Old Dominion University

Strategic Plan

2009-2014

Old Dominion University's
Strategic Plan *2009-2014*

Mission Statement:

Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

Vision Statement:

Old Dominion University will be recognized nationally and internationally as a forward-focused metropolitan university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community partners, and uses its connections with the military and maritime industries and its exceptional strengths and leadership in related areas to provide practical solutions to complex, real world problems.

Who we are:

Old Dominion University is a comprehensive, multicultural, and student-centered university whose central purpose is to provide our students with the best education possible.
We seek to provide access for a more diverse array of student populations, elevate our standing among the nation's public research institutions, make innovative use of modern learning technologies, and insist on an arts-and-sciences-based general education for all undergraduates. We explore ways to address critical needs in the professions, increase our service to the Commonwealth of Virginia, find practical solutions for modern needs, and be a resource for the citizens of the Hampton Roads region and beyond. We have developed Innovation Research Park to facilitate synergistic partnerships with regional, national, and international businesses and agencies. We enrich the university campus and local communities through arts, athletics, and cultural events, and we celebrate the diverse and profoundly multicultural community that is Old Dominion University. At the same time, we work to evaluate and constantly improve the ways we help students, faculty, staff, and the many constituents we serve through rigorous self-examination, assessment, and efficient use of resources and we acknowledge that development, alumni relations, and marketing are imperative to achieving private funding and public support for all of our Strategic Plan initiatives.

INSTITUTIONAL ENVIRONMENT AND CONTEXT

LOCATION

Old Dominion University (ODU) is a comprehensive, multicultural, and student-centered residential university that enjoys tremendous advantages from its unique coastal location within a thriving metropolitan region adjacent to major maritime and military installations and within easy reach of the nation's capital. Metropolitan Hampton Roads' location provides a rich living laboratory for many of ODU' academic and research pursuits, including environmental, marine, and natural sciences and engineering associated with the Chesapeake Bay and the Atlantic Ocean. The region is host to an extensive and comprehensive public education system and several community colleges and universities, with which ODU has long-standing and strong collaborations. ODU's co-location with an exceptional array of major local and federal government facilities and organizations presents opportunities for mutually beneficial partnerships, such as with the Jefferson National Laboratory, NASA Langley, Virginia Port Authority, and teaching hospitals such as Eastern Virginia Medical School and Sentara Norfolk General Hospital, among others.

RECENT ACCOMPLISHMENTS

Building on its history and inherent advantages, the *Old Dominion University Strategic Plan: 2005-2009* guided the direction of the University over the previous planning period while allowing the University to take advantage of additional unanticipated opportunities.

Academic program quality and offerings

During the past five years, a complete review and revision of the University's undergraduate general education program was accomplished, focusing on the targeted learning outcomes for each academic area. The University conducted a program evaluation that culminated with an in-depth Academic Program Review process. Programs with waning demand and low productivity have been reduced. A number of doctoral programs have been added in high-need areas, including: Ph.D. programs in English; public administration and urban policy; health services research; education; criminology and criminal justice; chemistry; and professional doctorates in nursing practice and engineering. Several of these programs offer multiple options that doctoral students may pursue. The 2008 *US News and World Report* guide to university graduate programs ranked Darden College of Education as a Top 100 graduate school of education; the College placed for the first time at #96. New bachelors programs include: Asian Studies; African American Studies; Maritime and Supply Chain Management; and, most recently, Modeling and Simulation. An increasing number of departments are providing the opportunity for undergraduates to write a senior honors thesis.

Academic support programs

To better coordinate academic advising, career management, and other student services aimed at retention, University College was established in 2006 through reorganization and merger of several separate services into a single unit. Planning for a Student Success Center was completed and construction scheduled for 2009-10. It will be co-located with a new Learning Commons in the Perry Library to form a campus focal point for students that provides academic

support, including academic advising, testing, and tutoring services, and access to technology in support of out-of-class assignments. Online tools have been purchased to facilitate efficient and accurate advising for students. On the graduate level, enhancements include implementation of dissertation fellowships that include travel awards, and a doctoral mentoring award.

Faculty quality, recruitment, and retention
Between 2005 and 2008, the number of research and teaching faculty positions increased by 90 to approximately 720 full-time equivalent positions, of which 40% are female. Endowment-funded chairs for distinguished senior faculty were established and start up funding to recruit new research faculty has been increased. Several nationally-recognized faculty have been recruited to work in multi-disciplinary clusters and teams in modeling and simulation, biomedical sciences, bioelectrics, and computer sciences. University and external awards in teaching and research excellence were emphasized and in the past five years, 11 faculty members have earned the competitive and prestigious Virginia Outstanding Faculty Award. External faculty awards also included National Academy appointments, Fulbright Awards, and Fellow status in various professional societies for mechanical engineering, counseling, kinesiology and physical education, electrical and electronics engineering, ergonomics, engineering management, geoscience, human factors, physics, nursing, and speech and hearing. Increasing faculty salaries to the 60th percentile of peers by 2007 enhanced faculty retention efforts.

The number of faculty who serve in leadership roles in national and international professional organizations continues to increase each year. Faculty publications in peer-reviewed periodicals, books, and conference presentations have increased substantially. Faculty articles have been accepted by prestigious journals, such as *Nature* and *Science,* and are attracting positive attention from the national media, such as the *New York Times* and *The Chronicle of Higher Education.*

Research profile and awards
The University's research profile has improved substantially by a number of measures. Overall research expenditures have nearly doubled between 2002 and 2008. ODU's ranking increased among public universities in federal source Research and Development expenditures for NASA, Department of Energy, National Institutes of Health, and the National Endowment for the Humanities. Substantial federal and state funding was obtained for the multidisciplinary Virginia Modeling and Simulation Center (VMASC), which is managed through the Office of Research, and the Virginia Coastal Energy Research Consortium (VCERC), headed by ODU faculty. Individual program areas that increased their research expenditure rankings include aerospace engineering, economics, education, electrical engineering, humanities, mathematics, oceanography, political science, sociology, and visual and performing arts. Interdisciplinary research efforts were greatly strengthened in modeling and simulation, bioelectrics, teacher education/K12 education, coastal energy research, and molecular medicine. Emphasis increased in the areas of alternative energy sources and health sciences research. Recognizing ODU's particular strengths in physics, a new Center for Accelerator Science has been developed in partnership with the Jefferson Lab.

Economic Development

The University's economic development activities have been focused in three areas: partnership with business; workforce development; and, regional business attraction, expansion, and creation. Some of the University's efforts, such as the development of modeling and simulation technologies, extend across all three categories and form an important economic development platform. The University is committed to working with local companies through the Innovation Research Park (IRP), which offers tenants Class A office/wet lab/dry lab environments and easy access to ODU's research faculty. Tenants are specifically selected to provide research, commercialization, and translational opportunities for companies and organizations. The Virginia Applied Technology and Professional Development Center offers translational and consulting relationships to companies to help solve their business problems. Beyond its main campus, ODU maintains three higher education centers and the TELETECHNET distance delivery network, through which a variety of undergraduate and graduate academic programs are offered. The directors of the higher education centers reach out to local businesses with training classes and continuing education offerings that can be customized for employees.

Improved academic and other campus facilities

Dramatic growth in academic facilities has been accomplished in recent years, including: complete renovations of the Batten Arts and Letters and Health Sciences buildings; major additions to the Oceanography and Physical Sciences Building; the completion of the Engineering and Computational Sciences Building in 2004 and the Kaplan Orchid Conservatory in 2008. Substantial increase in research and business entrepreneurial space has been realized by the opening of Innovation Research Park (IRP) Buildings I (in 2007) and II (in 2009) in the University village. A variety of additions and new constructions were completed to support the University's growing athletics program, including the Powhatan Sports Complex, the new Folkes-Stevens Indoor Tennis center, and construction of the Ainslie Football Complex in tandem with a full renovation to the Foreman Field at SB Ballard Stadium in preparation for the start of ODU's new Monarch Football season in Fall 2009. A state-of-the-art Sports and Recreation Center that includes an indoor pool, track, and climbing wall, opened in summer 2009 adjacent to new student residence halls and the Roseann Runte Quad. The University's Tri-Cities Center was constructed in Portsmouth adjacent to the Virginia Modeling and Simulation Center in Chesapeake. In support of the computational infrastructure, the National Lambda rail and Hampton Roads research grids have been implemented. Other infrastructure projects include the addition of several new parking structures and storm water management constructions.

Growth of a vibrant residential campus life

With the completion of construction in the University Village, along with a major investment in residence hall accommodations (from 2,285 to 4,610 beds) on both the east and west sides of Hampton Boulevard, the plan for the emergence of a truly residential campus has been realized. In addition to the new residence halls, the campus area now boasts a full-service Recreation Center, a new campus bookstore, a variety of restaurants, the Gordon Art Gallery, and regularly scheduled events in the highly successful Ted Constant Convocation Center. Additional housing development by a private entity is anticipated in the next two years in the University Village area.

Enrollment management

A formal Enrollment Management structure was implemented in 2008, to allow for University-wide coordination of recruitment, admission, orientation, enrollment planning, financial aid, retention and graduation processes. After thorough study, the University elected to target a less aggressive enrollment growth position than in prior years. However, the recent dramatic downturn in the economies of the Commonwealth and nation has encouraged more students to seek degree completion programs, alternative careers, and advanced degrees, all of which will make enrollment planning more challenging for the next few years.

Financial Planning

A series of budget cuts beginning in FY 2007-08 reduced the state portion of the University's operating budget by about 14 percent, from $106 million to $94 million in FY2009/10, and further reductions are anticipated. During the same period, student headcount and FTE enrollment will have increased by more than 1,200. Despite the decline in state funding, annual tuition increases have been kept in the five to seven percent range. A four-year financial plan was developed and approved by the Board of Visitors in June 2009 that included use of one-time federal stimulus money to allow University units to engage in long term resource planning despite the cuts in state funding. The continuingly uncertain external financial environment will provide the University its biggest challenge in realizing its plans for 2009-2014, and the strategic planning process took this challenge into consideration.

CONTINUOUS INSTITUTIONAL ASSESSMENT

Coordinating the planning function

The University has reaffirmed its commitment to a regular, data-based process of self-assessment and improvement, through the coordination of internal planning processes including academic planning, enrollment management, space and capital planning, and budget and resource planning. For example, planning for the Student Success Center/Learning Commons involved a broadly based planning group and culminated in a significant, highly functional redesign of facilities. The Enrollment Management process, coupled with the Strategic Planning process, regularly brought faculty and staff into discussions regarding the future of the University, including recommendations for resource allocation.

Assessment plans

Regular assessment of the University's performance relative to its documented plans will be incorporated into the 2009-2014 planning and budgeting processes. All programs of the University will have assessment plans with measures to determine success over the first and subsequent years of implementation, the results of which will be used in documented improvements and to inform future budget decisions. The effectiveness of each program will be summarized and annually disseminated and best practices in each area will be used in documented improvements. Existing programs that are shown to be ineffective by institutional effectiveness measures will be discontinued, in accordance with SACS and SCHEV procedures for program discontinuance to ensure that already enrolled students are give the opportunity to complete their declared program of study in a reasonable timeframe.

THE STRATEGIC PLANNING PROCESS

The *Old Dominion University Strategic Plan: 2009-2014* represents the University's sixth formal strategic planning cycle since the early 1980s. For over 25 years, ODU has engaged in an ongoing systematic and collaborative strategic planning process to inform long-term capital planning, annual academic activities and annual operating budgets. ODU's strategic planning process has always maintained the academic mission at its core, with plans for other areas of the University in support of that mission. The annual operating budget request process requires units that submit resource requests to cite the relationship between those requests and the accomplishment of one or more strategic planning goals. Consistent with the University's ongoing institutional effectiveness efforts, the strategic planning process incorporates periodic assessments of progress toward goal accomplishments and strategic plan objectives, with subsequent adjustments to plan implementation based on those assessments.

Early preparation

Preparation for the 2009-2014 strategic planning process began in May 2007, with a mid-cycle review of accomplishments of the goals within *Old Dominion University's Strategic Plan: 2005-2009*. Efforts moved to the next level in Summer 2008, when then Acting President John Broderick created the Office of Enrollment Management and tasked it to oversee a broad-based analysis and planning process that would establish ODU's enrollment management strategy for the next several years.

Fourteen Strategic Enrollment Management Committees were convened in August 2008 and reported out in December 2008 on a wide range of topics: Data Assessment; Continuing Education/Non-Credit operations; Customer Service; Technology/Distance Learning; Military; First Year Experience; Financial Aid/Scholarship; Transfer Students; Graduate Studies; Retention; Campus Infrastructure; Budget; International Activities; and Institutional Reputation. The findings and recommendations from the 14 committees were presented for discussion at Faculty Forums and via a Strategic Enrollment Management web site accessible from the University's home page, and formed the basis for eight *2009-2014 Strategic Plan* working 'topic' committees that were convened in January 2009.

Planning input and information dissemination

The *Old Dominion University Strategic Plan: 2009-2014* preparation process included: (1) early and continuing guidance from the Board of Visitors and senior officers of the University, including President Broderick, the Provost, Vice-Presidents and Deans; (2) incorporation of prior and concurrent planning processes such as in enrollment management, capital planning, and the academic colleges' strategic plans; (3) inclusion of broad representation across academic and non-academic areas, with an emphasis on faculty representation and leadership, on the eight working committees and on a task force overseeing the process; (4) provision of a variety of

assessment, institutional research, and planning materials as resources to the planning process; (5) a strategic planning website to provide regular and frequent reports on committee activities and give University community members the ability to track and comment on those activities; (6) two open forums and a web blog for members of the University community at large to provide input; and, (7) presentations of the draft Goals and Objectives at various meetings and retreats of faculty, administrators, and student groups, including a 2-way video conference with site directors and other members of the ODU Distance Learning unit.

Other planning and assessment efforts contributed greatly to the *2009-2014 Strategic Plan* development process. The six academic colleges were provided detailed information on departmental resources and academic program productivity in Fall 2008. Early input was received from an external consultant, who discussed results of an environmental study with the ODU Board of Visitors at their winter retreat in January 2009. Recommendations were received from a Quality of University Life survey of all full-time teaching and research faculty, administrative and professional faculty, and classified and wage employees conducted by Human Resources staff in the latter half of 2008. Additional input included Office of Assessment reports on student satisfaction, a consultant's report on graduate programs, and discussions with Vice Presidents, Deans, and other members of the Provost's Council and central administration.

Planning committees

The Strategic Plan Executive Task Force was established and co-chaired by the Provost and a member of the Faculty Senate Executive Committee. The Task Force was composed of approximately 20 individuals including faculty members, administrators and clerical staff, in addition to the chairs of the eight strategic planning topic committees, seven of whom were full-time faculty members. The topic committees were: Quality and Institutional Effectiveness; Community Engagement; Educational Outcomes and Student Experience–Undergraduate; Educational Outcomes and Student Experience–Graduate; Campus Life; Faculty Development and Resources; Research and Scholarship; and Academic and Administrative Support–Technology, Facilities, Resources.

The Strategic Planning topic and Task Force committees comprised over 125 faculty and staff and included members of the undergraduate and graduate student leadership. Weekly meetings began in late January 2009 and initial recommendations were discussed at an open Forum on April 29, 2009. Task Force discussions continued through early summer 2009 and a preliminary draft of the 2009-14 strategic goals was presented to the Board of Visitors in June 2009 and to the Vice President's and Deans in early July 2009. Board of Visitors input was again solicited in mid-July 2009 and revisions from all areas incorporated into a final draft that was presented to the President's Administrative Retreat in early August 2009. The *2009-2014 Strategic Plan* was completed in mid-August 2009 and presented to the University community at an open forum in early September 2009, and to the ODU Board of Visitors for final approval on September 17, 2009.

From all of these discussions, the following 6 Strategic Goals were developed for the *Old Dominion University Strategic Plan: 2009-2014.*

1. Provide Students with the Tools to Succeed

2. Gain a National Reputation Through Key Academic Programs and Scholarship

3. Invest Strategically in Research to Spur Economic Growth

4. Enrich the Quality of Campus Life

5. Expand International Connections

6. Build Strong Civic and Community Partnerships

Implementation and assessment

On completion of the *2009-2014 Strategic Plan* and its endorsement by the Board of Visitors, the six major Goals outlined are to be incorporated into revisions of the academic college strategic plans, the capital planning process, and into the ongoing operating budget process at the University. Implementation of an annual assessment process for the *2009-2014 Strategic Plan* will incorporate feedback on the accomplishment of goals, objectives, and tasks into an annual report and will form an integral part of the annual operating budget process.

Old Dominion University's Strategic Plan 2009-2014

Goals and Objectives

with

Responsible Parties

and

Measures of Success

Goal 1. Provide Students With the Tools to Succeed

Advance an innovative and engaging learning environment for student success. Develop pedagogical models that foster creative learning, encourage student independence, enable inspired teaching, and make the best use of new technologies. Create a University Center for Learning and Teaching Excellence as an outgrowth from the current Center for Learning Technologies (CLT) where pedagogy and content experts will provide faculty with modern tools for enhanced pedagogical effectiveness. Enhance student academic success through targeted initiatives by departments, colleges, and the university, that provide greater attention to effective advising and assistance for students with academic deficiencies. Offer attractive and effective learning environments and expand opportunities for high achieving students. Create a Student Success Center and a Learning Commons as enhancements to the Perry Library that will integrate the library, information technology and University College services, instruction, and assistance to foster student creativity and experimentation and help students develop skills to improve their personal and professional success.

Rationale: We continually look for ways to improve the student learning experience, particularly given that we serve many non-traditional student populations, including members of the military and military spouses, returning adults, working students, and learners at a distance. Our faculty has developed award-winning programs in instructional development through our existing CLT that can be of great benefit to the entire teaching faculty and graduate teaching assistants. As we become a more residential campus, we need to offer a stimulating learning environment for students both during and out of class hours. Our high-achieving undergraduate students seek rewarding and relevant academic opportunities that will assist them in their future graduate experiences and professional careers. The availability of creative technologies encourages students to explore and experiment. We can facilitate student success through a modern and attractive Learning Commons that will provide a learning-centered environment with associated technology in support of the pedagogy and research needs of our students. We also seek to strengthen support services for those students needing assistance in meeting the challenges of contemporary higher education. Our planned Student Success Center will consolidate all of the support services that students need, including general academic advising and counseling, testing services, and internship, co-op, and career services, into one central location that has a natural flow-through to the library and the effective workspaces of the Learning Commons.

*Objectives***:**
A. **Strive for teaching excellence in classroom and distributed instructional models.**

Expand existing capabilities of the Center for Technology and Learning to create a new Center for Learning and Teaching Excellence, that will assist faculty to develop effective pedagogical models and support them with modern technology. Solicit faculty input on best practices and uses of all delivery modes for on-campus and distance education, regardless of delivery method or class size. Create or newly emphasize teaching workshops and training for new faculty, adjunct faculty, and teaching assistants, particularly for courses with large numbers of first-year students. Increase faculty participation in development workshops and

seminars through widespread promotion and encouragement. Sponsor competitive internal awards for teaching excellence and innovation by graduate students, adjuncts, and full-time teaching faculty.

Responsible Parties	Provost, Distance Learning, Deans, University College, Graduate Studies, Department Chairs, Graduate Program Directors, Faculty Senate, Office of Computing and Communication Services, Information Technology Advisory Committee, Faculty, Student Affairs
Measures of Success	1. Targeted workshops and training emphasizing teaching freshmen and other first-time college students developed by Fall 2010. 2. Improved teaching evaluations for Adjuncts, Lecturers, and Graduate Teaching Assistants from baseline 2009-2010 data. 3. Increased faculty participation in existing programs and annual increase in faculty use of technology to enhance teaching effectiveness. Assessment instruments indicate faculty members and students perceive long-term effectiveness of program. 4. Improved overall student satisfaction surveys, by department and College

B. Improve advising and academic support structures.

Ensure that the planned Student Success Center is an efficient and inviting space that enables students who need University-wide support services for their academic goals to find them in one central location. Assist those students who are in academic difficulty to overcome obstacles to success through faculty, peer-to-peer, and on-line tutorial programs. Maintain a minimum of 80% Freshman–Sophomore retention rate. Develop programs to support retention and success at Sophomore –Junior and Junior–Senior levels. Obtain regular feedback from faculty and students regarding effectiveness of the Student Success Center in facilitating student success. Provide for effective advising within academic units by offering regular advisor training. Create and make accessible on the university website a guide to academic support services that includes Writing Tutorial Services, Career Management (internships), advising services, and other student and academic assistance organizations.

Responsible Parties	Deans, Department Chairs, University College, Enrollment Management, Admissions, Chief Departmental Advisors, Graduate Program Directors, Faculty Senate, Disability Services, Student Affairs, Student Government Association
Measures of Success	1. Using 2006-07 as a baseline, increased student achievement in traditionally difficult courses, increased retention rate from Freshman to Sophomore to Junior years, and increased average ratings on quality of advising from Senior and Graduate Exit Surveys and other assessment tools. 2. Increased annual attendance at existing and enhanced advisor training. 3. Increased faculty, staff and student ratings of usability and effectiveness of university website in obtaining needed information regarding academic support services. 4. Assessment instruments indicate faculty members and students perceive effectiveness of Student Success Center.

C. Provide attractive and effective learning environment for students.

Ensure that the planned Learning Commons addition to Perry Library becomes a flexible, inviting space to facilitate student learning through exploration, discussion, collaboration, and access to technology that supports their out-of-class assignments and needs. Obtain regular feedback from faculty and students regarding effectiveness of the Learning Commons in facilitating student success. Continue technological enrichment and modernization of all learning spaces on campus and at Higher Education Centers, including laboratories, performing arts spaces, studios, and library study areas, and complete the mediation of all appropriate classrooms. Include group study areas as part of all future new building and building renovation plans. Ensure that strategic management of enrollment continues on an annual basis and that growth in enrollment is in line with resources available to support student success.

Responsible Parties	Provost, University Capital Planning Committee, University Space Committee, University College, Enrollment Management, Office of Computing and Communication Services, Facilities Management, University Librarian, Deans, Associate Deans, Student Affairs, Graduate Student Organization, Student Government Association
Measures of Success	1. Using 2008-09 as a baseline, increased number and percentage of total mediated classrooms. 2. Increased student use of Perry Library and Learning Commons. 3. Beginning in 2009-10, annual reports on technology and space improvements made and planned. 4. Assessment instruments indicate faculty members and students perceive effectiveness of Student Success Center.

D. Expand opportunities for high-achieving students to demonstrate proficiency.

Provide high-achieving students at all levels with opportunities for research and academic success, including support structures for those who enter national competitions. Sponsor competitive student research fellowships and stipends, and faculty matching grants for undergraduate participation in sponsored research. Display student achievements more widely on the university website and through other media and scholarly publications.

Responsible Parties	Provost, Deans, Honors College, Academic Departments, Faculty, Graduate Program Directors, Development Office, Media Relations/Marketing
Measures of Success	1. Using 2008-09 as baseline, increase number of undergraduates participating in research, assessed by College, beginning in 2010-11 2. Increase number of undergraduate students entering national competitions and whose work is recognized in these competitions, beginning in 2010-11. 3. Increase number of undergraduate students supported in research through external grants, starting in 2010-11. 4. Increase number of students that co-author presentations or publications with faculty sponsor(s), by 2011-12.

Goal 2. Gain a National Reputation Through Key Academic Programs and Scholarship

Strategically advance our nationally recognized academic programs. Reallocate resources to programs that have or could attain national prominence as measured by faculty reputation and successful graduates, including modeling and simulation, physics, bio-electrics and bio-engineering, education leadership and counseling programs, ocean sciences and engineering, *among others*. Support programs that successfully meet demonstrated local and regional needs, such as health sciences, nursing, economic forecasting, creative writing, and science, technology and mathematics (STEM) education. Increase efforts to attract high-achieving students, promote the scholarly achievements of our faculty, strategically increase the number of full-time faculty in prominent or promising programs, emphasize interdisciplinary opportunities, and affirm our identity as a graduate institution through concentrated attention to graduate student recruitment and support.

Rationale: We have many programs, some quite new, others more established, that have been recognized in national ratings or that hold promise to have significant national impact. We want those programs to continue to draw positive attention, even climb in the rankings, or else generate further grant money, good publicity, and/or interest to attract top quality students and faculty. Therefore, it is important to direct resources to those areas without at the same time undermining the value of other programs that, by virtue of their steady or increasing enrollment, importance to General Education or other core programs, significance to college mission, or other signs of vitality, deserve continued strong support. This will mean making hard choices about continuing support for programs that show steadily declining enrollments, inability to hire strong faculty, or failure to support college or university core missions.

*Objectives***:**

A. Identify and enhance funding for programs of special prominence or that are deserving of continuing support; identify programs that need significant change to be viable, or discontinue.

Undertake regular and systematic program reviews to identify programs of special prominence, or the potential for such prominence, and those that deserve continuing support. Appoint review committees in each college to determine criteria for prominence. Use this process to identify programs in need of major revitalization or that should be discontinued. Develop metrics to assess and optimize business and administrative costs for each program. Reallocate resources and include at least 40 new faculty positions toward the support of promising programs and develop action plans for reform or discontinuance of underperforming programs. Revisit each program every five years to ensure that resources are properly directed to prominent and core programs.

Responsible Parties	Provost, Deans, Associate Deans, Department Chairs, Institutional Research and Assessment, Graduate Studies, Faculty Senate, Faculty Committees.
Measures of	1. By fall 2010, each college identifies prominent or promising programs,

Success	and programs that should be discontinued or need change to be viable. 2. By fall 2011, each academic college will undertake first annual review of prominent, potentially prominent, and weak programs. 3. Resource requests and allocations provide evidence that appropriate follow up is implemented and that resources are appropriately allocated to existing and emerging programs of prominence.

B. Coordinate and enhance promotional and recruiting activities. *(Links to Goals 3 and 6)*

Increase support for promotional and reputational strategies that will enhance the national and international visibility of the University and its academic programs. Appoint recruiting committees or recruiting officers to work with Colleges, Admissions, and Marketing, as well as other units where relevant, to assist in developing attractive and up-to-date promotional and recruiting materials and an inviting web presence that will attract top quality undergraduate and graduate students.

Responsible Parties	Media Relations/Marketing, Enrollment Management, Admissions, Provost, Deans, Continuing Education Units, Community Relations, Institutional Research and Assessment
Measures of Success	1. Increased mention of ODU in national and international media. 2. Increased national rankings of programs by 2013. 3. Increased availability, dissemination, and web use of recruitment materials from surveys of newly enrolled students. 4. Increased % of top quality freshman and transfer undergraduate students and graduate students enrolled, as measured by SAT's, GPA's, class rank, etc. 5. Using 2008-2009 as a baseline, increased alumni activities and involvement, private donations, annual giving, and number of donors.

C. Attract and retain quality graduate students.

Increase accountability for graduate student success at College and Departmental level. Allocate funding for graduate student recruitment toward targeted areas within programs that are identified as high priority, and support graduate program development in critically needed areas. Offer competitive graduate support packages. Assist programs to track graduate student progress, improve program completion rates, and track professional or academic placement of graduates.

Responsible Parties	Deans, Associate Deans, Graduate Studies, Graduate Admissions, Graduate Program Directors, Faculty Senate, Alumni Relations, Enrollment Management, Media Relations/Marketing, Institutional Research and Assessment
Measures of Success	1. Increased retention of graduate students in first two years of program, by College and Department. 2. Decreased average time to degree completion by College and increase in number of PhDs awarded. 3. Increased number and percentage of graduate degree recipients providing job and/or academic placement information.

Goal 3. Invest Strategically in Research to Spur Economic Growth

Position Old Dominion University as an economic development leader for the region.
Further develop our nationally recognized Research Institutes and Centers of Excellence, *such as* the Frank Reidy Research Center for Bioelectrics, Virginia Modeling Analysis and Simulation Center (VMASC), the Center for Accelerator Science (in collaboration with the Jefferson National Laboratory), and the Laser and Plasma Engineering Institute, and focus in areas *such as* Supply Chain Management, Alternative Energy, Biomedical Sciences, and others to solidify the university's role as an economic development leader for the region. Employ Old Dominion's entrepreneurial ethos to create economic development impact by extending research discoveries and technology into business attraction and business creation opportunities. Leverage existing investments in computational and technology resources and in infrastructure such as Innovation Research Park (IRP), and develop planned facilities such as the Systems Engineering Building, to create new opportunities for translational research, technology transfer, cross-disciplinary and other collaborative research projects, that create real-world solutions for our communities and the world. Expand opportunities for collaboration with the City of Virginia Beach with an expected emphasis on graduate-level Health Sciences research in the Princess Anne Commons corridor. Seek out new strategic partnerships and build on existing collaborations, such as with the nearby Naval Postgraduate School, regional maritime industries, local teaching hospitals, and national laboratories. Hire and retain research-active and highly creative faculty and increase faculty productivity in research, scholarship, and creative work by reassessing teaching loads and broadly enhancing the University's research infrastructure.

Rationale: Having committed itself to become a nationally recognized, highly-ranked research university, ODU must continue its pursuit of excellence in attracting and retaining top-flight research faculty and foster the conditions under which nationally recognized research, scholarship, and creative activity can take place. Not to do so is to risk putting in jeopardy the gains that have been made in recent decades. We have several high profile research efforts that have, or are positioned to have, significant national impact in both fundamental and applied research. ODU is also committed to working with local, regional, and state economic development agencies to foster business attraction opportunities in the Hampton Roads region.

ODU has faculty clusters of excellence, such as in modeling and simulation at VMASC, and has developed attractive, modern facilities, such as IRP, that are poised to have considerable local and regional impact on workforce development and that can attract new businesses and economic opportunities to the region. We need to leverage our investments and assets to promote additional economic development and success in the region and further develop IRP as a focal point for business attraction and creation through translational research, technology transfer, and business development opportunities. By advancing the University's research infrastructure and encouraging a culture that supports patent applications and grant proposal submission, we will increase the success of external grants and contracts to faculty, draw continued positive attention, and attract top quality students and faculty to ODU. (*Also linked to Goal 2*)

*Objectives***:**

A. Pursue strategic collaborations, including economic development and cross-disciplinary research opportunities.

Identify economically and academically beneficial collaborations with external institutions and companies. Work with neighboring cities such as Virginia Beach to identify mutually beneficial programs that will address regional need. Develop joint or dual degree programs in key disciplines with other universities and teaching hospitals. Provide opportunities and support for faculty, including standard technology services, to develop spin-off companies, accelerate existing business enterprises, and/or develop strategic research connections with other institutions or entities in the region. Encourage external collaborators to work with faculty and graduate students in IRP, VMASC, or other high-profile facilities.

Responsible Parties	Vice President of Research, Vice President of Administration and Finance, Provost, Executive Director of Economic Development, Executive Director of VMASC, Deans, Office of Computing and Communication Services, Research Faculty.
Measures of Success	1. Using 2009-10 baseline number of collaborations, track the number of new collaborations established or terminated. 2. Using 2009-10 baseline number of dual or joint degree programs, track the number of new dual or joint programs established or terminated.

B. Hire and retain research active faculty.

1. Establish endowed chairs and other endowments that support retention and recruitment of top research faculty in identified strategic research areas.

Responsible Parties	Office of Development, Vice President of Research, Provost, Deans, Department Chairs.
Measures of Success	1. Increased funding for endowed chairs and research faculty recruitment. 2. Increased number of new research faculty hired annually and retained two or more years from initial hire in strategic research areas. 3. Using 2009-10, as a baseline, track the number and dollar amount of startup packages provided to, and research productivity of, newly hired research faculty. 4. Increased annual externally funded research expenditures in strategic research areas.

2. Assist faculty to increase research output by evaluating, and adjusting as necessary
   (a) faculty workload policies and practices, including graduate student supervision; and
   (b) departmental staff support in departments or programs that have high research and/or graduate program commitments.

Responsible Parties	Provost, Vice President for Research, Deans, Associate Deans, University Workload Committee (TBD), Department Chairs, Institutional Research and Assessment staff, Associate Vice President for Academic Services.
Measures of Success	Report on current workload policies and allocations, support staff allocations, and instructional and research productivity by college, with

	recommendations for new faculty workload policies and practices and optimal graduate student: faculty ratios, due to the Provost by Summer 2010.

C. Enhance the resources available to support research areas of excellence.

1. Identify and widely promote our current and potential research areas of excellence, and those that deserve continuing support. Review, revise or formalize as necessary, and implement criteria for establishing, supporting, and phasing out of Centers, Institutes, and external Partnerships.

Responsible Parties	Vice President for Research, Provost, Deans, Associate Deans, Graduate Studies, University Space Committee, Faculty Senate.
Measures of Success	1. By Fall 2010, the University will identify existing and potential Research Institutes or Centers of Excellence for sustained support, and Centers, Institutes, or external partnerships that should be discontinued. 2. Recommended policy for Centers, Institutes, and Research Partnerships to take effect Spring 2011.

2. Review all research support areas for improvements in efficiency, including the allocation, upkeep, and enhancement of physical facilities needed for research purposes. Ensure continuation and upgrade of necessary computational resources, including high performance computing, research network connectivity, mass data storage, and research computing expertise.

Responsible Parties	Provost, Vice President for Research, Vice President for Finance, Capital Planning Committee, University Space Committee, Office of Computing and Communication Services, Faculty Senate, Deans, Department Chairs.
Measures of Success	1. Report with recommendations for improvements and projected costs for implementation to the Vice President of Research and the Provost by September 2010. 2. Annual report documents planning process and priorities for allocation, upkeep, and improvement of research facilities/space for the year, with associated operating and capital budget resource needs and allocations. 3. Status report on completion of adopted and funded recommendations published on the Office of Research website, by September 2011 and annually thereafter.

Goal 4. Enrich the Quality of Campus Life

Build Our Reputation as a vibrant residential campus with a multicultural community that respects individuality. Become known as a student-centered university. Expand residential life and co-curricular programs to enhance student learning and engagement outside the classroom. Intensify our commitment to bringing engaging arts, cultural, and athletic events to the campus and to the surrounding Hampton Roads communities. Strengthen intra-campus communication systems and attend to the campus community's overall welfare. Renew focus on the civility of personal interactions and deliver first-rate service to faculty, staff, students, and the public.

Rationale: ODU's recent major expansion of student residence facilities on and adjacent to campus brings the opportunity to change the overall tenor of future campus life in a very positive direction. In addition to enhanced academic support for students (*Goal 1*) that must reflect and respond to our diverse student body, and our existing extra-curricular activities, student-centered programs and services must integrate the curricular with co-curricular activities. Student-faculty interaction both in and outside of the classroom is critically important in achieving intellectual engagement.

Understanding and respecting differences among individuals is critical to our students' success in the world after college and is critical to the success of the University as a whole. Our effectiveness as an organization and our reputation in the communities with whom we interact depends on the quality of service that we provide to students, parents and relatives, faculty and staff, administrators, and the public at large. The university suffers when any of those parties feels disregarded. We seek to make improvements throughout all sectors to ensure the university is recognized as properly responsive to its constituents.

*Objectives***:**
A. Expand Residential Life and co-curricular programs

Expand residential life programs through learning communities and other student-centered experiences. Promote opportunities for students and alumni to contribute as leaders and team members. Assist first year, transfer, and off-campus students to connect with student organizations and the larger campus community. Develop a Sophomore Success program to focus on service learning, career exploration and study abroad opportunities.

Responsible Parties	Student Affairs, Housing Services/Residential Life, University College, Student Government Association, International Programs, Intercultural Relations, Career Management Center, Enrollment Management, Faculty.
Measures of Success	1. Increased number and variety of residential life and co-curricular programs beginning in 2009-10, and annually thereafter. 2. Using 2009 NSSE survey as baseline, increased student satisfaction with campus life as measured by internal and external survey instruments.

B. Improve engagement and interactions among faculty, staff, and students.

1. Foster an Old Dominion University identity through increased community-building events and best practice activities, including workshops and motivational speakers. Invest in engaging and exciting programs that celebrate multiculturalism and diversity. Evaluate and eliminate programming that no longer resonates. Continue to offer engaging cultural, athletic and entertainment events on campus and encourage alumni, faculty, administrators, and classified staff to attend. (*Also links to Goal 6*).

Responsible Parties	President, Provost, Vice Presidents, Human Resources, Deans, Faculty, Student Affairs, Institutional Equity and Diversity, Hourly and Classified Employees Association.
Measures of Success	1. Increased number and kinds of community-building events beginning in 2009-10, and annually thereafter.

2. Implement approved recommendations from the 2008-09 Quality of Life (QUL) surveys. Conduct focus groups to assess the effectiveness of the implemented recommendations prior to conducting a follow-on comprehensive QUL survey in 2011-2012.

Responsible Parties	QUL Committee, President, Provost, Vice Presidents, Human Resources, Deans, Department Chairs, Enrollment Management, Academic Affairs, Institutional Equity and Diversity, Institutional Research and Assessment.
Measures of Success	1. Status of implementation of approved recommendations arising from for the QUL surveys annually. (Complete/Partially Complete/Not Complete). 2. Assessment of the effectiveness of implemented recommendations from focus group study. 3. Increase in qualitative and quantitative satisfaction ratings in follow-up comprehensive QUL surveys.

C. Improve intra- and inter-departmental communication systems.

Create a more interactive and inviting web site through usability testing and re-design and provide the resources to maintain it. Ensure useful and relevant content on web pages. Improve the timely circulation of announcements and other information to the University community and emphasize the expectation for vice presidents, deans, chairs, supervisors and other leaders to engage in regular interpersonal communications to share significant information. Encourage faculty, staff and students to serve on committees as appropriate.

Responsible Parties	Media Relations and Marketing, Vice Presidents, Deans, Associate Deans, Enrollment Management, Office of Computing and Communication Services, Web Media staff, academic departments and programs, all service areas.
Measures of Success	Increased ratings of usability and effectiveness of university website and ability to obtain needed information using navigation tracking systems and regular surveys of faculty, staff, students, and external constituents.

Goal 5. Expand International Connections

Emphasize the international focus of the University. Expand student understanding of international cultures through globally conscious curricula and participation in projects that have an international component. Encourage and recognize faculty international initiatives and provide increased opportunities for student travel and learning abroad through additional faculty-led programs. Promote the strengths of our existing unique programs that have international emphasis, *such as* the Graduate Program in International Studies and our faculty-led Study Abroad programs, and develop new international collaborations where feasible. Improve connections with internationally focused organizations adjacent to ODU in Hampton Roads (*such as* the military installations, port operations, Operation Smile, and NATO). Increase international representation of students and faculty on campus.

Rationale: Old Dominion University has long prided itself on being open to the world. With one of the largest cohorts of international students in the Commonwealth of Virginia, a variety of study abroad and exchange programs, and shared interests with internationally focused organizations like NATO and the armed forces, we are already heavily invested in global thinking and activities. Many of ODU's faculty members have collaborative research or scholarly activities with faculty in other countries; these connections could form the basis for additional faculty and student exchange programs. Amid the challenges created by the recent world economic crisis and heightened alerts in the wake of terrorist incidents, it is crucial that the University maintain its emphasis on an international outlook in order to keep lines of communication open among students, faculty, citizens of the Commonwealth, and the rest of the world.

*Objectives***:**
A. Enhance international curricula and study abroad opportunities.

Create incentives for faculty to enhance the international component of the undergraduate experience, stressing the international dimensions of course content whenever feasible and offering additional study abroad and international project experiences. Recognize faculty involvement in international and intercultural curricular development in tenure and promotion decisions. Sponsor intercultural seminars and experiences and pursue additional scholarships for domestic students to study abroad.

Responsible Parties	Provost, Deans, Development Office, Department Chairs, International Programs, Intercultural Relations, Faculty Senate, Promotion and Tenure Committees, Faculty
Measures of Success	1. Increased inventory of seminars, courses with an international dimension from 2010-11 onward. 2. Increased number of scholarships for students to conduct study abroad. 3. Creation of a recognition program for involvement in international curricular development, by 2010-11.

B. Develop and support a more diverse international community.

Enhance the international diversity within the faculty and student body through targeted recruitment and follow-up mentoring to assure retention of high-achieving individuals from underrepresented national and cultural backgrounds. Ensure international graduate students are adequately prepared for teaching and research assistantships through targeted workshops and training programs.

Responsible Parties	Provost, Deans, Department Chairs, Search Committees, Enrollment Management, Admissions, Graduate Admissions, Graduate Studies, Graduate Program Directors, Student Affairs, Faculty
Measures of Success	1. Increased number of international faculty, beginning 2009-10. 2. Increased number by origin, college, and level of international students, beginning 2009-10. 3. Increased retention and program completion rates for international graduate students.

C. Expand beneficial global collaborations.

1. Expand beneficial connections with internationally focused agencies, including NATO and the military, and with international universities. Develop active institutional, faculty, and student relationships with international entities. Explore, and implement where appropriate, dual and joint-degree programs with prestigious international universities.

Responsible Parties	Provost, Deans, Military Affairs, Admissions, International Programs, Distance Learning, Department Chairs, Faculty
Measures of Success	1. Using 2008-09 as a baseline, increased inventory of collaborations and dual/joint degrees with an international dimension from 2010-11 onward.

2. Host international symposia and conferences by providing facilities and support structure, including use of distance-learning technology. Encourage faculty to assume leadership positions in international organizations.

Responsible Parties	Provost, Deans, Military Affairs, Distance Learning, International Programs, Department Chairs, Faculty
Measures of Success	1. Using 2008-09 as a baseline, increased number and kind of international symposia and conferences sponsored on campus and via distance-learning technology, by college. 2.Using 2008-09 as a baseline, increased number of faculty in leadership positions in international organizations

Goal 6. Build Strong Civic and Community Relationships

Achieve national recognition as an engaged, metropolitan university. Focus on building positive perceptions of ODU in the community to encourage greater alumni and public support. Build on our successful Continuing Education programs and create stronger links with the Commonwealth's community colleges to provide enhanced workforce development opportunities especially in areas of regional and national need, such as advanced health science degrees, modeling and simulation, engineering technology, and STEM education. Facilitate business creation and expansion efforts in the region through extension of ODU's intellectual capital, innovation, and infrastructure into the broader community, such as via the Innovation Research Park. Establish the Virginia Applied Technology and Development Center as the University's front door for businesses to engage the University in solutions for their business problems. Build strong civic and community partnerships to enhance Hampton Roads' standing as a 'Great Place to Live and Work'. Apply ODU's expertise to community betterment and become the 'go to' place for solutions to Hampton Roads' problems through increased civic and community engagement of faculty, staff, and students in solving socio-economic, educational, health, and workforce needs.

Rationale: The University is situated in a dynamic and growing metropolitan region and demonstrates its commitment to the economic development and quality of life in the region not only through its academic programs, but also through direct action in the surrounding communities. Through our Distance Learning technology and our articulation agreements with the Virginia Community College System (VCCS), we create access for all citizens of the Commonwealth and beyond to encounter Old Dominion University for professional or personal development. Through our annual State of the Region and Economic Forecasting Project reports we inform the community about global economic activity that directly affects their daily lives. Through our offerings in Continuing Education, we provide both tangible and intangible benefits to the daily lives and welfare of the community around us. Through service learning opportunities we provide support to the community in even more immediate ways as our students, staff and faculty collaborate directly with local experts to solve the many serious issues facing local, national, and global communities. It is imperative that through these means and others, we maintain and enhance the positive perception of ODU within the community and ensure that the Town-Gown dialogue remains open and mutually beneficial.

*Objectives***:**

A. Expand and promote Continuing Education programs and related events.

Build on and promote existing successful Continuing Education programs and summer camps offered through the colleges and other university units. Develop a self-supporting base for Continuing Education. Cultivate experts in the community to lead selected programs where appropriate. Provide one-stop shopping for the provision of housing, food services, parking, card services, program space and related support. Evaluate indoor and outdoor campus spaces for their potential use as informal educational, athletic, and cultural venues. Provide an on-line calendar with a coordinated box office for events. (*Also linked to Goal 1*).

Responsible Parties	Provost, Deans, College non-credit units, Auxiliary Services, University Space Committee, University Events, University Registrar, Associate Vice President for Academic Services, Office of Computing and Communication Services, Faculty, Community Relations
Measures of Success	1. Using 2008-09 offerings as a baseline, increased number and variety of Continuing Education offerings. 2. Increased number of campus and community experts used to provide Continuing Education programs. 3. Effective on-line box-office for all external community events. 4. Conduct program evaluations and use data to make improvements in subsequent offerings.

B. Partner with Community Colleges for expanded workforce development in the region.

Build on existing articulation agreements and connections between Distance Learning and the VCCS to develop seamless 2+2 programs and accelerated 3-yr baccalaureate degree programs in areas of regional and national workforce need. In collaboration with VCCS and individual community colleges in the region, convert targeted, high-need programs into video-stream, on-line, and blended delivery modes as appropriate to the programs.

Responsible Parties	Provost, Deans, Distance Learning, University College, Enrollment Management, University Registrar, Faculty
Measures of Success	1. Using 2008-09 as a baseline, increased number and type of 2+2 program conversions, by college. 2. Using 2008-09 as a baseline, increased number of accelerated 3-yr baccalaureate degree programs with area community colleges.

C. Create a dynamic Community-University relationship that uses community experts as instructors and ODU personnel as experts to help solve community problems.

1. Upgrade the faculty/staff expertise on-line profile and integrate with the on-line Faculty Activity System (FAS) to provide more effective and efficient media and community access. Encourage university personnel to contribute their expertise on issues of community concern at a local and larger level. Encourage community experts in such arenas as civic engagement, business and industry, school districts, arts and culture organizations, to be more engaged with ODU as instructors, speakers, and program leaders on campus.

Responsible Parties	Media Relations and Marketing, Institutional Research and Assessment, Office of Computing and Communication Services, Deans, Departments, Faculty, Academic program directors, College non-credit operations, University Events, Community Relations, Community Development Corporation.
Measures of Success	1. Current expertise guides integrated into the Faculty Activity System and prominent on University website during 2009-10. 2. Using 2008-09 as a baseline, increased number and kind of external consultations/products produced by faculty that address issues of community concern.

	3. Using 2008-09 as a baseline, increased number of community experts serving as instructors, speakers, and program leaders by areas they represent (e.g., business, arts, etc.). 4. Conduct program evaluations and use data to make improvements in subsequent offerings.

2. Provide students with meaningful experiential learning, service learning, and internship programs that have civic engagement emphasis.

Responsible Parties	Academic program directors, Career Management Center, Student Affairs, University College, Community Relations, Community Development Corporation
Measures of Success	1. Using 2008-09 as a baseline, increased number and type of service learning activities and community engagement internships, by college. 2. Assess the learning that results from participation in these experiences using surveys and/or focus groups.

D. Achieve national recognition as an engaged, metropolitan university.

1. Apply for and receive Carnegie Foundation Community Engagement classification in both "academic" and "community" categories.

Responsible Parties	Provost, Deans, Continuing Education Units, Community Development Corporation, Community Relations, Institutional Research and Assessment.
Measures of Success	1. Acquire data to support application for Carnegie Foundation Community Engagement classification in 2009-10. 2. Submit a completed application by September 1, 2010 and every 2 years thereafter until successful, then maintain classification.

2. Increase private giving to supplement state support to the University through strategic and consistent public relations and marketing messaging to the University's many constituencies, via increased personnel in Development, Alumni Relations, and Marketing.

Responsible Parties	President, Provost, Vice President for Development and Alumni Relations, Deans, Media Relations/Marketing, Enrollment Management, Admissions, Continuing Education Units, Community Development Corporation, Community Relations, Institutional Research and Assessment
Measures of Success	1. Using 2008-2009 as a baseline, increased overall endowment, alumni activities and involvement, private donations, annual giving and number of donors. 2. Increased mention of ODU in national and international media. 3. Increased national rankings of programs by 2013. 4. Increased availability, dissemination, and web use of recruitment materials from surveys of newly enrolled students. 5. Increased percentage of top quality freshman and transfer undergraduate students enrolled, as measured by SAT's, high school and Community College GPA's, class rank, etc.

PROGRAMMATIC ASSESSMENT AND RESOURCE PLANNING PROCESS

Between September and November 2009, a complete analysis of the University's current and future resource prospects will be reviewed in light of ongoing and likely future changes in Commonwealth funding to the University and anticipated student enrollment increases. Concurrently, a series of tuition and fee scenarios will be generated as more external financial information becomes available. During the same time frame, each academic college and all non-academic vice presidential areas will be asked to update their strategic plans in light of the new *Old Dominion University Strategic Plan: 2009-14.*

These processes will allow for the development of an *Operational Plan: 2009-14* that will be in parallel with the new *Strategic Plan*. The *Operational Plan* will incorporate multi-year implementation timelines, needed resource allocations and reallocations, and detailed measures of success in accomplishing each *Strategic Plan* goal and action. It will provide a workable management and accountability tool both for the Board of Visitors and for the University's administration.

In addition to the benefits of having more complete information regarding the University's financial future when the *Operational Plan: 2009-14* is developed, these activities will coincide and coordinate with the externally mandated planning process under the Higher Education Restructuring Act, which requires submission of six-year Enrollment, Academic, and Financial Plans to the State Council of Higher Education for Virginia in November 2009.