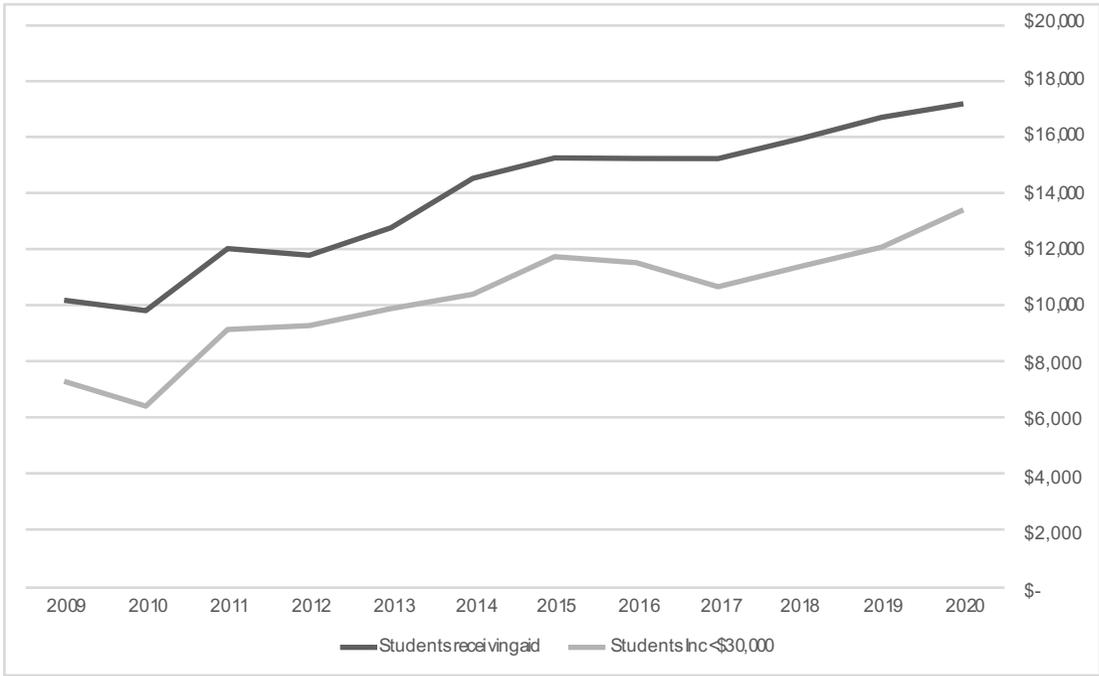


Figure 32. Net Price for Students Receiving Financial Aid and for Students with Family Incomes under \$30,000 by Year.

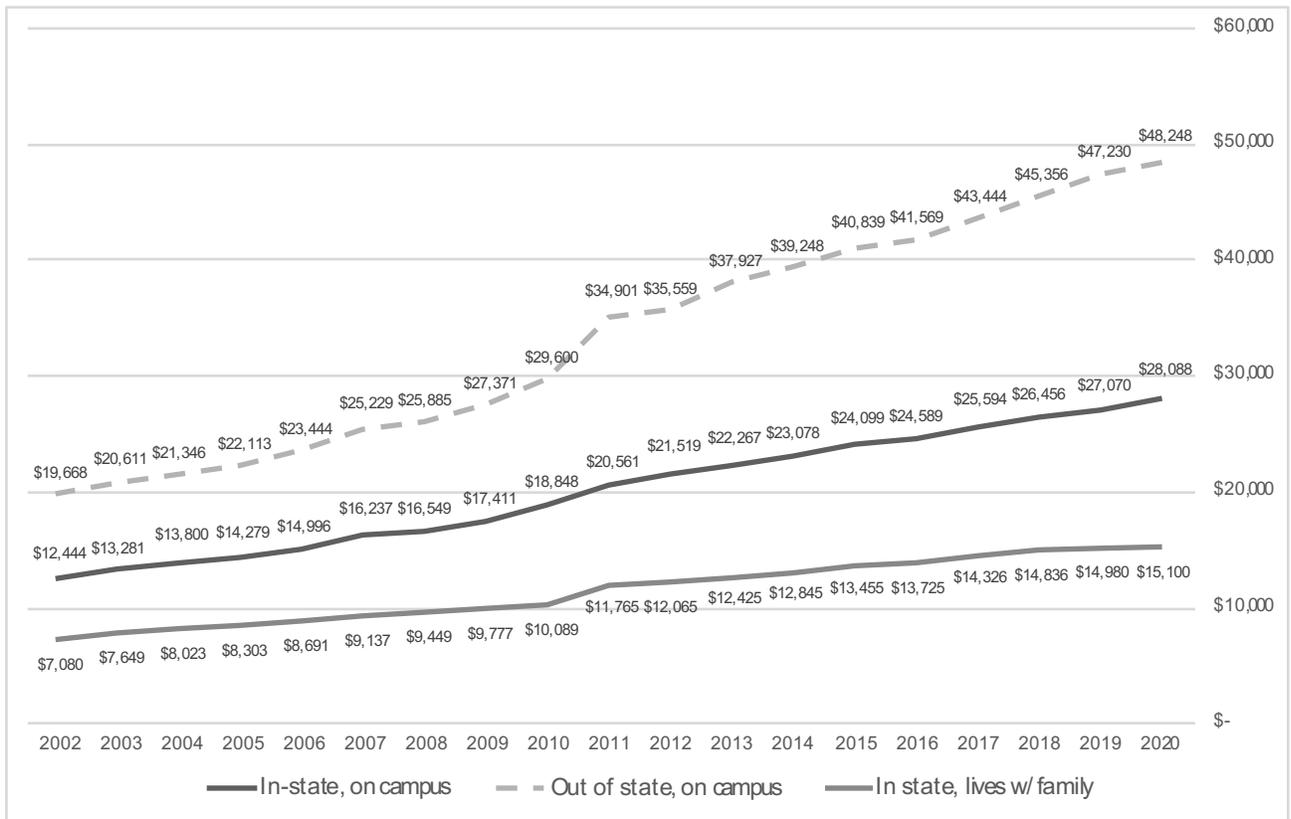


Figure 33. Total Price by Residency Status and Year.

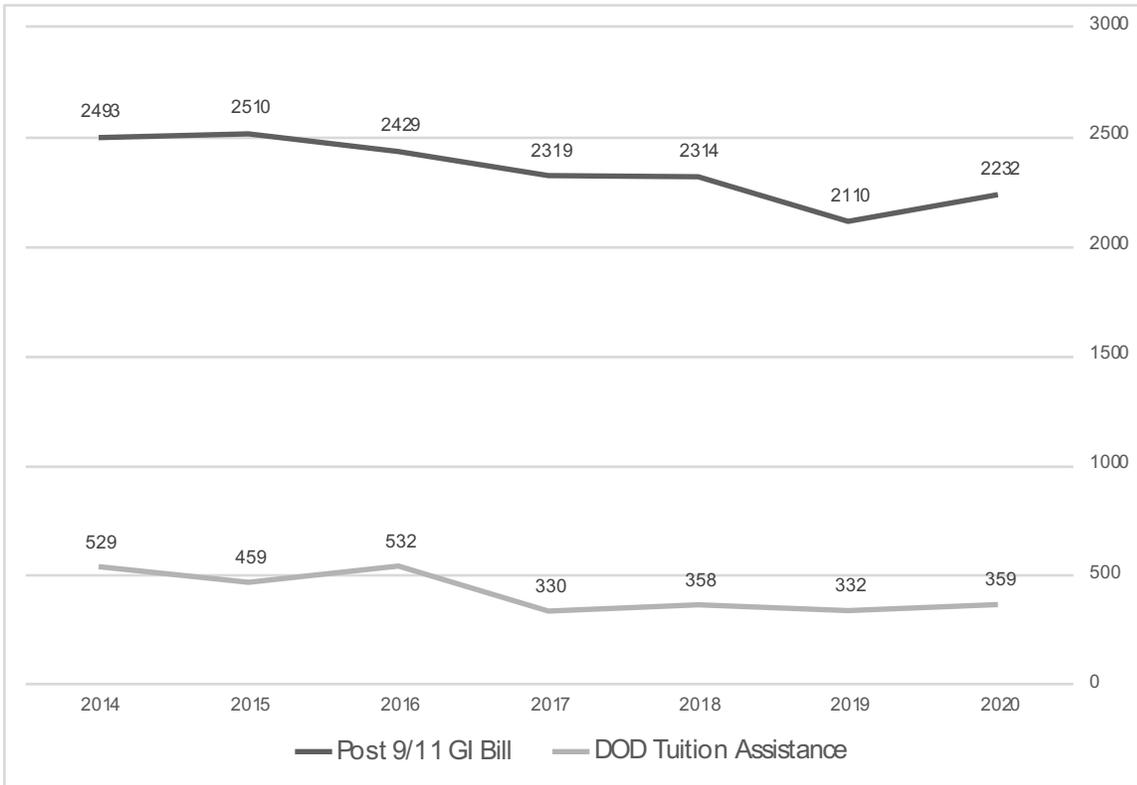


Figure 34. Military-connected Students: Number Receiving Post 9/11 GI Bill and Number Receiving DOD Tuition Assistance

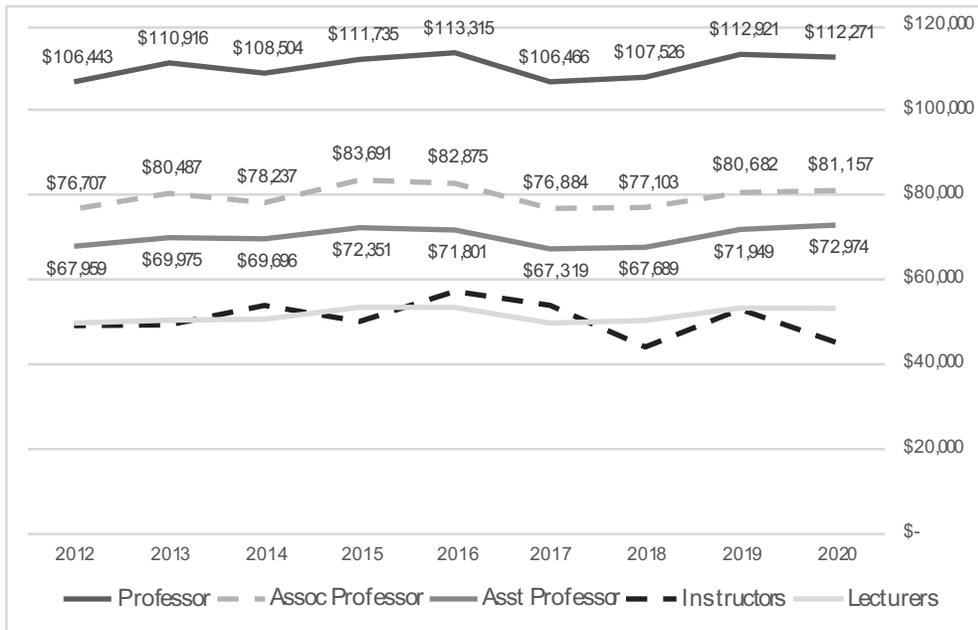


Figure 35. Average Salaries by Academic Rank and Year.

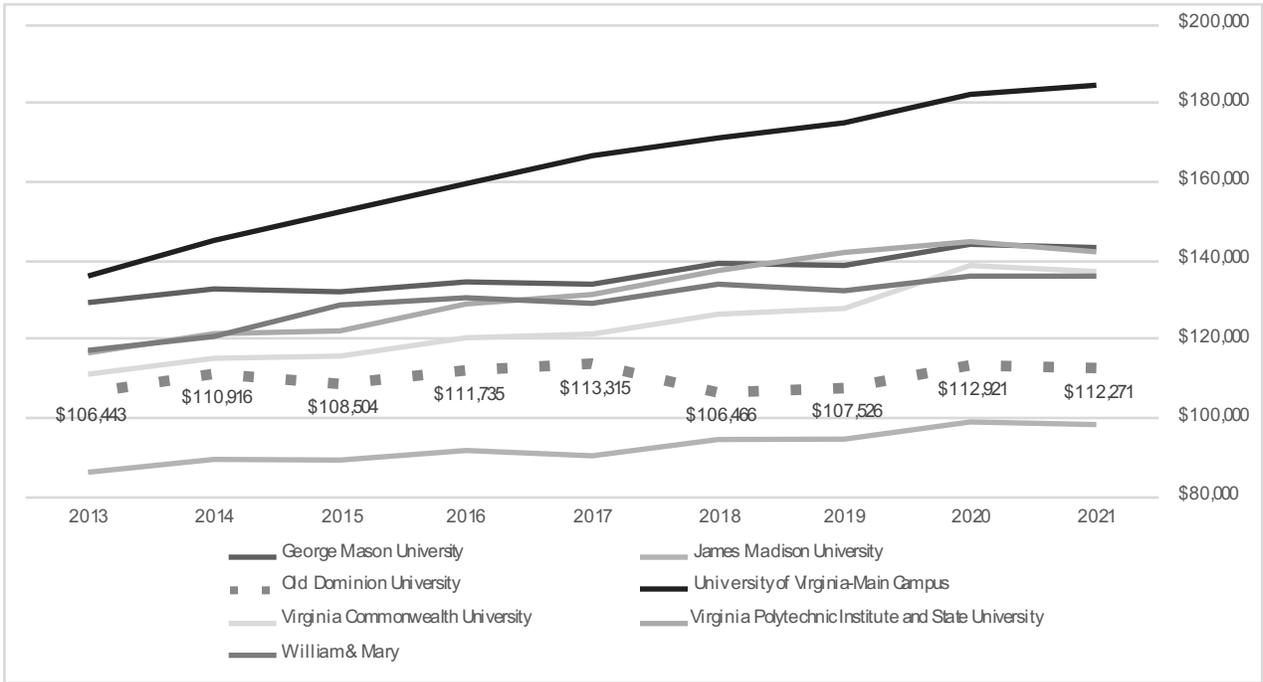


Figure 36. Average Salary for non-medical Professors by Institution and Year

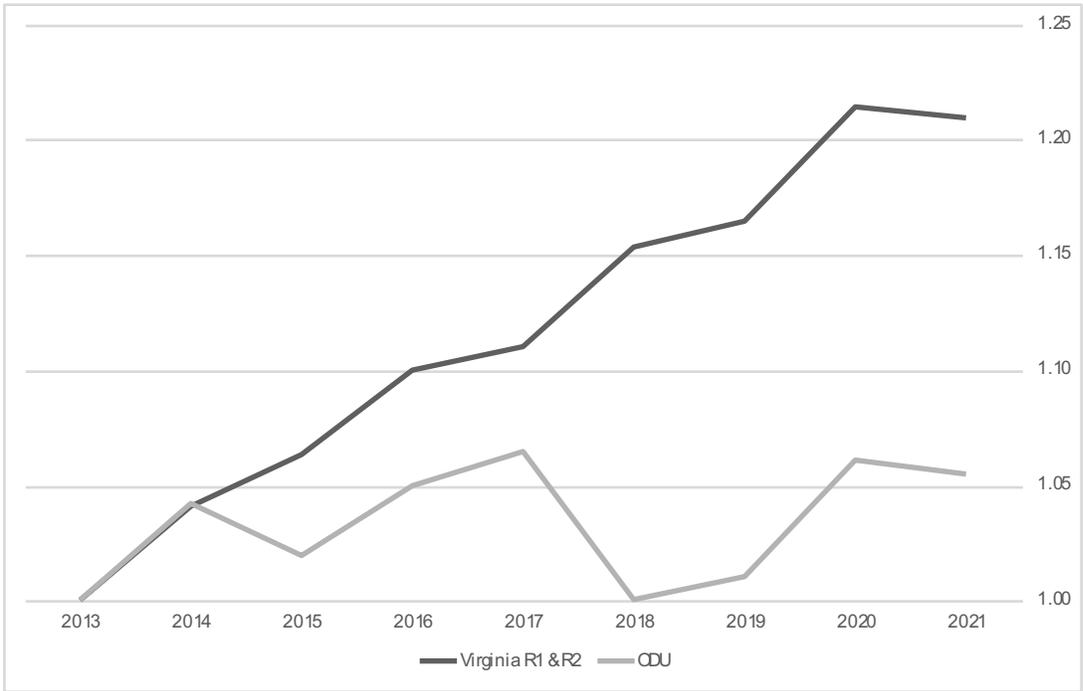


Figure 37. Growth in Average Professor Salary from 2012 Baseline: ODU versus Aggregate Other Virginia R1 & R2 Universities

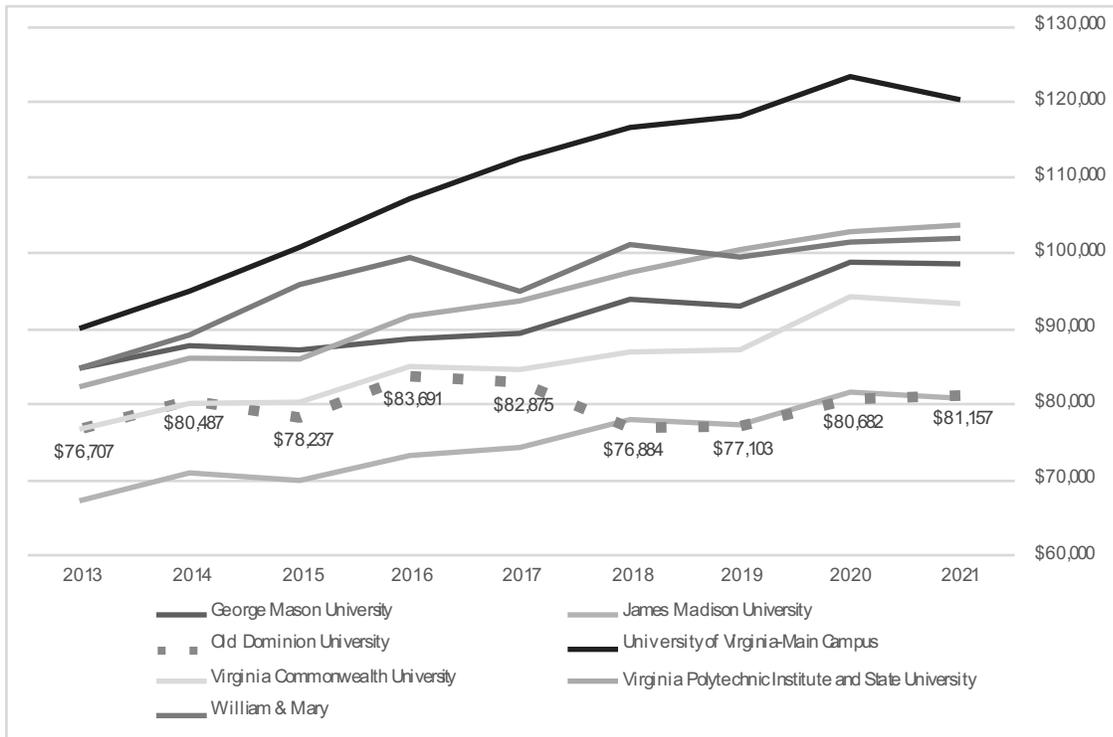


Figure 38. Average Salary for non-medical Associate Professors by Institution and Year

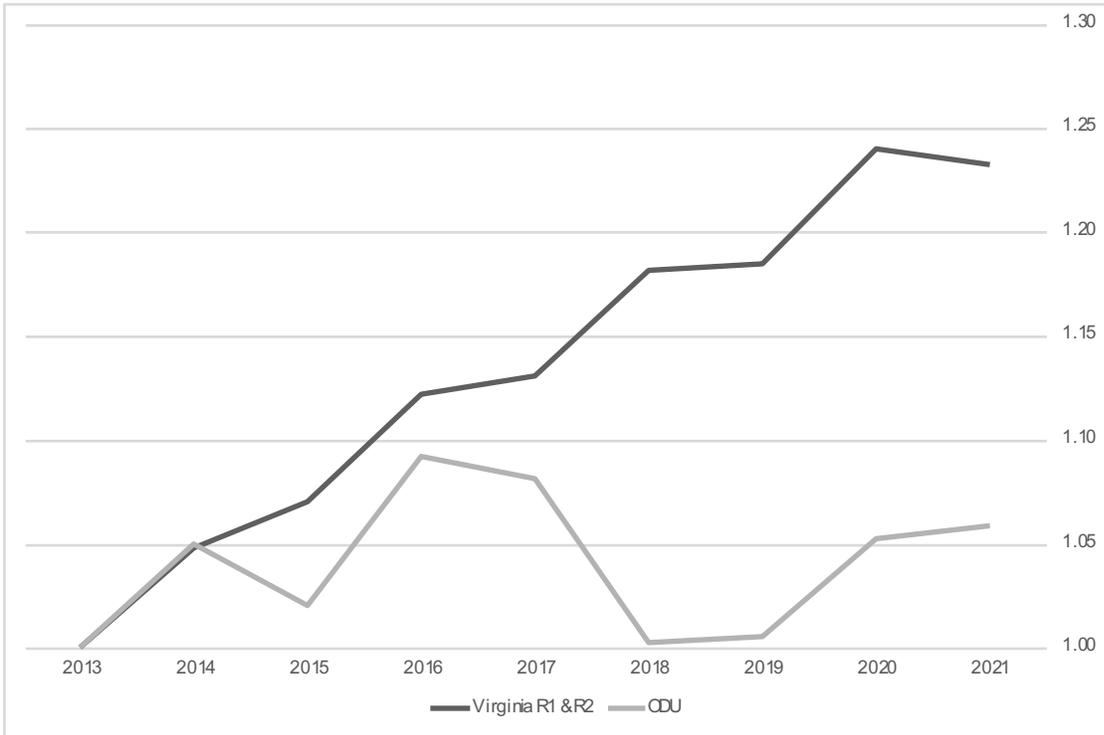


Figure 39. Growth in Average Associate Professor Salary from 2012 Baseline: ODU versus Aggregate Other Virginia R1 & R2 Universities

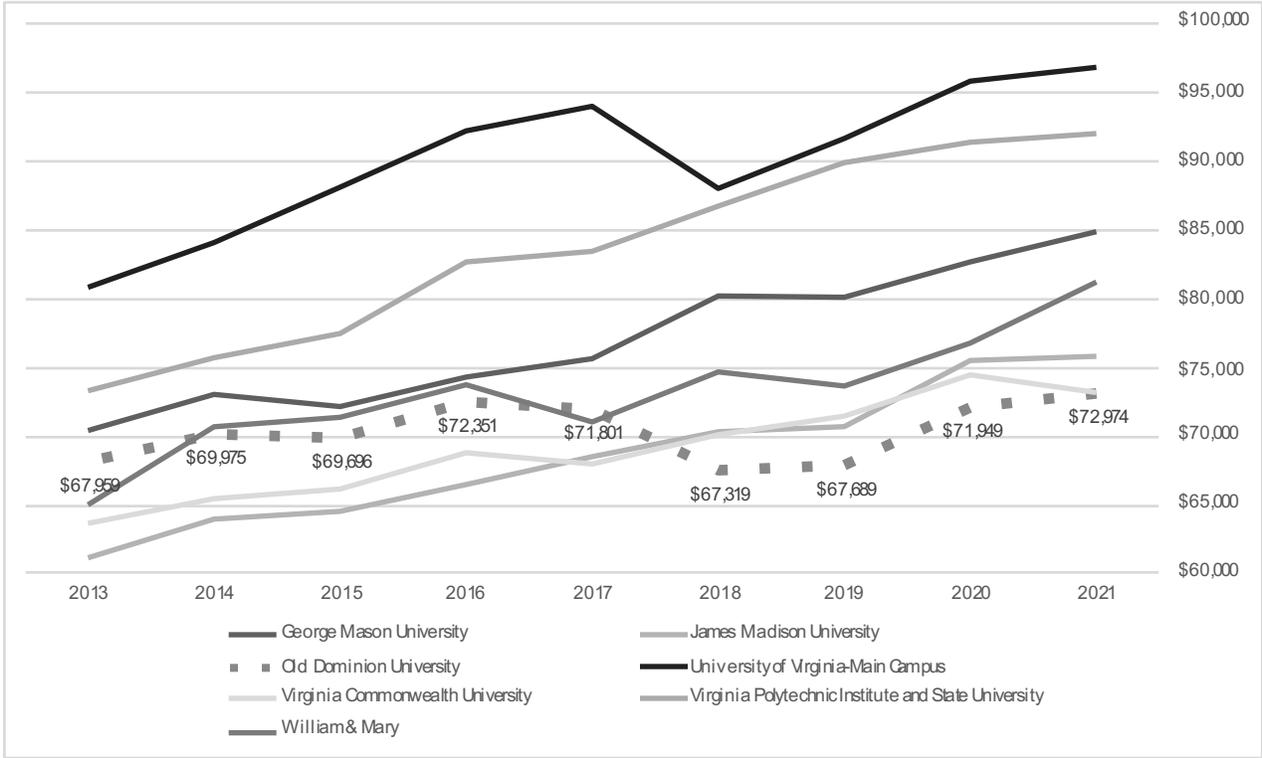


Figure 40. Average Salary for non-medical Assistant Professors by Institution and Year

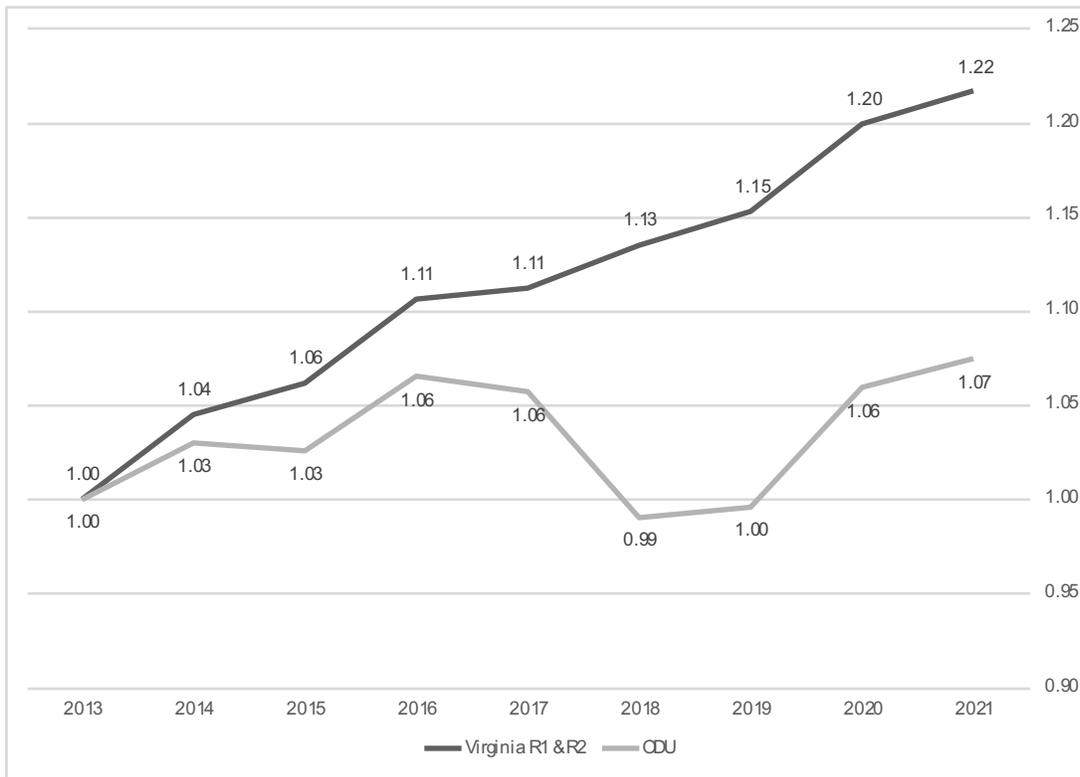


Figure 41. Growth in Average Associate Professor Salary from 2012 Baseline: ODU versus Aggregate Other Virginia R1 & R2 Universities

The secular trend at ODU has been an increasing number of proposals submitted each year, with an average of 10.5 more proposals per year being submitted from the baseline of 486 in 2000 ( $b = 10.1, R^2 = .56, p < .001$ ).

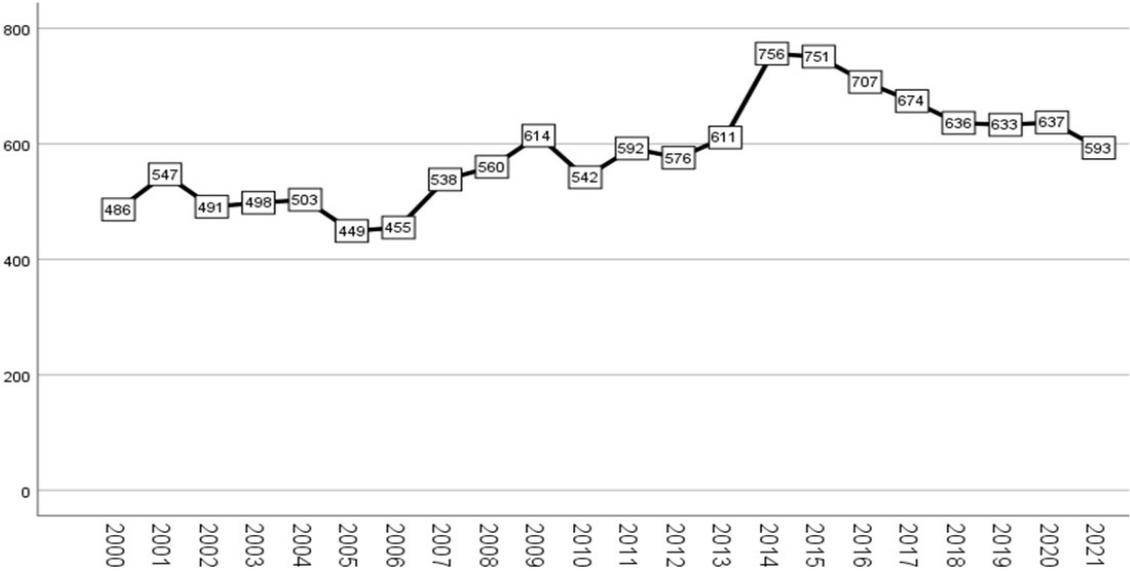


Figure 42. Number of Proposals Submitted per Year.

Both the mean and the median amount requested have trended upward over the past 20 years. The mean amount requested is less stable because it is highly affected in years that have exceptionally large proposals (the “spike” years).

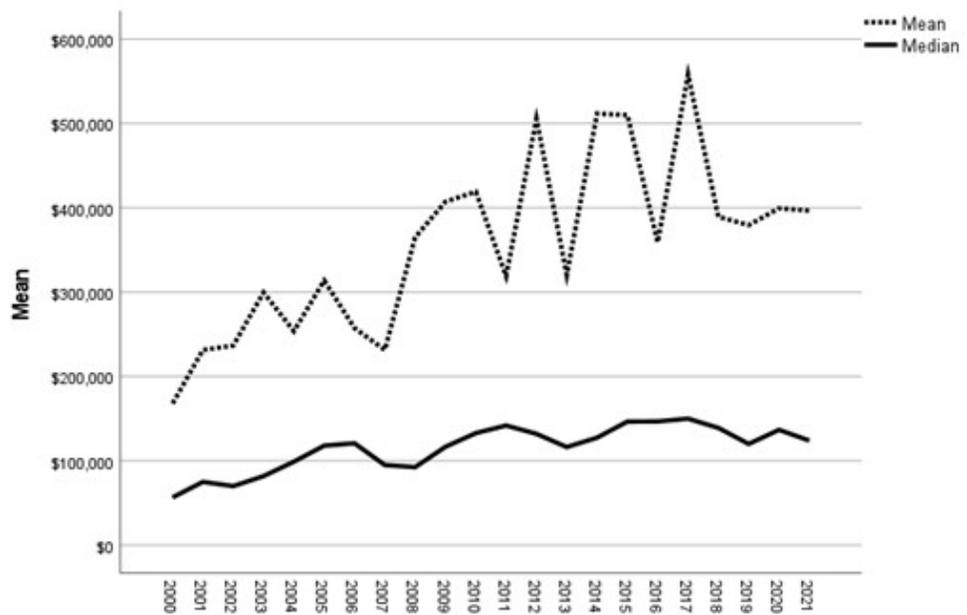


Figure 43. Typical Values of Submitted Proposals by Year.

Though slightly down from 20 years ago, proposal success rates for all types of proposals has been about 40% for the last decade.

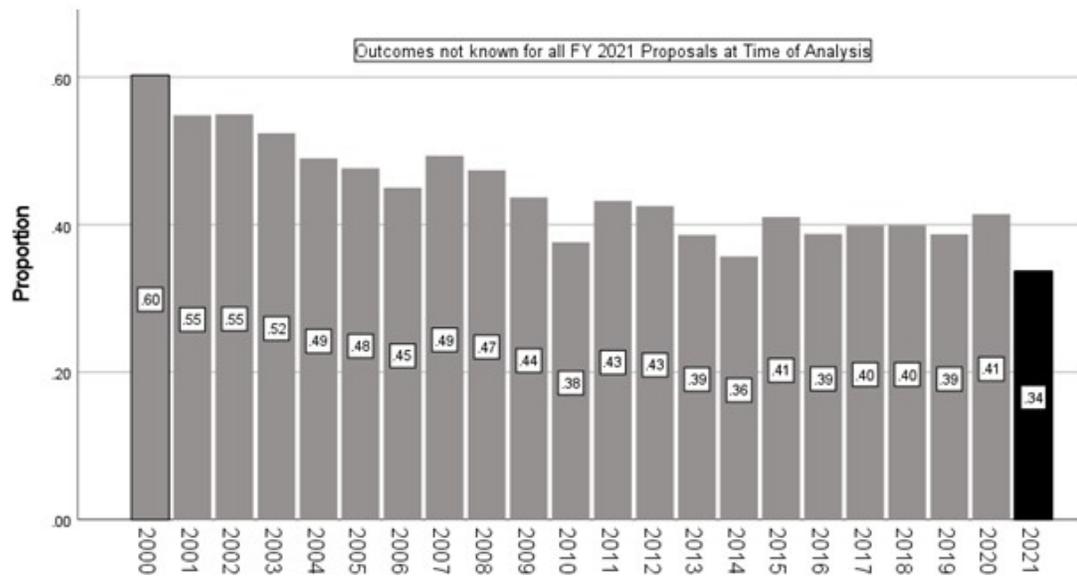


Figure 44. Proportion of Proposals Awarded by Fiscal Year  
Note. Outcomes not known for all 2021 submissions at time of analysis.

The distribution of amounts requested is strongly positively skewed—meaning that ODU has had a high volume of low dollar amount proposals. About 24% of proposals were for amounts less than \$25,000, and 56% of proposals were for amounts less than \$150,000.

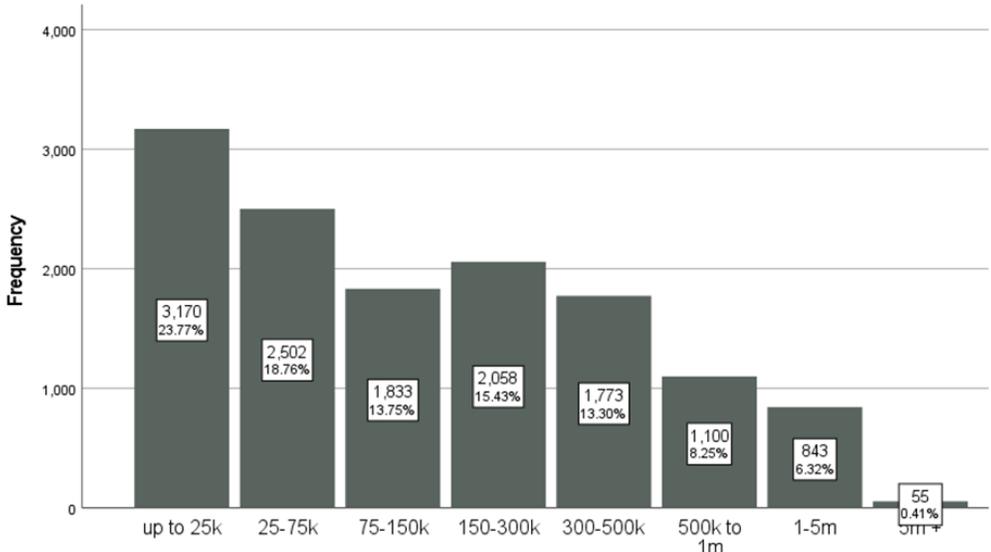


Figure 45. Number and Percentage of Proposals by Amount Requested, 2000 -2021.

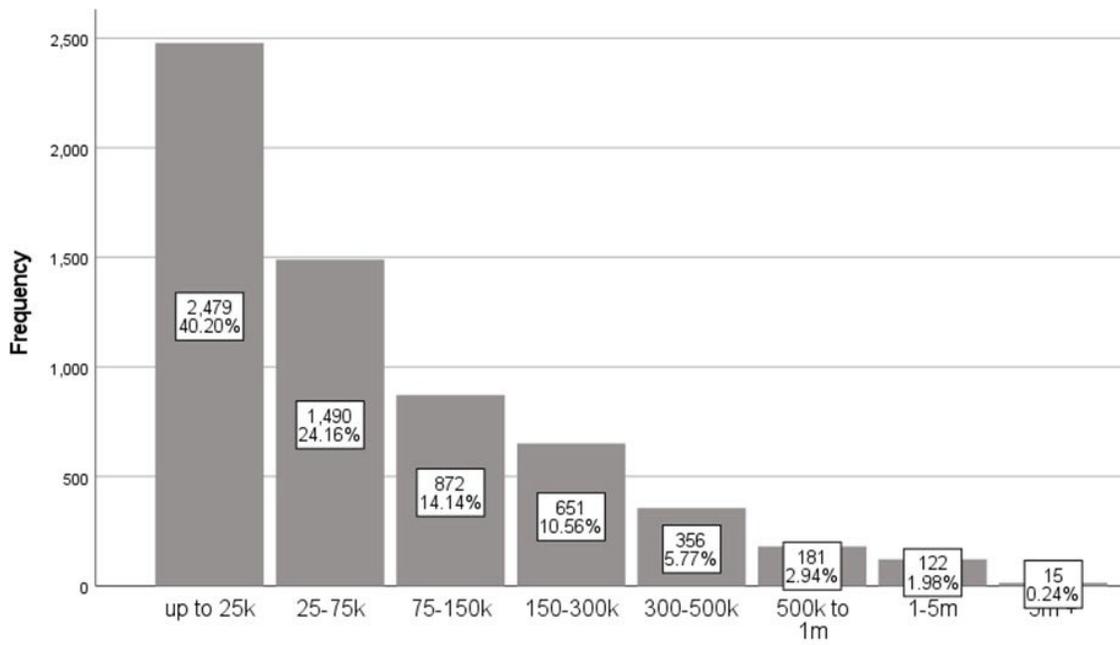


Figure 46. Number and Percentage of Awards by Amount Awarded: 2000-2021.

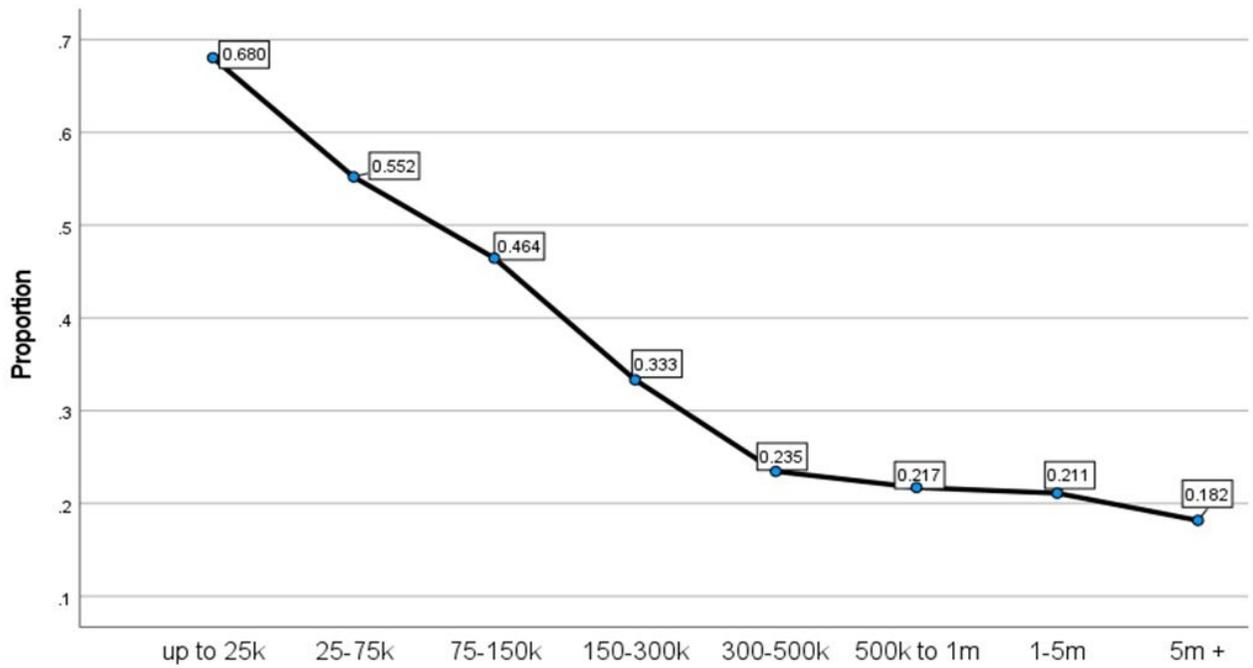


Figure 47. Proportion of Awards Funded by Amounts Proposed, 2000-2021.

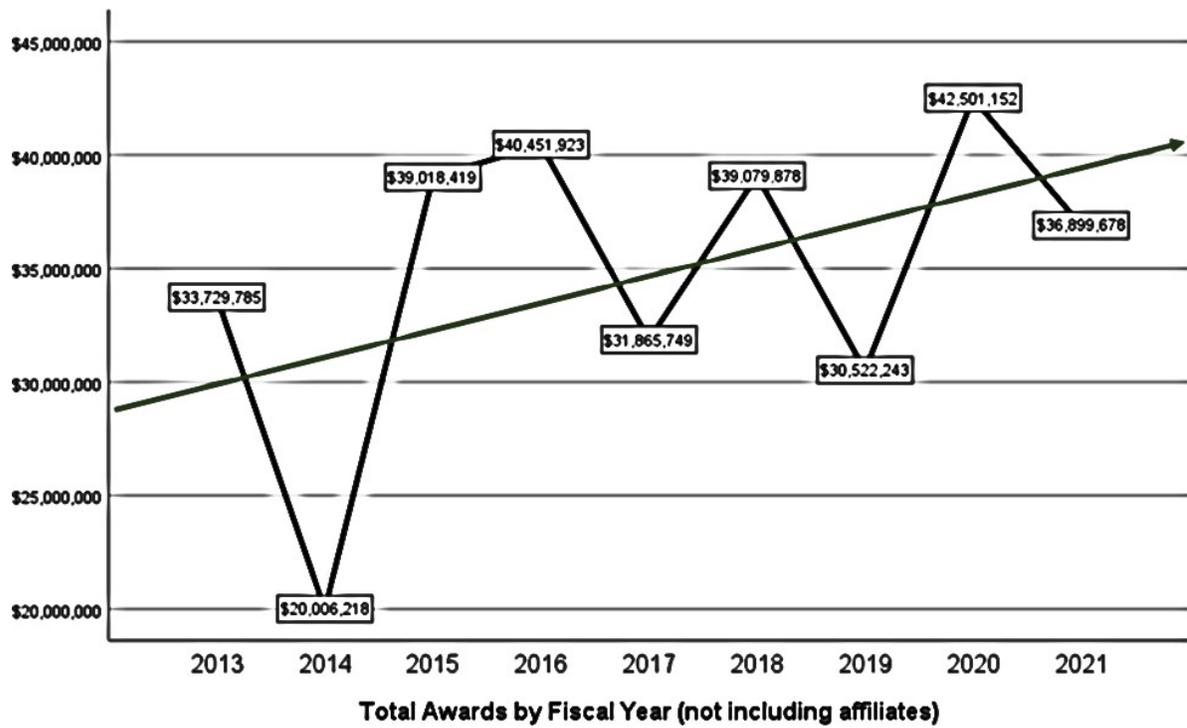


Figure 48. Total Awards by Fiscal Year, 2013-2021.

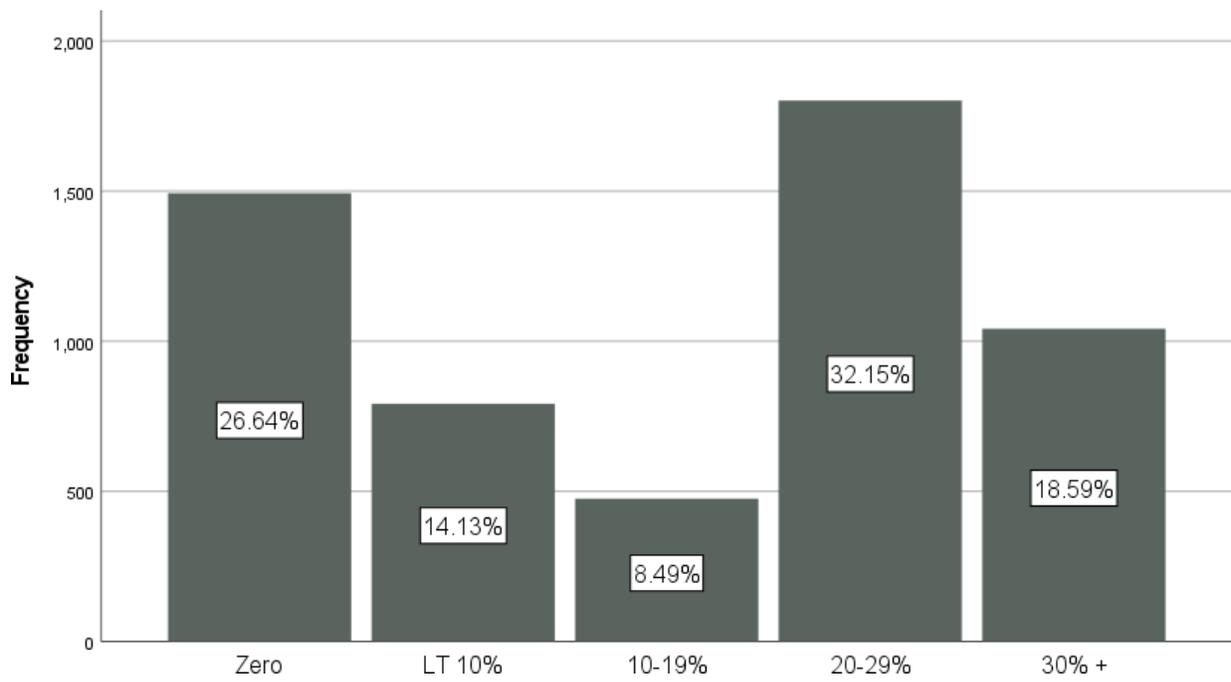


Figure 49. Histogram of IDC Recovery Rates (IDC/Total Costs), Awards 2000-2021

The size of the low and zero IDC portfolio has grown substantially over the last decade.

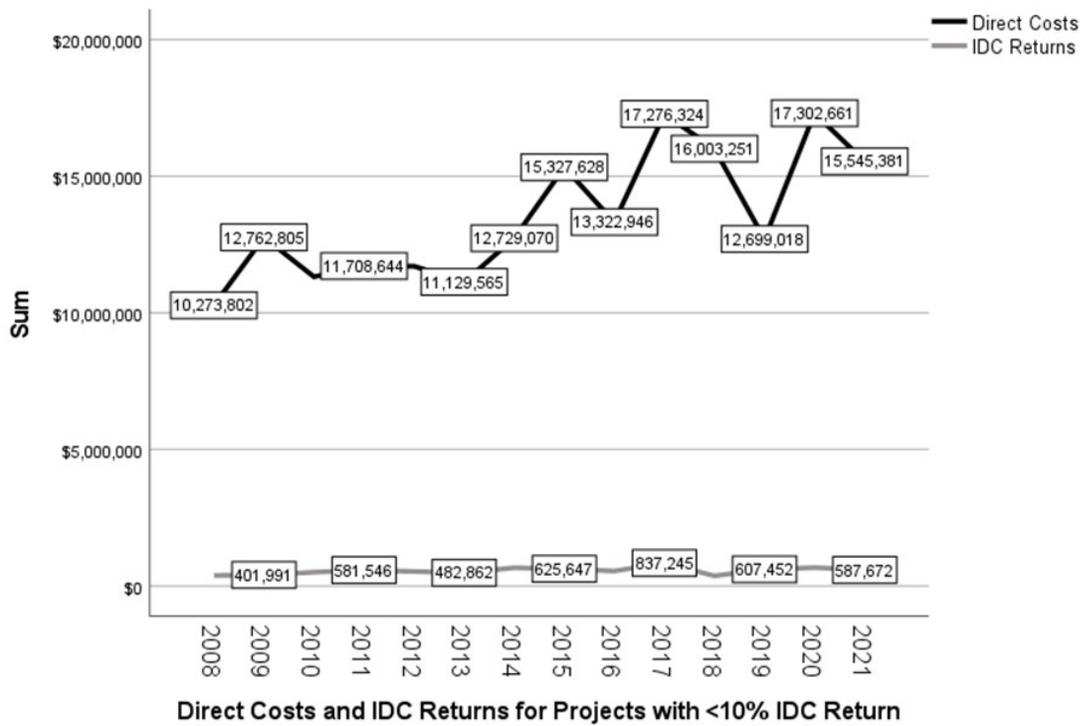


Figure 50. Direct Costs and IDC Returns Associated with Low or Zero IDC Return awards, 2008-2021.

The number of proposals per year with zero or low IDC has nearly doubled over the last decade.

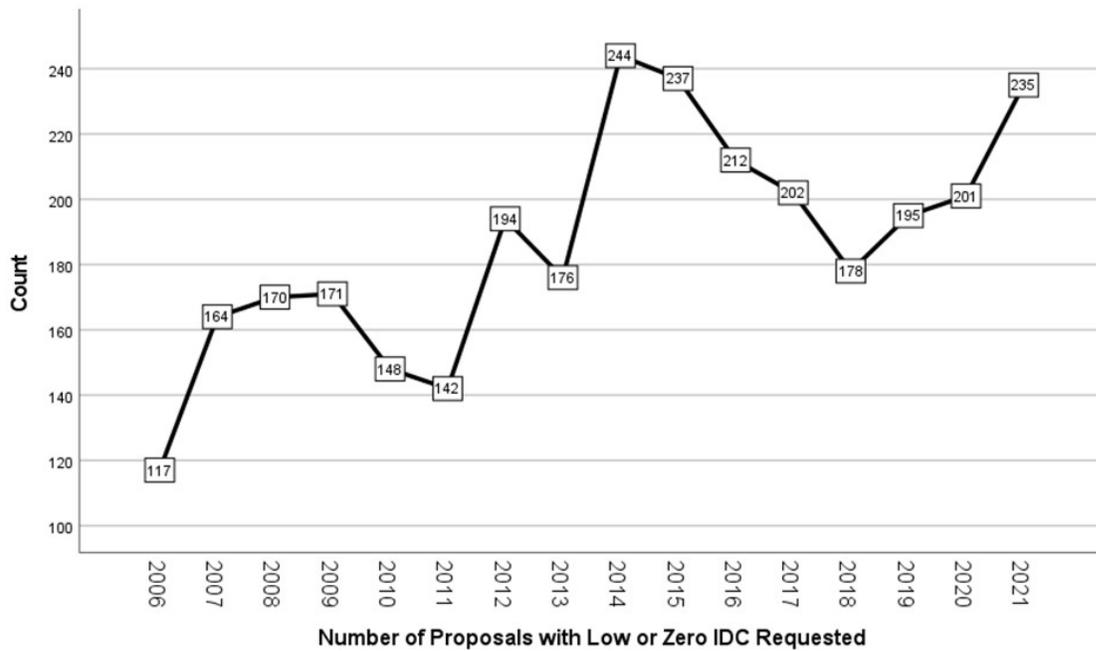


Figure 51. Number of Proposals with Zero or Low IDC per Year, 2006-2021.

The number of active awards for projects with <10% IDC Return has increased substantially over time. Recently, a typical year has about 110 active projects with <10% IDC return.



Figure 52. Number of Active Awards with <10% IDC Return, 2006-2021.

## Appendix F: Working Templates from O&C Subgroups

### F-1: Research Challenges and Opportunities Template

DOMAINS	
<b>Political</b>	<p><b>Challenges:</b> The Commonwealth is not unified in its support of higher education. House Bill No. 1226 would eliminate research workload allocations for tenured professors at public institutions of higher education. Although ODU has fared well in the previous decade, the Commonwealth tends to fund special initiatives rather than supporting across the board funding adequacy. IHE's compete within the state, and collectively compete with K12 and the community college system for funding.</p> <p>Polarization of political ideologies in U.S. creates shifting priorities, and lack of policy alignment across political levels. This can affect funding priorities and sustainability over time and increases the risks associated with investment in developing domain specific capacities.</p>
	<p><b>Opportunities:</b> ODU is well positioned to tap into the workforce development and economic development priorities. This tends to be supported across party lines and levels of government. It also creates opportunities to work in close collaboration with K12 and community college sectors.</p> <p>ODU is well-placed to capitalize on current Biden administration priorities, such as climate change, clean/renewable energy, environment, resilience, environmental justice, and health disparities.</p>
<b>Demographic &amp; Diversity</b>	<p><b>Challenges:</b> Only the Office of Naval Research recognizes ODU as a Minority Serving Institutions (MSI). This significantly limits access to funding opportunities available to High Minority Serving Institutions (HMSIs).</p>
	<p><b>Opportunities:</b> Work with our Congressional delegation to expand the definition of HMSIs to include Carnegie 1 and Carnegie 2 institutions that serve 40% or more students of color.</p>
<b>Economic</b>	<p><b>Challenges:</b> There is a lack of slack capacity for pursuing high impact, relevant research funding. Funding opportunities are becoming increasingly competitive. Many opportunities require large up front time investment in proposal development but may have only a 5% chance of being funded. Research valued and needed in the surrounding community may not always have an immediate external funding opportunity.</p> <p>Declining undergraduate and graduate student enrollments impact faculty research and development capacity. Students are less willing to take on debt for a degree (both undergraduate and graduate). ODU stipends are not competitive with other institutions.</p>
	<p><b>Opportunities:</b> Develop coordinated, systemic approaches to synergize internal resources to support high risk, high impact research and development initiatives. For example, this might involve focusing discretionary, gift, and other resources from across multiple units to free up faculty time and provide other support to focus on specific interdisciplinary R&amp;D opportunities. Implement a more "forward leaning" and proactive research development strategy for selective opportunities.</p>
	<p>Incentivize and create opportunities for faculty to engage in proposal development and proof-of-concept research. Merit raises and/or course buyouts to incentivize faculty to conduct more research. Work with departments to value sponsored research in the promotion and tenure process in colleges where this is not the norm. Likewise, reward funding from applied sources that are less scientifically prestigious than NSF or NIH.</p>

	A higher level of integration with EVMS could open new commercialization and community impact opportunities.
<b>Technological</b>	<p><b>Challenges:</b></p> <p><b>Opportunities:</b> Recent investments in artificial intelligence, data science, and high-performance computing can open new inter- and multi-disciplinary research avenues.</p> <p>Many opportunities to leverage significant federal R&amp;D investments (NASA, JLAB). Bring capabilities at VMASC, VISA, and other centers and institutes to connect with faculty capabilities in academic units to pursue larger funding and contract opportunities.</p> <p>Look for opportunities to improve and modernize grants management platform.</p>
<b>Competition</b>	<p><b>Challenges:</b> Difficulty attracting major industry investment or venture capital to the university or region without a critical mass. Hampton Roads is at the bottom nationally in most rankings of innovation culture and infrastructure, whereas Virginia is in the top 10. This makes it difficult to compete for talent and opportunities with nearby areas in the region, such as Raleigh/Durham, NoVA, and Richmond.</p> <p>Comparatively low faculty salaries make it more difficult to recruit and retain research productive faculty. ODU substantially lags other Virginia R1 and R2 universities with respect to faculty salaries.</p> <p><b>Opportunities:</b> Leverage our R1 status to attract more R&amp;D and commercialization investments in the region.</p> <p>Establish partnerships/teaming with other Universities with complementary expertise to address challenging interdisciplinary issues.</p> <p>Develop a strategy and collaborative infrastructure for initiating and supporting internal collaboration across academic and research units.</p>
<b>Global</b>	<p><b>Challenges:</b> Pandemic issues have impacted the research enterprise, with lack of access to labs, participants, and increased demands for researchers to provide family care.</p> <p><b>Opportunities:</b> R1 Status and technology can help to expand research collaborations nationally and internationally.</p> <p>R1 status should facilitate recruiting international graduate students.</p>
<b>Local Environment</b>	<p><b>Challenges:</b> There is a local workforce shortage of qualified research and technical staff. There may be time needed between project initialization and hiring action due to limited staffing options. Applied research centers must compete with industry for the same pool of candidates. Lack of many cutting-edge high-tech companies in HR area that may offer industry-based funding for faculty and internship opportunities for students</p> <p>Regional fragmentation into so many small political subdivisions makes it difficult to achieve economies of scale or to develop a unified focus. For example, for K12 or economic development partnerships one must figure out 10 or more systems instead of one or two.</p>

	<p><b>Opportunities:</b>  The local environment is dense with Government and organization activity including one of the largest naval bases in the world. We are well located to attract research faculty with many opportunities for connectivity to this activity. Close to other R1 universities for collaboration possibilities.</p> <p>The challenges of the local area, including sea level rise that has a high impact locally, has high research potential to address some of those issues.</p> <p>Norfolk is located near to Washington DC, home to many funding organizations, such as the National Science Foundation.</p> <p>HR is rich in challenges that researchers can tackle: disparities in access to resources/services.</p> <p>Opportunity to leverage other federal investments in HR: supercomputing/data-sciences at JLAB</p> <p>More targeted outreach/collaborations with Local Federal entities.</p> <p>Develop more reciprocally beneficial partnerships with national universities, e.g., Harvard or JHU in public health.</p>
<p><b>Equity/Inclusion</b></p>	<p><b>Challenges:</b>  Highly competitive national environment for attracting diverse faculty. The percentage of STEM doctorates awarded in the U.S. to under-represented students is quite low relative to the percentage of under-represented students we serve. IHE's, especially R1 institutions, have aggressive and well-funded recruiting efforts aimed at attracting and retaining qualified faculty of diverse backgrounds.</p> <p>Challenges related to retaining and promoting people of color in tenure-track positions. ODU has not made any progress in increasing the number of faculty of color for several years. This is in part a consequence of recruiting difficulties, but also relates to organizational and academic culture, as well as lack of consistency and clarity regarding expectations.</p> <p><b>Opportunities:</b>  Examine teaching load across the colleges to enable all faculty to have time to conduct research increasing the research output.</p> <p>Provide shuttle service to research centers on a need basis. Investigate what times and how often the service would be needed.</p> <p>Develop pool of tenure track positions in Academic Affairs to take advantage of exceptional opportunities to hire minority candidates that can be provisionally assigned to departments Examine the research output of faculty and provide opportunities for tenure track faculty that prefer teaching to research. These faculty can reduce the research load and swap for a higher teaching load.</p>

## F-2: Student Engagement and Success Subgroup Template

DOMAINS	CHALLENGES	OPPORTUNITIES
<b>Political</b>	<ul style="list-style-type: none"> <li>Value of higher education and workforce development</li> <li>International student legislation and support</li> <li>Affirmative action</li> <li>Partisan fray</li> </ul>	<ul style="list-style-type: none"> <li>Existing corporate partnerships to expand (stackable credentials)</li> </ul>
<b>Demographic</b>	<ul style="list-style-type: none"> <li>Support of access to higher education for low-income student populations</li> <li>Predicted “demographic cliff” in enrollment</li> </ul>	<ul style="list-style-type: none"> <li>Enhancing our distance learning opportunities and brand.</li> <li>Investing funds for strategic and intentional Latinx recruitment, retention and persistence efforts.</li> </ul>
<b>Economic</b>	<ul style="list-style-type: none"> <li>Recruitment of more underrepresented faculty</li> <li>Budget - state appropriations and possible impact on student financial aid</li> <li>Debt, default % for students who stop out with no degree completion</li> <li>Optimization of size of university</li> </ul>	<ul style="list-style-type: none"> <li>Recruitment of more underrepresented faculty</li> <li>Filling student financial aid gaps with expanded donor support, scholarships</li> <li>Creating a robust, financial literacy access program integrated into student experience</li> <li>Optimization of size of university</li> </ul>
<b>Technological</b>	<ul style="list-style-type: none"> <li>Inability to comprehensively track student concerns across the campus community (currently use Maxient, but not across all offices – many different platforms used for student notes)</li> </ul>	<ul style="list-style-type: none"> <li>Invest in a case management solution (CMS) that would allow for a centralized solution for initiating, tracking, and managing student concerns across units/departments.</li> <li>Student360 advancement – how we share student information in a collaborative way</li> </ul>
<b>Competition</b>	<ul style="list-style-type: none"> <li>Internal competition for limited resources.</li> <li>Systemic retention concerns regarding support and service staff and competition from external industries. Large caseloads for advisors and success coaches</li> <li>Funding for graduate students</li> <li>MOOCs and tech cert programs</li> </ul>	<ul style="list-style-type: none"> <li>Health Sciences building expansion – recruitment, research, community engagement opportunity</li> <li>Joint programs for undergraduate students (4+1) -- look at University of Georgia -- <a href="#">double dawg</a></li> </ul>
<b>Global</b>	<ul style="list-style-type: none"> <li>International student legislation and support</li> </ul>	<ul style="list-style-type: none"> <li>Expand international partnerships with international colleges and universities.</li> <li>Increase students' abilities to participate in Study Aboard at all levels and majors.</li> </ul>
<b>Local</b>	<ul style="list-style-type: none"> <li>Need enhanced opportunities for internships, practicums, experiential learning, providing centralized support for this strategy</li> <li>Community safety</li> </ul>	<ul style="list-style-type: none"> <li>Expansion partnerships with businesses for experiential learning and job acquisition</li> <li>Revisit expansion support for local transportation</li> <li>Build stronger partnerships with community resources for basic needs support of students</li> </ul>
<b>Diversity, Equity and Inclusion</b>	<ul style="list-style-type: none"> <li>Integration of DEI as a core value for students</li> </ul>	<ul style="list-style-type: none"> <li>Continued commitment to social mobility regarding recruitment and retention of students</li> </ul>

		<ul style="list-style-type: none"> <li>Recruitment of more underrepresented faculty</li> <li>Bolstering cultural competence training &amp; events for students/faculty/staff</li> </ul>
<b>Trends</b>	<ul style="list-style-type: none"> <li>Expanded needs of students: academic, financial, social, family obligations, and mental</li> <li>Cost and value of higher education</li> <li>Flexible learning options</li> </ul>	<ul style="list-style-type: none"> <li>Expand social mobility resources</li> <li>Reconsider tuition methodology from a per credit hour to flat cost structure</li> <li>Expand mental health staff and resources for students</li> </ul>
<b>Enrollment Management</b>	<ul style="list-style-type: none"> <li>Decline or stagnation of retention/persistence/graduation rates of undergraduate students</li> <li>Retention – learning loss and academic preparedness, financial literacy, basic needs <i>[The IPEDS fall 20 to fall 21 retention rate was 72%]</i></li> <li>Persistence – SAP cycle concerns (impact of academic performance)</li> <li>Graduation – unmet final requirements, financial barriers</li> <li>Graduation rate of Pell Eligible students</li> </ul>	<ul style="list-style-type: none"> <li>Graduate enrollment and expansion of graduate programs</li> <li>Close achievement gaps through strong developmental education programming</li> <li>Re-examine transition courses for all incoming students. Research new, summer bridge programs for early college transitions (address covid learning loss, financial literacy, investment to academic goals)</li> <li>Continued expansion of distance learning programs and offerings</li> <li>Establish more unrestricted scholarship funds for students in need and more robust financial aid preparedness</li> <li>Review of graduate assistant pay and how it has not changed. Review funding opportunities for non-traditional students (spec. Grad students). Graduate student tutoring, labs, expanded resources</li> <li>Expand sophomore/junior/senior support in terms of designated persistence plans, actions, outreach, and strategies</li> <li>Recommit to being a student ready university with review of best practices, policies, procedures and evaluation of student support</li> </ul>
<b>Reputational</b>	<ul style="list-style-type: none"> <li>How does ODU compare with other doctoral granting institutions inside and outside the Commonwealth in cachet, niche, and brand?</li> </ul>	<ul style="list-style-type: none"> <li>Expanded marketing and branding of ODU.</li> <li>Clarification of our story. Embrace our history and outline our future.</li> <li>Marketing of R-1 status. What does this mean for UG and GR students alike and their success?</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>Outdated general education requirements, the need to revisit assess, and make modernized adjustments</li> <li>Higher ed centers – improving services, engagement, student experience</li> </ul>	<ul style="list-style-type: none"> <li>Experience Guaranteed, value and expansion of experiential learning for students</li> <li>Value of mentorship, centralized mentoring support</li> <li>Community based learning exploration for students within curriculum</li> </ul>

### F-3: Community Engagement Subgroup Template

DOMAINS	
<b>Political</b>	<b>Challenges:</b> <ul style="list-style-type: none"> <li>What is the role of the University in engaging with a diverse local and Commonwealth level constituencies who have differing positions on “hot topics”?</li> </ul>
	<b>Opportunities:</b> <ul style="list-style-type: none"> <li>Positioning ODU as an honest nonpartisan broker for conversations of value in the community on important but difficult topics</li> </ul>
<b>Demographic &amp; Diversity</b>	<b>Challenges:</b> <ul style="list-style-type: none"> <li>Need to engage whole communities that have differing characteristics (rural/urban, historically underserved or marginalized communities/affluent communities, large corporations/small business community, etc). Need to have a unified brand but that brand may not speak to all constituencies</li> </ul>
	<b>Opportunities:</b> <ul style="list-style-type: none"> <li>Student body is also diverse and they want to make a difference with their time while also getting experience</li> </ul>
<b>Economic</b>	<b>Challenges:</b> <ul style="list-style-type: none"> <li>Applied research of value to community is not necessarily what academic grants fund</li> <li>Faculty need funds to engage with community (summer salary for work or buyout time for concept development and acknowledgment for this time in promotion and tenure process)/ Students need funds to engage with the community (paid opportunities or support)</li> </ul>
	<b>Opportunities:</b> <ul style="list-style-type: none"> <li>Engage students with opportunities to get internships in local community (hospitals, businesses, etc.)</li> <li>Engage businesses to fund student internships</li> <li>Engage faculty with community partners to privately fund applied research or to establish partnerships that are basis for applying for competitive grants</li> </ul>
<b>Technological</b>	<b>Challenges:</b> <ul style="list-style-type: none"> <li>Engagement to rural areas, low-income areas must acknowledge poor internet and technology access/lack of broadband/lower technological skills</li> </ul>
	<b>Opportunities:</b> <ul style="list-style-type: none"> <li>ODU can do evening sessions, other outreach on basic computer and online skills</li> <li>ODU Online offerings of interest to community may help with continuing education (certificates and other programs for professionals who already have 4-year degrees or graduate degrees but need more training to stay up with real world applications of emerging areas that are not at community college level continuing ed- resilience, public health, cybersecurity, maritime, etc.)</li> </ul>
<b>Competition</b>	<b>Challenges:</b> <ul style="list-style-type: none"> <li>Other universities are coming to Hampton Roads to engage with our localities and businesses (UVA, Virginia Tech)</li> <li>What is the role of the private sector in the University relationships – ensuring collaboration, partnership, and value add versus University as a competitor to private sector that disincentivizes engagement</li> </ul>
	<b>Opportunities:</b> <ul style="list-style-type: none"> <li>ODU has local knowledge and sustainable presence to form long term partnerships to ensure that collaborations are meaningful, not just “one and done” when grant is over. One way to address this challenge is to use knowledge sharing from centers/institutes and departments who have established successful public-private partnerships with other centers/institutes and departments who are exploring private sector partnerships in new domains</li> </ul>
<b>Global</b>	<b>Challenges:</b> <ul style="list-style-type: none"> <li>Language and cultural barriers may prohibit or limit</li> </ul>
	<b>Opportunities:</b>

	<ul style="list-style-type: none"> <li>Technological advances have made it easier to connect and collaborate with many countries</li> </ul>
<b>Local Environment</b>	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>Relationship building takes time, but this time is not always accounted for in promotion &amp; tenure or evaluation.</li> <li>Community can find it challenging to deal with finding the right person – especially when their content area touched by multiple Colleges (e.g. Business and Health Sciences)</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>Encourage faculty to develop courses that encourage students to have the spirit of “giving back” to the community: hands on volunteering. Develop ways to reward engaging community (business, local government, nonprofits, schools, etc)</li> <li>Enhance community engagement through our University venues – Barry Art Museum, Planetarium, music concerts, Business Entrepreneur Center</li> </ul>
<b>Equity/Inclusion</b>	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>ODU faculty are less racially and ethnically diverse than the surrounding community</li> <li>University priorities (research, education, engagement) may not overlap with priorities of communities who are historically underserved (communities of color, low income communities, rural communities, LGBTQIA+ communities, non-English speaking, aging populations, etc.)</li> <li>Communications networks used in faculty and surrounding communities may not overlap so word may not get out (internet access, internet ability, trusted sources that people go to versus that University uses for communication)</li> <li>Communities do not have equal ability to participate in University research or engagement events (lack of transportation, lack of child care, lack of paid time off, etc.). (concept lumped with faculty/student funding to participate above)</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>ODU Dental Clinic as a model for service to low income populations without insurance</li> <li>University support (development funds or staff support) for engaging community in research or events (help with providing transportation to community members, funds for researchers to transport students to on site locations in community, funds for or help for researchers to provide child care or participant gift cards to compensate for participation)</li> </ul>
	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>Community is not aware that ODU is willing to partner on engagement (lumped with finding right person under local environment)</li> <li>Faculty and staff are not aware of Office of Community Engagement and the services it can provide (Helper Helper Portal, reporting to assist with Carnegie Engagement status, etc)</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>External marketing strategy to communicate that ODU is interested in engaging with the community and searching for opportunities. Internally marketing the Office of Community Engagement definition of community engagement and services to faculty and staff (Helper Helper Portal, forthcoming efforts to capture more community engaged research for reporting)</li> </ul>

#### F-4: Human Resources Subgroup Template

DOMAINS	
<p><b>Competition</b></p> <p><b>Political</b></p> <p><b>Economic</b></p> <p><b>Local/Regional Environment</b></p>	<p><b>Subject Areas:</b> Compensation</p> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Impact of R1 status</li> <li>• Balancing R1 status/"institutional excellence" with trying to be an affordable option for students</li> <li>• Salary inversion/compression/ inequities</li> <li>• Adjunct compensation</li> <li>• Logic for salary benchmarking: median/bottom 10%</li> <li>• Increase in minimum wages (current and future)</li> <li>• Regional cost of living/inflation</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• R1 peers – to help justify adjustment</li> <li>• Are there opportunities re: compensation given our connections to local businesses?</li> <li>• Support state funds with gifts</li> <li>• Showcase ODU to new leadership in Richmond</li> </ul> <p><b>Supporting Data/Data Needs</b></p> <ul style="list-style-type: none"> <li>• R1 peers – need for adjustment?</li> <li>• Salary surveys</li> <li>• 70% satisfied with salary (this is dated)</li> <li>• Data on salary inversion</li> <li>• Data on salary distributions at each position</li> <li>• Impact of minimum wage increase</li> </ul>
<p><b>Competition</b></p> <p><b>Demographic</b></p>	<p><b>Subject Areas:</b> Benefits</p> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Other organizations offering more flexible work schedules/telework</li> <li>• Growing demand for elder care/affordable childcare</li> <li>• Mental health needs post-COVID</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Identify the potential for more flexible work schedules/telework opportunities</li> <li>• On-campus childcare option (expansion?)</li> <li>• Tuition assistance</li> <li>• EAP (mental health services)</li> <li>• Alumni as a source to help with recruitment needs</li> </ul> <p><b>Supporting Data/Data Needs</b></p> <ul style="list-style-type: none"> <li>• Benchmarking</li> </ul>
<p><b>Socio-cultural</b></p>	<p><b>Subject Areas:</b> Morale/QWL/Wellbeing</p> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Culture – "do more with less"</li> <li>• Need for additional recognition opportunities</li> <li>• Inequities (workload)</li> <li>• Threats to academic freedom</li> <li>• Bureaucratic inertia</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Build upon/strengthen existing recognition opportunities</li> <li>• Commitment to transparency</li> <li>• Leadership training</li> <li>• QUL surveys/efforts can provide template for regular campus climate surveys</li> </ul> <p><b>Supporting Data/Data Needs</b></p> <ul style="list-style-type: none"> <li>• Turnover</li> <li>• Exit interview/ climate data</li> <li>• COACHE survey</li> </ul>

	<ul style="list-style-type: none"> <li>Review previous strategic plan</li> <li>Internal/External strategic planning focus groups</li> </ul>
<b>Demographic</b>  <b>Local/Regional Environment</b>	<p><b>Subject Areas:</b> Recruitment &amp; Retention</p> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>Retirements – baby boomers/“early” retirements esp. post-COVID – need for succession planning</li> <li>Currently lacking in diverse faculty</li> <li>Lack of career ladder/advancement for AP faculty</li> <li>Leadership turnover</li> <li>Enrollment cliff – higher ed not seen as viable/stable career option + fewer (diverse) graduates to hire</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>Impact of R1 status – attractive to top research faculty</li> <li>Target: Military, Veterans, NASA, other critical groups</li> <li>Diverse student body &amp; alumni</li> <li>Retirements generally – there will be a need to educate the next generation of professionals/train the regional workforce</li> <li>Reputation for being engaged with regional businesses and organization “Experience guaranteed” – help recruit entrepreneurial and other top faculty/staff</li> </ul> <p><b>Supporting Data/Data Needs</b></p> <ul style="list-style-type: none"> <li>~23% of faculty are 62 years or older</li> <li>Upwards of 20 depts. have 5+ faculty eligible for retirement</li> </ul>
<b>Economic</b>	<p><b>Subject Areas:</b> Adjuncts</p> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>Use faculty attrition/vacancies to fund adjuncts – no base funding</li> <li>Competitive pay/local market?</li> <li>Incentives?</li> <li>Engagement/commitment?</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>Large local talent pool (e.g., CEO’s, other business/community leaders, content experts, retired faculty)</li> </ul>
<b>Technological</b>	<p><b>Subject Areas:</b> Process Efficiencies</p> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>Onboarding – too long to hire</li> <li>Need for software/digital transformation: platform integration</li> <li>Need for data access/sharing between AA and HR data systems (Banner and FacFile)</li> <li>Redeployments</li> </ul> <hr/> <p><b>Subject Areas:</b> Strategic Priorities</p> <p><b>Challenges</b></p> <ul style="list-style-type: none"> <li>Enrollment</li> <li>Career Development &amp; Placement</li> <li>Research initiatives</li> </ul>

	<b>Subject Areas:</b> Training & Development
	<b>Challenges</b> <ul style="list-style-type: none"><li>• Leadership</li><li>• FA/Staff</li></ul>
	<b>Subject Areas:</b> Performance Evaluation System
	<b>Challenges</b> <ul style="list-style-type: none"><li>• Lacking in efficiency/effectiveness</li></ul>
	<b>Supporting Data / Data Needs</b> <ul style="list-style-type: none"><li>• Complaints</li></ul>

## F-5: Finance Subgroup Template

**FINANCE GOAL/VISION:** Developing and implementing financial strategies to grow and sustain the University’s status as the Commonwealth’s most affordable and accessible four-year doctoral and R1 research public institution.

DOMAINS	
Political	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• State Budget allocations</li> <li>• Expectation in Richmond that ODU continues to be the affordable, public, doctoral, research institution, but we need more support from ‘Richmond’</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• R1 may offer opportunities for increased state appropriations</li> <li>• Pursue increase in annual Commonwealth E&amp;G funding</li> </ul>
Demographic & Diversity	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Declining undergraduate and graduate FTEs</li> <li>• Declining retention rate for undergraduate students</li> <li>• Declining graduate enrollment</li> <li>• Projected enrollment cliff</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Opportunity to revolutionize college math instruction by decoupling from traditional “course” paradigm—mastery learning approach to support students to learn at their own pace.               <ul style="list-style-type: none"> <li>◦ Looking into specification grading here would help. It would also help retention and graduation rates</li> </ul> </li> <li>• Focus on regional K12 partnership development efforts on undergraduate pipeline development; college readiness and institutional affiliation/identification.</li> </ul>
Economic	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Define clearly University’s ‘financial vision’ and strategies for continued growth and sustainment</li> <li>• Manage outstanding debt for the university</li> <li>• Allow for more transparency in University’s ‘financial’ status</li> <li>• A portion of students are being admitted that may not be academically “college ready,” especially in math.               <ul style="list-style-type: none"> <li>◦ This may be the #1 academic contributor to drop out and low graduation rates. For typical students, College Algebra is the gateway course to STEM disciplines. This means that many students come in thinking they will do one thing, and either leave with a different degree or no degree. Either way, it is a lot of debt for no gain.</li> </ul> </li> <li>• Research administration finance—total IDC recovery is not keeping pace with minimal viable foundation operating budget</li> <li>• Revisit current IDC recovery allocation approach for advancing the research enterprise.</li> <li>• Redundant programs and outflow of funds: we have some overlap in target audiences for certain programs, but these programs use different contractors</li> <li>• Competing initiatives and competition for resources, e.g., IT was hit hard by the pandemic and shifts in work culture, as were other departments and units</li> <li>• Low level of undergraduate dollars per FTE both Educational and General</li> <li>• Lowest undergraduate in-state tuition rate</li> <li>• Reduced pool of viable applicants</li> <li>• Competing more with VT JMU VCU for in-state students, including 1st gen and under-represented populations</li> </ul>

	<ul style="list-style-type: none"> <li>• Core student success services -additional investments needed to keep ODU a viable option, and lack of same impacts student retention <ul style="list-style-type: none"> <li>○ Student Support Services: <ul style="list-style-type: none"> <li>■ Academic - counseling, classroom, etc.</li> <li>■ SEES – coaching, health &amp; wellness counseling, etc.</li> </ul> </li> </ul> </li> <li>• Student Aid, Pell Grant ‘heavy’</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Increase new revenue streams through new program initiatives, investments strategies, etc., including innovative use of campus facilities</li> <li>• Pursue new investment strategies, or ways to manage/defer debt</li> <li>• Create NOVA/DC area campus for better access to high tech, government relations</li> <li>• Enhance federal contract acquisition in research and in other fields</li> <li>• Identify degree programs that we can partner with ‘corporate and industries’ to provide a pipeline for new students</li> <li>• Potential for full online degrees</li> <li>• Bridge program with ODU and TCC</li> <li>• Program Prioritization – difficult decisions, but needs to be done to set priorities – expand and contract</li> </ul>
<b>Technological</b>	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Cumbersome and complicated workflow processes in HR and Admin &amp; Finance hinder productivity of academic and research leadership</li> <li>• Lacking in robust data for current workflow systems</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Upgrade technology and streamline business processes</li> <li>• Upgrade technology and standard operating procedures to make it plug and play</li> </ul>
<b>Competition</b>	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Sustaining R1 status</li> <li>• Competition from peer R1 and R2 institutions in VA</li> <li>• Loss of key personnel resources due to tight labor market, wages not sufficiently competitive to attract/retain talent, university has not embraced remote work at the level of other agencies. <ul style="list-style-type: none"> <li>○ Current pay scale makes it hard to recruit and maintain talented employees; it is extremely difficult to do salary adjustments for highly effective staff</li> </ul> </li> <li>• Faculty salaries, and increases, have not kept up with other Virginia R1 &amp; R2 institutions, negatively affects Motivation</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Invest to maintain R1 status for the university</li> <li>• Research investments in emerging areas: Green energy, Resilience, Healthcare, High performance computing, AI and Data Science, and others</li> <li>• Identify emerging and niche areas to invest by Interdisciplinary cluster hires and focal areas alignment</li> <li>• Improve resources available for research, development, proof of concept, and creative expression through reforming IDC allocation paradigm and aligning with endowment funds</li> <li>• Innovate research development support through close collaboration between O of R, academic units, and ODURF, to increase the number of high IDC bearing awards over \$250,000.</li> </ul>
<b>Global</b>	<p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• The pandemic has affected our ability to invest in target areas</li> </ul>
	<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Develop appropriate models for scholarship</li> </ul>

	<ul style="list-style-type: none"> <li>Recruit more international students (and out-of-state – currently 8%?), especially graduate students. R1 status should definitely improve prospects (many countries limit financial support to students based on whether the US school is R1)</li> </ul>
<b>Local Environment</b>	<b>Challenges:</b> <ul style="list-style-type: none"> <li>Lack of Fortune 1000 companies in the region to partner with in research, innovation, development for faculty and student support.</li> </ul>
	<b>Opportunities:</b> <ul style="list-style-type: none"> <li>Leverage regional assets (port, military complex, JLAB, NASA Langley, etc.)</li> </ul>
<b>Equity/Inclusion</b>	<b>Challenges:</b> <ul style="list-style-type: none"> <li>Salary equity and compression may become a problem as we have to offer more to attract the top talent, and those who have been here longer do not see the benefits</li> </ul>
	<b>Opportunities:</b> <ul style="list-style-type: none"> <li>Expand the annual equity review to include compression as well</li> </ul>

## F-6: Infrastructure Subgroup Template

SUBJECT AREA	ISSUES	OPPORTUNITIES	CHALLENGES
<b>Main Campus Plan</b>	Sustainability	Improve education on what this is and how it impacts everyone  Improve energy efficiency	How we educate  Centralized area for information  Sea level rise concerns: parking, buildings
	Recycling	Improve the amount of recycled material we track	Wire bins are messy and unattractive
	Future planning	Create a document which will chart a course for the short and long term future	Land use  Building use  New programs vs. shrinking ones
	Merger with EVMS	Increased opportunities for students, additional students, additional funding	Logistics of merger, transportation, staffing, maintenance
<b>Physical Structures</b>	Housing	Perform study to better identify which students should go to which housing complex  Housing master plan	Freshman typically are put in satellite properties making access to campus a challenge  Age of buildings/amenities per site  Maintenance requests
	Educational	Perform study to better identify what educational spaces should look like  Online vs. in person	Older, small class room spaces  Furniture types for different use  Many current buildings are undersized for current program levels
	Common areas	Create various, diverse spaces (interior and exterior) on campus (more like Mane Hub)  Large multiuse space (ballroom/ Sandler Center or Ferguson Center type facility)	Locations, funding, students need a familiar or comfortable space
<b>Vehicles</b>	Campus access	Determine what vehicles are allowed on interior campus	Delivery trucks on sidewalks  Localized parking areas to access buildings  Back of house for Webb Center
<b>Systems</b>	IT	Evaluate card access approach vs. cell phone	Initial cost of cards, replacement, etc.  Security of card
	IT	Connectivity on campus: 5G	All buildings, common areas

	IT/ Classroom Central	Accept additional online students in the future	Adequate platform, bandwidth
	Parking	Improved public transportation and accessibility	Cost, location, ease of use
	Wayfinding	Create a centralized system that is easy to follow and identify	Parking locations vs. building locations How to find buildings on campus Signage for campus New students/ visitors struggle
	Mail	Centralized efficient system	On campus delivery is unreliable Time frame to get packages once they arrive
<b>Security</b>	Campus	Unified approach to security	Cameras, lock down, fire systems, call boxes
	Support	New Public Safety/ Emergency Management Building	Current structure is inadequate Need up to date infrastructure and systems
	Housing	Consistent check in procedure/ oversight	Dorm security/ student safety Need alarm capabilities with varying times Front desk inconsistencies

## Appendix G: Assessment Approach Used for Prior Strategic Plan

### 2014-2019 Strategic Plan Structure

- 5 Goals
  - ENHANCE ACADEMIC AND RESEARCH EXCELLENCE
  - SUPPORT STUDENT SUCCESS
  - ENRICH THE QUALITY OF UNIVERSITY LIFE
  - ENGAGE WITH THE GREATER COMMUNITY
  - PROMOTE AN ENTREPRENEURIAL CULTURE
- An average of 6 Objectives for each Goal
  - Typically broad (i.e. *Raise the visibility of graduate education*)
- 3-10 Action items identified per objective
  - More Specific (i.e. *implement a graduate school at Old Dominion University, to provide a strong central unit for leadership and advocacy of graduate education and its development at the institution and...*)

### Review Efforts

- 2 Reviews @ Goal Level
  - Mid-Cycle 2017
    - 65 total updates (*avg 13 updates per Goal*)
    - G1: 9 updates | G2: 12 updates | G3: 18 updates | G4: 12 updates | G5: 14 updates
    - [LINK TO MID-CYCLE REVIEW](#)
  - Final 2022
    - 133 total updates (*avg 27 updates per Goal*)
    - G1: 22 updates | G2: 21 updates | G3: 33 updates | G4: 42 updates | G5: 15 updates
    - [LINK TO FULL REVIEW](#)

**Goal #1: Enhance Academic and Research Excellence**

MID CYCLE 9 Updates FINAL 22 Updates	
Frequent Themes	Excerpts
Academic Development	Established 42 certificate programs including: Cybersecurity, Public procurement, Public sector leadership, Big data analytics
Funding Secured	History Department received \$300,000 donation to create the Giandoni Awards, which is a series of programs and for students and faculty
Recognition	Recognized and placed in the top 10% of institutions for improving social mobility

**Goal #2: Support Student Success**

MID CYCLE 12 Updates FINAL 21 Updates	
Frequent Themes	Excerpts
Co-Curricular Experiences	Created living-learning and theme communities that provide residential students who have a common career path or area of interest with a learner-centered environment conducive to academic growth and personal success
Student Awareness	Partnered with the City of Norfolk Neighborhood Development to provide programs to off-campus students to build awareness of university and community resources
Learning Support	Restructured two offices and reallocated resources to create a structured success coaching model for Fall 2016

**Goal #3: Enrich the Quality of University Life**

MID CYCLE 18 Updates FINAL 33 Updates	
Frequent Themes	Excerpts
Safety	Updated police policies, practices, and training in alignment with 21 Century Policing philosophies and recommendations to ensure fair, impartial, legitimate and just policing
Employee Support	Developed and implemented a comprehensive online onboarding program (PeopleAdmin- Onboard) for faculty and staff to ensure that new employees become productive, effective, and engaged members of the University.
Diversity & Inclusion	The Inclusive Excellence Framework was developed by the President's Task Force on Inclusive Excellence to operationalize the University's goals and metrics on diversity and inclusion. The development of the One Virginia Plan enhanced this effort.

#### Goal #4: Engage with the Greater Community

MID CYCLE 12 Updates FINAL 42 Updates	
Frequent Themes	Excerpts
Service	Coordination of large-scale community service programs such as Freshman Service Experience, ODU Make A Difference Day, MLK Day of Service, and Relay for Life
Employee Support	The Regional Higher Education Centers established MOAs with the City of Virginia Beach Human Services Department, PiN Ministry, YWCA-SHR, and ForKids Inc to expand clinical opportunities and provide access to interprofessional health care for underserved and vulnerable populations

#### Goal #5

MID CYCLE 14 Updates FINAL 15 Updates	
Frequent Themes	Excerpts
Education	Provided seminars/presentations on IP protection, valuations, and commercialization
Infrastructure	Established and opened the Center for Enterprise Innovation which features a number of programs available to individuals interest in pursuing entrepreneurial activities

#### 2014-2019 Strategic Plan – Vice President’s Reflection Summary

GOALS	TOP THEMES FROM REFLECTION	
ENHANCE ACADEMIC AND RESEARCH EXCELLENCE	<b>Funding</b> (grants, gifts, awards)	Secured funding to advance academic programs, research, and increase student support
	<b>Infrastructure</b> (physical and personnel)	Investments and allocations in physical space and addressing staffing needs (faculty and staff)
SUPPORT STUDENT SUCCESS	<b>Co-Curricular Experiences</b> (service, leadership and learning)	Student activities and experiences both internal and external to ODU
ENRICH THE QUALITY OF UNIVERSITY LIFE	<b>Academic Development</b> (degree and non-degree programs)	Creating new and equipping existing academic programs. Forming partnerships to advance program offerings
ENGAGE WITH THE GREATER COMMUNITY		
PROMOTE AN ENTREPRENEURIAL CULTURE		

## Appendix H: O&C Committee Process Overview

The Opportunities and Challenges subcommittee held weekly two-hour meetings between January 13 and March 11, 2022. The first three meetings were devoted to discussing subcommittee logistics, assumptions, expectations, and an overall framework for identifying opportunities and challenges that should be considered by the other strategic plan subcommittee. In one of the initial meetings, it was agreed that the subcommittee members would be divided into six subgroups who would be asked to identify opportunities and challenges relative to the specific subgroup. Subcommittee members brainstormed to identify how those subgroups should be shaped. As a result of that brainstorming, subgroups focusing on the following areas were proposed: (1) community engagement, (2) human resources, (3) infrastructure, (4) finance, (5) student success, and (6) research.

We created a survey and asked subcommittee members to select the top three subgroups where they might contribute substantively. The co-chairs used the survey of preferences to assign everyone to one of the subgroups. Those groups met regularly (at least weekly) to discuss opportunities and challenges related to the subgroup.

Subcommittee members were also asked to identify specific domains or areas that they thought should be used to frame our identification of opportunities and challenges. We initially categorized as the domains inward or outward focused. For example, inward focused domains included human capital, reputational, and enrollment. Examples of the outward focused domains included political, economic, and competition. However, after much group discussion we realized that the significance of domains varied by subgroup and our initial use of a matrix representation was inappropriate. Based on that discussion, the group identified the following domains to be used in framing the identification of opportunities and challenges: political, economic, demographic, technological, competition, global, diversity and inclusion, equity, local, trends, reputational, and enrollment management. The subcommittee recognized that neither the domains or the subgroups were mutually exclusive. The advantage of such an approach is that the discussions were exhaustive in terms of their breadth of coverage.

All subcommittee members were given access to data using Teams and were asked to review the data. Some of the data included both internal and external focus group data, informational graphs (n=52) produced by the Office of Research using the Integrated Postsecondary Education Data System (IPEDS) and ODURF proposal and award data, and market research data. We invited people who were not members of the O&C subcommittee to support our efforts. For instance, we asked David Shirley, director of institutional effectiveness and assessment, to discuss the assessment of our most recent strategic plan with our subcommittee. He was also asked to provide insight into how we should assess the strategic plan under development. We also invited several colleagues to support our Finance subgroup by helping us to understand finance trends in higher education and to answer questions. We invited Bruce Aird (University Budget Officer) and Nina Gonser (Associate Vice President for Academic Affairs) to provide insight that helped the subgroup better understand higher education finance trends, issues, and opportunities.

Beginning February 11<sup>th</sup> through February 25<sup>th</sup> the subgroups reported key opportunities and challenges to the full Opportunities and Challenges Subcommittee for comment and feedback. Each subgroup was asked to prepare a summary report by March 4<sup>th</sup> with the top 6-10 opportunities and challenges that future Strategic Planning Subcommittees might consider as they develop goals, key performance indicators (KPIs), and budgets for the 2023-2028 Strategic Plan. We used these subgroup reports to shape this Opportunities and Challenge Report.