



2022-2024

ANNUAL REPORT

CENTER FOR FACULTY
DEVELOPMENT



OLD DOMINION
UNIVERSITY



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Who We Are



Annette Finley-Croswhite, Ph.D., is the Director of the CFD and professor of history at Old Dominion University. She earned her B.A. from the University of Richmond and her Ph.D. from Emory University. As a scholar, her work focuses on religious and political violence and genocide, and she has published four books and many articles. She is also interested in the long-term outcomes of study abroad on students' career development. In 2015, she was awarded Old Dominion University's prestigious title for tenured faculty, "University Professor," which denotes excellence in teaching. As CFD director, Dr. Finley-Croswhite works to empower faculty to excel in teaching, research, and service with faculty-centered development opportunities that engage faculty at all stages of their professional careers. Her leadership encourages faculty to improve their knowledge of and experience with pedagogical practices proven to ensure student success. She is currently a co-PI on ODU's National Science Foundation RISE ADVANCE ADAPTATION grant, which focuses on increasing the number of women faculty in STEM disciplines.



M'hammed Abdous, Ph.D. is the Associate Director for Faculty Innovation and Teaching with Technology at the Center for Faculty Development. He earned both his M.A. and Ph.D. from Laval University in Canada. His research focuses on emerging educational technologies with topics that include AI-powered learning platforms, online course design and academic podcasting. In 2015, he won the Bourne 2015 Outstanding Achievement Award in Online Education.

At the CFD, Dr. Abdous provides leadership in faculty development programs linked to teaching with technology. His most recent research is focused on harnessing the power of generative artificial intelligence and helping faculty reduce high DFWI rates.



Kristal Kinloch-Taylor, M. Ed. is the Educational Program Developer at the CFD. She earned her B.A. from the City University of Queens College and two master's degrees from Regent University. Ms. Kinloch-Taylor has worked as an administrator in higher education for over a decade. In 2023, she won the Old Dominion University's Diversity Champion Award for leadership in diversity equity and inclusion.

Ms. Kinloch-Taylor assists with the development, planning, coordination, management, and assessment of a variety of programs focused on professional development. She has experience in instructional design and teaching with technology and is particularly interested in culturally responsive teaching.

Executive Summary

The mission statement of the CFD underscores that the Center “provides comprehensive professional development opportunities for ODU instructional faculty at all levels and stages of their careers. Initiatives are designed to enhance the University’s academic culture and support innovations in teaching, research, and mentorship. The Center offers a sense of shared community grounded in academic excellence.” Programming is developed throughout the year to give faculty opportunities to improve their professional lives. The teaching and learning initiatives the CFD offer are based on the scholarship of teaching and learning (SoTL), and the vision of the Center underscores the critical relationship between instructional practices and student learning and success. Our vision also includes a focus on the whole life of the faculty member at all stages of one’s career, and this includes initiatives promoting faculty research and well-being, often through mentorship.

The Center for Faculty Development (CFD) highlights for the period 2022-2024 include the successful award of an NSF ADVANCE Adaptation grant entitled: Re-envisioning Inclusive and Sustainable Excellence (RISE): Advancing Women in STEM at Old Dominion University. Director of the CFD, Annette Finley-Croswhite, co-authored the grant and serves as a co-PI. The Center also took over the role of offering the “Monday Meet Ups” for the Office of Academic Affairs, a campus-wide book read. The CFD was tasked with coordinating communication between the Collaborative on Academic Careers in Higher Education (COACHE) at Harvard University and Old Dominion University and implemented a marketing strategy to encourage faculty participation, which resulted in a 71% participation rate. The CFD also held Town Halls with the Office of Academic Affairs to promote COACHE results.

Executive Summary

The CFD team organized and led or co-led the Provost's Spotlight and the Provost's Leadership Development Series. In addition, three Course-based Undergraduate Research (CURE) projects were funded. The CFD led a series of scaffolded workshops in association with Radford and George Mason Universities promoting the Transparency in Teaching and Learning (TILT) method of creating inclusive excellence in our classrooms, CFD Director Finley-Croswhite, Associate Director for Faculty Innovation and Teaching with Technology, M'hammed Abdous, and Educational Program Developer, Kristal Kinloch-Taylor, organized the CFD "Days of Teaching" in September, 2023 and offered two-days of on-line events encouraging pedagogical strategies aimed to increase student success.

Special projects also included working with the professional development division at Eastern Virginia Medical School, presenting at one Integration Meeting and attending several others. The CFD director worked together with professional development counterparts at Eastern Virginia Medical School (EVMS) to promote scholarship in the biological and health sciences at both institutions, and the CFD worked with EVMS on offering greater understanding of Artificial Intelligence at the medical school campus.

Challenges include understanding of faculty development post the EVMS merger, space, and staffing issues since, and engaging a Center focus that is fully in line with the ODU 2023-2028 Strategic Plan given limited resources is also difficult.

At the CFD, we fully support the 2023-2028 University Strategic Plan, particularly regarding Academic Excellence. We focus our initiatives on implementing strategies aimed at: 1) improving academic achievements, especially for undergraduates; 2) promoting experiential learning; and 3) accelerating recruitment and retention of diverse faculty committed to excellence in teaching, scholarship, engagement, and mentorship (2a, 2b, 5c). We pursue all the core values outlined in the Strategic Plan, Accessibility, Collaboration, Excellence, Global Engagement, Inclusion, Innovation, and Respect. We developed our own Strategic Plan aligned with the University Plan.

Projects/Events/Collaborations





NSF ADVANCE Adaptation Grant

In late July 2023, the National Science Foundation awarded ODU an NSF ADVANCE ADAPTATION grant entitled: ADAPTATION: Re-envisioning Inclusive and Sustainable Excellence (RISE): Advancing Women in STEM at Old Dominion University. This award includes \$1 million in funding and spans three years. The CFD director led efforts to produce the grant proposal along with co-author Dr. Mona Danner, Professor and Chair of Sociology and Criminal Justice and a team of grant committee members. Provost & Vice President for Academic Affairs Austin Agho is the PI on the grant along with Dr. Finley-Croswhite, Dr. Stacie Ringleb, Dr. Vukica Jovanovic, and Dr. Shanda Jenkins as co-PIs. The grant builds on institutional efforts to eliminate gender and race disparities across campus by increasing the number of women, particularly women of color, in STEM disciplines. The grant has three goals: 1) Increase the recruitment and hiring of women, particularly women of color, STEM faculty; 2) Increase the tenure and promotion of women, particularly women of color, STEM faculty; and 3) Improve department climate to enhance inclusivity. The grant helps to reinforce Strategic Plan goal 5c under academic excellence referenced above. From August 2023 forward, the grant was operationalized.

<https://www.odu.edu/advance>

The Center for Faculty Development at Old Dominion University presents the

Days of Teaching

September 28-29, 2023

A Conversation About Teaching.

Days of Teaching

Each fall, the CFD dedicates a specific day or days to focus on faculty development. On September 28-29, 2023, The Center coordinated sessions designed to support pedagogical innovation and student success. The key themes addressed were Digital Literacy, Evaluation, and Accessible Teaching Practices. The event is called our Days of Teaching.

September 28 started with Associate Professor of English, Kevin DePew, leading “Look What You Made Me Do: Designing Digital Pedagogy.” Lucinda Wittkower, Head of Teaching and Learning Initiatives at ODU Libraries facilitated “Teaching Students Effective Ways to Evaluate Information.” The afternoon featured a panel discussion moderated by Robert Strozak, master lecturer in Mathematics & Statistics, with panelists Lin Guo and Mahesh Gopinath, both associate professors of marketing, and Cathleen Rhodes, master lecturer in the department of Women’s & Gender Studies. This panel discussed Course-based Undergraduate Research and the promotion of strategies to help students create new knowledge in the classroom. Guo, Gopinath, and Rhodes all showcased student work as part of the panel. Other sessions explored “Developing Digital Literacies,” and “Accessible Practices through ePortfolios.”

The day spurred engaging conversations and discussions, enabling participants to explore ways to enhance digital literacy, integrate effective evaluation in their classrooms, and support student research skills. In total, 98 individuals, including teaching faculty and administrative professionals, attended the sessions.

September 29 began with a panel on “Accessible Teaching Practices,” featuring Courtney Gipson, director of the Office of Educational Accessibility; M’hammed Abdous, associate director of the CFD; Ruth Osorio, assistant professor in English & Women’s & Gender Studies; and Violet Strawderman, ODU Alum and English doctoral student at the University of Delaware. Following the panel, Kevin Mallary, assistant professor in STEM Education & Professional Studies, led a session titled “Cultivating Diverse, Equitable, Inclusive, and Accessible Learning Environments through Universal Design for Learning.” Mallary provided an overview of Universal Design for Learning fundamentals and practical implementation strategies. The day concluded with a presentation by Judith Wambui Preston, clinical assistant Professor in Counseling & Human Services, on “Balancing Self-Care and Student Accessibility: Nurturing Faculty Well-being for Effective Engagement.” Drawing on her counseling expertise, Preston offered strategies for faculty self-care and supporting student health both inside and outside the classroom. The sessions attracted 149 attendees over the two days.

<https://www.odu.edu/facultydevelopment/article/more-days-of-teaching-coming-soon-the-center-for-faculty-development>



Humanizing the Classroom and Coursework

The CFD facilitated a three-part Humanizing series in September. Grounded in “sociocultural issues of power, representation, and ideology” (Mehta & Aguilera, 2020). Humanizing is a teaching approach that places the learner at the center of course design and facilitation. Humanizing methods can apply to online, hybrid, or in-person course offerings.

The first session took the form of a hybrid offering, gathering 20 attendees to explore various methods of transforming and crafting human-centered classes at the Humanizing Basics workshop. Humanizing strategies represent clear and inclusive approaches aimed at supporting learners, with a focus on fostering a comprehensive learning atmosphere (2020). The last two topics covered in the series were Humanizing Basics: Inclusive Syllabi Language and Humanizing: Welcome Videos and Course Design. By the end of the three-part series, over 47 ODU faculty members had participated.

Mehta, R., & Aguilera, E. (2020). A critical approach to humanizing pedagogies in online teaching and learning. *The International Journal of Information and Learning Technology*, 37(3), 109-120.

Mid Semester Magic

On March 14, the CFD hosted Mid-semester Magic, an event specifically designed to provide innovative strategies and approaches for enhancing teaching practices. The online sessions offered a variety of topics designed to inspire and empower faculty, giving them the opportunity to network and explore ways to make minor changes for significant impact.

Shana Pribesh, professor, and chair of the Department of STEM Education & Professional Studies, kicked off the event with “The Power of Connection.” The interactive session began with introductions, allowing attendees to immediately connect with each other and discover each other’s areas of expertise. Kristal Kinloch-Taylor, the CFD’s educational program developer, then led a discussion on “Teaching with Technology.” Using inclusive and high-impact practices as a framework for discussion, Kinloch-Taylor devoted the session to explore three key resources: Google Sites, FlipGrid, and Microsoft Live.

Alison Lietzenmayer, master lecturer in the Department of Communication & Theater Arts and director of senior experience & internships, facilitated “Keeping it R.E.A.L - Reflective, Experiential, Authentic Learning” and offered strategies to encourage students to make connections between their experiences and personal goals through reflection. Nathan Holland, a lecturer in the Department of Engineering Foundations, concluded the afternoon with “Compassionate Learning: Igniting Student Engagement.” Holland provided strategies for implementing compassionate learning approaches in the classroom, making self-reflection a central aspect of the session.



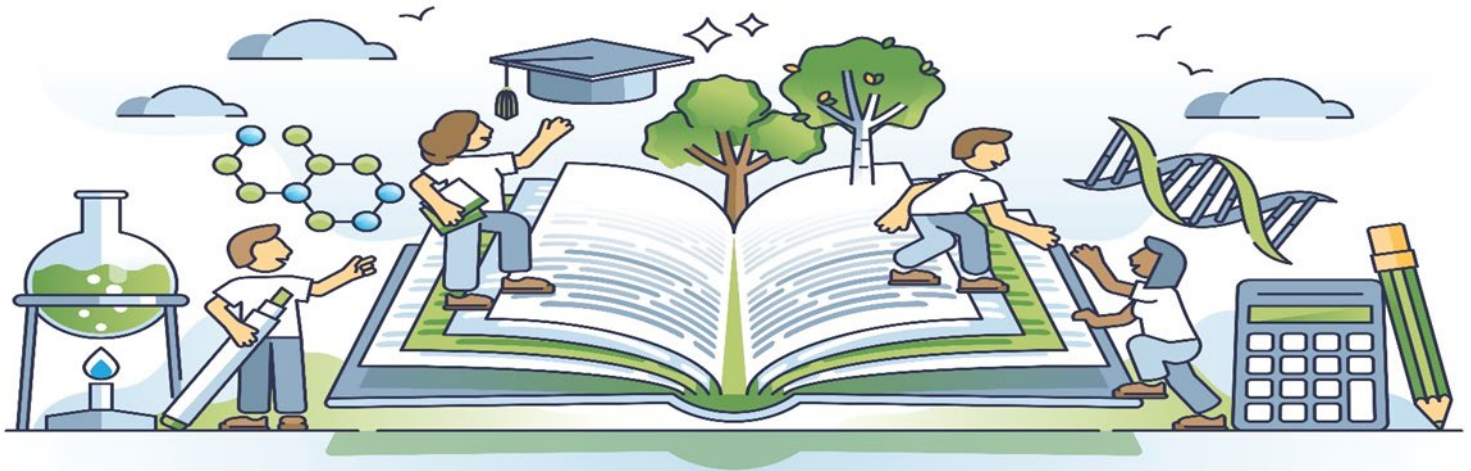
Foundations of Accessible Teaching: Classroom Accessibility Basics

In April, the CFD and the Office of Educational Accessibility collaborated on the Foundations of Accessible Teaching: Classroom Accessibility Basics workshop. Co-facilitated by Courtney Gipson and Kristal Kinloch-Taylor, the workshop engaged 22 participants in discussions on pedagogical approaches. Universal Design for Learning was highlighted to support all learners, emphasizing diverse assignment options. Attendees gained insights into OEA services, identified accessibility barriers, and learned to apply UDL principles for inclusive teaching. This workshop lays the groundwork for future CFD events focused on accessibility in the 2024-2025 academic year, fostering a deeper understanding of accessible teaching methods.

COACHE Co-Chair

In February 2023, the COACHE survey sponsored by Harvard's Graduate School of Education was launched and remained open for two months. CFD Director Finley-Croswhite was co-Chair of the COACHE initiative along with Dr. Wayne Hynes, Associate Dean in the College of Sciences. Finley-Croswhite and Hynes served as the liaisons between COACHE and our institution along with our COACHE Team at ODU which included Professors Deborah Waller, Yonghee Suh, Barbara Kraj as faculty and Tiffany Cummings, Tyler Miller-Jordan, and Megan Corbett from the Office of Institutional Effectiveness and Assessment. The COACHE team established the survey, created additional questions, secured IRB compliance via a secure COACHE website, developed a COACHE website at ODU, encouraged participation, and shared eventual results with several constituencies in meetings and forums. The University successfully achieved a 71% response rate. This rate was so significant that in October 2023, COACHE invited ODU to present our marketing strategies at Harvard via ZOOM to other colleges and universities undertaking similar work.

<https://www.odu.edu/acadaffairs/coache>



CURE: Course-based Undergraduate Research Increase Student Success

The CFD has a firm commitment to encouraging faculty to engage in Course-based Undergraduate Research (CURE) by embedding research methods into course curriculums. CUREs are a high-impact practice that research shows increases student success. In spring 2024, the following awards were made: 1) Angela Wilson, Clinical Assistant Professor, Medical Diagnostic & Translational Sciences, “Investigating Bacteria isolated in Dental Caries of Siblings;” 2) Robert Strozak, Master Lecturer, Mathematics and Statistics/Katie Rafferty, Senior Lecturer Mathematics and Statistics, “Undergraduate Research in Baseball Analytics;” and 3) Margaret Mulholland, Professor of Ocean and Earth Sciences, “CURE: Training Students to Analyze Segments of Large Environmental Databases to Further Harmful Algal Bloom Research and the Development of Alert Systems.”

Provost’s Spotlight and Provost’s Leadership Development Series

The Provost’s Spotlight series features high-achieving and award-winning faculty in specialized public conversations that are recorded and housed on the CFD website. The honorees for fall 2022-spring 2024 were: Carolyn Rutledge, professor, associate chair, & graduate program director in the School of Nursing, William Owings, professor of educational foundations, Dr. Yuping Liu-Thompkins, professor of marketing, and Dr. Victoria Time, professor of sociology and criminal justice. CFD director Finley-Croswhite also co-lead the Provost’s Leadership Development Series with the Vice-Provost of Faculty Affairs and Strategic Initiatives, the Senior International Officer, and the Director of the Office of Faculty Diversity and Retentions and take charge of all communication with the group via email and a website, organization of all events, and evaluation of group projects and final personal action plans. The spring 2023 PLDS included a cohort of six faculty members: [PLDS 2023 Cohort](#)

Collaboration with EVMS

These past few semesters, the CFD and the EVMS Office of Professional Development, began steps towards our institutions’ merger and worked on several special projects. On March 22, 2023, CFD director Finley-Croswhite was invited, along with the Director of Professional Development at EVMS, Judith Taylor-Fishwick, to give a presentation to the Integration Committee. The presentation was called “Supporting Faculty Along the Academic Career Trajectory” which offered insight into current and future collaborations. We promoted with ODU faculty the EVMS Fine Family Academy of Educators’ “Education Scholarship Day” held on May 4, 2023, and on April 26, 2024. Dr. M’hammed Abdous worked with EVMS Professional Development to devise an afternoon Artificial Intelligence workshop on September 25, 2023. The event was entitled, “Eureka Moments: Unraveling AI in Health Sciences Education.” Finley-Croswhite and Abdous both also sit on the EVMS AI Executive Workgroup that devised this website: https://www.evms.edu/about_evms/ai_resources/.



Collaboration

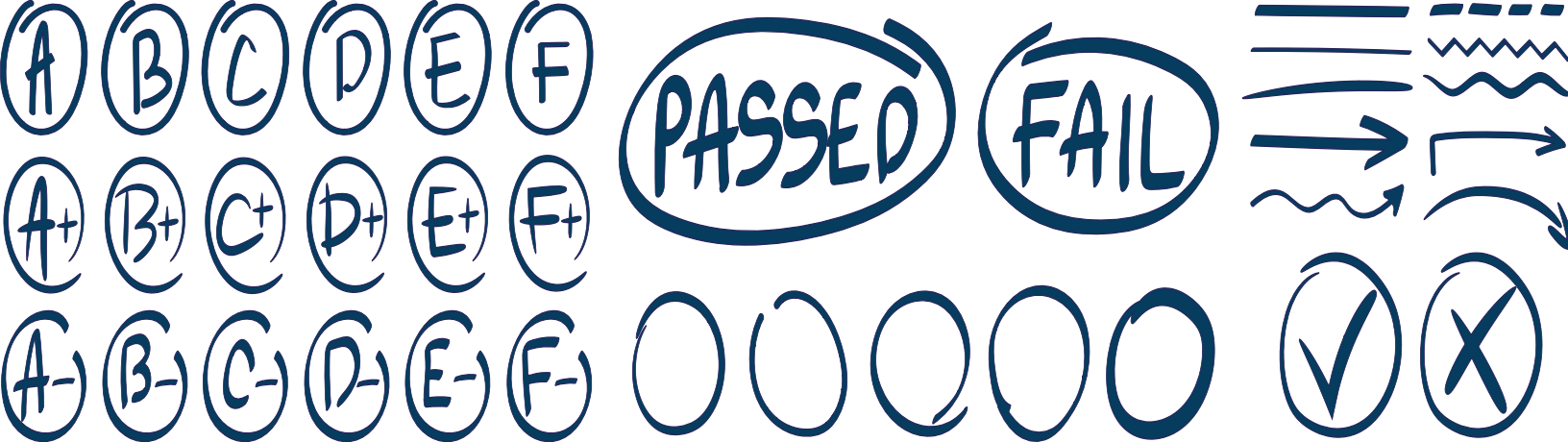
The CFD thrives because of collaboration with other divisions, some already named in this report. Then includes the Office of Academic Affairs to which the CFD reports, the Office of Institutional Effectiveness and Assessment, the Institute for Jewish Studies and Interfaith Understanding, and the Office of Faculty Diversity and Retention (OFDR). We worked in spring 2024 with the OFDR on the “Excite the Dream” program. Other frequent collaborators over the last year include: the Office of Diversity and Inclusive Excellence, the University Writing Council, the University Libraries, the HIP (High Impact Practices) Council, and we work the colleges as well. We collaborated with University Communications on a series of three media training events for faculty in fall 2023. We also worked with the University Libraries on a Podcast episode for our FacTalk series featuring Dr. Drew Lopenzina, which aired in March 2023. FacTalk.

<https://www.odu.edu/facultydevelopment/factalk>

Mentoring

The results of the COACHE survey reveal that faculty are still concerned about mentoring and want more of it to be available to them. Faculty life is stressful and burn out is a constant problem for some as is imposter syndrome, adjusting to teaching loads, and fulfilling expectations for tenure, promotion as well as promotion in the lecturer ranks. Faculty mentoring helps to build community across campus and alleviate some stressors by offering faculty and staff access to professional relationships and networking.

Mentoring continues to be a priority via the Strategic Plan. As a full professor, the CFD director frequently develops both short-term and longer-term relationships with faculty in any semester. This often takes the form of finding mentors for faculty who come to the Center for advice, and talking about the variety of mentorship relationships faculty should develop. Finley-Croswhite also helps faculty in Arts & Letters with grant writing. Dr. Finley-Croswhite also acts at the liaison to connect faculty to potential mentors. She promotes the mentoring connections via the ODU Women’s Caucus as well.



Addressing Student Success: A Focus on DFWI Rates

To understand the factors contributing to elevated DFWI (grades of D, F, Withdrawal, or Incomplete) rates, particularly in foundational 100- and 200-level courses, the CFD convened a roundtable discussion. Panelists pinpointed both institutional and academic contributors. Institutional factors included the lingering effects of COVID-19 policies, course modality shifts, and the use of adjunct faculty who may lack sufficient support structures. Academically, misaligned expectations between students and faculty, limited student awareness of support resources, and poor attendance patterns were identified as challenges. Individual student factors, such as overconfidence, underdeveloped self-regulation, and underutilization of support services, were discussed.

The roundtable generated proactive solutions for bolstering student success. These include:

- ◆ First-Year Support: A mandatory first-year experience course designed to impart essential study skills and familiarize students with campus resources.
- ◆ Course-Embedded Support: Placing tutors in high-stakes courses for just-in-time help.
- ◆ Data-Driven Intervention: Using technology to identify and support at-risk students proactively.
- ◆ Peer Mentorship: Promoting awareness of support services through peer-to-peer guidance networks.
- ◆ Optimized Placement: Enhancing the accuracy of placement testing and course prerequisites.
- ◆ Faculty Development: Providing ongoing faculty support with an emphasis on early intervention and fostering student engagement.
- ◆ Student-Centered Focus: Prioritizing a student-centered approach in all initiatives.

The discussion underscored the critical need for targeted support aimed at underrepresented student populations. Improved accessibility of DFWI data across colleges and departments, coupled with sophisticated data analytics tools, would facilitate early identification of students needing help. Through this holistic approach and the utilization of the developed resources, ODU commits to building a supportive community where every student has the best possible chance to succeed and fulfill their academic potential. As part of this initiative, the CFD created comprehensive documentation to support faculty in addressing high DFWI rates. The templates are available on the CFD DFWI site:

<https://www.odu.edu/facultydevelopment/tackling-dfwi-rates>



CULTURE

OF

BELONGING

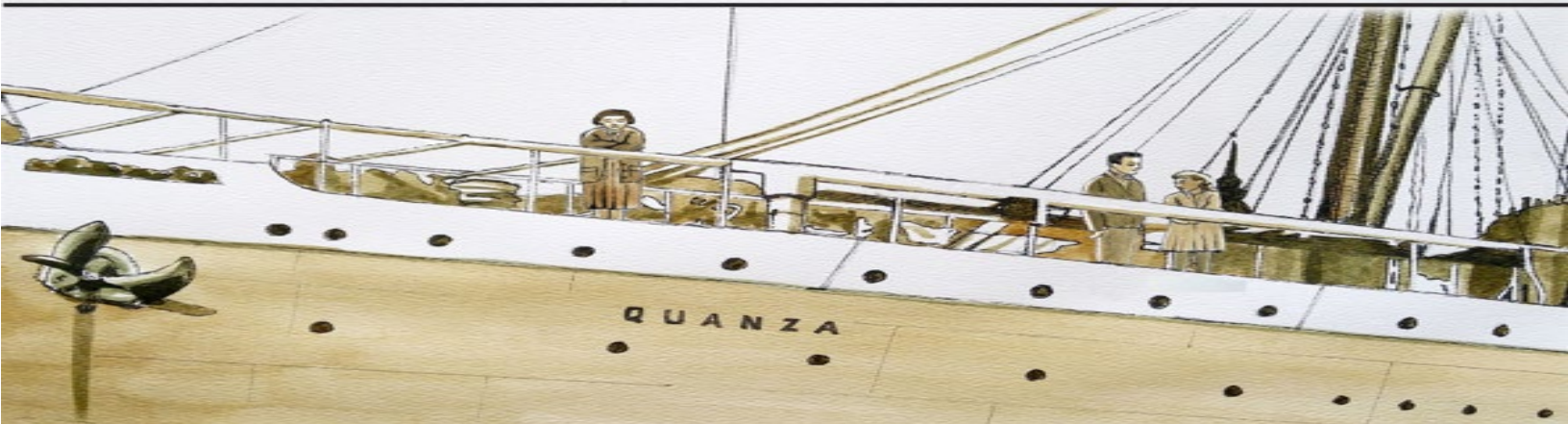
Cultivating a Sense of Belonging

The CFD spearheaded a key initiative to promote fairness and equity within teaching practices at Old Dominion University (ODU), and to help students feel that they belong. A cornerstone of this endeavor was the workshop “Keeping the Conversation Going—Promoting Fairness in Teaching.” This event encouraged faculty to critically examine their approaches and explore strategies that create a more equitable learning environment for all students. Building on the workshop’s momentum, the Center published an essay emphasizing the enduring significance of fairness and outlining practical steps for its implementation. The essay distilled key actionable ideas, that promote a sense of belonging:

- ◆ **Bias Awareness:** Acknowledging and mitigating implicit biases through self-reflection and tools like a “fairness journal.”
- ◆ **Inclusive Curriculum:** Identifying and addressing hidden biases in course materials by diversifying content and adopting critical analysis techniques.
- ◆ **Engaging Pedagogy:** Employing inclusive teaching methods, like active learning, to foster participation and success for students from all backgrounds.
- ◆ **Equitable Assessment:** Standardizing fair grading practices through peer review, well-defined rubrics, and anonymous student feedback.
- ◆ **Open Communication:** Fostering dialogue between faculty and students using accessible technologies like Canvas, Teams, and Zoom.
- ◆ **Leveraging Support Systems:** Utilizing workshops and events offered by the CFD and the Office of Faculty Diversity & Retention to continuously refine teaching practices.
- ◆ **Community Collaboration:** Engaging external partners to exchange best practices and bolster fairness in education.
- ◆ **Balanced Perspective:** Approaching complex topics with sensitivity, presenting multiple perspectives, and encouraging students to consider diverse viewpoints.

The initiative underscores that fairness in teaching is an ongoing journey. It requires self-reflection, a growth mindset, and open communication. By recognizing the profound impact educators have, ODU strives to strengthen its position as an institution that fosters hope and promotes justice within its classrooms and beyond.

<https://www.odu.edu/facultydevelopment/article/intuition-or-equity-embracing-fairness-as-a-teaching-practice-at-old>



Film Screening of “Nobody Wants Us”

On February 15, 2024, the CFD brought in Emmy-nominated Filmmaker Laura Seltzer-Duny to present her Holocaust-focused film “Nobody Wants Us,” at a public event that included a guest faculty member, Virginia Wesleyan University Professor of Religious Studies and the Gloria & David Furman Endowed Professor of Judaic Studies, Eric Michael Mazur, and ODU history and humanities alum and Financial Manager of Academic Departments in the Strome College of Business, Stephanie Hawthorne. Duny, Mazur, and Hawthorne participated in a discussion after the film screening facilitated by CFD director, Dr. Annette Finley-Croswhite, and a reception followed. Later that night, Ms. Seltzer-Duny held class with ODU students and offered her own insight on the story of the SS *Quanza*, a maritime Holocaust event with ties to Norfolk, Virginia, and she reviewed how she made the film. Students were able to ask questions, and she generously spent several hours at ODU that night.

The event emphasized the extent that the CFD collaborates with other entities around campus. ODU’s Institute for Jewish Studies and Interfaith Understanding sponsored the event with the CFD and with support from the College of Arts and Letters, the Batten College of Engineering and Technology, the Strome College of Business, the University Libraries, the Department of History, the Maritime, Ports and Logistics Institute, the Annual Campus Theme Blue Connections and the Office of Maritime Initiatives. Held in the University Theatre, it was open to the public, and attendees included many members of the local community.

Read more here:

<https://www.odu.edu/article/film-screening-explores-history-of-jewish-refugees-norfolk-during-wwii>

thank you

The Convey Appreciation Project: Gratitude in Action

To foster a more connected and supportive campus environment, the CFD launched the Convey Appreciation Project. This initiative provided a dedicated online platform for students, faculty, and staff to express gratitude towards one another at Old Dominion University (ODU). A comprehensive analysis of the heartfelt messages exchanged between April 2023 and April 2024 yielded valuable insights, which were highlighted in a featured article.

Key Findings:

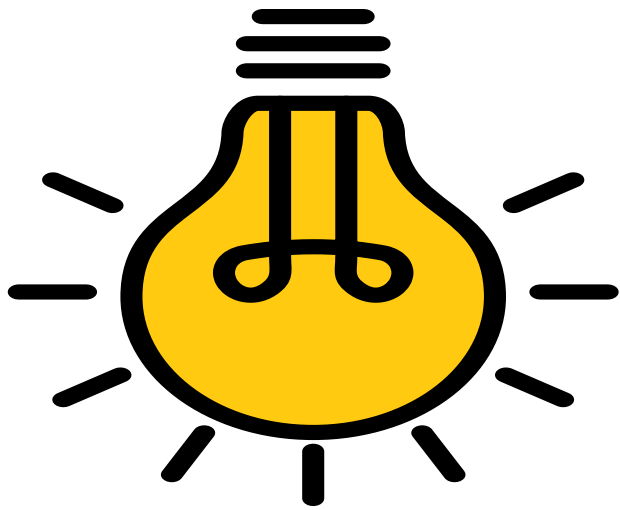
- ◆ **ODU's Appreciative Spirit:** The project underscored ODU's strong culture of appreciation, with a remarkable 279 messages shared within a single year.
- ◆ **Faculty Leading the Way:** Faculty members were significant drivers of this initiative, authoring 45.88% of messages, the majority directed towards their colleagues.
- ◆ **Student Voices Amplified:** Students demonstrated their appreciation as well, composing 43.73% of messages, highlighting the lasting impact educators have on their journey.
- ◆ **The Power of Gratitude in Academia.**
- ◆ The article emphasized how acts of appreciation can be transformative in an academic setting:
- ◆ **Igniting Passion:** Recognizing educators who go the extra mile fosters inspiration, intellectual curiosity, and a lifelong love of learning.
- ◆ **The Power of Mentorship:** Mentors who demonstrate unwavering belief in their students' potential act as catalysts for personal and academic growth.
- ◆ **The Ripple Effect:** Small gestures of kindness and support can deeply resonate, making students feel valued and fostering a sense of belonging.
- ◆ **Paying it Forward:** Expressing gratitude can fuel student determination and a commitment to give back, creating a positive ripple effect for future learners.

The Convey Appreciation Project demonstrates that fostering gratitude is essential for building a thriving academic community. Recognizing one another's efforts strengthens relationships, ignites passion, and inspires a shared commitment to excellence. ODU understands that education is most powerful when it combines intellectual rigor with a deep appreciation for the contributions of every member of its community.

<https://www.odu.edu/facultydevelopment/convey-appreciation>

Workshops and Events 2022-2023

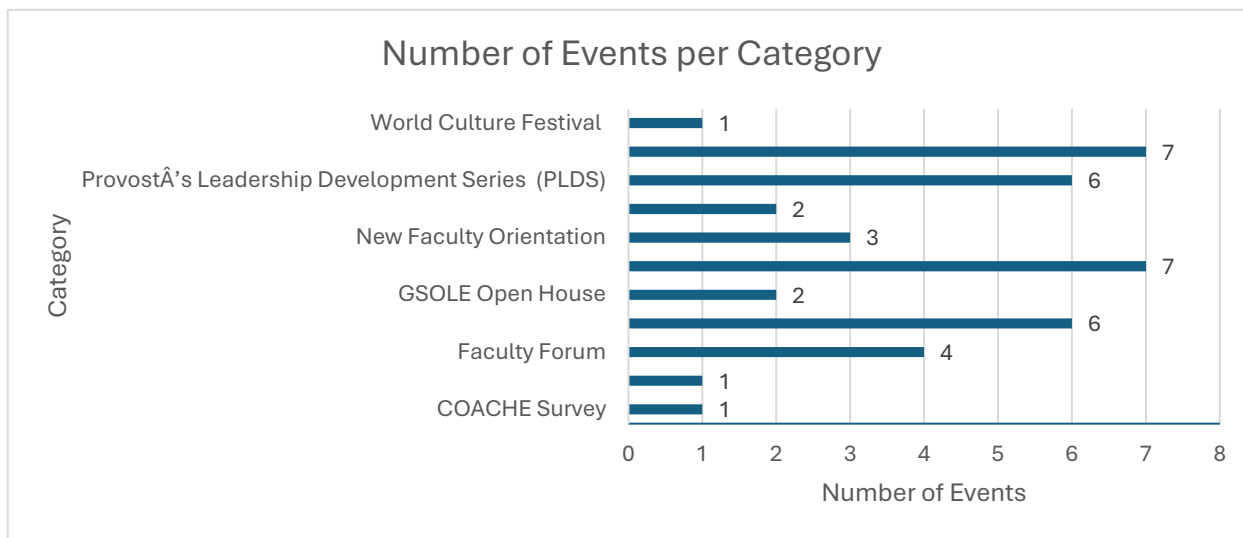




Key Takeaways

Key Highlights from 2022 to 2023

Campus Engagement: CFD organized 40 events throughout the year. These events spanned a variety of categories, including workshops, forums, and special programs designed to enhance the teaching and learning experience. With over 1,516 attendees at these events, it's clear that the CFD's offerings resonated with the academic community.



Strengthening Partnerships through Faculty Engagement

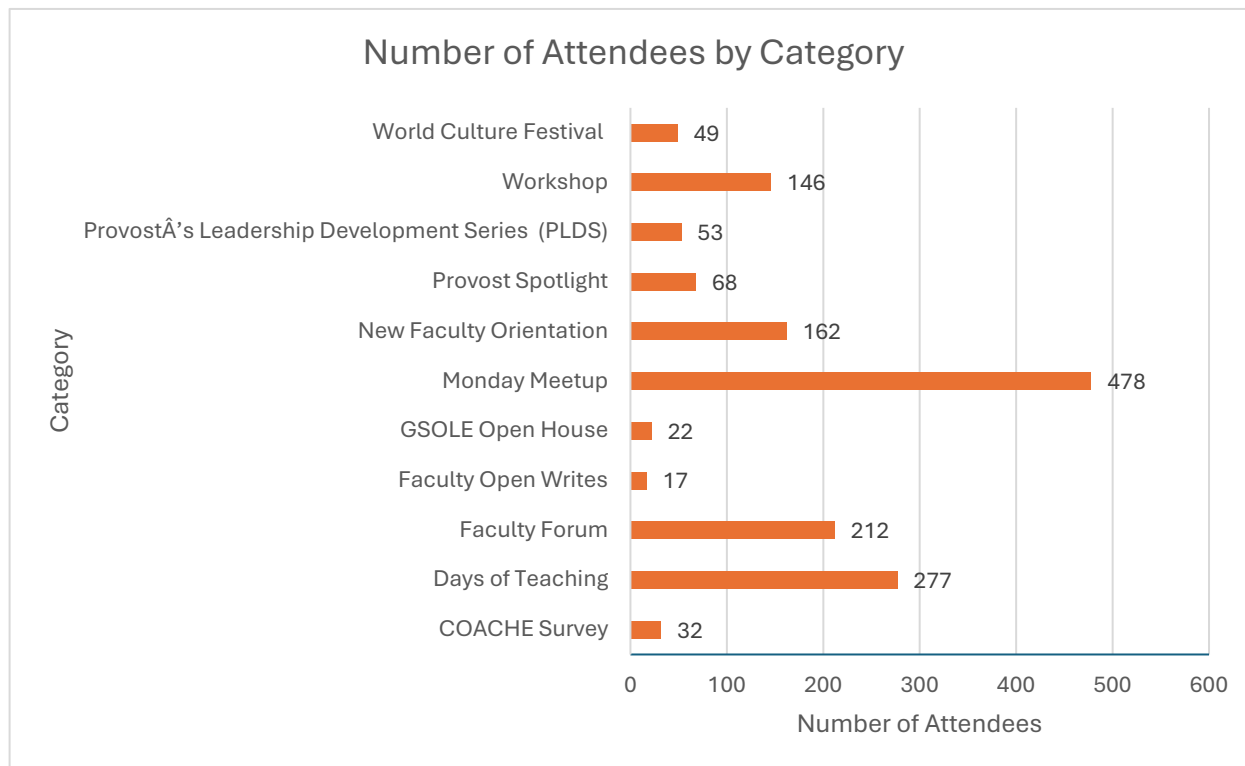
Collaboration is at the heart of our mission at the Center for Faculty Development. This year, the involvement of our dedicated faculty was instrumental in facilitating various workshops, particularly the significant contributions made during the Days of Teaching. Their expertise and commitment not only enhanced the content and delivery of our programs but also underscored the value of hands-on, faculty-led initiatives.

Our collaborations extend beyond individual faculty members. The CFD has forged strong partnerships with various departments and units across campus, with the Office of Academic Affairs being one of our most frequent collaborators, as visually represented in our word cloud. These partnerships have been helpful in bringing diverse perspectives and enriching our events, reinforcing our commitment to a holistic and inclusive approach to faculty development.

Word Cloud of Collaborators



In keeping with our mission, The CFD remains deeply committed to fostering an environment in which faculty members can thrive, innovate, and contribute meaningfully to the academic community. We are grateful for the continued support and enthusiasm of all our partners and participants, and we look forward to another year of excellence and growth.



Workshops and Events 2023-2024

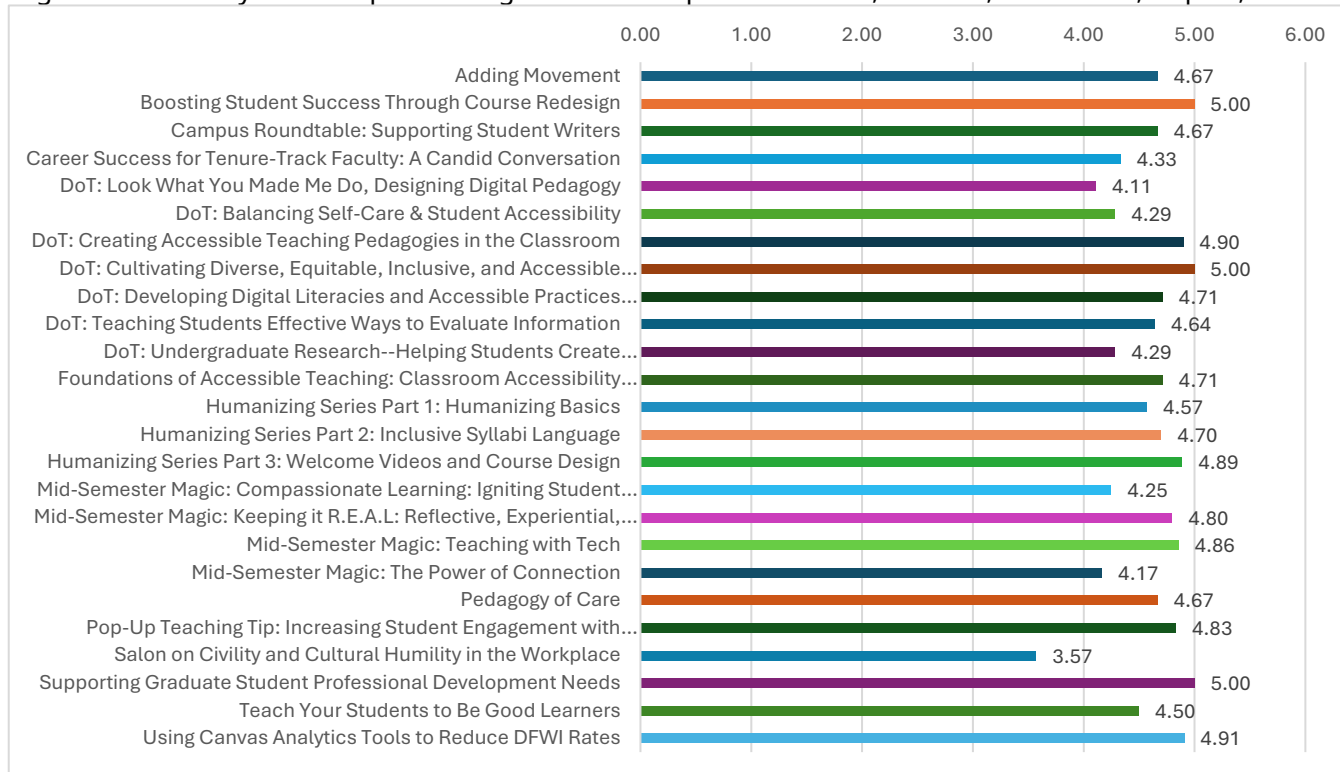


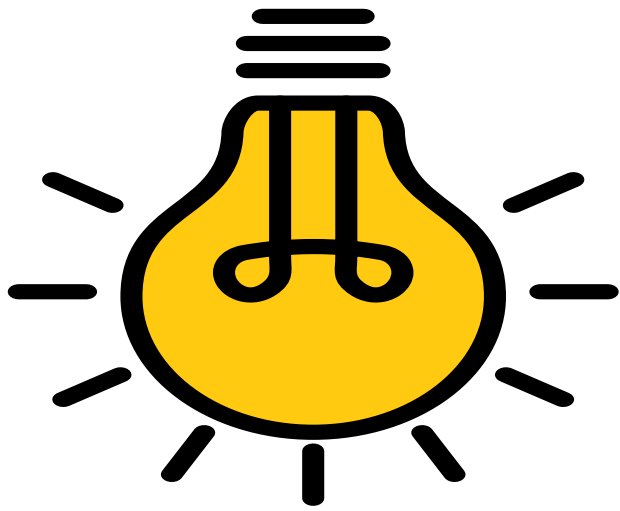


Workshops and Events: Faculty Feedback

The Center for Faculty Development's workshops received positive feedback from 194 faculty members (on average, between 5-14 faculty members evaluated each workshop). The survey covered aspects such as the workshop's goals, content organization, facilitator effectiveness, expected impact on teaching, and overall value. Workshops focused on student engagement, inclusive teaching strategies, and technology integration were particularly well-received by participants. As shown in Figure 1, sessions earned an average rating of 4.61 out of 5 across key areas like effectiveness, content, facilitation, impact, and overall value. Selected sessions scored a perfect 5 out of 5 for cultivating diverse learning environments and boosting student success through course redesign.

Figure 1. Summary of Participant Ratings on Workshop Effectiveness, Content, Facilitation, Impact, and Overall





Key Takeaways

Key Takeaways from 2023-2024

While some faculty members noted the density of content and time constraints, most found significant, applicable strategies for updating course materials, teaching approaches, and personal resilience. Feedback suggests the workshops inspired ideas, fostered a sense of community, and left participants energized to lead with greater empathy and inclusivity.

What's the most significant concept, skill, or idea that you learned in this workshop?

One stated, "I liked the different modalities I can use to make students move," highlighting a focus on diverse engagement strategies. Other key takeaways included designing accessible courses with the desire to foster "an inclusive environment that is accessible for all students." The workshops also covered technology integration, student success support, and critical information literacy skills. Feedback suggests expanding offerings on self-care, as participants valued "setting boundaries around my time," and accessibility, with a desire for more in-depth training on these crucial topics.

What might you do differently in your teaching or work as a result of attending?

The workshop inspired a strong desire to improve practices. Participants expressed enthusiasm for increasing engagement with activities that promote student interaction, noting, "I will have more activities that create the opportunity for students to mix and mingle." Inclusive course design was another key theme, prompting the pledge, "I will definitely be thinking about accommodations differently because the inconvenience of accessibility is very real for disabled people." Many are eager to try innovative technologies like Flipgrid, revise syllabi for greater clarity, and recognize the importance of work-life balance.

Please provide any other comments you'd like to share

Participants expressed genuine enthusiasm for the workshop's impact and a desire to see similar opportunities in the future. Comments like "I enjoyed listening to the other participants' ideas" suggest a thirst for collaboration and knowledge-sharing among instructors. The focus on inclusive design was met with appreciation, with comments like "Thank you for gathering us to share this wealth of knowledge!" showing a firm commitment to creating equitable learning spaces. The request for accessible workshop recordings further demonstrates this commitment. The facilitator's expertise was highly valued, with remarks like "The facilitator is WONDERFUL" highlighting their essential role in the workshop's success. Overall, the feedback underscores a strong potential for positive change in teaching practices as a result of the workshop.

Appendix

Table 1. List of CFD events between August 2022 and May 2023.

Category	Number of Events	Number of Attendees	Collaborators
COACHE Survey	1	32	Office of Academic Affairs
Days of Teaching	1	277	nan
Faculty Forum	4	212	Asian Caucus, nan, Office of Academic Affairs, ...
Faculty Open Writes	6	17	Office of Faculty Diversity & Retention
GSOLE Open House	2	22	The Center for Global Engagement and ODU Global
Monday Meet Ups	7	478	Office of Academic Affairs
New Faculty Orientation	3	162	Office of Academic Affairs
Provost Spotlight	2	68	Office of Academic Affairs, Office of Academic ...
Provost's Leadership Development Series (PLDS)	6	53	Office of Academic Affairs, Office Faculty Div...
Workshop	7	146	College of Arts & Letters, Office of Institutional Effectiveness and Assessment
World Culture Festival	1	49	World Culture Festival

Table 2. List of CFD events between August 2023 and May 2024.

Event Date	Category	Event Title	Number of Attendees	Collaborators
8/22/2023	Course Design	Syllabus Design	9	Batten College of Engineering & Technology
8/24/2023	Course Design	Syllabus Design & Your First Class	39	Center for Faculty Development
9/19/2023	Teaching Methods	Humanizing Basics	20	Center for Faculty Development
9/19/2023	Teaching Methods	DOT: Teaching Students Effective Ways to Evaluate Information	29	Center for Faculty Development
09/27/2023	Teaching with AI	Eureka Moments: Unraveling AI in Health Sciences Education	46	Eastern Virginia Medical School
9/28/2023	Course Design	DOT: Look What You Made Me Do, Designing Digital Pedagogy	29	Center for Faculty Development
9/28/2023	Teaching Methods	DOT: Course-based Undergraduate Research...	20	Center for Faculty Development
9/28/2023	Teaching Methods	DOT: Developing Digital Literacies...	20	Center for Faculty Development
9/29/2023	Teaching Methods	DOT: Creating Accessible Teaching Pedagogies...	18	Center for Faculty Development
9/29/2023	Teaching Methods	DOT: Cultivating Diverse, Equitable, Inclusive...	19	Center for Faculty Development
9/29/2023	Teaching Methods	DOT: Balancing Self-Care and Student Accessibility	14	Center for Faculty Development
10/2/2023	Global Learning	Reflections on Social Justice Through Study Abroad	52	Center for Global Engagement Department of History Institute for Jewish Studies Office of Study Abroad
10/2/2023	Research & Media	Broader Impacts: How to Share Expertise Through Media	25	University Communications

Event Date	Category	Event Title	Number of Attendees	Collaborators
2/15/2024	DEI	Film Screening "Nobody Wants Us"	52	Annual Campus Theme Blue Connections Batten College of Engineering and Technology Center for Faculty Development College of Arts and Letters, Department of History Institute for Jewish Studies Maritime, Ports and Logistics Institute Office of Faculty Diversity and Retention Office of Maritime Initiatives Strome College of Business; University Libraries.
2/19/2024	Campus Life	Monday Meet Ups	46	Graduate School
02/20/24	Professional Development	Launch Committee Pilot Lunch for First Year Tenure Track Faculty in the College of Arts and Letters	10	College of Arts and Letters
2/20/2024	Professional Development	DFWI RoundTable Discussion	67	Academic Affairs
2/26/2024	Campus Life	Monday Meet Ups	45	Graduate School
2/27/2024	Teaching with Technology	Using Canvas Analytics to Reduce DFWI Rates	29	Center for Faculty Development
3/11/2024	Campus Life	Monday Meet Ups	42	Graduate School
3/12/2024	Course Design	Boosting Student Success Through Course Design	13	Center for Faculty Development
3/14/2024	Teaching Methods	Mid-Semester Magic: Power of Connection	11	Center for Faculty Development
3/14/2024	Teaching Methods	Mid-Semester Magic: Keeping it Real	9	Center for Faculty Development
3/14/2024	Teaching Methods	Mid-Semester Magic: Compassionate Teaching	7	Center for Faculty Development
3/14/2024	Teaching with Technology	Mid-Semester Magic: Teaching with Tech	17	Center for Faculty Development

Event Date	Category	Event Title	Number of Attendees	Collaborators
3/19/2024	Course Design	DFWI Redesign Workshop	13	Center for Faculty Development
3/19/2024	Teaching Methods	Teaching Tips: Learning Teams	19	Center for Faculty Development
3/21/2024	Teaching Methods	Implementing a Pedagogy of Care	34	Center for Faculty Development
3/25/2024	Campus Life	Monday Meet Ups	37	Graduate School
3/26/2024	Teaching with Technology	Using Canvas Analytics to Reduce DFWI Rates	15	Center for Faculty Development
3/28/2024	Course Design	Boosting Student Success Through Course Redesign	7	Center for Faculty Development
4/1/2024	Campus Life	Monday Meet Ups	38	Graduate School
4/4/2024	Professional Development	Provost's Spotlight	30	Academic Affairs
4/8/2024	Campus Life	Monday Meet Ups	39	Graduate School
4/9/2024	Teaching Methods	Teaching Tips: Charting a path through Transdisciplinary	6	Center for Faculty Development
4/11/2024	Teaching Methods	Foundations of Accessible Teaching: Classroom Accessibility Basics	22	Office of Educational Accessibility
4/16/2024	Teaching Methods	Teaching Tips: Supporting Graduate Student Professional Needs	18	Center for Faculty Development
04/17/2024	Teaching with AI	Intermediate Applications of Prompt Engineering in Medical Education	5	Eastern Virginia Medical School
Total	8	53	1463	23

Event Date	Category	Event Title	Number of Attendees	Collaborators
3/18/2024	Campus Life	Monday Meet Ups	37	Graduate School
03/18/2024	Teaching with AI	Introduction to Prompt Engineering: A Primer for Medical School Faculty	15	Eastern Virginia Medical School
3/19/2024	Course Design	DFWI Redesign Workshop	13	Center for Faculty Development
3/19/2024	Teaching Methods	Teaching Tips: Learning Teams	19	Center for Faculty Development
3/21/2024	Teaching Methods	Implementing a Pedagogy of Care	34	Center for Faculty Development
3/25/2024	Campus Life	Monday Meet Ups	37	Graduate School
3/26/2024	Teaching with Technology	Using Canvas Analytics to Reduce DFWI Rates	15	Center for Faculty Development
3/28/2024	Course Design	Boosting Student Success Through Course Redesign	7	Center for Faculty Development
4/1/2024	Campus Life	Monday Meet Ups	38	Graduate School
4/4/2024	Professional Development	Provost's Spotlight	30	Academic Affairs
4/8/2024	Campus Life	Monday Meet Ups	39	Graduate School
4/9/2024	Teaching Methods	Teaching Tips: Charting a path through Transdisciplinary	6	Center for Faculty Development
4/11/2024	Teaching Methods	Foundations of Accessible Teaching: Classroom Accessibility Basics	22	Office of Educational Accessibility
4/16/2024	Teaching Methods	Teaching Tips: Supporting Graduate Student Professional Needs	18	Center for Faculty Development
04/17/2024	Teaching with AI	Intermediate Applications of Prompt Engineering in Medical Education	5	Eastern Virginia Medical School
Total	8	53	1463	23

Table 3. List of CFD events by category between August 2023 and May 2024.

Category	Type of	Events	Number of Events	Number of Participants	Partners and Co-organizers
Campus Life	Student Support	Campus Roundtable, Monday Meet Ups, COACHE Survey	11	464	Academic Affairs Collaborative on Academic Careers in Higher Education (COACHE) at Harvard Graduate School Office of Institutional Effectiveness and Assessment
Course Design	Faculty Support	Syllabus Design, DOT, Humanizing Basics, DFWI Redesign, Boosting Student Success	8	137	Center for Faculty Development
DEI	Diversity & Inclusion	Salon on Civility and Cultural Humility, Film Screening	2	106	Annual Campus Theme Blue Connections Batten College of Engineering and Technology Center for Faculty Development College of Arts and Letters Department of History Institute for Jewish Studies Maritime, Ports and Logistics Institute Office of Faculty Diversity and Retention Office of Maritime Initiatives Strome College of Business University Libraries
Global Learning	Student Experience	Reflections on Social Justice Through Study Abroad	1	52	Center for Faculty Development

Research & Media	Faculty Support	Broader Impacts, Media Panel	2	55	University Communications
Professional Development	Faculty Support		Provost's Spotlight, New Faculty Orientation, Launch Committee Pilot, Career Success for Tenure Track Faculty, DFWI RoundTable Discussion	6 192	Center for Faculty Development
Teaching Methods	Faculty Support	Humanizing Basics, DOT, Teaching Tips, Mid-Semester Magic, implementing a Pedagogy of Care, Charting a path through Transdisciplinary, Foundations of Accessible Teaching, Supporting Graduate Student Professional Needs	18	330	Graduate School Office of Educational Accessibility
Teaching with AI	Faculty Support	Unraveling AI in Health Sciences Education, Introduction to Prompt Engineering, Intermediate Applications of Prompt Engineering in Medical Education	3	66	Eastern Virginia Medical School
Teaching with Technology	Faculty Support	Using Canvas Analytics to Reduce DFWI Rates, Mid-Semester Magic: Teaching with Tech	3	61	Center for Faculty Development
Total	9		53	1463 23	



The Center for Faculty Development

Our Mission

The CFD at Old Dominion University provides comprehensive professional development opportunities for ODU instructional faculty at all levels and stages of their careers. Initiatives are designed to enhance the University's academic culture and support innovations in teaching, research, and mentorship. The center offers a sense of shared community grounded in academic excellence.

The CFD pursues its vision of comprehensive professional development through collaborative partnerships with the ODU community. The CFD strives to enhance academic culture through scholarly initiatives that engage the quality and changing nature of higher education and offer a range of scholarly-based programs.

Contact the Center

If you have a suggestion for programming, please contact us at the address below. We are happy to learn more about your faculty development needs.

- Address: 2101 Dragas Hall, Old Dominion University, Norfolk VA 23529
- Phone: 757-683-5276
- Email: cfd@odu.edu
- Website: <https://www.odu.edu/facultydevelopment>