College of Arts & Letters
2014—2019 Strategic Plan
Vision for 2019

The College of Arts and Letters will be recognized for excellence in scholarly and creative research, dedication to teaching and engagement in the local, national, and global communities.

Mission of the College

The College of Arts and Letters is committed to extending knowledge of the arts, humanities, and social sciences. The College celebrates its students’ desire for learning and its faculty’s commitment to scholarly and creative research within and across disciplines. It plays a major role in Old Dominion University’s evolution as a comprehensive research institution of higher education. Through the myriad accomplishments of its students and faculty, moreover, the College enriches the communities it serves.

The College plays a fundamental role in preparing students for their future lives as engaged and responsible citizens. It cultivates intellectual honesty, ethical behavior and a commitment to justice. The College accomplishes its teaching mission for all of the University’s students by:

1. developing the essential skills of critical reading and thinking, of effective oral and written communication, and of technological proficiency;

2. providing core knowledge in the arts, humanities and social sciences for all undergraduates;

3. fostering local & global awareness and sensitivity to the breadth and diversity of the human condition, including the roles of gender, race, ethnicity, religion/spirituality and culture;

4. and supporting a broad array of cultural experiences that deepen their lives and those of the academic and larger community that surrounds them.

For students enrolled in the College’s undergraduate majors and graduate programs, the College accomplishes its teaching mission by:
1. offering a diverse range of discipline-based and interdisciplinary programs of study at both the undergraduate and graduate levels that expose students to contemporary scholarly debate and innovation;

2. providing an atmosphere for the free exchange of ideas among faculty and students true to the ideals of academic and intellectual freedom;

3. promoting challenging internship and service learning opportunities, research projects, and collaborative learning experiences that connect students with the community, preparing them for the world of work.

The College is committed to scholarly research in the social sciences and humanities and to creative research in the arts. Its faculty members are nationally and internationally recognized for the excellence of their publications, performances and exhibits. Their scholarly and creative profile enhances the university’s burgeoning reputation as a comprehensive research university. Their dedication to research informs their teaching, ensuring that students are exposed to the most current developments in all of the College’s fields.

The College accomplishes its research mission by:

1. recruiting and retaining world-class scholars;

2. supporting innovative research and creativity with the best facilities and funding for these activities; and

3. assuring the faculty’s legacy of intellectual excellence and innovation through the training of the next generation of scholars in its graduate programs.

Objectives of the College of Arts and Letters’ 2014-2019 Strategic Plan

This document lays out a vision for next five years for the College; a vision which in many ways intersects with those of Old Dominion University and in others reflects the College of Arts and Letters’ unique strengths, needs, and roles within the University. This document is intended not only as a guide for strengthening and sustaining the College’s mission and objectives, but also as a template from which other Colleges at Old Dominion University, as well as ODU as a whole, might
draw inspiration. While this document certainly addresses planned and in-progress initiatives put forward by the College’s departments, centers, and institutes, its primary focus is on steps to be taken at the College level in order to ensure the continued success of these initiatives, as well as to encourage future achievement and innovation in research, teaching, and community engagement. As best possible, this document introduces alongside the College’s goals, implementation timelines and means of assessing their impact.

Recap of 2009-2014 Strategic Plan

The 2009-2014 Strategic Plan yielded many valuable suggestions that have been revisited and expanded upon in the 2014-2019 Strategic Plan, including the need to increase the number of full-time tenure-track faculty positions in the College, the need to provide more resources for research-related travel, the need to ensure adequate support for graduate students, and the need to promote aesthetic and cultural engagement within the Hampton Roads community. Several of the initiatives set forth in the previous plan were successfully achieved, including the establishment of the China Center, the provision of new leadership to the Social Science Research Center, the launch of the Master’s Degree program in Lifespan Communication & Digital Media, the expansion of the “Writers in the Community” program (as well as the introduction of other initiatives like the Department of Foreign Languages’ Café series). Many strategies proposed remain in media res, such as the establishment of the Batten Chair in Jewish Studies and efforts to foster stronger and more meaningful alumni connections with students. Overall, the previous strategic plan too often included strategies without sufficient plans for bringing them to fruition or the means of assessing their impact. The current plan aims to improve on both areas.

Description of the Process in Creating this Strategic Plan

The Long Range Planning Committee (LRPC) was charged by the Dean of the College of Arts and Letters to create a new strategic plan. We began by considering the priorities of the University (through examining documents like the Six-Year Plan 2014-2020 generated from the President’s Administrative retreat and other documents related to community engagement, research, and teaching), the College of Arts and Letters (through the Dean’s priority list and the previous strategic plan). We created a matrix of items and discussed these as a committee, an effort that culminated in a list of categories to serve as a preliminary organizational structure for the strategic plan. We then invited individual Departments (Chairs and Program Directors) in the College of Arts and Letters to submit a list of priority items for the categories we developed, and to include any other categories they deemed relevant to the new strategic plan. Each member of the LRPC was responsible for reviewing all documents submitted by Departments and Programs relevant to a particular category of the strategic plan and for creating an initial draft for that section that included subcategories, goals, and strategies to achieve the goals. The chair of the LRPC integrated all of these individual sections into one document, which was reviewed and edited by all members of the committee.
This working draft of the strategic plan was sent to all faculty in the College of Arts and Letters on February 21, 2014, and an open forum was held to elicit feedback on the plan on March 8, 2014. This feedback was integrated into the final document of the strategic plan before being submitted to the Dean of the College on May 1, 2014.

**Organization of the Strategic Plan**

The remainder of the strategic plan is organized into ten “focal areas” (the focal areas correspond to the “categories” described in the previous section):

1) Academic Programs  
2) Promotion of Teaching  
3) Promotion of Graduate Education  
4) Promotion of Research and Creative Scholarship  
5) Uses of Technology  
6) Community Engagement and Reward  
7) Internationalization  
8) Interdisciplinarity  
9) Facilities  
10) Branding and Marketing

A brief description of each focal area is followed by one or more “goals” that support the focal area. These goals are then described in reference to specific “strategies” utilized to attain and assess the goals. Though the document is divided into ten distinct focal areas, many of the goals proposed address more than one focal area. The document notes such intersections and overlaps. Indeed, one of the overarching objectives of the strategic plan was to identify goals that would respond to multiple focal areas, encouraging greater synergy across these categories.
Focal Area 1: Academic Programs

This focal area addresses both the development of new degrees & programs and the support needed to maintain and grow our existing degrees & programs, primarily in terms of recruitment & retention of faculty and support staff. The goals listed below expand upon the needs for this particular focal area, but also intersect with other focal areas for the College.

Goal #1: IDENTIFY & DEVELOP NICHE UNDERGRADUATE MAJORS & MINORS AS WELL AS GRADUATE PROGRAMS UNIQUE TO THE REGION

The College of Arts and Letters recognizes the unique strengths of its many departments, institutes and centers, and that these, in turn, offer opportunities to develop degrees that provide students with specialized knowledge that could not be acquired at other institutions in Hampton Roads, and in some instances, the Commonwealth of Virginia. Several of these degree programs look to synergize existing departmental strengths, such as the proposed Minor in Political Geography from the Department of Political Science & Geography or the proposed Major in World Visions & Cultures, which brings together the Department of Foreign Languages & Literatures existing strengths in Arabic, French, German, Hebrew, Japanese, and Spanish literary and cultural studies. (This particular degree is also an excellent example of how the College’s 10 focal areas intersect, as it also demonstrates our commitment toward focal area 7 (F7): Internationalization.) The same might be said of the proposed Dual Major between International Studies and Foreign Languages.

Other proposed degree programs include: a Minor in Holocaust & Genocide Studies from the Institute for Jewish Studies and Interfaith Understanding (currently no such degree in State of Virginia); a Major in Film from the Department of Communication & Theatre Arts, a Major in Arts Administration from the Department of Communication & Theatre Arts, a Major in Music Technology from the Department of Music (currently no such degree in Hampton Roads), an Concentration in Early Childhood Special Education and Special Education Adaptive Curriculum within the Interdisciplinary Studies Teacher Preparation Program, a Major in Japanese from the Department of Foreign Languages (currently no such degree in Hampton Roads), Master of Arts in Spanish from the Department of Foreign Languages and Literatures (currently no such degree in Hampton Roads), a Master of Arts in Geography/GIS from the Department of Political Science & Geography (currently no such degree in Hampton Roads), a Master of Arts in Political Science from the Department of Political Science & Geography, and an interdisciplinary PhD in Digital Cultures (currently no such degree in the Commonwealth of Virginia).
While the objective is to have each of the programs listed above approved and operational by 2019, the College will also look to implement a systematic process for proposing new programs of study building on unique departmental and cross-departmental strengths. The process will be tied to existing departmental self-assessment designed to identify subfield growth and strength areas based on faculty interests and student enrollment. Considering those areas, departments will identify resources needed to develop a separate major, minor, or graduate degree as well as undertake a survey of existing students/alumni to determine enrollment potential. Once a new program has been approved by SCHEV, success will be determined based on actual versus estimated enrollment, graduation rates, career paths, and resources produced within the program.

Goal #2: IDENTIFY & DEVELOP INTERDISCIPLINARY UNDERGRADUATE & GRADUATE CERTIFICATES THAT SYNERGIZE EXISTING STRENGTHS AND RESOURCES

While respecting the continued need for disciplinary boundaries, the College of Arts and Letters also recognizes that there are increasingly many areas of thematic overlap between departments that might offer new opportunities for students to acquire both interdisciplinary and specialized knowledge/skills through formalized undergraduate and graduate certificates that place disciplines in dialog with one another. Certificates synergize existing resources, create opportunities for students from different disciplines to exchange ideas, and help to ensure that upper-level and graduate seminars have sufficient enrollment.

Currently, there are several Certificate programs being proposed, including undergraduate certificates in Hampton Roads Studies and in Games & Social Change. The former allows students to gain applied knowledge of the community wherein they reside and combines courses offered in Art History, English, Geography, History, and Political Science, with offerings from the Colleges of Business & Public Administration, Education, and Health Sciences (this Certificate also demonstrates the College of Arts & Letters’ investment in focal areas F6: Community Engagement & reward and F8: Interdisciplinarity). The latter would allow students in the Colleges of Arts & Letters, Education, Engineering & Technology, & Sciences to work together as part of an interdisciplinary entrepreneurial problem-solving program where aspects of game theory, game design, and gamification are put to work in creating game-based solutions to real-world dilemmas. The Certificate program, which would also offer a graduate-level equivalent, is associated with the Gaming & Social Change Hub initiative (discussed under focal area F8: Interdisciplinarity), and leverages research and teaching interests currently housed in the departments of Communication, English, Humanities, Philosophy and Religious Studies, and Political Science (as well as in other Colleges).

Additionally, several other graduate certificates are currently being developed in 20th Century Studies (offered by History, supporting departments: English, GPIS, Philosophy & Religious Studies, Humanities, Women’s Studies), Interfaith Understanding (offered by Humanities, supporting departments: Institute for Jewish Studies and Interfaith Understanding,
Philosophy and Religious Studies, Art History, Communication, Women’s Studies), and the Medical Humanities (offered by Humanities, supporting departments: Art, Art History, Communication, English, History, Music, Philosophy and Religious Studies, Women’s Studies, College of Health Sciences).

While the Certificates listed above should all be approved and offered by 2015-2016, future Certificates should be identified by a College-level committee with representatives from each department who would vet proposals as well as determine both enrollment potential and “value-added” for students and professionals seeking certification. Once a new Certificate has been approved by SCHEV, success will be determined based on actual versus estimated enrollment, Certification rates, career paths, and resources produced by the certificate.

Goal #3: RECRUIT HIGH QUALITY UNDERGRADUATES

The College will bolster efforts to attract top-tier high school, community college, and university freshman students into existing and proposed A&L majors. In addition to participating in programs like Admitted Students Day and other open house initiatives, the College will encourage individual departments to promote their programs among potential recruits through partnerships with local high schools and community colleges on community engagement initiatives, afterschool programs, teacher preparation and recertification programs and other initiatives that provide those communities with opportunities to learn about A&L programs. Several departments have already embraced this approach, including the Department of Political Science & Geography through its Model UN initiative and the Department of Foreign Languages & Literatures through its French accreditation/licensure program for teachers. The College encourages all departments with undergraduate programs to explore focused recruitment and will provide support for such endeavors as needed.

Goal #4: RECRUIT AND RETAIN QUALITY FACULTY

The College recognizes that developing and maintaining high-quality programs requires that we attract and keep high-quality faculty. The most obvious way to do so is to ensure that faculty salaries are commensurate with other Universities in ODU’s tier. As such, we will continue to lobby for salary adjustments, pay raises and higher starting offers. We fully support the University’s goal of elevating faculty salaries to the 60th percentile by 2016 through raises of 6.89% in each of 2015 and 2016.

Recognizing, however, that salary determinations are often beyond the exclusive purview of the College, the College will also develop alternate means of incentivizing faculty recruitment and retention. Among these, the College will look to extend start-
up funds for new hires beyond a two-year window. This may not result in more monies being disbursed, but it will extend the time allotment for using these funds so that pre-tenure faculty can continue to fund research and other career-related purchases all the way through their first FIVE years at ODU. Additionally, the College will look to subsidize ONE institutional membership/year for all tenure track and tenured faculty, up to $200. The College will also look to increase the amount of support offered for presenting at international conferences from $400 to $800; an increase that recognizes both the increased expense of travel abroad and the important function this serves both the College and its faculty in enhancing ODU’s international reputation. Finally, the College will look to establish a “Research Incidents Fund,” which would offer small ($100-400) fellowships that faculty could use to pay for incidentals like copyediting, image rights for publications, indexing, hiring research proxies, posters, etc.).

The College will also look to develop a formal mentoring program for junior faculty that not only connects new hires with tenured mentors from their department, but also offers additional opportunities for junior faculty to collaborate with one another and learn about ODU policies and resources. The mentoring program would carry through the new hires’ third-year review. A committee will be established in 2014-2015 to make formal recommendations with the intention of launching the program in 2015-2016.

The College also recognizes that faculty retention is tied to job satisfaction, which for many includes robust intellectual engagement that connects ODU with other institutions. As such, the College will look to strengthen its intellectual community by supporting a weekly scholarly symposium series. In recognition of the number of guest speakers already brought to campus by various departments, rather than add to the number of sponsored events, the College would work with its departments to create a centralized events calendar and to endorse a College-level symposium series geared toward creating a rich intellectual environment for faculty and students.

As best it can, the College will establish dedicated budget lines for these initiatives as well as look to raise additional funding through donors, alumni, and campus campaign funds. The success of these initiatives in terms of recruitment and retention will be determined not only through faculty satisfaction surveys, but also by comparing recruitment and retention rates from the past decade.

Goal #5: INCREASE SUPPORT STAFF

The College also recognizes that as programs grow and assessment/tracking becomes more persistent, there is a need to increase the number of support staff working for the College’s various departments and units. The College is committed to ensuring that every sizable department, center and/or institute has a minimum of 1 office manager and 1 fiscal
technician (larger programs will require additional staff based on size of student population and/or size of community engagement program (or both)). It also recognizes that programs with measurably large advising and/or community engagement requirements should have a dedicated staff person exclusively for such matters.

Staffing needs will be determined based on an internal assessment of equitable distribution of staff labor within and across the College’s various units. ODU has recognized that there is a staffing shortage at the University and has requested that the State allocate resources so that it might increase staffing by 50 full-time employees by 2016. As the College with the largest number of majors and with the most robust community engagement program at the University, the College will lobby for a significant number of those allotted positions.

The College will also continue to advocate for salary increases for staff members commensurate with their responsibilities within their respective offices. The College supports increased training of support staff to enhance quality and professionalism within the College and help lighten the load placed on administrators and faculty.

**Focal Area 2: Promotion of Teaching**

This focal area addresses resources needed to ensure innovative quality teaching. A key goal for this focal area has already been addressed above: recruiting and retaining quality faculty (F1:G3). Additionally, a key goal in this focal area is addressed under Community Engagement & Reward (F6): the need to organically integrate teaching with research and community engagement initiatives (G1). The goals listed below expand upon the needs for this particular focal area, but also intersect with other focal areas for the College.

**Goal #1: CREATE MORE OPPORTUNITIES FOR FACULTY/STUDENT INTERACTION**

ODU has set a goal of reducing the student-to-faculty ratio from 21:1 to 17:1 by 2016 by hiring an additional 170 full-time faculty. Currently, the College of Arts & Letters’ ratio is 27.5:1. In order to meet the University’s goal, the College will need to hire 131 faculty members over the next five years. While the College anticipates (and appreciates) that several of these new positions will come in the form of adjunct-to-lecturer conversions, it also holds firm to the belief that students receive the highest quality education from faculty who are actively involved in research and are therefore able to better guide students through such processes. As such, the College will strongly advocate that a minimum of 75% of the new positions created be tenure-track positions.
The College also recognizes that teaching excellence must be measured in terms of quality engagement with students, not quantity of student engagement, especially at the graduate teaching level, where most contact hours happen outside of classroom settings and the amount of time dedicated to individual students rises exponentially. Thus the College will seek to **reduce the teaching load for faculty actively teaching in doctoral programs from a 3:3 to a 2:2 teach load**. It is anticipated that with an increase in faculty ranks due to new hires, conversions, and trained graduate instructors, this teaching reduction can be achieved by 2017. By 2019, the College will seek to **reduce the teaching load for tenured and tenure track faculty teaching in non-PhD granting programs from 3:3 to 3:2.**

**GOAL #2: MORE RESOURCES FOR DEVELOPING NEW COURSES AND TEACHING INNOVATION**

In recognition that new and innovative courses as well as new and innovative approaches to existing courses require both time to develop and input from collaborators to refine, the College of Arts & Letters will **establish a summer workshop** beginning in 2016 wherein small groups of faculty (6-8) will work collaboratively to develop new courses. Workshops will last two weeks. Each participating faculty member will be awarded a $500 stipend for participating. Participation is competitive. During the two-week period, faculty will work on their own as well as part of a group to develop their courses as well as attend a handful of seminars focused on new teaching and course planning techniques. The College will explore potential partnerships with the Center for Learning Technologies (CLT) in developing these workshops as well as explore ways of compensating faculty with expertise for running these workshops.

The College of Arts and Letters also recognizes that innovation and refinement go hand-in-hand, especially when it comes to teaching online and other distance education classes. Awarding a course release only for developing an online class has led to many faculty cycling through courses after only one prep. Therefore, the College will advocate that **course releases be offered only once a distance class has been taught twice, with subsequent course releases each time the same course is taught twice by the instructor.** This policy change would make release time for teaching distance classes similar to the existing policy for teaching mass-lecture courses. It would potentially reward faculty who look to refine and refresh distance offerings without dis-incentivizing the process. Success might be measured in terms of marked refinement in syllabi and lesson plans from initial to repeat teaching of distance classes.

Finally, the College also recognizes that many tenured faculty would like to devote more time to teaching innovation and that such efforts must be rewarded rather than penalized. While the expectation of continued research and publication will remain intact and will still continue to serve as a significant measure of evaluation regarding promotion and graduate certification, the College will consider (in consultation with the Graduate Studies Committee) the **development of policy language that**
recognizes exceptional teaching/mentorship by tenured faculty to be considered as part of the evaluation in granting graduate certification.

GOAL #3: FOSTER STRONGER CONNECTIONS BETWEEN ALUMNI AND CURRENT STUDENTS

The College recognizes that preparing students for life after they have earned their degree must go beyond the classroom and must include providing them with mentors, role models, and resource networks that they can tap in imagining and claiming their future. One such resource is the College’s alumni, who should be encouraged to “give back” not only by sharing monetary gifts, but also by interacting with students and offering them opportunities to discover a variety of career and life options available emerging out of their particular degrees. The College encourages all its units to look to efforts by Foreign Languages and Literatures to foster a Visiting Alumni Lecture Series through partnership with the Hampton Roads Economic Development Alliance as a possible model (with obvious limitations for creative and non-profit careers) as well as to GPIS’ efforts to maintain an open network among its current students and its alumni through an Alumni-Student Mentoring Program. The College will also work with the Alumni Foundation to sponsor similar guest talks. The College believes that interactions with alumni need to be part of an introduction to any given major, rather than a culminating experience. As such, it will assist departments in bringing in alumni for new student orientations to their respective programs.

GOAL #4: INVEST IN RESOURCES FOR ADJUNCTS

As the College increasingly relies on adjuncts to teach classes (in Spring semester 2013, 578 classes were taught by adjuncts, representing 37.6 % of all classes taught in the College), it is essential that proper infrastructure be developed to mentor, train and advocate for this population. The College will commit to a series of faculty development workshops designed for adjuncts, ensuring both rigor and best practice. The College will also introduce a formal mentorship program for adjuncts, which ensures that there is continuous open dialog between them and senior lecturers and tenure track faculty. Additionally, the College will initiate an advocacy committee that will be tasked with providing professional guidance for adjuncts. The committee will be comprised of both full-time faculty and adjuncts. Adjuncts serving on the committee will be compensated.
GOAL #5: INVEST IN RESOURCES FOR LECTURERS

With an already significant lecturer population (as of Spring semester 2013, 63 of current College faculty are ranked as lecturers out of 213 total faculty, or 30%) and an anticipated increase in the number of adjunct-to-lecturer conversions over the next five years, the College is very attuned to concerns that an asymmetrical two-tiered system might emerge between full-time lecturers and tenure track/tenured faculty, with the latter receiving the lion’s share of (limited) resources from the College. In order to prevent such a divide, the College will **convene a joint-committee tasked with recommending to the Dean the implementation of award/reward mechanisms exclusively for lecturers**, as well as establish an advocacy committee tasked **with providing professional guidance for lecturers**.

Focal Area 3: Promotion of Graduate Education

This focal area addresses resources needed to enhance the College’s graduate programs. Several goals have already begun to address this focal area, including developing new graduate programs (F1:G1), interdisciplinary graduate certificates (F1:G2), recruiting & retaining quality faculty (F1:G3), and creating new opportunities for innovative course creation (F2:G2). The goals listed below expand upon the needs of this particular focal area, but also intersect with other focal areas for the College.

Goal #1: RECRUITMENT

The College will invest in attracting quality Master’s students from Hampton Roads and the Commonwealth of Virginia’s numerous liberal arts colleges. While our ultimate goal is to attract graduate students at a national and international level, we must not overlook underserved yet deserving local and regional populations. Even as the College works to improve funding for graduate students (see Goal #2 below), we must also do a better job targeting students who are tied to the Hampton Roads area as well as students already eligible for in-state tuition. At the same time, the College will seek to increase the number of out-of-state and international PhD students applying for programs in English, GPIS, and Criminal Justice.

Thus, the College will **develop a more aggressive outreach plan by collaborating with logical departmental partners at Christopher Newport University, Hampton University, Norfolk State University, Regent University, Virginia Wesleyan College and the College of William & Mary to better inform their undergraduate populations of our existing graduate programs**. This outreach initiative will include holding information sessions on their campuses as well as creating more opportunities for their students to visit ODU. Over the past five years, only 223 students have applied to A&L graduate
programs from these Universities, with an acceptance rate of 62% (47.5% of applicants ended up attending ODU). In comparison, over the past five years, there have been 926 internal applicants to A&L grad programs, with an acceptance rate of 75.9% (65% of applicants ended up attending ODU). We will triple the number of applicants from local Universities by 2019, while lowering acceptance rates to 50% and maintaining enrollment percentages (669 applicants would yield approximately 300 enrolled students, or triple the total number [106] that we have had over the past five years).

Additionally, the College will seek ways to support GPD’s to travel once a year to other colleges in the Commonwealth (including, but not limited to: Bridgewater College, Emory & Henry College, Hollins University, Lynchburg College, Mary Baldwin College, Randolph College, Randolph-Macon College, Roanoke College, Shenandoah College, Sweet Briar College, University of Mary Washington, University of Richmond, UVA College at Wise, and Washington and Lee University) to hold information sessions for students at those institutions considering graduate education. Over the past five years, only 88 students have applied to A&L grad programs from these Virginia liberal arts Colleges, with an acceptance rate of 66% (37.5% of applicants ended up enrolled at ODU). We will triple the number of applicants from these institutions over the next five years, while maintaining the acceptance and enrollment rates, resulting in 99 new students (versus 33).

At the PhD level, the College will seek to increase awareness among out-of-state and international recruits by A) producing a better social media and web presence, B) developing short promotional videos aimed at particular non-US populations that demonstrate how our PhD programs would enhance their educational aspirations and career opportunities, C) creating a series of live streaming info sessions with partnering institutions outside the US, and D) dedicating additional funds to ensure representatives from departments with PhD programs can attend international conferences and promote their programs at these venues.

The College will also dedicate funds to promoting our graduate programs at select national and international conferences that correspond with existing program research emphases. These funds might be used to purchase ads in conference programs or to host a small reception. The College will develop a means of tracking where applicants learned about ODU’s programs. Success will be measured at 10% indicating that they learned of a program via conference outreach.

Finally, the College will continue to explore Accelerated Master’s Degree programs, which allow talented ODU undergraduates to earn a graduate degree with only an additional year of coursework. The Institute for the Humanities will seek to develop accelerated degrees with Departments currently lacking their own graduate programs such Foreign Languages and Literatures, Political Science, Philosophy and Religious Studies (emphasis: religion) and Communication & Theater Arts (emphasis: theater). In order to ensure that accelerated students develop the intellectual maturation and acquire the research tools integral to a high quality graduate education, the College will look to form a committee charged with assessing accelerated degree programs.
Goal #2: IMPROVE STUDENT FUNDING

One of the biggest challenges the College faces in terms of recruiting high quality graduate students is a current dearth of funding compared to other graduate programs at other universities. While the College will continue to lobby the University and the State for more graduate assistantships, higher salaries and healthcare benefits for graduate students, we also recognize that the College must be more proactive in generating these resources.

Thus, the College will work the Office of Development to establish a scholarship fund for graduate students through gifts from alumni, donors and ODU faculty and staff. The fund will generate two types of scholarships: first, it will pay for a fourth year of PhD funding, initially based on merit, but with the eventual goal of funding all PhD students for a fourth year. Second, it will offer a supplementary scholarship to meritorious Master’s students. While we recognize that establishing such a scholarship fund is a long term endeavor that will most likely not pay out within the next five years, the College also recognizes the need to get such a campaign underway beginning in 2014 with the goal of raising $500,000 by 2019.

Additionally, the College will look to develop several externships with local area institutions that will pay graduate student salaries and tuition in exchange for 20 hours of project-based work per week. Externships provide experiential learning opportunities similar to internships, but students do not receive credit for them (and, in this case, would be compensated through them). Such an endeavor will also require establishing an oversight mechanism to ensure that students are treated equitably by partnering institutions. In addition to offering a potential solution to funding challenges, externships also offer graduate students opportunities for career building beyond the academy, service learning opportunities, collaborative research opportunities (F4), and might serve as a vital link in extending ODU’s community engagement initiatives (F6). The College will seek to place 15% of its graduate students in externships by 2019. Departmental GPDs will oversee student externships for their departments, but as a whole, the externship program will be maintained by the Associate Dean of Graduate Studies.

Goal #3: PREPARE STUDENTS FOR NON-ACADEMIC & NON-US CAREERS

As academic jobs in the US become harder to find, it is essential that we prepare graduate students for non-academic careers as well as for careers at non-US Universities. Developing an externship program in partnership with local and regional institutions is one way to prepare graduate students for non-academic careers. Additionally, the College will develop a series
of professional development workshops for graduate students designed to help them market themselves to non-academic employers. Workshops will be implemented in 2015. The College will also provide each graduate student with a free webpage to develop their e-portfolio.

On the international front, the College will investigate the development of exchange programs with other graduate programs at peer institutions overseas. Such programs will provide our students not only with new research opportunities that enhance the College’s international presence (F7), but it will also provide them with enhanced qualifications when they apply for jobs at non-US universities, as they will already possess some familiarity with how those institutions operate. We plan to have at least three such exchanges up and running by 2019.

Assessment of the success of these initiatives will involve monitoring the success rates that our graduate students have on the job market. An increase by 20% of non-academic jobs and/or international academic jobs over the next five years will be considered a success.

Goal #4: INCENTIVIZE NON-THESIS/PROJECTS OPTIONS

The College recognizes that many graduate students are increasingly seeking to apply their degrees in non-academic ways and as such are keen to pursue non-thesis and project-based initiatives, ranging from art installations and interactive websites to e-portfolios, documentaries, and community service projects as the culmination of their graduate experience. Such initiatives require the College not only to develop alternate (though no less rigorous) modes of evaluation, but also to rethink the supervisory roles performed by faculty working with these students. Simply put, greater incentives must be established for both students and faculty. Thus, the College will task the Graduate Studies Committee (or a suitable alternative) with developing new evaluation and defense guidelines for non-theses and final projects that are on par with thesis and dissertation work yet account for different goals, modes and outcomes. Individual departments would utilize these guidelines in determining discipline-specific expectations. Additionally, the College will revise its policies on course releases for supervising non-theses that result in final projects. Currently, faculty receive a course release for successfully supervising two dissertations or five theses brought to culmination, yet receive nothing for supervising non-thesis option projects. This disincentivizes faculty rigor and time-allotment for such projects, resulting in their “lesser” quality. Project supervision is as time- and labor-intensive as thesis or dissertation supervision. The new policy will not differentiate between thesis and non-thesis supervision when non-theses result in projects or between dissertation and project-based supervision when it comes to release time.
Success in this area will be measured both in terms of the number of non-thesis and project-based final works produced over the next five years, and more importantly, the quality of said work as established by the protocols introduced to evaluate them.

**Focal Area 4: Promotion of Research & Creative Scholarship**

This focal area addresses resources needed to ensure continued high quality and innovative research within the College. A key goal for this focal area has already been addressed above: resources for recruiting and retaining quality faculty (F1:G3). Additionally, two key goals in this focal area are addressed under Community Engagement & Reward (F6): the need to organically integrate research with teaching and community engagement initiatives (G1) as well as the need to embrace an entrepreneurial problem-solving approach in working with Hampton Roads citizens and institutions on service-research initiatives (G4). The goals listed below expand upon the needs of this particular focal area, but also intersect with other focal areas for the College, especially those pertaining to Interdisciplinarity (F8).

**Goal #1: ENHANCED RESOURCES FOR INNOVATION AND COLLABORATION**

The College will develop explicit language that encourages, recognizes and rewards collaborative, interdisciplinary research initiatives. Success in this area can be measured in both a significant increase in the number of collaborative research projects undertaken by faculty and by the positive recognition of said work in annual review letters.

**Goal #2: INVEST IN GRANT WRITING**

The College recognizes that there is increased expectation for faculty to apply for grants to fund research projects as well as to support other resources, like funding graduate students and community engagement initiatives. The College also recognizes that many faculty members are ill prepared in this regard, not only because humanities-based qualitative research has not historically been connected with grant-funded projects but also because workshops and other trainings offered by the university privilege grant initiatives in the sciences and engineering. The College also recognizes that there are fewer grant opportunities for humanities and social science-based research. Thus, it is essential to provide our faculty with resources that will give them a competitive edge. Over the next five years and in partnership with the Office of Research, the College will invest in several initiatives designed to equip faculty with the know-how needed to design and write successful grant proposals as well as with increased incentive to pursue these types of projects.
The College will develop grant-writing workshops for humanities and social science-based research (possibly led by faculty in the College who have previously been funded for such research). The College will also invest in resources to bring to campus representatives from agencies that fund humanities and social science research (the National Endowment for the Humanities, The Andrew W. Mellon Foundation, The John T. MacArthur Foundation, the Ford Foundation and others) so that our faculty can gain insight into how these agencies evaluate and prioritize research proposals. The College will also incentivize the grant writing process by developing a reward structure for successful projects, which might include course releases for PI’s, additional travel funds to conferences, or other resources. Finally, to encourage more large-scale cross-disciplinary grant proposals, the College will offer small summer stipends for teams of three or more faculty members from different departments to collaborate on a grant proposal. Success in this endeavor will be measured in terms of both an increase in the number of external grant proposals submitted by College faculty and a subsequent increase in the number of successfully funded grant proposals.

Focal Area 5: Uses of Technology

This focal area addresses the College’s continued investment in exploring innovative uses of technology for teaching, research. A couple of key goals for this focal area have already been addressed above: resources for developing new and innovative courses (F2:G2) and preparing graduate students for non-academic jobs (F3:G3). Additionally, a key goal in this focal area is addressed under Internationalization (F7): the need to develop global classrooms/curriculum and satellite campuses via online and distance technologies (G1). Another goal is addressed under Branding & Marketing (F10): the need to make better use of social media in promoting our faculty and program strengths (G1). The goals listed below expand upon the needs for this particular focal area, but also intersect with other focal areas for the College.

Goal #1: RESEARCH INNOVATION SUPPORT

The College will continue to support innovative uses of technology for research and teaching such as the iPALLM app and IcomPADability project currently being developed by the Language Learning Center in the Department of Foreign Languages, the MediaPark run by English, and the cross-disciplinary MediaCommons project, which seek to create new ways of aggregating, archiving, and searching data sets. The College is especially supportive of technology-driven projects that are tied to potential grant funding and will seek to further develop resources for faculty pursuing such endeavors to increase their chances for successful funding (see F4:G3).
To this end, the College will advocate for an increase in the number of Faculty Innovator Grants (FIGs) awarded by the Center for Learning and Technology (CLT), as well as for an increase in the award amount commensurate with the actual costs of programming and software purchase. The College will also support the creation of a separate internal competitive grant from the Office of Research for the creation of digital humanities tools vital for research, analysis, communication, and visualization of data related to the arts, humanities, and social sciences.

Moreover, the College will encourage departments to develop explicit language that recognizes and rewards initiatives that explore innovative uses of technology for teaching and research when it comes to tenure and promotion decisions. Success in this area can be measured in both a significant increase in the number of technology-based research and teaching tools projects undertaken by faculty and by the positive recognition of said work in annual review letters and by tenure and promotion committees.

Goal #2: ONLINE/HYBRID PROGRAMS SUPPORT

The College will continue to support the development of innovative online, distance and hybrid classes and degrees such as the PhD in English, the MA in Sociology and the BS in Communication, which place emphasis on quality education and student experience. Recognizing the inevitability of online degrees, the College will embrace a “bottom-up” approach to online program design, equipping departments with the resources to develop courses and curricula that make sense for their students. It is anticipated that by 2019, departments in the College offering relevant and applicable undergraduate degrees will have made progress toward implementing an online version that suits their particular needs and vision and meets the qualitative rigor set forth by their faculty. It is clear that such an initiative would also require hiring additional faculty (see F2: G1) who are specifically trained to teach in such environments (as opposed to merely adapting what is done in a traditional classroom to an online environment). The College will also support the creation of distributed open collaborative courses (DOCCs), which allow faculty in different disciplines and at different institutions to combine their expertise creating a classroom for students where every lesson is taught by an expert in that subject area and where resource sharing allows for a more comprehensive learning and teaching environment.

Goal #3: BORN DIGITAL WORKS

The College will continue to support faculty involvement in born-digital publishing platforms like MediaCommons and online journals like Barely South Review. It will do so by A) developing explicit language that recognizes and rewards digital
publications and projects when it comes to tenure and promotion, and B) by developing an explicit policy supporting certain forms of open access scholarship subject to alternate forms of peer review and evaluation. Success in this area can be measured in both a significant increase in the number of open access projects undertaken by faculty and by the positive recognition of said work in annual review letters.

Focal Area 6: Community Engagement & Reward

This focal area addresses the College’s leadership role in Hampton Roads as well as the resources needed to ensure continued high quality outreach and engagement with local area citizens and institutions. This focal area responds to Ernest Boyer’s call for a scholarship of application/engagement, which goes beyond service duties and involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers. Several key goals for this focal area have already been addressed above: establishing an interdisciplinary undergraduate certificate in Hampton Roads Studies (F1:G2), recruiting graduate students from Colleges and Universities in Hampton Roads (F3:G1) and developing externships for graduate students (F3:G2 & G3). The goals listed below expand upon the needs for this particular focal area, but also intersect with other focal areas for the College.

Goal #1: INTEGRATION WITH RESEARCH & TEACHING W/ RESOURCES

Rather than seeing community engagement as a form of service, the College will encourage organic integration between community engagement, research and teaching (F2 & F4). Community engagement initiatives should take the forms of service-learning opportunities, through courses where materials are tied directly to the arts, culture, geography, government, history, and human rights concerns in Hampton Roads. They should also provide a starting point for research and publication efforts.

The College will incentivize these types of integrated community engagement/teaching/research initiatives by establishing a small start-up fund providing up to $300 for qualified applicants that will facilitate early legwork needed to establish local connections and networks or pay for access to resources for students. Success in this area can be measured in both a significant increase in the number of service learning and community-based research projects undertaken by faculty and by qualitative feedback from students and Hampton Roads citizens about these collaborations.
Goal #2: FROM PUNITIVE TO REWARD-STRUCTURES

The College will **encourage departments to develop explicit language that rewards faculty for community engagement efforts**. While community engagement will not be recognized as equivalent to research and teaching, certain **measures and standards might be introduced that allow such work to be evaluated in a similar manner to research and teaching**, and, in some situations, may allow for such activities to substitute for publications, conference presentations and teaching awards. Success in this area can be measured by the positive recognition of said work in annual review letters.

Goal #3: CENTER FOR THE ARTS

The College will create a Center for the Arts. Such a Center will unite the visual, literary, and performing arts in a seamless structure that will raise the profile of all arts programs at the University. An arts committee, with representation from all arts-related departments and units, will be impaneled and charged with developing strategies for enhancing arts activities and for engaging more fully with the Hampton Roads community. The committee will also seek ways to develop and sustain year-round programming, inclusive of professional performances, exhibits, etc.

Goal #4: INNOVATIVE PROGRAMS WITH HAMPTON ROADS FOCUS

The College will continue to support the outreach efforts of units like the China Center, the Institute for Jewish Studies and Interfaith Understanding, and the Filipino American Center in linking ODU with their respective Hampton Roads' populations. The College will also continue to financially support established and highly successful initiatives like the **Literary Festival**, a reignited **Film Festival**, the Social Science Research Center’s annual survey of **Life in Hampton Roads**, the Institute for the Humanities’ **Colloquium series**, and other lectures and colloquia sponsored by individual departments.

The College will **invest resources in programming that not only educates and edifies Hampton Roads citizens but also explicitly shines a light on the Hampton Roads community**. Examples include a series of creative and scholarly events commemorating the **400th Anniversary of Shakespeare’s death** in 2015, including events focused on Elizabethan influences on Hampton Roads; a series of events commemorating the **100th Anniversary of the start of World War I** in 2014, including a focus on how the war impacted this region of the US (these two events also tie in with the College’s investment in internationalization [F7]); and an event focused on **African American film going experiences in Hampton Roads** that
coincides with the 100th Anniversary of D.W. Griffith's film, Birth of a Nation and this region's integral critical response to film's racist content. The success of these events will be measured both quantitatively in terms of attendance and qualitatively through post-event evaluations.

The College, in conjunction with the Darden College of Education, will also continue to encourage partnerships with local area educational institutions, which extend faculty expertise to K-12 educators and students as well as facilitate collaboration with faculty at other area Colleges and Universities. The latter not only creates opportunities for our students to extend their educational network, as well as for institutions to share costs in organizing events, but it also serves as a possible recruitment resource for future graduate students (F3:G1). Current and future endeavors include the Model UN Conference organized by the Model UN Society for mid-Atlantic area geography, political science and social studies high school students and teachers, as well as a flexible Master's Degree for public school art teachers offered by the Art Department and the Institute for the Humanities as part of the MA in Humanities Visual Studies concentration. The College will encourage its various units to explore possible course offerings, certificates and workshops that might help public school teachers earn recertification credits and/or an advanced degree in the subject area. The College will also support the creation of educational programs aimed at K-12 students such as those initiated by the Baron & Ellin Gordon Galleries and by the Departments or Art, Dance, Music and Theater, especially when said programs incorporate innovative linkages with other subject areas. Additionally, the College supports collaborations between A&L units and other area College and Universities, such as the Filipino Center's partnership with Regent University's Center for Latino Leadership on the Manila-Acapulco Connection Project, Foreign Languages and Literatures, Political Science & Geography, Humanities partnerships with EVMS on matters related to global health, public health policy and the Medical Humanities, or the aforementioned African American Film Going project, which is a collaboration between the Institute for the Humanities and representatives from Hampton University, Norfolk State University, Virginia Wesleyan College and the College of William & Mary. In order to encourage more of these types of partnerships with K-12 and postsecondary institutions, the College will assist in organizing “brainstorming summits” between department heads intended to foster greater communication between institutions.

Goal #5: PROBLEM SOLVING & ENTREPRENEURISM

The College will embrace an entrepreneurial approach to community engagement by seeking to marshal faculty expertise toward creating problem-solving partnerships with Hampton Roads businesses, government, non-profits and educational institutions. It will actively solicit applications for assistance from Hampton Roads partners through an online platform that will both market faculty expertise and help pair applicants with qualified faculty members (F5). In exchange for innovative faculty-led problem solving, partners will provide resources for research and teaching, informed consent for research, externships for graduate students (F3:G3/G4), buy-outs for course releases, and publicity (F10:G2). The program
and accompanying website will be ready for launch by 2016. Success will be measured both by the number of solicitations for assistance received and by the success of problem solving collaborations undertaken.

This goal will also be achieved by supporting and raising the profile of the Social Science Research Center. This unit has already performed admirably in sharing the expertise of its staff with the larger community both within the Commonwealth and beyond. The College will continue to work with the Center to find more opportunities for entrepreneurial explorations.

Goal #6: COLLABORATION & COORDINATION

The College recognizes that virtually all of its units participate in some form of community engagement, and as such, coordination and collaboration between units is essential not only in preventing scheduling conflicts, but also in facilitating interdisciplinary programming that combines resources in synergistic ways. Thus, the College will invest in creating a coordinated College events calendar that will align with the University events calendar, while also operating independently of it. The College will also create an annually appointed committee tasked with exploring interdisciplinary opportunities for events coordination (F8). The committee will be formed starting in 2014-2015. The calendar will be developed in conjunction with ITS during that same time period.

Focal Area 7: Internationalization

This focal area addresses the College’s continued investment in both global partnerships and research opportunities. Several key goals for this focal area have already been addressed above: the proposed new major in World Cultures (F1:G1), recruiting PhD students from outside the US (F3:G1), preparation of graduate students for non-US careers through exchange programs with international Universities (F3:G3) and community engagement programming focused on the global/local nexus, such as the Anniversaries of Shakespeare’s death and the advent of WWI (F6:G3). The goals listed below expand upon the needs for this particular focal area, but also intersect with other focal areas for the College.

Goal #1: DISTANCE PARTNERSHIPS

The College will continue to support the creation of new study abroad programs, such as Foreign Languages and Literatures’ Francophone Quebec initiative, and new funding opportunities and partnerships for existing programs.
The College will also explore opportunities to extend the ODU campus overseas by making online degrees available to non-US residents (F5). It will also explore the possibility of partnerships with non-US Universities in creating collaborative classrooms linked via technology that allow our students and theirs to engage one another over a shared subject area (F5).

Focal Area 8: Interdisciplinarity

This focal area addresses the College’s continued investment in promoting collaboration across disciplines and with other ODU Colleges. Several key goals for this focal area have already been addressed above: the creation of several new interdisciplinary graduate certificates (F1:G2), codifying language that recognizes and rewards research collaboration and grant funding across disciplines (F4:G2; F4: G3), and formalizing mechanisms to encourage collaboration on community engagement initiatives (F6:G5). The goals listed below expand upon the needs for this particular focal area, but also intersect with other focal areas for the College.

Goal #1: CLUSTER HIRES/JOINT POSITIONS

In order to facilitate greater collaboration across units, the College will explore the viability of making more joint and cluster hires that strengthen existing areas of scholarly or teaching overlap across two or more units. It will do so initially by establishing a College committee to explore joint and cluster hiring practices at other institutions and make recommendations to the Dean. The committee will also be tasked with enhancing faculty awareness of the benefits and potential pitfalls of joint and cluster hires. Based on the committee’s recommendations, the College will apply the University’s current policies and procedures for navigating joint positions. The College will look initially to increase partnerships between departments and centers/institutes for joint hires, facilitating a clearer division of labor (like the hires made between Women’s Studies and English and also between Communication and English). The College will also explore cluster hires that can strengthen two or more departments’ investment in a common area of study. Cluster hires would initially be determined based on existing/emerging interdisciplinary hubs/programs such as the China Center, the Certificates in Interfaith Understanding and medical humanities, or the Climate Change Initiative. Joint positions and cluster hires hold the advantage of strengthening Center and Institute resources without costing departments course offerings. Though new positions are contingent upon the emergence of new faculty lines (F2:G1), the College hopes to begin this process in 2015 and have three new joint positions hired as part of a cluster by 2016.
Goal #2: CROSS-LISTING GRADUATE COURSES

The College recognizes that it is becoming increasingly difficult at the graduate level to promote multi-disciplinary education. The problem is exacerbated by SCHEV’s requirement that students obtain 18 graduate credit hours in a particular subject area in order to be qualified to teach at the community college level or above. The College also recognizes that there are many course offerings within existing graduate programs that speak to student interests across disciplines. As such, beginning in 2014, the College will implement a centralized process to facilitate cross listing graduate classes as part of the purview of the graduate studies committee. The College will also encourage team-taught classes that bring together faculty expertise across disciplinary boundaries. Such courses can serve as bridge classes for students seeking double-majors, minors, or certificates.

Goal #3: A&L LED CROSS-UNIVERSITY INITIATIVES

While there is already significant collaboration among units within the College, such collaboration has not been realized across the University. Though collaborations between Political Science, History and the Climate Change and Sea Level Rise Initiative or between Foreign Languages and Literatures and the Colleges of Business and Health Sciences have been fruitful and will continue to be encouraged, the College also wants our faculty to take on greater leadership roles in shepherding these cross-College projects. Two such initiatives are A) the Center for Online Education Assessment and Experimentation, which would oversee the continued quality and innovativeness of ODU’s online programs, and the Gaming and Social Change Hub, an entrepreneurial venture joining together ODU’s substantial faculty strengths in game design, game theory, game studies and gamification for the purpose of collaborating on game-based projects with real-world problem-solving application (the project is also linked to the interdisciplinary undergraduate and graduate certificate in Games & Social Change (F1:G2).

The College recognizes the need to work with ITS and CLT to develop a rigorous assessment and controlled experimentation initiative that ensures the maintenance (and even enhancement) of pedagogical outcome standards in online environments. And faculty can explore teaching modes that take advantage of online capabilities, rather than bypass them. The Center for Online Educational Assessment and Experimentation would be responsible for developing and implementing a set of best practices for online instruction, offering support in the form of workshops, developing qualitative and quantitative assessment measurements, and generally ensuring that ODU’s online programs are qualitatively superior to its competitors. The Center will
be funded through a combination of revenue share from online programs and grants for individual projects from the Cyberlearning program offered by the NSF. Start-up funds will be solicited through ODU's Multi-disciplinary seed grant program. A proposal will be developed in 2015. The Center will be established and a Director appointed by 2016. Success will be measured in terms of faculty and student evaluations as well as by ODU achieving a top national ranking for its distance education programs.

The Games & Social Change Hub in an interdisciplinary research and education unit focused on the development of games that solve institutional problems or educate populations. The HUB operates according to a social entrepreneurial model whereby game templates based on prototypes designed for specific applicants are then licensed to private and public entities for a fee along with consultation and customization services. Such fees would allow the HUB to become self-sustaining within 4-5 years and profitable within 6-8 years. The HUB would initially be funded through a grant from the NSF’s Cyberlearning program as well as from an initial infusion of money from the Entrepreneurship gift monies recently given to ODU. The HUB offers ODU a unique branding opportunity with minimal restructuring since much of the talent and resources are already located on campus, albeit in dispersed locations that do not allow them to take full advantage of synergistic opportunities. Moreover, the HUB would serve as a bridge between ODU and public, private and non-profit worlds, as it essentially functions as a consultancy and project development initiative that mobilizes scholarly resources in partnership with organizations focused on social and institutional change.

The College will be more assertive in promoting these and future initiatives as exemplary of Arts & Letters’ leadership role at ODU. Both initiatives will be funded through a combination of internal funding allocations (online revenue sharing and the entrepreneurship gift find) and external grants. Both programs will be established by 2016. Success in the former will be measured in terms of faculty and student evaluations as well as by ODU achieving a top national ranking for its distance education programs. Success in the latter will be measured in terms of the number of quality partnerships formed, revenue earned from licensing and customization of game initiatives, and job opportunities created for students earning a certificate through the program.

Focal Area 9: Facilities

This focal area addresses the Colleges ongoing need for new and improved teaching, performance, and office space. The goals listed below expand upon the needs for this particular focal area, but also intersect with other focal areas for the College.
Goal #1: REPAIRS/UPGRADES

The College will monitor maintenance demands on its various facilities and ensure the appropriate and timely repairs and upgrades. As well, College leadership will remain involved in the University’s Master Plan activity so that the College’s teaching, research, exhibitions, and performing needs are continually assessed and met.

Additionally, the College will consider adding power/charging hubs and mounted flat screens in existing community spaces in BAL.

Goal #2: COMPANION BUILDING FOR GRADUATE EDUCATION

The College will explore ways to create a consolidated space for graduate education that adheres to the University’s Master Plan. As graduate education grows increasingly interdisciplinary and as the College becomes more reliant on graduate students to teach lower-level courses, there is an increased need to bring graduate program GPDs and students together in a common space both distinct from undergraduate settings yet also recognizable as a site affiliated with Arts & Letters.

GOAL #3: LIVE-STREAMING CAPABILITIES

Recognizing that the College has a number of distance programs and collaborations with faculty/programs/institutions all over the world, it will invest in ensuring that all meeting rooms and large scale lecture halls are equipped to allow events to be streamed live (appropriate cameras, audio, and networking) as well bring in distance students (appropriate screens/projection and audio) and allow dialogue between the two (appropriate moving/zooming camera, microphones, and speakers). Having the hardware is not enough; there also needs to be a dedicated support person who would help plan and execute events as well as do some minor post-production editing/posting of videos.

GOAL #4: CLASSROOM TECHNOLOGY UPGRADES

In consultation with Information Technology Services (ITS) and Distance Learning, the College will explore investing in upgrading classrooms so that they are BYOD (bring your own device) friendly: with solid Wi-Fi and power/charging capabilities,
movable furniture (everything on wheels), and multiple large, flat screen TVs mounted on the walls where students can “push” what they are doing (ideally via software, not hardware/dongles). Investing in BYOD/Flex rooms is cheaper than developing and maintaining computer labs.

**Focal Area 10: Branding & Marketing**

This focal area addresses the College’s commitment to increasing awareness about the innovations and accomplishments of its faculty, students and programs among prospective students and colleagues, hires, donors, alumni, and other collaborators. A key goal for this focal area has already been addressed above: the creation of a web platform that matches faculty expertise with community applicants seeking problem-solving help (F6:G4). The goals listed below expand upon the needs for this particular focal area, but also intersect with other focal areas for the College.

Goal #1: COMPLETE WEBSITE UPGRADE

The College supports the University’s efforts to upgrade the ODU website and will continue to advocate for a more timely rollout. The College recognizes that recruitment efforts are increasingly linked to our web presence, necessitating not only an up-to-date website that reflects current programmatic and faculty emphases, but a platform that can be easily updated with new information as new programs are launched or existing programs shift focus.

Goal #2: BETTER SOCIAL MEDIA PRESENCE

The College will maintain a Facebook page and Twitter account that it will use to publicize events, courses, and research organized by the various units. The College will employ a dedicated Graduate Assistant to manage these platforms. The College will also encourage those units with existing social media presences to synchronize with the College accounts. The College will also work with Alumni Relations and ODU’s Office of Community Engagement to ensure cross-promotion of various happenings across ODU’s social media spaces. The College will dedicate a Graduate Assistantship to this vital social media management role.
Goal #3: BETTER PROMOTION OF FACULTY ACCOMPLISHMENTS

The College will be more aggressive in promoting faculty accomplishments to local and national media outlets. It will submit a bi-weekly list of accomplishments/upcoming events to the Office of Community Engagement and it will appoint a dedicated liaison between the College and the Office of Community Engagement to centralize information and ensure maximum exposure.