

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
1.a.	Serve as a leading institution in the Commonwealth of Virginia in developing and offering relevant, signature academic programs to meet regional and global workforce needs	Partner with industry and public sector leaders to identify and respond to regional, national, and global workforce needs	In progress and on schedule	<p>To expand providing primary care services to families and individuals experiencing homelessness or a housing crisis, the School of Nursing partnered with the City of Virginia Beach's Housing Resource Center and secured \$300,000 from Sentara.</p> <p>To address the educator shortage and best prepare K-12 students for successful entry into the workforce, the Darden College of Education and Professional Studies developed new teacher training cohorts with school districts across Hampton Roads and expanded the Teacher in Residence program model for sustainability.</p> <p>To facilitate the offering of the online Interdisciplinary Game Studies major, the College of Arts and Letters created the Monarch Institute for Game Design and Development (MIGDD) in July 2023.</p> <p>To date, the College of Sciences has received \$194,000 from Sentara Health/Optima Health/Virginia Premier. The Sentara-Funded Project Choice initiative aims to increase the acceptance of pre-health students from underserved areas and underrepresented populations into professional health programs to ultimately increase the number of underserved/underrepresented healthcare providers.</p> <p>Academic Affairs leveraged the capabilities, resources, and locations of Regional Higher Education Centers to support educational and workforce initiatives (i.e., Laboratory School - Chesapeake, Newport News, and Suffolk Public Schools) and the Monarch Internship and Co-Op Office initiatives including the Cybersecurity internship.</p>	<p>Recruitment and retention of faculty and staff.</p> <p>Availability of and access to data from the Virginia Department of Education (VDOE). Changes to funding requirements by the VDOE (no longer allowing no-cost extensions despite issuing funding many months into the funding cycle) presents a challenge to grant management.</p>	<p>We are collaborating with several agencies and organizations including - City of Virginia Beach, School Districts (Chesapeake, Newport News, Norfolk, Virginia Beach, Portsmouth, Hampton, Eastern Shore, Williamsburg James City County, Henrico, Frederick, Hanover, Danville, Northampton), Tidewater Community College, VPCC, Hampton Roads Workforce Development Council, and Sentara.</p>	<p>School of Nursing is hiring and training providers (FNP, social work, coordinator).</p> <p>Continue collaborative meetings with partnering districts, community college leaders, and industry leaders involved in the various initiatives to solidify plans, utilize existing funding, jointly pursue additional funding, and implement programming.</p> <p>Allocate funds to hire additional faculty and staff.</p> <p>Continue to work with ODU Global to promote and market the online programs.</p>	<p>Reallocated funds and staff positions to support expansion of strategic partnerships, Lab School initiatives, teacher prep/professional development initiatives, creation of the Institute for Design Thinking, Leadership Development, and establishment of the School of Supply Chain, Maritime, and Logistics.</p>	Austin Agho, Ph.D.
				<p>Identified talent retention and attraction, childcare, and mental health specifically for our active-duty service members as critical areas of concern on a regional, statewide and national level. Continue to work closely with the Hampton Roads Workforce Council, The Hampton Roads Alliance, The Hampton Roads Executive Roundtable, Hampton Roads Planning District Commission, Hampton Roads Military Federal Facilities Alliance, Mayors, City Managers, Economic Development Departments, GO Virginia Council 5, RVA757 Connects, GNC, and NIC to address these issues. Critical industry clusters for the region have been identified: Advanced Manufacturing, Clean Energy, Cybersecurity/Data Analytics/Mod-Sim, Logistics/Port Operations/Ship Building Repair, Water Technologies, Uncrewed Systems and Aerospace, and Life Sciences. ODU is positioned to provide the necessary degrees and certifications to support the identified clusters.</p>	<p>Lack of significant funding to advance these regional efforts is challenging for all organizations engaged in this work.</p>	Dr. Austin Agho, Dr. Brian Payne	<p>Working with the Hampton Roads Alliance and Hampton Roads Workforce Council to develop a robust work-based learning structure that businesses can engage in. Connecting students to employers and providing pathways for students to identify and connect with industry here in the region. Developing work based learning opportunities for Navy specifically focused on mental health. Working with Kristin Dini and Senator Warner's office to strategize on how ODU can play a role with addressing the child care needs/issues that specifically impact military readiness. Looking for ways to partner to increase training/credentialing for those seeking this type of degree.</p>	<p>Designing CRM system that can provide data for our external partners to leverage work</p>	Sarah Jane Kirkland
				<p>The University is partnering with the Virginia Department of Veterans Services (DVS) on the SkillBridge Program. This program provides opportunities for service members who are preparing to leave active duty to participate in internships with employers for up to six months prior to separation at no cost to employers. In December 2023, HR reviewed its current process and developed a more streamlined approach in aligning service members goals with internship opportunities. The University currently has two approved internship opportunities: a Human Resources Intern and a Digital Learning Intern. We are in the midst of working on a third internship in the Department of Ocean and Earth Sciences who would be a Research Vessel 3rd Mate.</p>	<p>The main challenge is associated with the timing of the individual leaving service and when the internship opportunity is available. Another challenge is alignment of the service member's goals and the internship opportunity.</p>	Military Activities and Special Projects, Military Education, Workforce Initiatives, Virginia Department of Veterans Services	<p>Continue to raise awareness of the SkillBridge Program across the campus community in order to generate internship opportunities.</p>	<p>None. The Department of Defense pays the salaries and benefits.</p>	September Sanderlin
1.b.	Utilize regional and national labor market data to develop or expand high-demand academic programs	In progress and on schedule	<p>Faculty in the undergraduate nursing program have been working closely with the ODU Global team to develop all RN to BSN courses in new platform for online delivery. A fully online program for graduate counseling will launch Spring 2024.</p> <p>An additional faculty member was hired to support expansion of the Master of Library Information Systems program.</p> <p>Curriculum in the Community College Leadership program has been modified to meet industry and market needs.</p> <p>In Fall 2023, SCHEV approved a CIP code change for Geography to a STEM CIP code to reflect the program's orientation in Geographic Information Science and Technology and Human-Environmental interactions.</p> <p>School of Data Science submitted a proposal to SCHEV for a BS in Data Science and opened the Institute of Data Science in Virginia Beach.</p> <p>School of Cybersecurity developed a new risk management focus in the undergraduate and graduate programs.</p> <p>College of Health Sciences submitted documentation to accreditors to increase class size in Dental Hygiene from 42 to 48, effective Fall 2024 and increase the class size of Physical Therapy from 40 to 48, effective Summer 2025.</p>	<p>Time and effort required to reconstruct nursing courses so that the School of Nursing can offer compressed semester courses to students interested in the RN to BSN program.</p> <p>The lengthy and complex process of securing SCHEV approval to establish new degree programs, schools, or to restructure degree offerings.</p>	<p>In addition to collaborating with industry partners/experts to inform curriculum, departments and colleges are working with ODU Global, regional workforce and industry leaders/organizations, school districts, and Hampton Roads Biomedical Research Consortium to form corporate partnerships.</p>	<p>Continue to move undergraduate nursing courses to new format with goal to complete courses by AY 2024-25.</p> <p>Work to secure SCHEV approvals for degree programs and school.</p>	<p>School of Nursing redistributed workload to allow time for course development, used stipend provided by ODU Global to compensate faculty, and utilized the resources of the Center for Faculty Development to support faculty participation. College of Education and Professional Studies will hire faculty with expertise in online program development and management and secure administrative support from ODU Global for large online programs.</p>	Austin Agho, Ph.D.	
			<p>We started the University-wide salary study with Segal Consultants to review position salaries within the market. This process includes a market assessment, the development of a university compensation philosophy and an identified peer group for compensation purposes. This extensive effort is nearing completion. This will provide us with information on the competitiveness of our own positions as well as provide insight into jobs of high demand.</p>	<p>Potential funding, amount of work from ODU HR personnel related to the study from Segal as there are competing priorities with the ODU-EVMS integration.</p>	Academic Affairs, Compensation Advisory Group, Segal Consulting	<p>The next step is to receive the findings of the study and determine phase rollout.</p>	<p>The resources to fund the recommendations from the comp study. The funding need is TBD.</p>	September Sanderlin	
1.c.	Create seamless pathways for community college students to transfer into high-demand bachelor's programs that address regional and global demands	In progress and on schedule	<p>School of Nursing has started the process of conceptualizing a partnership with Virginia Peninsula Community College to establish a cohort of undergraduate nursing students at ODU Peninsula Center.</p> <p>College of Health Sciences is already working with Tidewater Community College to establish a new associate degree in health sciences which will align with degree programs in the College of Health Sciences.</p> <p>College of Education and Professional Studies is working on a plan to enable high school students in Hampton, Portsmouth, and Chesapeake to complete an associate degree while in high school and transfer to ODU to complete bachelor's degrees. The college is also collaborating with VCCS and community colleges to establish several pathways from an AAS in social sciences to a BS in human services, an AAS in management to a BS in sport management, an AAS in management and management/entrepreneurship to a degree in the fashion merchandising program.</p>	<p>Inability to establish out-of-state agreements could limit the success of ongoing efforts to expand some degree programs.</p>	Community Colleges and School Divisions	<p>Continue collaborative planning meetings with partners.</p>	None	Austin Agho, Ph.D.	

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3.a.	Utilize cutting-edge pedagogy and advising best practices to enrich undergraduate and graduate academic programs	Revamp, update, and realign general education learning and work-based outcomes and respond to regional and global workforce needs	In progress and on schedule	Invited three external consultants to review of our general education program. The onsite segment of the program review was held on January 22 - 24, 2024. The purpose of this review was to learn how we might best work toward meeting this strategic goal. Findings and recommendations will inform next steps.	None	The onsite general education review included meetings with multiple stakeholders, such as the Office of Institutional Effectiveness and Assessment, members of Faculty Senate Committee A, General Education Assessment Committee, undergraduate program directors, first-year and transfer student advisors, college deans, chairs, students, University Writing Council, Monarch Internship and Co-op Office, among others.	Next steps will be informed by the findings and recommendations of the external consultants.	None	Austin Agho, Ph.D.	
3.b.		Implement the use of evidence-based quality standards for inclusive teaching and learning to meet the needs of all students and ensure academic rigor across instructional modalities	In progress and on schedule	College of Education and Professional Studies has embarked on the task of updating online modules about accessible online teaching strategies and emailing links to faculty each semester and posting on the faculty resource website. The Digital Accessibility Checker has been successfully implemented and is currently in production within the LMS. Testing has been completed, and it will be available to all courses. Training is scheduled for all users. Digital Accessibility and ADA compliance are key factors and are part of the evidence-based standards for Quality Assurance for online learning.	None	Dr. Brett Cook-Snell (module developer); Office of Educational Accessibility- reviewing video and providing resources.	None	None	Austin Agho, Ph.D.	
3.c.		Position the Academic Success Center to offer comprehensive advising to undergraduate students	In progress and on schedule	Hosted two NACADA consultants on campus in October. A summary report was received in the middle of December with a rollout to the campus beginning in mid-January.	The current strategy is very broad in scope and will need to be reexamined as we begin to review the NACADA report. The person overseeing central advising is currently in an interim position. Once the position has been officially filled, progression on this strategy can occur on a more regular basis.	While some challenges were encountered during the implementation phase, they have been effectively addressed, leading to a functional and reliable accessibility tool.	Advising offices within Academic Affairs and the Office of Institutional Effectiveness & Assessment	Based on the NACADA report, one of the first initiatives we will undertake is the formation of an Advising Leadership Council which will hopefully guide the mission and vision for an advising model. Will also administer an advising survey after spring break to seek feedback from students on their advising experiences.	The primary new investment was the NACADA consultant visit.	Austin Agho, Ph.D.
3.d.		Build a more robust advising infrastructure for graduate students	In progress and on schedule	School of Nursing provided professional development funds to enable the school's Chief Academic Advisor to obtain an Advising Certificate from Kansas State University. The Recruitment and Enrollment Specialist in the College of Education and Professional Studies is working closely with GPDs to assist with enrollment, on-boarding, and advising needs for new students. The Graduate School surveyed all graduate program directors in Fall 2023 regarding their workload and position satisfaction. The response rate was high at 63.2%. Preliminary analysis reveals a significant need for training in advising and other aspects of the position. Further analysis will be conducted in Spring 2024.	Need for additional funds to provide professional development for advisors and Graduate Program Directors.	Academic colleges and schools, Student Success Center	Use NACADA results to identify areas of improvement.	None	Austin Agho, Ph.D.	

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4.a.	Develop infrastructure to support excellence in research and scholarship for undergraduate and graduate students	Increase the involvement of high-achieving undergraduate and graduate students in faculty supervised research through targeted funds	In progress and on schedule	College of Health Sciences received \$48,000 from Perry Honors College to align undergraduate students with research opportunities associated with future R15 submissions (11) by faculty over the course of Spring/Summer 2024. The College of Sciences Undergraduate Research Program makes one to two grants of \$15,000 available to departments for increasing the number of students involved in undergraduate research. Center for Faculty Development Course-Based Undergraduate Research (CURE) grant program.	Need for additional resources to fund undergraduate research.	Perry Honors College	The College of Health Sciences will allocate funds to support to undergraduate students for Spring 2024 College of Sciences will examine the effectiveness of the Undergraduate Research Program and decide whether modification of the program will encourage additional departments to participate.	None	Austin Agho, Ph.D.
4.b.		Position the Graduate School to improve the University's competitiveness in recruiting, retaining, and graduating high-achieving graduate students	In progress and on schedule	Institutional Research has identified the following baselines for on-campus, graduate enrollment: Fall 2022 – 2,335; Fall 2023 – 2,253. More work will need to be done to reach the 3,400 target. Targets for the awarding of master's and doctoral degrees are being met. In collaboration with the Graduate School, Graduate Admissions has strengthened relationships and enhanced support with SREB (Southern Region Education Board) Fellows. Additionally, Graduate Admissions has facilitated targeted recruitment outreach to G-RISE, GEM Fellows, and McNair Scholars. Both Graduate and Undergraduate Admissions are partnering with university colleagues to establish a University Recruitment Council and to expand graduate program participation in the direct admission strategy. The Graduate School, as part of its annual budget request, will be recommending increases in graduate assistantship summer stipends approximating \$500,000. The Graduate School is working with the staff of University Communications on a graduate education awareness campaign for Spring 2024.	Funds to increase summer support for graduate assistants. Coordination of marketing activities among the various graduate programs/colleges/schools.	Office of University Communications, Division of Enrollment Management (Graduate Admissions, International Admissions), ODU Global, and Institutional Research.	Expand efficiencies in the graduate application process with the Office of Graduate Admissions.	Additional resources for a graduate marketing campaign.	Austin Agho, Ph.D.
					University Libraries are continuing to contribute to and support the rapidly growing American Library Association accredited MLIS program in the College of Education and Professional Studies. Several librarians from the University Libraries teach as adjuncts in the program. Others serve on the program advisory board and teaching and research faculty search committees. Librarians have also collaborated with MLIS program faculty on successful grant applications that received funding. The University Libraries offers numerous assistantship and internship opportunities to students in the MLIS program.	None	MLIS Program in the College of Education and Professional Studies	Continue to build bridges between the MLIS Program and University Libraries	Allocation of funds for Graduate Administrative Assistantships targeted to students in the MLIS program.

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5.a.	Accelerate the recruitment and retention of diverse faculty and academic administrators who are committed to excellence in teaching, scholarship, engagement, and mentorship	Offer competitive compensation, benefits, and conducive working conditions to attract faculty and staff from underrepresented backgrounds and address faculty compensation issues to aid in the retention of existing personnel	In progress and on schedule	To assist with retention efforts, HR is working with ITS to implement dashboards via Banner Analytics/Insights to provide total compensation information and other salary and benefit data which will provide transparency and compensation beyond base salary. An employee's ability to view this data enhances the value proposition of University employment.	Challenges include current workload and competing priorities.	ITS	HR will continue to work with ITS on this initiative.	None	September Sanderlin
				The Climate Survey Committee made several recommendations. A Supervisors' Forum was established. The forums are an opportunity for Human Resources, Institutional Equity and Diversity, and other campus constituents to give updates, provide training, and share information with supervisors of classified staff and AP Faculty. An instrument and process for stay interviews was drafted. The AP Faculty Senate was established and implemented. The Classified Staff Senate will be established and implemented. A University wide recognition committee will be established to develop recommendations for a recognition program for classified staff and AP faculty.	None	Climate Survey Committee; Office of Institutional Equity and Diversity; Payroll; AP Faculty Senate Development Committee; Classified Employee Senate Development Committee	The first Supervisors' Forum is on February 15 and regular ongoing meetings will be held. Stay interviews are being rolled out at the first Supervisors' Forum. Volunteers were solicited to serve on the Classified Staff Senate Development Committee. The committee began work in February 2024, and its goal is to implement the new Classified Staff Senate by October 2024. The Recognition Committee will start work in March 2024 and will have recommendations for Senior Leadership by December 2024.	Money for the implementation of the recognition program may be needed depending on the recommendations from the committee.	September Sanderlin
				Working with the Virginia Association of Colleges of Nursing, the School of Nursing secured \$560K in base funding in October 2023 from the Commonwealth of Virginia budget amendment to bridge the gap between nursing clinical salaries and nursing educator salaries in efforts to recruit and retain faculty to promote excellence and diversity in teaching. College of Education and Professional Studies adopted a revised workload policy to ensure equitable distribution of teaching and service loads, particularly for junior faculty and faculty of color. A faculty committee, co-led by the Dean of the College Arts and Letters and the Chair of the Faculty Senate, is in the process of finalizing its work on a revised faculty workload policy that would bring the College into alignment with other ODU colleges and R1 peers. A draft policy was shared with Academic Affairs leadership, and an in-depth review of enrollment and workload trends is being conducted by the committee; a revised policy draft is anticipated by March 2024. College of Science arranged for Angela Vann to meet with new faculty in August 2023 and January 2024 to explain benefits and answer questions. This was suggested by new faculty who found that they did not have enough information to make the proper choice of retirement plan. These meetings have been very well received. To increase research growth, Academic Affairs prioritized the hiring of senior funded teaching and research faculty across colleges.	While predicated on a multi-year phase-in, the College of Arts and Letters revised workload policy will require a substantial financial commitment to hire additional faculty.	Virginia Association of Colleges of Nursing, Social Sciences Research Center, Academic Affairs leadership, and HR.	School of Nursing will continue to work with Academic Affairs to recruit additional faculty. College of Arts and Letters Workload Committee will continue to revise the proposal and resubmit to Academic Affairs leadership for review. College of Sciences will arrange for HR to conduct benefits and onboarding workshops for faculty in early Fall 2024.	If approved, significant funds will be needed to implement the College of Arts and Letters workload reduction plan.	Austin Agho, Ph.D.
5.b.		Position the Office of Faculty Diversity and Retention to work with college diversity committees in developing proactive faculty and staff recruitment plans	In progress and on schedule	The recruitment plan developed by the Office of Faculty Diversity and Retention has been adopted by the colleges. Colleges are encouraged to have a Diversity Representative on search committees. The Office of Faculty Diversity and Retention continues to lead efforts to expand the Excite the Dream program and increase ODU's participation in the Southern Regional Education Board conferences.	None	Academic colleges and departments	The continuation of existing efforts.	None	Austin Agho, Ph.D.
5.c.		Charge the Center for Faculty Development with providing mentoring, training, and support opportunities to all faculty, especially those from underrepresented groups	Completed, but continued progress to occur	The Office of Institutional Equity and Diversity partnered with the Center for Faculty Development, and the Office of Faculty Diversity and Retention to extend awareness and education of the importance of civility in the workplace. A panel discussion was held that featured professors from the College of Business, Arts and Letters and EVMS.	None	Academic Affairs	The Office of Institutional Equity and Diversity will continue to partner with Academic Affairs on this strategy.	None	September Sanderlin
			In progress and on schedule	The Center for Faculty Development continues to offer teaching strategy workshops and seminars for faculty. In Fall 2023, the School of Nursing established an Executive Director of Faculty Development, Innovation & Research whose work will align with the Center for Faculty Development to establish action items to advance professional development and promotion in faculty, including those from underrepresented groups.	None	ODU Center for Faculty Development and School of Nursing	Allocate additional resources to expand the capacity of the Center for Faculty Development outreach to faculty. Establish an annual program, policies, and procedures for faculty development and promotion in the School of Nursing.	None	Austin Agho, Ph.D.