Greetings – I am Augustine Agho, Provost and Vice President for Academic Affairs at Old Dominion University and I am pleased to welcome you as member of our academic community. Thank you for participating in this Online Orientation for New Faculty and Administrators. The purpose of the Orientation is to inform you about the various aspects of the University’s administration. It will provide an overview of the major offices that you are likely to encounter and the many resources you will need to succeed in your new role at ODU. The focus of this segment is on the functions and responsibilities of the Office of Academic Affairs.

Please feel free to contact me at 757-683-3079 or aagho@odu.edu if you have any questions regarding any aspects of my presentation.

The organizational hierarchy of Academic Affairs is illustrated on this chart. Faculty report directly through their department chairs to their Dean, and the Provost oversees each of the colleges.

The Faculty Senate represents the faculty directly to the President, and the Chair of the Faculty Senate sits on the Provost Council, which includes the Provost, the Academic Deans, the Librarian, and the Vice Provosts.

The faculty handbook includes all of the University policies relevant to the faculty and faculty administrators. It can be found at the Academic Affairs website.

Some of the many responsibilities of the Provost are listed here. This office oversees the hiring, evaluation, tenure, and promotion processes for our faculty. The provost’s office coordinates strategic planning efforts of all academic units and helps to craft the university’s strategic plan. We also oversee the development of academic policies and the implementation of policies to carry out those procedures. The provost’s office also oversees the activities of the Graduate School; Honors College; Regional Higher Education Centers; Distance Education; University Libraries; Center for High Impact Practices; Service-Learning; Community Engagement;
International Programs; and Strome Entrepreneurial Center. I will discuss each of the key areas in this presentation.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS). This accreditation affirms that our mission is appropriate to higher education, that we have the programs, services, and resources to meet our mission, and that we have sustainable learning objectives consistent with our mission.

Our most recent site visit from the SACS Review Team was in Spring 2012. I am pleased to report that we were reaffirmed for accreditation in December 2012 with no recommendations for improvement.

In addition to our regional accreditation, we also have 65 programs that are accredited by specialized and professional accrediting agencies. Each of our academic colleges is home to at least one program that has received a specialized accreditation. In fact, recently our Bachelor’s program in Modeling and Simulation Engineering became the first Modeling and Simulation undergraduate program to be accredited by ABET, the national Engineering Accreditation Commission.

The provost’s office oversees and coordinates the activities of eight different colleges. Six of those are academic colleges that house degree programs. These include the College of Arts and Letters, the Strome College of Business, the Darden College of Education, the Batten College of Engineering and Technology, the College of Health Sciences, and the College of Sciences. We also have a Graduate School that supports the delivery of graduate coursework. In addition, we have a College of Continuing Education and Professional Development that offers a wide range of credit-bearing and non-credit programs to the community.
Our honors college coordinates services for our honors students. The honors college enrolls almost 800 students per year. In recent years, we’ve put increased emphasis on undergraduate research by offering a number of opportunities to our most qualified students. Some of those opportunities are listed here. They include the Undergraduate Research Program with apprenticeships, research and equipment grants, conference travel support, and an Undergraduate Research Journal, as well as an annual Research Symposium. All of these activities help support our best and brightest students. We provide these students the support they need to compete for prestigious national scholarships.

In all, Old Dominion University offers 75 Bachelor’s programs, 40 Master’s programs, 22 doctoral programs, and 2 education specialist programs. We offer a wide variety of both traditional and individual programs for our students. And, while we review programs regularly to ensure productive use of resources, we also regularly add new ones when there is student or employer demand.

Some of our undergraduate majors have grown considerably over the past decade. Our most popular majors for undergraduate students include Biology, Psychology, Interdisciplinary Studies, Criminal Justice, Communication, Physical Education, Human Services, Nursing, Management, and English. Many of our popular undergraduate majors are available in both face-to-face and online formats.

Old Dominion University recently created a graduate school. The mantra of our graduate school is “promoting excellence in graduate education.” The graduate school supports faculty and graduate students in all aspects of graduate education. From student support to faculty training to certifying graduate faculty status, the graduate school is an integral part of the university. The Graduate School is also responsible for training Graduate Teaching Assistants and Graduate Program Directors, and for coordinating our graduate health insurance program.
Each year, the graduate school hosts a Graduate Research Achievement Day where our students present their research. This event has grown significantly over the past five years. In response to an increased emphasis on Responsible Conduct of Research Training from Federal granting agencies, our graduate school works in conjunction with the Office of Research to train graduate students on ethical conduct of research.

We have several popular Master’s and doctoral degree programs. Since the mid-2000s, the number of doctoral students has increased significantly. Many of our most popular graduate programs are available in both face to face and online formats. For example, the MBA, MPA, MSN, Computer Science, and Engineering Management programs are offered as Master’s degree programs in both formats. Doctoral programs we offer online include Community College Leadership, Nursing Practice, and English.

This slide gives you an idea of the range of graduate students that we have throughout the colleges. As you can see, the largest numbers are in the College of Education. And we have a good number of international graduate students, as well. Our total number of graduate students is currently more than 4,500 students.

Old Dominion University is committed to increasing the diversity of our faculty. We’re working hard to increase the number of tenured female faculty and minority faculty. Currently, one-fourth of our tenured faculty are women and the same proportion are minorities. The University is making every effort to increase the proportion of underrepresented populations of faculty to better represent the diversity of our student body.
This pie chart gives you an idea of the distribution of faculty among the different colleges. We have nearly 850 full-time faculty members distributed among the different colleges.

You’ll see that the College of Arts and Letters has the largest number of faculty members and students. And a high proportion of our faculty members are in the College of Sciences, which has grown in recent years.

Our faculty ranks are fairly equally distributed across each rank. About one-fourth of our faculty members are full professors. Roughly the same percentage are associate professors. One-fifth are assistant professors, and one-fourth are lecturers or senior lecturers.

This chart shows how faculty ranks are distributed across the colleges. There are some differences across the colleges. The Colleges of Sciences and Engineering and Technology have more professors, while Education has a higher percentage of assistant professors. Arts and Letters, Health Sciences, and Education are home to most of our senior lecturers and lecturers.

I am especially impressed with the number and types of awards our faculty members have received. These awards and honors show that we have many talented faculty members. In all, 29 of our faculty members have been honored by the state with Outstanding Faculty Awards and three have been named Virginia Scientists of the Year. In addition, other faculty members have received national accolades and dozens have been elected as fellows of their professional societies.
Our faculty members work in various research centers across the university. Some of these centers operate at the university level while others are housed within colleges. Regardless of where they are housed, each of the centers is focused on using research to solve problems facing the region, nation, and world. Our newest centers focus on cybersecurity and flooding. Those centers that have existed the longest focus on topics related to modeling and simulation, bio-electrics, oceanography, and transportation.

Our faculty are international leaders in their respective areas of research. This slide shows the research expenditures of our university over the past decade or so. During this timeframe, our total expenditures have increased by more than 50%. More impressively, our federal expenditures nearly doubled in this timeframe.

In addition to the main Norfolk campus, we also have three Higher Education Centers: in Virginia Beach, on the Peninsula, and at Tri-Cities (which is at the junction between Portsmouth, Chesapeake, and Suffolk). The largest of these Higher Education Centers is in the City of Virginia Beach, where we house several resident faculty, offer student success services, and support community partnerships.

ODU was a pioneer in the area of Distance Learning, and we are still one of the strongest universities in the nation in Distance Learning. In the Commonwealth of Virginia, ODU is the leading developer and distributor of distance learning programs. We have a large number of programs that we offer online. Also, within distance learning is ODU’s Center for Learning and Teaching. That unit assists faculty in developing courses -- not just for online, but also for face-to-face courses, as well.

Distance Learning had well over 41,000 course registrations last year, and those numbers continue to increase.
The University Libraries are quite complex. In addition to our main Perry Library, we also offer the Hofheimer Art Library and the Diehn Composers Room, with a combined collection totaling over 3.7 million items.

We provide access to more than 1.3 million online resources. We expect those numbers to grow as the publishing world moves more and more into online, rather than paper, journals.

ODU has a number of international partnerships and a large number of memoranda of understanding, faculty exchange agreements, student exchange agreements, and so on.

In 2015/2016, we had 17 approved faculty-led Study Abroad Programs and we are looking continually to increase those opportunities for our students. Our study abroad programs go all over the world, including to South Africa, Morocco, Japan, and China, and of course to Europe, which is always a popular destination for students.

In recent years we have expanded service learning activities in our courses. The goal of service learning is to connect the academic curriculum with public service activities and subsequently give students the knowledge and skills they need to ensure the sustainability of various public services. Service Learning is coordinated through the Office of Student Engagement and Enrollment Services (SEES). Between 2015 and 2016, SEES provided mini grants to 27 faculty members in 17 academic departments to support their service learning efforts. More than 4,500 students benefitted from these mini-grants. In addition, these efforts resulted in numerous partnerships between community agencies and departments at ODU. In all, we offer roughly 50 courses at ODU that include a service learning component.
I am particularly proud of the community partnerships that exist between Old Dominion University and the Hampton Roads region. Academic units have developed numerous partnerships with the regional community. This slide highlights but a few of those partnerships. From working with Jefferson Laboratories and coordinating theatre productions to providing various educational and health services to members of our community, these partnerships are at the heart of our mission.

Within our university community, we have a number of services available to help our students succeed at ODU. Our Center for High Impact Practices coordinates many of those activities. For instance, the Center provides peer education in the form of tutoring and peer assisted study sessions. Also, the Center coordinates learning communities, helps faculty and students to integrate electronic portfolios into their courses, provides writing preparation courses, offers student support services, and houses the university’s Upward Bound program for our local high school students.

In addition, our Advising and Transfer Programs office coordinates advising across the university and supports the development of articulation agreements. This unit has first-year and student success advisors who support the academic colleges in their efforts to advise our undergraduate students. Another advising team works with students on academic probation or at risk of suspension, while other teams work with sophomores and transfer students. We have well over 100 articulation agreements with the Virginia Community College System. Our goal in all of these efforts is simple: we aim to promote student success so that students can graduate in a timely manner.

Thanks to the gift of $11 million from Mark and Tammy Strome, ODU has made strides in building a Culture of Entrepreneurism and Economic Development. The
Strome Entrepreneurial Center has taken the lead in developing and implementing an entrepreneurial curriculum and co-curriculum for students across all six colleges.

We are promoting entrepreneurship-related competitions, including a statewide Business Plan Challenge, as well as internships, mentoring, and coaching, thus providing our faculty and students with new opportunities, while having a positive impact on the economy of the region.

In closing, I want to say a few words about our Strategic Plan. Of the five major goals listed here, the first, *Enhancing our Reputation for Academic and Research Excellence*, directs efforts aimed at strategically investing in research while promoting innovative programming and instruction in both undergraduate and graduate areas.

The second goal, *Student Success*, is a key priority for us and we are all working together to ensure student engagement, graduation, and satisfaction.

*Enriching the Quality of Campus Life* is something that we are always concerned about. We have a beautiful campus with many modern buildings, but campus life is about more than just facilities. We are working to create a culture of campus pride through events, learning activities, athletics, and traditions. We promote an inclusive community and are using technology to connect our main campus with the Higher Education Centers and Distance Learning communities.

We work to *Engage in the Greater Community* by expanding and strengthening international and military connections.

The fifth goal, *Building a Culture of Entrepreneurism and Economic Development*, includes integrating entrepreneurship across the curriculum and co-curriculum through the Strome Entrepreneurial Center.
I hope that this presentation has given you some ideas of the variety of things that occur within the Office of Academic Affairs and the Provost's Office. It certainly doesn’t cover everything that we do, but I think that it gives you a good sampling.

Again, I welcome you to Old Dominion University and I thank you for becoming part of this academic community of scholars and professionals whose mission is to make a significant and positive difference in our local community, the Hampton Roads region, and the Commonwealth of Virginia.