

Old Dominion University**Office of Academic Affairs****Faculty-Focused: The Center for Faculty Development Strategic Plan****Tuesday, September 17, 2024**

1 Executive Summary

The Center for Faculty Development (CFD) is dedicated to advancing the University's agenda for teaching excellence by offering continuous professional development, resources, and support services to faculty. Our Strategic Plan (SP) Faculty-Focused goals are aligned with the five major areas of academic excellence identified in the University's Strategic Plan, *Forward-Focused: Where Innovation Meets Possibilities*. As a dynamic document, this plan—inspired by our institutional mission—is regularly updated to meet the evolving needs of all faculty members (tenured, tenure-track, lecturers, instructors, and adjuncts).

In partnership with other campus units and in accordance with our institutional policies, the CFD seeks to create a culture of continuous improvement in teaching and learning. This is accomplished by engaging faculty in professional development programs as educators, scholars, and professionals. Effectively influencing faculty teaching practices requires a comprehensive and ongoing approach that addresses both current and emerging faculty needs. Consequently, the CFD seeks to leverage institutional resources to provide a mix of longitudinal and recurring activities designed to develop a culture of teaching excellence and improve student success, retention, and graduation rates.

Following the upcoming merger with EVMS, the CFD's strategic plan will be adjusted to incorporate more frequent collaboration with the EVMS professional development division. This collaboration will enable the sharing of resources, expertise, and best practices, further enhancing the professional development opportunities available to faculty members across the institution.

The CFD SP also supports the research mission of the University's Strategic Plan focused on expanding the national and international research profile of the university. The CFD offers research support and collaborations for faculty to increase research productivity, further enhancing ODU's research infrastructure. The CFD also advances the University's Strategic Plan by promoting the integration of the arts and humanities across all disciplines, recognizing their essential role in fostering a comprehensive understanding of the human experience.

To monitor our progress toward achieving teaching and research excellence, we support each element of our strategic plan with clear goals and both qualitative and quantitative metrics. Demonstrating the impact of faculty development programs requires a blended approach in which non-quantifiable metrics support quantifiable ones (e.g., self-reported teaching improvement and frequency of participation).

2 Vision Statement

Our vision promotes the professional development of faculty to engage new pedagogies and instructional innovation in order to enhance student learning. We support a university culture that advances excellence in teaching and research, one offering a network of support for faculty at all ranks and career stages as well as a collaborative outlet for faculty voices.

3 Mission Statement

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

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

4 Our Values

4.1 Excellence: Fostering a Culture of Teaching Excellence

Excellence in teaching puts students first. It means that faculty share knowledge, engage learners, and support their intellectual growth and critical thinking skills. It involves the use of creative and inclusive teaching methods that create a learning environment in which students can succeed. To achieve teaching excellence, the CFD advocates a growth mindset aimed at continuous improvement of teaching skills and pedagogical understanding.

At the CFD, we are committed to creating a culture of excellence in teaching and learning. We achieve this by promoting the Scholarship of Teaching and Learning (SoTL), sharing best practices, embracing diverse perspectives, and encouraging faculty to reflect on and innovate in their teaching methods. By creating meaningful opportunities for faculty to interact, we empower them to inspire students to reach their full potential and contribute to the University's academic achievement, retention, and graduation rates.

4.2 Collaboration: Collaborating with Other Units

Our approach to faculty development focuses on working closely with other campus units and leveraging existing university resources to achieve our common goals. We build partnerships with other units to encourage open communication, knowledge sharing, and cross-disciplinary collaboration among faculty and staff. Together, we develop innovative ideas, create more educational opportunities, and advance the University's mission of educational excellence.

4.3 Collaboration: Promoting Scholarly Productivity

As an R1 institution, we encourage the development of new knowledge within our research environment. We promote better understanding of strategies that increase research productivity, encourage research collaboration, and support the ethical conduct of research.

4.4 Innovation: Fostering a Culture of Innovation

We support and encourage innovation, experimentation, and the exploration of innovative ideas and strategies in teaching and learning. We collaborate with faculty on new technologies and teaching methods to enhance student success.

4.5 Diversity and Inclusion: Embracing Diversity

We value the unique perspectives of all backgrounds and are committed to an inclusive learning and working environment for ODU faculty. Embracing diversity enhances education, fosters innovation, and creates an environment in which faculty can thrive. We strive to create an inclusive atmosphere that benefits all by promoting fairness, respect, and a sense of belonging.

4.6 Lifelong Learning: Learning Together

At the CFD, we strive to create a culture of lifelong learning by offering faculty ongoing professional development opportunities based on adult learning theories and concepts. This approach allows faculty to use their experiences, interests, and needs to improve their teaching practices and ultimately enhance student-success.

4.7 Reflection: Promoting Reflective Practice

As reflective practitioners, at the CFD we constantly evaluate our methods to cultivate a culture of self-reflection. We encourage faculty to reflect on their perceptions, assumptions, and beliefs about teaching and learning, as well as their research goals and productivity.

4.8 Confidentiality: Protecting Your Privacy

At the CFD, we keep all consultations with faculty members about teaching, scholarship, or service strictly confidential. Any information shared during consultations will be kept private and will not be shared with others.

5 Objectives

The purpose of this strategic plan is to cultivate a culture of teaching excellence and faculty productivity by achieving the following goals:

5.1 Teaching Excellence

- a) Inspire and support innovative teaching practices by promoting the Scholarship on Teaching and Learning (SoTL).
- b) Expand the use of evidence-based practices in teaching and learning, especially high-impact practices.
- c) Raise awareness of the interplay between content, pedagogy, and technology.
- d) Encourage self-reflection on teaching and learning while challenging existing teaching and learning practices.
- e) Support the recognition and reward of excellence in teaching.
- f) When possible, align faculty development activities with the disciplinary needs of the department.
- g) Promote inclusive teaching practices in the classroom.

5.2 Research and Collaboration

- a) Facilitate interdisciplinary research collaborations.
- b) Advance the scholarship of teaching and learning through a bottom-up, problem-centered approach.
- c) Support programs that enhance scholarly productivity.
- d) Mentor tenure-track faculty toward tenure and mentor tenured faculty toward full professor status. Address, in particular, the barriers women, especially women of color, often face in networking and building their research programs.

5.3 Professional and Leadership Development

- a) Advance programs aimed at professional and leadership development for faculty.

5.4 Diversity, Equity, and Inclusion

- a) Engage inclusive teaching and research collaboration.
- b) Support initiatives focused on the hiring and retention of underrecognized groups, particularly women and women of color STEM faculty.

6 Faculty Development Programs & Activities

6.1 Orientation and Mentoring

- a) Adjunct faculty orientation
- b) New faculty orientation
- c) Mentor tenure-track and tenured faculty towards promotion and tenure

6.2 Teaching and Learning

- a) Promotion of best practices for teaching and learning

- b) Classroom observation and feedback
- c) Workshops, brown bags, seminars, and series on diverse topics
- d) Teaching with technology initiatives
- e) Teaching consultations
- f) Online resources
- g) Promotion of best practices for inclusive teaching

6.3 Research and Writing Support

- a) Writing retreats
- b) Support faculty research productivity

6.4 Recognition and Acknowledgement

- a) Outstanding faculty recognition
- b) Provost's Spotlight honoring faculty excellence

6.5 Diversity, Equity, and Inclusion Initiatives

- a) Grants and initiatives promoting the hiring and retention of underrecognized groups, particularly women and women of color in STEM disciplines

6.6 Leadership Development

- b) Leadership development programs

7 Expected Outcomes

7.1 Teaching Excellence

- a) Improve overall teaching excellence, as demonstrated by student learning outcomes and retention.
- b) Increase the number of participants in the CFD programs who self-report positive changes in their teaching and learning practices.

7.2 Faculty Engagement

- c) Boost overall faculty participation in existing and new programs.
- d) Raise the number of new attendees compared to returning attendees, including information about new, mid-career, and experienced faculty.

7.3 Collaboration and Partnerships

- e) Grow the number of strategic collaborations within and outside the university.

7.4 Diversity, Equity, and Inclusion

- f) Increase the representation of underrecognized groups, particularly women and women of color, in STEM disciplines.

7.5 Institutional Impact

- g) Enhance the overall impact of the CFD on the university's academic culture and faculty success.

8 Strategic Goals and Objectives

ODU's SP Goals	CFD SP Objectives	Metrics
<p>1. Serve as a leading institution in developing and offering relevant, signature academic programs to meet regional and global workforce needs</p>	<ul style="list-style-type: none"> ▪ Collaborate with colleges and departments to organize workshops and training sessions based on targeted relevant academic programs such as GenEd. ▪ Help faculty to better understand our student population. 	<ul style="list-style-type: none"> ▪ Number of workshops developed per college/department ▪ Number of participants per workshop by college, department, etc. ▪ Level of participants satisfaction (open-ended surveys, post-event follow-up surveys) ▪ Self-reported changes in teaching practices (surveys, interviews, focus groups)
<p>2. Provide high-impact experiences for all undergraduate students through experiential learning programs</p>	<ul style="list-style-type: none"> ▪ Coordinate with colleges and departments to organize workshops designing and implementing experiential learning activities, such as internships. ▪ Support the Mellon funded Monarch Humanities Internship Academy. 	<ul style="list-style-type: none"> ▪ Number of workshops developed per college/department ▪ Number of participants per workshop by college, department, etc. ▪ Level of participants satisfaction (open-ended surveys, post-event follow-up surveys) ▪ Self-reported changes in teaching practices
	<ul style="list-style-type: none"> ▪ Identify/create resources for faculty to integrate experiential learning into their courses. 	<ul style="list-style-type: none"> ▪ Number of resources identified/created ▪ Number of courses incorporating experiential learning activities ▪ Level of participants satisfaction (open-ended surveys, post-event follow-up surveys) ▪ Self-reported changes in teaching practices
	<ul style="list-style-type: none"> ▪ Offer longitudinal and one-on-one workshops on various pedagogical and technology related topics. ▪ Collaborate, when possible, with departments to develop peer-led discipline-specific workshops (individual and longitudinal) on various teaching and learning pedagogical approaches. 	<ul style="list-style-type: none"> ▪ Number of workshops offered per college/department ▪ Number of participants per workshop by college, department, etc. ▪ Level of participants satisfaction (open-ended surveys, post-event follow-up surveys) ▪ Self-reported changes in teaching practices

3. Utilize the Scholarship on Teaching and Learning (SoTL) and advising best practices to enrich undergraduate and graduate academic programs	<ul style="list-style-type: none"> ▪ Update the CFD repository of teaching resources and best practices for faculty (sample assignments, rubrics, resources, etc.). 	<ul style="list-style-type: none"> ▪ Number of resources added to the repository ▪ Level of satisfaction (open-ended surveys, post-event follow-up surveys) ▪ Self-reported changes in teaching practices
	<ul style="list-style-type: none"> ▪ Revise an institutional student-centered syllabus template to ensure consistency and adoption of various institutional policies. 	<ul style="list-style-type: none"> ▪ Number of faculty reporting using the template ▪ Level of satisfaction (open-ended surveys, post-event follow-up surveys) ▪ Self-reported changes in teaching practices
4. Develop infrastructure to support excellence in research and scholarship for undergraduate and graduate students	<ul style="list-style-type: none"> ▪ Foster collaborative research opportunities for faculty development in various colleges, promoting Course-based Undergraduate Research (CURES). ▪ Collaborate with the Honors College to support their Undergraduate Research Symposium. 	<ul style="list-style-type: none"> ▪ Number of collaborative research projects initiated ▪ Number of grants awarded ▪ Level of satisfaction (open-ended surveys, post-event follow-up surveys) ▪ Self-reported changes in teaching practices
5. Develop infrastructure to support excellence in research and scholarship for productivity.	<ul style="list-style-type: none"> ▪ Offer faculty opportunities to become more productive, develop career development plans, and engage in greater networking to enhance research profiles. 	<ul style="list-style-type: none"> ▪ Number of participants per workshop by college, department, etc. ▪ Level of participants satisfaction (open-ended surveys, post-event follow-up surveys) ▪ Self-reported changes in research productivity.
6. Accelerate the recruitment and retention of diverse faculty and academic administrators committed to excellence in teaching, scholarship, engagement, and mentorship	<ul style="list-style-type: none"> ▪ Partner with the Office of Faculty Diversity and Retention, the Center for Global Engagement, and the NSF ADVANCE Team to implement goals and objectives to increase the diversity of women in STEM as outlined in the NSF Advanced Grant with the possibility of influencing departments outside of STEM as well. 	<ul style="list-style-type: none"> ▪ Retention rate of diverse faculty and administrators ▪ Evaluate outcomes of Advance grant

7. Implementation Plan

The Center for Faculty Development (CFD) will develop and implement a strategic plan, in collaboration with various university divisions, faculty, and administrators to ensure a coordinated approach to achieving our goals.

- Continue to collaborate with units including but not limited to colleges, departments, ITS, University Libraries, the Center for Global Engagement, the Office of Faculty Diversity and Retention, the Office of Academic Success Initiatives and Support, etc.
- Identify potential partners on campus for programs and services.
- Collaborate with the Professional Development Office at Eastern Virginia Medical School (EVMS) when possible.
- Explore additional ways to connect with pre-tenure faculty (Launch Committees) and enhance the first-year experience of new tenure-track faculty.
- Develop strategies to engage faculty who do not attend CFD events.
- Evaluate outreach based on college, career stage, and appointment type.
- Recruit more faculty to participate in CURE grants and the Undergraduate Research Symposium.
- Update and enhance the CFD's online resource repository for teaching and learning.
- Develop a comprehensive communications plan for the CFD.
- Improve processes for documenting and assessing effectiveness.
- Support initiatives under the NSF ADVANCE Adaptation Grant to increase the representation of women, particularly women of color, in STEM faculty.

8. Implementation Plan

This table provides a detailed implementation plan for the Faculty Development Center's strategic plan for the first year. For subsequent years, the plan includes reviewing progress, revising the annual plan based on assessment results, developing a detailed plan for the next academic year, and organizing faculty development workshops and trainings.

Timeline	Activities	Responsible Parties	Required Resources
Summer 2024	1. Perform a needs assessment to determine faculty development priorities.	CFD Staff, and collaborators	Needs assessment tools, workshop materials, communication materials
	2. Develop a detailed annual plan based on identified priorities.	CFD Staff, and collaborators	Needs assessment tools, workshop materials, communication materials
	3. Organize faculty development workshops and activities.	CFD Staff, and collaborators	Needs assessment tools, workshop materials, communication materials
Fall 2024	1. Execute the first year of the annual strategic plan.	CFD Staff, and collaborators	Workshop materials, metrics tracking tools, communication materials
	2. Monitor progress and collect data on identified metrics.	CFD Staff, and collaborators	Workshop materials, metrics tracking tools, communication materials
	3. Conduct regular meetings to discuss progress and address challenges.	CFD Staff, and collaborators	Workshop materials, metrics tracking tools, communication materials
	4. Provide ongoing faculty development opportunities and resources.	CFD Staff, and collaborators	Workshop materials, metrics tracking tools, communication materials
	5. Communicate progress to AA, colleges, and departments.	CFD Staff, and collaborators	Workshop materials, metrics tracking tools, communication materials
Spring 2025	1. Assess the effectiveness and progress of the first year's activities.	CFD Staff, and collaborators	Evaluation tools, workshop materials, revised annual plan
	2. Revise the annual plan based on the results of the evaluation.	CFD Staff, and collaborators	Evaluation tools, workshop materials, revised annual plan
	3. Develop a detailed plan for the next academic year.	CFD Staff, and collaborators	Evaluation tools, workshop materials, revised annual plan
	4. Conduct faculty development workshops and training sessions.	CFD Staff, and collaborators	Evaluation tools, workshop materials, revised annual plan

9. Monitoring and Evaluation

This section presents a mixed-methods evaluation framework that integrates process, outcome, and impact assessments for the CFD's strategic plan. It employs a variety of data collection methods such as attendance records, surveys, focus groups, interviews to assess the plan's implementation, effectiveness, and long-term impact. Data collection occurs on an ongoing, annual, and biennial basis to facilitate informed decisions, pinpoint areas for improvement, and continually refine the strategic plan to better serve faculty, students, and the community.

Evaluation Component	Data Collection Method	Data Source	Frequency	Responsible Party	Purpose
Process Evaluation	1. Workshop attendance records 2. Surveys 3. Focus groups 4. Interviews	Faculty, CFD staff	Ongoing (After each workshop, training, or activity)	CFD staff, and collaborators	1. Evaluate activity implementation and identify challenges. 2. Collect feedback on workshop, training, and resource quality and relevance.
Outcome Evaluation	1. Pre-and post-workshop surveys 2. Retention and promotion data 3. Faculty and administrator diversity data	Faculty, CFD staff	Annual	CFD staff	1. Measure the plan's impact on faculty teaching. 2. Assess achievement of strategic goals and objectives. 3. Identify areas for improvement to inform future planning.
Impact Evaluation	1. Longitudinal surveys 2. Analysis of student outcomes data (e.g., graduation rates, retention, etc.)	Faculty, University departments Data from needs assessment survey	Every 2-3 years	CFD staff	1. Evaluate the long-term impact on faculty and students. 2. Assess contributions to the university's academic distinction.

10. Conclusion

The strategic plan of the Center for Faculty Development underscores the University's dedication to teaching and research excellence by delivering extensive resources, training, and support to faculty. By concentrating on six strategic goals and associated objectives, the CFD empowers faculty to achieve excellence in teaching, research, and professional development, thus bolstering the University's academic reputation and its influence on the regional and global workforce. Achieving our vision of teaching and research excellence demands sustained institutional commitment and support.