

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.
			In progress, but behind schedule	<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.	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	<p>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.</p> <p>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.</p> <p>Center for Faculty Development Course-Based Undergraduate Research (CURE) grant program.</p>	Need for additional resources to fund undergraduate research.	Perry Honors College	<p>The College of Health Sciences will allocate funds to support to undergraduate students for Spring 2024</p> <p>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.</p>	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	<p>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.</p> <p>Targets for the awarding of master's and doctoral degrees are being met.</p> <p>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.</p> <p>The Graduate School, as part of its annual budget request, will be recommending increases in graduate assistantship summer stipends approximating \$500,000.</p> <p>The Graduate School is working with the staff of University Communications on a graduate education awareness campaign for Spring 2024.</p>	<p>Funds to increase summer support for graduate assistants.</p> <p>Coordination of marketing activities among the various graduate programs/colleges/schools.</p>	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.
				<p>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.</p>	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.	Timothy Hackman

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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.

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1.a.	Build a unified and inspirational brand promoting local, regional, and national recognition for all entities of the University	Determine the current level of brand awareness and recognition among internal and external constituents and utilize that information to identify opportunities for improved branding	Completed	In the Spring and Summer of 2023, SimpsonScarborough, a national leader in higher education market research, conducted a comprehensive branding study. This research thoroughly assessed current brand awareness and perceptions among key stakeholders. The findings provided a detailed understanding of the University's market position, highlighting strengths and areas for enhancement. These insights were pivotal in identifying the institution's unique qualities that are crucial for shaping an effective narrative and messaging strategy. Building on this data, a final campaign concept is slated for launch in Winter 2024. The study's insights are guiding the campaign's development, influencing the choice of communication channels, messaging tone, and visual design. Importantly, the data serves as a benchmark for evaluating the campaign's impact, enabling ongoing, data-driven refinements.	None	There is a Brand Advisory Group that includes representation from ODU Global; University Advancement; Student Engagement and Enrollment Services; Academic Affairs; and Diversity, Equity and Inclusion.	The next phase of the strategy involves the launch of a dynamic brand campaign, crafted to amplify the University's core strengths. This campaign is not just a promotional exercise; it is a strategic endeavor to distinguish the University distinctly from its competitors. The primary objectives are multifaceted: to enhance brand awareness significantly; to foster a deeper sense of affinity among our key audiences; and to positively shift perceptions about the University. To achieve these goals, the campaign will deploy a range of tailored, impactful messages across various media platforms, ensuring maximum reach and engagement. The campaign will include use of digital channels, traditional media, and innovative, experiential marketing techniques to connect with diverse audience segments, from prospective and current students to alumni, faculty, and potential collaborators in the industry and academia.	Funds from the \$500,000 allocation will be used toward this campaign.	Jaime Hunt	
1.b.		Identify a single, universal, overarching logo/mark to be utilized on all University communications and replace all forerunners	Completed, but continued progress to occur	University Communications is actively working with departments who are using non-standard logos to provide them with guidance and approved logos and marks. Usage of non-standard logos is being phased out. Additionally, University Communications is making modifications to the brand architecture in an effort to address the root cause of departments creating their own logos.	None	None	Roll out the brand architecture that is designed to address the root cause of departments and units creating their own logos. Continue to provide education on the proper use of the university's logo. Continue to phase out usage of non-standard logos.	None	Jaime Hunt	
1.c.		Develop University brand standards, including an updated visual identity, and provide campus-wide training and resources to support proper usage	In progress and on schedule	As part of the University's engagement with SimpsonScarborough, work on an updated visual identity is underway with rollout expected in Winter 2024. Based on the new visual identity, a new brand standard guide is also in development. Campus-wide training on issues related to branding have already begun, with workshops offered on developing an integrated marketing communications plan, understanding licensing and trademarks, and more. Robust training on using the new visual identity will roll out in Spring 2024.	None	None	None	None	None	Jaime Hunt
1.d.		Launch a faculty/administrator expert campaign to place University voices and research in national and large metro media outlets	In progress and on schedule	At the start of the fiscal year, the News Team designed a public relations plan that outlined faculty experts in key areas and within each college to further develop as media sources. In Fall 2023, News and Media Relations invested in use of Profnet, a service delivering qualified leads for journalists seeking expert sources. Its use led to placements in several national outlets. In addition, News and Media Relations conducted three sessions of media training for faculty to build familiarity with media best practices.	ODU does not currently have a functioning searchable faculty expert guide available online, which may hinder ODU's ability to compete for national attention against other R1 institutions. Building a functional expert guide would not only help increase visibility of ODU expertise for media, but for collaboration with fellow researchers. In addition, retirement within the News Team will necessitate training new employees to continue this effort.	News and Media Relations met with faculty members and collaborated with Academic Affairs and Research to plan and promote media training opportunities.	Media training continues in Spring with in-person interview skills and thought leadership. The News and Media Relations Team is working to build its own faculty expert reference list in lieu of a public-facing resource. The team will continue to utilize Profnet and explore other potential paid and unpaid resources to raise awareness.	ProNet - \$1,320/annually	Jaime Hunt	
2.a.	Build infrastructure to optimize print, social media, and web engagement	Provide tools and resources to boost brand awareness, enhance targeting, and maximize content marketing about academic programs, student and alumni success stories, and Monarch life	In progress and on schedule	University Communications has rolled out Canva. This initiative empowers the campus community to craft distinctive, brand-aligned materials. These creations effectively support a multitude of endeavors including academic program promotion, event publicity, celebrating alumni achievements, and showcasing student successes, among others. The Division has also instituted a monthly content meeting for communicators from all areas of the university. This gathering is a forum where communicators from various departments can present stories and initiatives that might benefit from enhanced exposure. Fall 2023 saw the inception of several collaborative projects across the University as a result of these meetings. These projects are dedicated to showcasing students and alumni, and they are set to be a continuous feature of our University's storytelling efforts.	Enhanced targeting is challenging given the current lack of an institution-wide CRM; however, with the Salesforce platform in place in the future, we will be able to provide this capability.	None	Continue to provide training and resources to the campus community. Roll out the Emma email platform to other departments.	None	Jaime Hunt	
2.b.		Create a digital workflow for story submission, usage, tracking, and assessment	Completed	A digital workflow has been built and is in operation. A public-facing form is available on the University Communications website for news tip and story idea submissions. An automated process brings those submissions into the Asana project management system, which allows for assignment, tracking and assessment.	None	None	None	None	Jaime Hunt	
2.c.		Enhance the Digital Monarchs initiative to share Monarch stories more broadly	In progress, but behind schedule	In Spring 2023, University Communications worked to reimagine and reinvigorate the Digital Monarchs initiative. The intention was to continue that work in the Fall semester; however, a change in leadership in this area and onboarding the new hire put this project on the back burner.	A leadership change and the need to onboard a new hire	None	This project will be a priority for Spring 2024 and beyond.	None	Jaime Hunt	
2.d.		Determine proper budget level, finalize organizational structure, refine processes, and fully staff University Communications based on institutional scope and size	Completed, but continued progress to occur	A finalized organizational structure has been established. The Division is led by a Vice President to whom report two AVPs (PR and Marketing), the Executive Director of Licensing, and a Director of Operations and Project Management. After a thorough assessment of needs, the Publications Office was eliminated to allow for those resourced to be used for building a stronger digital infrastructure to better support the needs of the University. In Fall 2023, the Web Support Program staff moved from Information Technology to University Communications to allow for greater collaboration and coordination. This allows for a more cohesive and consistent messaging strategy throughout the site. This alignment will strengthen brand identity and enhance the user experience for both current and prospective students. Additionally, processes have been developed to support operations and project management. A robust project management system has been implemented.	Hiring continues to be challenging as the university competes with companies and organizations that are offering fully remote work.	Vice President for Administration and Finance, Vice President for Human Resources	Make recommendations for an ongoing base budget for University Communications to move away from one-time funding. Continue to evaluate staffing needs.	None	Jaime Hunt	
3.a.	Provide training to students, faculty, and staff on branding, marketing, and communication objectives, goals, standards, practices, metrics, and policies, as well as current best practices and emerging trends	Expand knowledge of brand, audiences, messaging, and usage of assets among internal and external constituents	Completed, but continued progress to occur	University Communications provided training to the campus community throughout 2023, including sessions on: branding at ODU; building an integrated marketing communications strategy; generative AI for marketing professionals; introduction to licensing; faculty media training; and using Canva to create branded materials.	None	None	Continue to provide a robust schedule of training opportunities including adding training on using the new brand standards (upon their release).	None	Jaime Hunt	
3.b.		Develop and require comprehensive training to ensure that marketing and communications efforts are aligned across all divisions of the University and are included with the onboarding of new staff and student communicators	In progress, but behind schedule	While progress has been made to develop training, making the training required is a step that hasn't been completed.	Individuals currently already have access to brand assets so it is challenging to require them to complete training when there is nothing to withhold if they do not complete it.	None	Once the new brand guidelines are in place, a training requirement will be put in place to access the new assets.	None	Jaime Hunt	
		In progress and on schedule	HR partnered with the Audit Department on an onboarding survey. The survey will inform the new onboarding process which creates an opportunity to include branding, marketing and communication objectives. In addition, branding, marketing and communication objectives will be included as a topic for the Supervisors' Forum.	None	Audit, University Communications, and HR	The next steps are to include University Communication's expectations in onboarding and supervisor training.	None	September Sanderlin		

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4.a.	Better integrate the physical campus in branding, marketing, and communication efforts through campus beautification endeavors by emphasizing projects that maximize the University's brand identity, create a sense of place, promote wellbeing, foster a diverse community, and promote a unified look that engages students, faculty, staff, and guests	Install branded, way-finding signage to demarcate main campus entryways, walkways, and building interiors and exteriors	No Update Provided	No Update Provided	No Update Provided	No Updated Provided	No Update Provided	No Update Provided	No Update Provided
4.b.		Enhance campus aesthetics and safety with lighting and projections	In progress, but behind schedule	In FY23 and FY24, the University Libraries invested close to \$240,000 of its budget in upgrading spaces within Perry Library. Improvements were made to Special Collections and University Archives, Naro Video @ ODU Libraries, Accessibility Services, and other user spaces. All of these efforts are designed to make spaces more inviting, attractive, and functional for students, faculty, and community users.	Accomplishing facilities improvements from the Libraries budget requires spreading costs out over several years.	Facilities Management, University Architect, University Libraries, vendors	Continue making gradual progress upgrading all public and staff areas of Perry Library.	Significant investment of Libraries endowment funds have been made and will continue for the foreseeable future.	Timothy Hackman
4.c.		Install public art across campus utilizing artifacts from the permanent collection and projects completed by faculty, students, and visiting artists, dovetailing with improvements in landscaping and greenspaces	In progress and on schedule	Received permission to restore paid curatorial position in the Gordon Art Galleries, supporting the university's permanent collection, public exhibitions and educational programming, and public-art efforts. The Gordon installed works from the permanent collection in the College of Health Sciences, Tri-Cities Center, Peninsula Center, State Government Liaison Office in Richmond, VA, and Federal Government Liaison Office in Washington, D.C. As part of the AY23-24 Annual Campus Theme, "Blue Connections," the Blue Connections: Murals & Mosaics class is designing an indoor mural for the Perry Library Learning Commons. Administration and Finance is working with the College of Arts and Letters Department of Art and Office of Maritime Initiatives on an outdoor maritime-themed mural for the PERI Lab building. An RFP process confirmed SmithGroup as our partner in the forthcoming 16-month comprehensive mastering planning process, addressing green spaces, landscaping standards, and campus aesthetics. Through campus-wide collaboration this should further inform our public-art initiative.	Funding is not yet established for new art acquisitions.	SmithGroup, Arts@ODU/College of Arts and Letters, Gordon Art Galleries, Barry Art Museum, Administration and Finance, Educational Foundation, University Libraries.	For Spring 2024: implement additional installations from the permanent art collection throughout university buildings; review design of Perry Library mural, make final selection, and install; embark on a 16-month comprehensive mastering planning process, supporting the university's five-year strategic plan and informing and establishing the future direction and related needs for the public-art initiative. Pending funding, purchase and transport previously identified glass sculpture, and plan mounting and installation outside forthcoming Biology building.	Forthcoming public-art endowment supporting acquisitions. Portion of capital budget supporting infrastructure for public art.	Cullen Strawn
4.d.		Identify arts spaces in the regional community that could be co-branded for University-sponsored performances	In progress and on schedule	Contacted SevenVenues and requested discussion exploring possibilities.	Developing schedules and fee structures that align with the University's academic calendar.	ODU Executive Director for the Arts, SevenVenues, and other groups TBD	Discuss possibilities with SevenVenues during Q1 and determine whether additional progress is to occur for this strategy.	TBD	Cullen Strawn

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
1.a.	Build internal infrastructure and culture for corporate and community engagement	Establish a Relationship Governance Team to develop and implement a process for managing corporate relationships and economic development activities across the campus community	Completed, but continued progress to occur	<p>Established a Relationship Governance Team (RGT), comprised of stakeholders across campus who have a significant role in outreach, serving internal and external groups in various ways.</p> <p>The RGT met throughout the Fall 2023 semester to develop a Guide and Standards Toolkit for the management of partnerships, engagement, and economic development activities. This included definitions for work-based learning, corporate partnerships, and community engagement related terms to establish consistent language across the institution.</p> <p>The Guide and Standards Toolkit, when completed, will serve as a resource for campus stakeholders for data collection to be populated in the Salesforce CRM system.</p>	No major challenges identified at this time.	Dean Claud, Director of Business Partnerships, ODU Global; Kirk Dewey, AVP of Administration for Digital Learning, ODU Global; Sarah Jane Kirkland, AVP for Corporate Partnerships; Robert Wojowicz, Vice Provost & Dean of the Graduate School; Corrin Gillis, Associate Professor of Communication Sciences and Disorders, and Vice Chair, Faculty Senate; Christina LiPuma, Director of Community Engagement; and the Relationship Governance Team comprised of all colleges, schools, division, and offices.	None	Investment in the CRM, services with Cloud for Good, and human capital.	Karen Meier
1.b.		Evaluate and implement a Customer Relationship Management (CRM) system as part of the coordination process	In progress and ahead of schedule	<p>RGT evaluated the CRM system during the Spring, Summer, and Fall of 2023 through meetings with representative from Salesforce and Cloud for Good.</p> <p>As part of the coordination process, the RGT is creating processes and standard procedures for the Salesforce CRM (Corporate Partnership and Engagement platform) as well as to assist in the creation of the design for the functionality of the relationship platform.</p>	There is currently no centralized communication channel for campus stakeholders to share engagement and partnership information which leads to fragmentation and silos. As part of the coordination process, the RGT has made great strides in identifying the different systems used and data being collected across campus.	Robert Wojowicz, Vice Provost & Dean of the Graduate School; Corrin Gillis, Associate Professor of Communication Sciences and Disorders, and Vice Chair, Faculty Senate; Sarah Jane Kirkland, AVP Corporate and Community Partnerships; Christina LiPuma, Director of Community Engagement; Relationship Governance Team	<ul style="list-style-type: none"> •Complete the Guide and Standards Toolkit. •Collate current engagement and partnership data. •Office of Community Engagement is co-managing with university leadership, Leap into Learning forums. 	Investment in the CRM and services with Cloud for Good for implementation. Additionally, human capital needed for data entry.	Karen Meier
1.c.		Strengthen campus systems for tracking community engagement in order to maintain the Carnegie designation	In progress and on schedule	<p>Inventory of campus-wide community engagement/corporate partnerships occurred this past summer and fall. As part of the inventory, colleges/schools/divisions were asked how they track, how often they track, and what system/process they use for tracking.</p> <p>Formally submitted the University's intent to reaffirm ODU's Carnegie Classification for Community Engagement on February 2, 2024.</p>	There is currently no campus-wide systematic/centralized tracking mechanism currently in place; however, the RGT is addressing the challenge on an interim basis with the CRM addressing once fully functional.	Collaborating with all colleges, schools, divisions, and the RGT members.	RGT will collate the data from the inventory and share with CRM team.	Human capital is needed.	Karen Meier
1.d.		Educate and train students, faculty, and staff about the benefits of and opportunities for engagement	In progress and on schedule	<p>Office of Community Engagement managed focus groups on campus-wide initiatives. Offered community volunteer opportunities for students, faculty, and staff during the fall semester.</p> <p>The Monarch Humanities Internship Academy (HUM) is preparing for faculty development initiatives starting in fall 2024, complemented by a faculty recognition program administered through the LeADERS program. During Spring 2024, the HUM Internship Faculty Development Director will collaborate with the Academic Success Center (ASC) to design the academy's faculty development components, placing an emphasis on integrating an ePortfolio element in preparation for the LeADERS Faculty Program. By June 1, 2024, the Director will present a programming plan, detailing the strategic framework for the academy's activities.</p> <p>Leadership and Learning has:</p> <ul style="list-style-type: none"> -Hosted two focus groups in spring and summer 2023 for faculty engaging with community partners via service-learning classes to better understand successes and challenges for faculty; -Awarded full \$15,000 service-learning mini-grant (SLMG) funds to 12 faculty in Arts & Letters, Education, Engineering, and Health Sciences in fall 2023; -Developed from the post-assessment survey for students in SLMG-funded courses a question that asks students for their level of agreement with the following statement: "The service-learning component of this course was applicable/will help prepare me for professional goals/employment opportunities in the future." -Collaborated with University Communications to highlight Leadership & Learning's partnership with a fashion sustainability service-learning course project that helped facilitate the 10/31/23 Monarch Thrift program; and -Provided input on University definitions for service learning and experiential learning as part of the Policies & Standards Subcommittee for the University's Relationship Governance Team. 	<p>To eliminate campus fragmentation, there needs to be a unified voice. The RGT will help provide that voice through the CRM and the Guide and Standards Toolkit.</p> <p>Faculty who engage students in service-learning projects via their courses have to invest a lot of time and effort into these courses and are concerned that their contributions to students' experiential learning are undervalued by the University.</p>	Austin Agho, Provost and Vice President for Academic Affairs; Brandi Hephner LaBare, VP for Student Engagement and Enrollment Services; Christina LiPuma, Director of Community Engagement; College Deans and Department Chairs; Student Government Association and student leaders	None	Programmatic funding is needed.	Karen Meier
					<p>A pilot implementation of the faculty development efforts is slated for Fall 2024. In Spring 2025, the LeADERS faculty recognition program will be launched alongside workshops. Upon completion of their workshop ePortfolios, the LeADERS team will review and designate appropriate course classifications. In Summer 2025, the ePortfolio and Digital Initiatives team will evaluate the portfolios within a new faculty category in the University ePortfolio Competition, offering a \$1000 award. Investigate more opportunities to evaluate and promote service-learning courses and volunteer experiences as valuable, experiential/work-based learning opportunities that contribute to student development and the University's community partnerships.</p> <p>Survey service-learning community partner sites to identify future internship opportunities for ODU students (in partnership with CDS and MICO).</p>		<p>HUM Internship Academy, Faculty Development Director, ePortfolio and Digital Initiatives (ePortfolio Studio), High Impact Learning Initiatives, Faculty from College of Arts & Letters, Darden College of Education & Professional Studies, Batten College of Engineering & Technology, and Health Sciences; University Communications; Relationship Governance Team</p>		<p>\$1,000 presenter stipends paid through Monarch Humanities grant funds; \$1,000 award for winning faculty ePortfolio submission; Funding for domain purchasing & premium subscriptions (legitimize web spaces of the Humanities Internship Academy) & institutional subscriptions for Adobe Express; and promotion/marketing support to be determined by resources available to the HUM Academy.</p>
1.e.		Identify and implement incentives for students, faculty, and staff to engage with community and corporate partners	In progress and on schedule	<p>While not listed as a responsible party for this strategy, the Office of Community Engagement drafted a Faculty Fellows program prior to the pandemic, shared with University leadership, and it was endorsed in theory. Will provide the draft again for review. The draft document could easily be adapted into a student "LeADERS" recognition program as well.</p>	<p>The challenge at the time was funding the incentive portion of the Faculty Fellows Program. The current challenge is the coordination element needed for a robust recognition program. It is suggested that the Office of Community Engagement be included as another responsible party for this strategy.</p> <p>Given current challenges, the timeline for establishing criteria to the Spring and Fall of 2024 and select award winners in Spring 2025 needs to be adjusted.</p>	Austin Agho, Provost and VP for Academic Affairs; Brandi Hephner LaBare, VP for Student Engagement and Enrollment Services; Deans, department chairs, school directors, division leaders; Christina LiPuma, Director of Community Engagement	<p>Share the Faculty Fellows draft program with currently identified responsible parties.</p> <p>Inventory existing award and recognition programs with each college, school, division, and administrative area.</p> <p>Continue supporting existing incentives for students, faculty, and staff to engage with community and corporate partners to include but not limited to CIVIC Scholars and Blue Crown Society.</p>	Incentive funding needed to recognize and reward students, faculty, and staff.	Karen Meier

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
2.a.		Task the Relationship Governance Team with identifying and implementing opportunities to strengthen existing partnerships	In progress and on schedule	Currently, RGT is heavily engaged in creating policies and procedures for the Sales Force CRM (corporate partnership platform) and creating the design for the functionality of the platform.	The CRM rollout timeline has adjusted to Fall 2024. The RGT will be engaged heavily in this rollout. This might adjust the timeline for the deliverables on re-engaging/enhancing/expanding partnerships from this specific committee.	Karen Meier (Community Engagement)	Continue to develop the policies and procedures and create definitions for work-based learning to establish a shared vocabulary and common language across the institution to ensure consistency. Create a comprehensive campus wide guide.	Investment in the CRM and services with Cloud for Good for implementation	Sarah Jane Kirkland
2.b.		Identify new partners through expanded alumni and community engagement	In progress and on schedule	New partnership opportunities with a signed agreement with Harbors Edge. This partnership will include lecture series, athletic events, work-based learning opportunities and employment for students, continuing education, and music programming. Residents consist of a percentage of ODU alumni who are serving as the focus committee for this project. AECOM has a large percentage of ODU alumni employed - building the partnership to include placing employees on advisory councils, and bringing subject matter experts into the classrooms as well as increasing internship opportunities. Working with US Navy on several initiatives to address challenges and opportunities - connection derived from military leadership who are ODU alumni.	No Identified challenges at this time	Krista Harrell (Alumni Relations) and Karen Meier (Community Engagement)	Working with the Alumni Relations team to identify potential alumni for advisory boards and committees. Identify companies in the region with a high percentage of ODU alumni to increase their engagement with work-based learning and the potential for continuing education partnerships and the opportunity to become a preferred education provider.	None	Sarah Jane Kirkland
2.c.		Identify and implement opportunities to increase corporate and community engaged research by faculty and students	In progress and on schedule	Currently working with Associate Vice President for Innovation and Commercialization to identify potential opportunities. Currently have one project underway with another project being evaluated.	No defined system in place to share opportunities and difficult to identify who would be key to the research opportunity	Research Faculty	Create a system to establish a clear pathway for faculty and students to become involved in research initiatives.	None	Sarah Jane Kirkland
2.d.	Deploy a new infrastructure and culture to increase corporate and community partnerships	Identify and reduce barriers to student participation in internships and other work-based learning opportunities	In progress and on schedule	The Monarch Internship and Co-Op Office (MICO) was implemented in Academic Affairs during Summer 2023 and has started multiple committees on campus to work towards this target. CDS onboarded MICO to previous internship resources such as UNIV 068 course information, internship tracking documentation, college contacts, Handshake tools and marketing information, and Parker-Dewey access for micro-internships. Career Development Services (CDS) is continuing to encourage employers to utilize available resources to engage with students: continue to post opportunities in Handshake, host on-campus information sessions, and host information tables. CDS included MICO in a tabling opportunity at the Career & Internship Fall Fair, included student self-identifying as "seeking internship" hosted student VIP tours to promote strategies to receive internship and career opportunities.	Lack of definition of "work-based learning" at the University and across the state to maximize student opportunities for participation.	Dr. Brian Payne (Academic Affairs), CDS, MICO	MICO is now lead of this initiative. CDS will continue to collaborate with MICO and campus stakeholders to support a seamless experience for students and employers.	The University established the new Monarch Internship and Co-Op Office (MICO) to administer this goal of 100% of students participating in internship/work-based learning	Sarah Jane Kirkland
				In Fall 2023, the Monarch Internship and Co-Op Office (MICO) launched with four FTEs, as well as employing four student interns in 1000 Webb Center, Monday - Friday, 8:30 a.m. to 5:00 p.m. Highlighted by Yahoo Finance and Inside Higher Ed as an example of a creative and innovative office to improve student work-based learning, office staff met with over 200 employers and gave 25 external presentations to develop internship pathways for ODU students. Staff held face-to-face and virtual student professional development sessions including "Internship 101," and supported internship pop-up events on campus. Throughout the semester, staff met with 650 students to provide internship support, internship placement, and collect student feedback on the current barriers to student participation in work-based learning opportunities. Barriers reported by students included: a lack of campus communication surrounding opportunities; a lack of internship application support; tuition costs of for-credit internship courses; housing costs for summer internships; and reliable transportation concerns. Office staff also engaged in multiple stakeholder meetings across campus and online to introduce the office to the ODU community as a central hub for internships on campus. Faculty and staff professional development sessions included "Internship Bingo" to create a dialog around work-based learning. Several working groups such as the Internship Advisory Council and the Internship Leadership Commission met on a regular basis to advance the discussion and learning surrounding internships and other work-based learning processes on campus. A well-attended community Open House was held on November 6, 2023, with leaders from the business community. In December, the MICO Executive Director applied for two SCHEV grants to obtain financial support for internship data collection and stipends to address transportation and housing barriers for students. Career Development Services (CDS) encourages employers to utilize available resources to engage with students by posting opportunities in Handshake; hosting on-campus information sessions; and hosting information tables. CDS included MICO in a table opportunity at the Career & Internship Fall Fair, which included students who self-identified as "seeking internship," and hosted student VIP tours to promote strategies to obtain internship and career opportunities.	First year challenges include communicating the new vision for internships and directing all students, faculty, and staff to the Monarch Internship and Co-Op Office. Other goals include the re-launch of zero credit, tuition-free internship courses that provide transcript recognition for work-based learning and educating students and faculty on the timeline for internship application deadlines. Lack of definition of "work-based learning" at the University and across the state to maximize student opportunities for participation.	Led by the Monarch Internship and Co-Op Office, partners come from each of the academic colleges and schools, advancement, legal, and Career Development Services.	Hiring three new staff from the Mellon Foundation grant.	7 FTEs from campus and grant allocations.	Brian Payne, Ph.D.
3.a.		Support innovation and entrepreneurship for early-stage student and faculty intellectual property (IP) commercialization with a focus on startup	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided
3.b.		Partner with industry in pursuit of federal and other funding to develop commercial IP	In progress and on schedule	Continuing to identify funding opportunities collaborating with the Hampton Roads Executive Roundtable, Hampton Roads Economic Development Directors, and other community business partners.	ODU is building out the IP process. Until this system is in place, we are limited to opportunities.	Dr. Kevin Leslie (Research), Kristin Dini (Governmental Relations)	Continue to identify opportunities for funding.	None at this time.	Sarah Jane Kirkland
3.c.		Secure external grants to support the training and development of faculty and student entrepreneurship cohorts	In progress and on schedule	Identify external grant opportunities. Assist in reviewing past grants awarded and current proposals that have been submitted to create a baseline. Data provided through the Research Foundation will be accessible through the Data Dashboard being created. Application for Andrew Carnegie Fellows Program submitted.	Need to create a formalized process to ensure consistency and collaboration across institution.	Dr. Kevin Leslie (Research), Dr. Austin Agho (Academic Affairs), Dr. Brian Payne (Academic Affairs)	Review past grants when the data dashboard is released	None at this time.	Sarah Jane Kirkland
3.d.	Expand innovation and entrepreneurship	Create new and strengthen existing entrepreneurship partnerships with K-12, community colleges, apprentice schools, and other partners	In progress and on schedule	Undergraduate Admissions is strengthening relationships with the Virginia College Advising Corps (VCAC). Continue to enhance collaborations with the College ACCESS Foundation and the Virginia College Affordability Network (VCAN). Undergraduate Admissions is also developing a professional high school advisory council.	Budget restraints in Undergraduate Admissions for counselor outreach and events continues to be a challenge.	Dr. Kevin Leslie (Research), Dr. Austin Agho (Academic Affairs), Dr. Brian Payne (Academic Affairs), Dr. Brandi Hephner LaBanc (SEES)	Work with 757 Collab, Innovate Hampton Roads, and Black Brand to establish programming that can incorporate K-12, community colleges, and other partners focused on the entrepreneurial ecosystem. Broaden ODU's presence in this space.	None at this time.	Sarah Jane Kirkland
3.e.		Expand entrepreneurship opportunities for diverse founders and other underserved populations through collaborations with regional and state non-profit and corporate partners.	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided
3.f.		Align campus-based entrepreneurship and innovation resources with existing and emerging areas of research strength	In progress and on schedule	Currently evaluating the institutions entrepreneurship programs to align with the regional entrepreneurial ecosystem for greater impact and strength. Evaluating opportunities to have a physical ODU presence in the entrepreneurial space to help advance, grow, and develop.	Entrepreneurial programming for community-based programs and for students are under separate umbrellas. Working to create a pathway for students to use resources at ODU to grow entrepreneurial opportunities and help feed into the external ecosystem as well as remain connected through IIE upon graduation.	Dr. Kevin Leslie (Research), Deans and Research Faculty	Working closely with 757 Collab to develop programming for students and to create pathways for entrepreneurs to connect back to ODU for upskilling certifications and degrees.	None at this time.	Sarah Jane Kirkland

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
4.a.	Support economic wellbeing through economic development	Pursue federally-funded economic development awards to build a critical mass of soft-funded economic development services provided by the campus community	In progress and on schedule	In June 2023, CDS received a grant from SCHEV to transform Federal Work Study jobs into more "internship-like" positions. A working group named the Federal Work Study (FWS) Internship Program Steering Committee was formed in July and has been making progress towards the milestones and timeline for a Fall 2024 program pilot. A part-time project manager position has recently been filled for this grant with a planned start date of mid-December. This work will lead to FWS funds paying for student internships on campus.	It took longer than expected to recruit for this part-time position designed to keep the steering committee and work on target. Targets are still being met and progress expected to increase in the Spring.	Dr. Brian Payne (Academic Affairs), Dr. Brandi Hephner LaBanc (SEES), Dr. Kevin Leslie (Research), FWS Internship Program Steering Committee is comprised of representatives from CDS, MICO, Financial Aid, Payroll, Hiring supervisors, and faculty.	Spring 2024 will hold: (1) listening sessions to get feedback from supervisors of student employees and from deans, associate deans, and internship coordinators; (2) formation of an implementation approach including marketing and communication strategies; (3) pre-pilot forums to onboard supervisors/mentors; and (4) other items to prepare for the Fall 2024 program pilot.	CDS estimate of the pilot phase of the grant will need to be applied for in Spring 2024.	Sarah Jane Kirkland
4.b.		Convene and participate in regional economic development teams pursuing one-time federal and other economic development funding opportunities	In progress and on schedule	Participate in regularly scheduled meetings with regional economic development departments and Hampton Roads Alliance to identify areas of opportunity. ODU has engaged in three large economic development projects as a partner to support the prospective business talent pipeline and upskilling workforce.	Turnaround times for new federal solicitations are becoming shorter; proposal development process requires a significant time on the part of administrative faculty.	Dr. Kevin Leslie (Research), Kristin Dini (Governmental Relations), Dr. Ken Fridley (Research), David Bowles (Virginia Institute for Spaceflight & Autonomy)	Continue to work with the Economic Development Departments to support new business development. ODU is an investor with the Hampton Roads Alliance which helps the University to continue to play a major role. Continue future engagement with the VEDP.	Hampton Roads Alliance Investor support	Sarah Jane Kirkland
4.c.		Provide support for economic justice and equity initiatives in the region through faculty outreach and applications for federal and other funding opportunities	In progress and on schedule	OIED staff has applied for the NEA Big Read Grant in collaboration with campus and community partners to provide programming and educational opportunities that bring awareness to the importance of addressing accessible healthcare. The book that has been chosen is <i>Sitting Pretty: The View from My Ordinary Resilient Disabled Body</i> .	No challenges identified at this time.	Kristin Dini (Governmental Relations); Institutional Equity and Diversity/interested campus partners	Bring together multiple stakeholders to ensure that the deliverables in the grant are met and to increase opportunities to connect ODU with the community.	None at this time.	Sarah Jane Kirkland
				OIED staff have applied for the National Endowment for the Arts (NEA) Big Read Grant in collaboration with campus and community partners to provide programming and educational opportunities that bring awareness to the importance of addressing accessible healthcare. The book that has been selected is <i>Sitting Pretty: The View from My Ordinary Resilient Disabled Body</i> .	If the grant is not approved, the progress towards this strategy will need to be revisited.	Research	Upon grant approval, we will launch the Big Read initiative as described in the grant proposal.	None at this time.	September Sanderlin

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
1.a.	Create a more robust infrastructure for advancement-related activities and operations	Increase engagement in and support for development initiatives, especially among alumni	In progress and on schedule	The Libraries have concentrated efforts on fundraising this period, creating two new advisory boards and holding meetings with each, ramping up communication to current and potential donors, and systematizing the recognition of donors. Libraries leadership also created a comprehensive list of fundraising opportunities and presented to Advancement on new strategic initiatives. Initial results show some increase in donations and Friends of the ODU Libraries memberships, but more time is required to assess trends.	The Libraries lacks a dedicated Major Gift Officer; therefore, support from University Advancement can be inconsistent	University Advancement	Continue efforts to involve Advisory Boards in these activities and turn engagement into donations; University Libraries to continue efforts to inform University Advancement of goals and opportunities for fundraising to support these goals.	None	Timothy Hackman
				Annual Giving has recently updated database attributes for upcoming solicitations. Transitioning to GiveCampus, a digital giving platform set to launch in Spring 2024, brings enhanced features with the potential to increase revenue. ODAF introduces new benefits, including the coveted "Donor of the Game" recognition, and diversifying annual giving levels. An exciting addition is the Young Professional Networking Social at the Priority Club, fostering connections with the next generation of supporters. To streamline contributions, donation buttons are now integrated into all electronic communications between the Alumni Association and constituents. Further optimizing operations, the Alumni Office successfully converted its database to RE NXT, bolstering fundraising endeavors.	Athletic support tends to be more transactional versus relations based. Unfortunately wins and losses in competition can have a positive or negative impact on the number of donors and their propensity to give. Meanwhile funds have to be raised consistently.	University Advancement, University Marketing, SEES, and Athletics	1. Day of Giving activities in the Spring utilizing GiveCampus software. 2. Develop customized reporting templates utilizing RE NXT software which will assist in fundraising. 3. Conduct alumni engagement trips and activities in Raleigh/Durham, Atlanta, and Los Angeles, which should assist in chapter development and capital campaign goals.	\$45k annually for GiveCampus software	Alonzo Brandon
1.b.		Upgrade alumni/donor database software to increase effectiveness	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided
2.a.	Build a sustainable culture of philanthropy across the University	Generate a sense of ownership and responsibility among campus constituents for philanthropy and alumni engagement, including support of University operating procedures and constituent training	In progress and on schedule	Crafted the curriculum for two culture of philanthropy modules, collaborating with the ITS team to facilitate two upcoming live webinars slated for a late Spring launch. Initiated discussions with Marketing and Communications to reshape our Foundation newsletter to spotlight donor stories and their impactful gifts. The upcoming Give2ODU Day in 2024 is strategically designed to acquaint students with philanthropy, expanding outreach. Scheduled information sessions and communications in February 2024 aim to amplify awareness and engagement.	No significant challenges	University Advancement, Marketing and Communications, SEES, and Athletics	1. Produce new Foundation newsletter in Spring 2024. 2. Implement a successful Give2ODU Day in Spring 2024. 3. Conduct webinar on the "Culture of Philanthropy" which will launch in late Spring 2024.	\$10k for expenses related to developing modules.	Alonzo Brandon
2.b.		Increase lines of communication with all campus constituents regarding institutional needs, accomplishments, and engagement	In progress and on schedule	University President and advancement leadership engaged in on-campus meetings with Dean Councils from each college, sharing updates on the capital campaign and exploring future fundraising opportunities. Leveraging Zoom, the Alumni Association initiated virtual meetings with chapters nationwide, including national chapter leadership training seminars. Development blitz events in Richmond, Northern Virginia, Raleigh/Durham, and South Florida delivered comprehensive updates on the University, the merger, and the Capital Campaign. The Alumni Relations Office heightened social media highlights of ODU Athletics and collaborated with SEES to establish the Blue Crown Society Student Ambassadors, slated for launch in Spring 2023. Lastly, annual fund and alumni leadership conferred with the Office of Human Resources to align Advancement's role with the Monarch Inclusive Excellence Strategic Plan, aiming to enhance philanthropic accessibility.	No significant challenges	Marketing and Communications, Office of Human Resources, Academic Affairs and SEES	1. Annual Giving office is to develop new strategies to enhance giving opportunities to include the creation of a 24-hour day of giving event. 2. Application for interviews and selection of students for the Blue Crown Society. 3. Collaborate with the Provost and Vice President for Academic Affairs and the Vice President for Human Resources on identifying mechanisms to foster a culture of giving among faculty and staff.	None	Alonzo Brandon
2.c.		Assess and enhance donor recognition efforts	In progress, but behind schedule	This effort will launch after the merger with Eastern Virginia Medical School. In the interim, teams have been organized to assess what both institutions are doing and sharing calendar information.	No significant challenges	Offices of Alumni Relations and University Communications	1. Organize donor recognition meetings after merger has been completed. 2. Work with University Communications to develop public relations strategies related to philanthropic giving and acknowledgements.	None	Alonzo Brandon
3.a.	Expand the University's alumni reach to foster pride and engagement	Promote and engage alumni through the prominent display of their accomplishments and their participation	In progress and on schedule	University Libraries are currently working on a project to digitize all pre-2016 Master's theses and make them available in ODU Digital Commons, the institutional repository which holds all electronic theses and dissertations since 2016 and all pre-2016 dissertations that have already been digitized. This is a way to promote graduate alumni accomplishments.	Funding support from partner has not been received	University Advancement, Graduate School	The project is ongoing. Items will become available in Digital Commons starting in 2024 with completion anticipated in 2025. Working with the Alumni Office to promote this effort.	None	Timothy Hackman
			In progress and on schedule	A strategic initiative is underway to showcase distinguished alumni banners during significant University events and enhancing visibility. Simultaneously, the alumni website has been revamped to prominently feature distinguished alumni, providing an accessible platform for recognition. The introduction of the Ice Cream and Cake Podcast adds a dynamic dimension to alumni engagement, offering a unique and enjoyable channel for communication. Complementing this, a series of versatile videos promoting distinguished alumni have been created, serving multiple purposes across various platforms. These efforts collectively contribute to fostering a sense of pride and connection within the alumni community.	No major challenges	Administration and Finance, SEES, Academic Affairs, Athletics	1. Set follow-up with Administration and Finance on plans for banners and developing an "alumni walk" area. 2. We need to finalize sponsorships for the podcast. 3. Continue to determine impactful and valuable avenues to utilize alumni promotional videos.	\$50k to be used to promote alumni success and alumni programs	Alonzo Brandon
3.b.		Increase the number of alumni chapters and clubs	In progress and on schedule	Six new chapters have recently been established, enriching the diversity and reach of the alumni community. These additions include the Latinos Alumni Chapter, the Puget Sound Chapter, ODU Alphas Chapter, Recreational Therapy Chapter, Military Alumni Chapter, and the Greater Los Angeles Chapter. Each chapter brings a unique perspective and connection to our alma mater, fostering a more inclusive and expansive network. These developments reflect our commitment to accommodating the varied interests and affiliations of our alumni, creating meaningful opportunities for engagement and collaboration across different regions and fields.	No major challenges	Offices of Development and Alumni Relations	1. Continue to hold meetings and events in new markets and assess willingness to establish new chapters. 2. Create a new position to assist in the outreach function of alumni relations.	\$35k is to be used to invest in the formulation of new chapters.	Alonzo Brandon

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name	
4.a.	Increase overall annual support	Communicate the University's regional and global economic impact and why it is a good investment for donors	In progress and on schedule	Divisions of University Advancement and University Communications are working together to ensure that an economic impact message is included in future publications, social media outlets and public presentations. As a result, for this quarter, presentations have been made to the following organizations: 1. Reception for Local and State Officials and Business Leaders 2. Hampton Roads Community Foundation Board of Directors 3. Hampton Roads Chamber Board of Directors 4. Maritime Institute Supply Chain Advisory Council 5. Virginia Beach Vision In addition, the two divisions will produce a University video that communicates the importance of ODU's economic impact on the community.	No major challenges	University Advancement, Division of University Communications	1. Engage in discussion with video production and develop a narrative and production schedule. 2. Develop introductory slide template which will be used to briefly tell our story prior to all key presentations.	\$30,000 to support video production focusing on the University's economic impact to the Hampton Roads Community and State of Virginia.	Alonzo Brandon	
4.b.		Increase alumni participation by expanding direct mail, social media, and online marketing	In progress and on schedule	During the recent homecoming, Alpha Phi Alpha Fraternity Inc. and AKA Sorority Inc. alumni celebrated the establishment of their new endowments, fueled by leadership and mid-level gifts from first-time alumni donors. A collaborative effort on Giving Tuesday, involving various departments, expanded promotional reach and effectively engaged new donors. Plans are in motion to explore additional opportunities for increasing alumni giving through chapters and events. The Senior Challenge, averaging 300 new donors annually, is set to exceed expectations this year, thanks to the Herff Jones Partnership and the introduction of the Black Alumni Chapters Legacy Cord. In parallel, strategic initiatives encompass targeted direct mailings to new chapters and alumni, meticulous tracking of outreach metrics, interoffice mail for faculty/staff alumni engagement, and increased dynamism on social media platforms, along with deliberate ads on Facebook, enhancing visibility and promoting alumni events. These comprehensive strategies fortify alumni connections and sustain engagement across diverse channels.	No significant challenges	University Advancement, Office of Marketing and Communications	1. Establish Horne-Simmons Society, a giving society much like the Women's Initiative Network, to increase more first-time African American donors. 2. Working with departments to establish a giving society to engage and grow their donors. 3. Generate new donor reports to monitor growth based on last year. 4. Increase reporting to identify more segments of potential donors. 5. Work to enhance coordination between Alumni and Annual Giving to streamline solicitations with alumni event attendees. 6. Begin discussions on including certificate graduates as full alumni in order to expand donor base.	\$20k to support improvements on Day of Giving project.	Alonzo Brandon	
4.c.		Increase targeted financial assistance for international students, parent programs, and athletics with a goal of expanding alumni solicitation reach	In progress and on schedule	Utilized connection with Marathon to launch new ODAF website. Clicks and social engagements come more often through social media platforms. Up 17.5% in ODAF Twitter followers in the last two years to 2,351. Have over 2,700 followers on ODAF Facebook page, and 1,111 followers on Instagram. Through ODAF's partnership with ODU Athletics reached 17.6k people on Twitter, 13k people on Facebook, and 13.9k people on Instagram. Have begun placing all mini campaigns from an annual giving perspective on these platforms and have cross-promoted with Athletics to increase reach.	No significant challenges.	University Advancement, Department of Athletics Marketing team	1. Continue to track growth of social pages/platforms, these are more productive than the website. 2. Increase cross-promotions with ODUAA. 3. Invest in product for donor portal. 4. Begin discussions with Office of Academic Affairs and SEES on developing strategies for supporting international students and parent programs moving forward.	No significant investments	Alonzo Brandon	
4.d.		Increase giving among high-new-worth households	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided
4.e.		Develop a robust parent program that includes philanthropy	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided
5.a.	Launch and complete a comprehensive capital campaign	Implement and complete a multi-million dollar capital campaign	In progress and on schedule	The campaign continues to move forward at a steady pace with numbers over \$350 million in gifts and pledges, which represents approximately 71% completion of goal.	No significant challenges	Academic Affairs, Office of University Research, along with Marketing and Communications	At this point there are no new significant strategies. Continue the pace and intensity of the program. Beginning next fiscal year, EVMS advancement numbers will be included in this campaign and should enhance efforts.	No significant new investments	Alonzo Brandon	
5.b.		Lay groundwork for the University's centennial observance	In progress and on schedule	Ongoing discussions persist with various vendors and potential partners in preparation for the centennial celebration. The latest focus has revolved around conceptualizing a podcast for the 99th year, delving into the University's rich history. This podcast aims to feature key moments and individuals who have significantly impacted the University by providing a dynamic and insightful narrative. The intention is to create a compelling audio journey that not only commemorates the centennial but also captures the essence of the University's history through engaging storytelling and thoughtful retrospectives.	No challenges to date	University Chief of Staff	Continue to have discussions on the possibilities throughout the remainder of this academic year and begin to draft a plan that can be submitted to the President for approval.	No significant investment	Alonzo Brandon	

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name	
1.a.	Achieve national prominence in targeted emerging research areas in a manner that creates movement to the next higher quadrant of Carnegie R1 institutions, while maintaining, enhancing, and leveraging existing areas of strength	Increase the number of non-teaching faculty researchers by recruiting new research faculty and incentivizing the creation of postdoctoral positions	In progress and on schedule	Due to changes in the Carnegie Classification criteria (i.e., they no longer use the number of nontenure research faculty as a criterion), we recommend this goal be removed. Increasing such faculty is a mechanism to increase our total expenditures, but in and of itself, it is not a goal per se. Since the announcement of the change in the R1 criteria, we have suspended monitoring and progress.		Deans and RCDs			Ken Fridley, Ph.D.	
1.b.		Increase research expenditures by recruiting senior funded teaching and research faculty and providing additional support for existing faculty to expand their research programs	In progress and on schedule	The College of Sciences and the Batten College of Engineering both hired senior faculty who transferred active grants.	The high cost of start-up for some candidates made hiring such individuals very challenging. Relying on ETF and multi-year start-up commitments are a limited factor.	Provost, Deans, and RCDs	Identify areas of priority to build on recent successes in securing funding and emerging new areas of funding.		Ken Fridley, Ph.D.	
			In progress and on schedule	The School of Cybersecurity and School of Data Science hired new directors with significant experience securing large grants. Working with the Office of Research, the School of Data Science hired five new data science faculty who are housed across campus.						Brian Payne, Ph.D.
1.c.		Increase the number of doctorate degrees awarded by increasing the number of E&G funded graduate teaching assistantships (GTAs) and grant funded graduate research assistantships (GRAs)	In progress and on schedule	Adding a new PhD programs in humanities and social sciences were based on the old Carnegie Classification criteria (i.e., the new criteria only considers the total PhDs awarded). Therefore, we recommend this part of the goal be removed. We continue to emphasize growing the number of fully funded PhD assistantships.	The pipeline for doctoral students is 4-6 years on average, which means that most meaningful interventions will take multiple years to bear fruit.	Provost, Academic Affairs, Graduate School	Communicate to all ADRs and those working with faculty on budgets the priority of fully funding PhD assistantships in grants, and to ADRs and Deans the importance of prioritizing funding PhDs with GTA funds.		Ken Fridley, Ph.D.	
1.d.		Add new doctoral tracks in humanities and social science	Not started	Due to the Carnegie Classification's recent change to its doctoral metrics, it is recommended that the initiative to create new doctoral tracks in the humanities and social sciences be reconsidered to allow for a reevaluation of current faculty and graduate student resources.		Office of Research and the academic colleges and schools.	N/A	N/A		Robert Wojtowicz, Ph.D.
2.a.	Foster a culture of faculty and administrative collaboration that enhances communication and focuses on solving problems and challenges in operating a robust research enterprise	Develop a ticketing/tracking system to rapidly identify emerging problems in carrying out research at the institutional, college, and department/school levels	In progress and on schedule	Ticketing system installed; currently configuring an initial service framework.	Challenges with resource constraints due to competing priorities with the merger, other research related strategic initiatives such as new COI Management System, and day-to-day operations.	ODURF	1) Internally pilot collecting and tracking reported problems; 2) Use the results of the pilot to improve the service framework design; 3) Build out the remaining system configurations; and then 4) Launch beta test for reporting problems in carrying out research with the broader campus.	No investment/reinvestment identified at this time	Kevin Leslie, Ph.D.	
2.b.		Establish an administrative "care team" responsible for responding to and solving those problems by facilitating responses across all levels of the institution	In progress, but behind schedule	ADRs regularly meeting once per semester, with special meetings called as circumstances arise.	Challenges with resource constraints due to competing priorities with the merger, other research related strategic initiatives such as new COI Management System, and day-to-day operations.	ODURF, ADRs	1) Formalize the Charter of the ADR Committee and include the care team charge as part of its responsibilities; and 2) formalize the reporting once the system is fully launched and operational.	No investment/reinvestment identified at this time	Kevin Leslie, Ph.D.	
3.a.	Develop agile processes, tools, and systems to enhance faculty research opportunities, collaboration, and productivity, including greater coordination and support for research infrastructure	Establish an institutional faculty research committee to provide ongoing input to improve research processes, including developing a business plan and annual financial commitment for maintaining and enhancing research infrastructure	In progress, but behind schedule	This was deferred because of the leadership change in the Office of Research.		Associate Deans for Research, RCDs	Will discuss and seek nominations from Deans and ADRs during the Spring 2024 term with a kick-off of this advisory committee early Fall 2024.		Ken Fridley, Ph.D.	
			In progress and on schedule	To improve research processes, the Libraries have taken the lead in working with Office of Research, Research Foundation, ITS, and Academic Affairs to establish our membership with ORCID (an organization offering persistent identifiers for researchers) and provide workshops and consultations for faculty to establish and maintain their ORCID ID which has become a requirement for federally-funded research and many journal publishers.	Establish a permanent funding source for continuing ORCID membership beyond the first year (paid for by Office of Research).	Office of Research, Research Foundation, ITS, and Academic Affairs	ORCID membership has been paid for the coming year, and we will work with the Office of Research to increase faculty knowledge and adoption of this valuable tool.		Timothy Hackman	
			In progress, but behind schedule	To enhance the research infrastructure, the Libraries have been partnering with campus stakeholders on data management issues related to the growing number of data management and preservation requirements for federally funded research. We have a leadership role in the campus Research and Scholarly Data Governance Committee and have provided training on creating data management plans. In February 2023 we hosted two workshops for ODU and EVMS staff and researchers on the new data and sharing requirements for NIH grants. We have also requested a Research Data Management (RDM) Librarian position and a part-time RDM Specialist position until we can hire a full-time librarian.	Trying to get an additional position to fill the expanding needs of research data management; delayed approval of position redefinition request	Office of Research, Research Foundation, ITS, and Academic Affairs	Meet with campus partners to plan for more education and training about the evolving requirements of federal and other funders for management and public sharing of research data; keep up with developments based on the White House (or, Nelson) Memo stating that by December 31, 2025 all federally-funded publications and supporting data be openly available without an embargo; and provide ongoing training opportunities.	Redefinition of existing librarian position to focus on research data management	Timothy Hackman	
3.b.	Establish pathways for winning nationally competitive Centers of Excellence (COE) awards by incentivizing faculty collaborations across colleges through internal funding opportunities and infrastructure enhancements that will build performance history for future COE competitions	In progress, but behind schedule	In partnership with ITS, the ODU RF has developed a Data Lake infrastructure and have ODU data populating into the test databases. This work is enabling near real-time reporting of proposals awards and related characteristics, including the size and dollar amount for each.	Challenges with resource constraints due to competing priorities with the merger, other research related strategic initiatives such as new COI Management System, and day-to-day operations. ODU ITS is also resource constrained and also has competing priorities with the merger.	ODURF, ITS	1) ITS to promote the Data Lake test database to production and finish the presentation layer so the RF can create an API to pull the data; 2) RF needs to complete the Pre-Award Data Automation Project, ePTF Enhancement Project, and Post-Award Data Automation Projects in order to integrate their sponsored program into the Data Lake and develop data dashboards.	1) An investment in a Tableau infrastructure that the RF can leverage to provide the reporting platform has been discussed with ITS, but requires investment. 2) ODU RF has its projects budgeted in the FY24 budget although, due to competing priorities that have impacted the schedule, these funds will need to carry over into the FY25 budget and planning in order to successfully complete them.	Kevin Leslie, Ph.D.		

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
4.a.	Reconceptualize the arts and humanities as crosscutting and integral to all disciplines by connecting scholarship in the arts and humanities with scholarship in science, engineering, health sciences, and other fields	Establish competitive, creative seed funding to empower scholarship that mentors and rewards arts and humanities faculty in collaboration with strategic initiatives in sciences, engineering, and health	In progress and on schedule	Pilot program was finalized late Fall 2023 and announced with a call for proposals in Spring 2024.		Laura Delbrugge, Ph.D. and Dale Miller, Ph.D.			Ken Fridley, Ph.D.
			Completed with no additional progress to occur	With the support of the Elsie Mercer Hall '32 Fund for the Study of Critical Issues, a new internal grant opportunity has been developed by the College of Arts and Letters and the Office of Research. The Multidisciplinary Investigations of Critical Issues (MICI) Grant(s) will be awarded to multi-disciplinary team(s) annually, as either one \$50,000 grant, or two grants of \$25,000. The award is for small teams of ODU/EVMS researchers to produce and disseminate research on topics of critical importance. Each team must include at least one principal investigator who is a tenure-line College of Arts and Letters faculty member in the arts or humanities and at least one who is a tenure-line ODU or EVMS faculty member in a "STEM-H" discipline. These awards are expected to result in external grants, scholarly publications, or creation/display of artistic work. The inaugural call for proposals was launched 12/8/23, applications due 3/1/24.		College of Arts and Letters, Office of Research, and all colleges (for project reviews)	Review of 2023-2024 proposals will take place in Spring 2024 with annual grant competitions in subsequent years.	\$50,000 in annual funding from Elsie Mercer Hall '32 Fund for the Study of Critical Issues; one-time funding of \$10,000 in 23-24 to launch the competition and sponsor project team meetings.	Laura Delbrugge, Ph.D.
4.b.		Work toward establishing ODU as a comprehensive center for the arts in Hampton Roads that is world-class and includes funds for guest performing artists, faculty in residence, mixed arts showcases, and faculty and student travel to elite performance and exhibition venues	In progress and on schedule	Via the Diehn Concert Series, Annual Literary Festival, Gordon Art Galleries, Barry Art Museum, Goode Theatre, Brock Commons, University Theatre, and Chandler Recital Hall, presented thus far in FY24 104 Arts@ODU public offerings including 31 theatrical performances, 18 concerts, 13 readings, 13 screenings, 12 exhibitions, 7 receptions, five (public) classes, three talks, and two festivals. For sending the ODU Choir to perform at Carnegie Hall, funding was obtained from SEES, Academic Affairs, and the College of Arts and Letters. For the new arts building, planned A/E review of pre-planning study. Launched Annual Campus Theme "Blue Connections," supplying funding to participating instructors, researchers, and arts programmers. Hired new curator for the Barry Art Museum and announced plans for a \$25 million capital expansion. Prepared to restore Gordon Art Galleries curator position. Submitted National Endowment for the Arts Big Read grant application. Received permission to launch University Arts Council.	As an R1 institution aiming for a comprehensive, world-class center for the arts, the university needs additional investment in arts administrative infrastructure and funding including full-time and part-time professionals, along with dedicated spendable income.	Regular collaboration with numerous departments and programs and continue forging new relationships to expand offerings and benefit participants: for the new building: Batten College of Engineering and Technology, ODU Facilities Management and Construction, RRMM Architects, Pelli Clarke and Partners, Theatre Project Consultants, Kirkegaard Acoustical Consultants; for the Barry Art Museum expansion: Office of Development; and or the NEA Big Read; Office of Institutional Equity and Diversity, University Libraries, and regional library systems	Continue ODU Choir's preparations for performing at Carnegie Hall in March 2024. For the new arts building, share the final pre-planning study containing the recommended program with the Executive Committee for approval. Complete final stages of private fundraising and final approval of designs for the Barry Art Museum expansion. Begin University Arts Council meetings.		Cullen Strawn

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
1.a.		Identify new and existing programs through assessment of employment outlook; create and/or scale enrollment for specific populations based on corporate input and demand	No Updated Provided	No Updated Provided	No Updated Provided	No Updated Provided	No Updated Provided	No Updated Provided	No Updated Provided
1.b.	Grow targeted, high-demand programs to attract traditional undergraduate, online, transfer, military, international, and graduate students	Support non-traditional learning and awarding of credits to attract returning adults, active-duty military and veterans, students pursuing professional graduate degrees, and international students, especially for business-tobusiness partnerships and workforce development	In progress and on schedule	<p>The Academic Partnerships area is actively fostering collaborations and academic pathways with out-of-state institutions, strategically aimed at attracting transfer students and driving online enrollment growth. Acknowledging the Dental Hygiene Post-Licensure program's growth potential and minimal competition, the Academic Partnerships team, working closely with the Dental Hygiene program director, has successfully crafted two out-of-state transfer agreements. Presently, these agreements await thorough review and signatures from Delaware Technical Community College and Hagerstown Community College.</p> <p>The Military Programs unit has developed 20 undergraduate academic pathways to attract military students. ODUGlobal is now a participating institution in the Air Force's General Education Mobile (GEM) Program, allowing ODU to be a designated school for earning general education credits.</p>		All academic colleges	<p>The team has initiated discussions to gauge interest in potential partnerships with Howard Community College and Community College of Baltimore County in Maryland. Future plans involve a shift to North Carolina institutions, targeting six community colleges for prospective dental hygiene post-licensure transfer agreements. Subsequent initiatives include exploring out-of-state transfer agreements for the Human Services program and collaborating with the Military Programs area to investigate a potential partnership with Central Texas College. Five additional pathways (Computer Engineering, Technology Education, Sociology, Political Science, and Geography) are undergoing departmental review. Future plans include exploring expansion avenues, with early-stage planning for a potential partnership with Central Texas College, renowned for its military student presence.</p>		Nina Rodriguez Gonser
				Continuing Education is actively exploring and developing career pathways to recognize and reward credits for professional experience and programs. A dedicated committee has been established to initiate the assessment of continuing education programs for Continuing Professional Development (CPD) elective credits. Anticipated progress includes the evaluation of the initial set of nine programs, with completion expected by the conclusion of the spring term in 2024.		IDS faculty	Committee work is underway.		Nina Rodriguez Gonser
				DDL has added concierge services for employees at corporations with current partnerships, such as Amazon. In addition, DDL is actively taking advantage of association partnerships to develop new corporate relationships with the goal of enrolling cohorts of online learners.		AVP for Corporate Partnerships	Increase marketing efforts to new partners.	Establish use of Salesforce CRM for partnerships.	Nina Rodriguez Gonser
1.c.		Develop high-demand stackable certificates to attract enrollment and incentivize completion of master's degrees	In progress, but behind schedule	The Graduate School and Continuing Education met several times in fall 2023 and again in January 2024. A comprehensive review of all graduate certificates and how they dovetail with existing degree programs is currently underway, and a baseline will be established shortly.	N/A	Continuing Education and all academic colleges and schools	Once a baseline is established, specific certificate and degree programs will be targeted for a marketing and outreach campaign to build enrollment pathways.	N/A	Robert Wojtowicz, Ph.D.
			In progress and on schedule	Continuing Education is developing a comprehensive Communication and Cultural Competency Certificate. This certificate is designed to seamlessly integrate with the Professional Leadership track and further extend into the IDS Leadership Major. Concurrently, efforts are underway to enrich the Graduate Public Sector Leadership Certificate, ensuring a direct alignment with the MPA program. The revamped certificate will feature an accelerated curriculum and flexible options for incorporating prior learning experiences.		MPA faculty	The proposal has been sent to the appropriate committee for review.		Nina Rodriguez Gonser
1.d.		Expand linked programs (3+2, 3+3, 4+1, etc.), including post-baccalaureate certificates and master's degrees	In progress and on schedule	A change to the UG and GR Catalog linked program policy has been approved by the Graduate Administrators' Council, allowing for the application of up to 12 graduate credits toward the undergraduate major. The change has been sent to the Faculty Senate for review and approval, with publication intended for the 2024-2025 GR and UG Catalogs.	N/A	All academic colleges and schools, University Communications, Enrollment Management, Office of Budget and Financial Planning	The Graduate School will submit a budget proposal requesting the flattening of tuition for the shared UG/GR credits in linked programs. By charging UG tuition rates, moreover, students will be able to cover the expense of the graduate-level courses with their undergraduate financial aid. University Communications is poised to launch a marketing campaign around this initiative once finalized.	revised coding of select course registrations and tuition charges	Robert Wojtowicz, Ph.D.
1.e.		Offer rolling start times and shorter "semesters" for targeted programs and populations	In progress and on schedule	DDL advanced accelerated program development, addressing concerns through flexible course formats that can be scheduled as either full semester or accelerated courses. Course developments are underway for identified departments: OTS (Training Specialist), Game Studies, RN to BSN, and newly identified programs including MPA and Professional/Business Communications.	Active efforts to address potential workload issues are underway. Accreditation implications are always considered.		Resolve scheduling and workload considerations. Continue discussions about how to smoothly implement accelerated and flexible learning formats.		Nina Rodriguez Gonser
2.a.	Grow fully online enrollment	Implement recommendations from recent comprehensive studies and reviews	Completed, but continued progress to occur	The integration of the Technology Solutions Unit (TSU) into DDL has helped with significant progress. Key initiatives, including CRM, Digital Twin Project, AI Initiatives, XR Technologies, LMS Enhancements, and Data Analytics Solutions are in progress. Teams from Academic Technologies, E-Learning, Application Development, Software Development, and User Experience have successfully transitioned into DDL, fostering cross-functional collaboration and enhancing progress on important initiatives.		ITS	Prioritize continuity of functions within ITS while strengthening collaboration with DDL-integrated teams. Facilitate training for seamless EVMS LMS Migration. Emphasize communication to ensure the success of university-wide system integrations aligning with the outlined strategic benefits.	New positions for CRM implementation and optimization	Nina Rodriguez Gonser
			In progress and ahead of schedule	DDL surpassed the Fall 2024 Strategic Plan enrollment goal (6,900) in the Fall of 2023, with 6,963 online students			DDL continues to strengthen online offerings and market strategically to target audiences to continue to reach and exceed strategic plan enrollment goals.		Nina Rodriguez Gonser
2.b.		Automate the transcript management and evaluation processes to enhance efficiency and response time for students	In progress, but behind schedule	As noted in the last update, ODU contracted with Hyland to better manage the processes related to incoming transcripts for applications. The launch was delayed to mid-January and is currently in testing. So far, we have automated TCC transcripts from Parchment to Hyland for processing.	There have been challenges that delayed launch due to issues with document sends and the accurate loading of student data.	SEES Admissions, ITS	Main campus admissions will continue adding volume to the solution while carefully monitoring system performance.		Nina Rodriguez Gonser

Goal/Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
3.a.	Enhance access and affordability to attract and retain students, while promoting affordability and completion by all student levels and modalities	Increase graduate student support through larger stipends with built in cost-of-living increases; examine tuition waiver structure; and promote inclusion of GRAs and undergraduate funding in external grants	In progress and on schedule	The Graduate School has conducted an analysis and identified summer funding needs for existing graduate assistants funded on ledger 1 accounts. Approximately \$520,000 will be needed to bring current master's students to a minimum \$5,000 summer stipend and current doctoral students to a minimum \$6,700 stipend. This will bring ledger 1 summer stipends into alignment with existing Research Foundation summer stipends.	Identifying resources to fund the ledger 1 summer stipend increase.	Office of Budget and Financial Planning	A budget request has been submitted through the annual process. The Graduate School will work with the AVP Academic Affairs and the Office of Budget and Financial to identify new resources.	\$520,000 in new resources.	Robert Wojtowicz, Ph.D.
		Identify sources to increase targeted financial assistance for international students	In progress, but behind schedule	Discussing potential opportunities of donor-funded resources with University Advancement.		Advancement			Scott Harrison, Ph.D.
		Identify and implement the best tuition models that promote both affordability and timely degree completion	In progress and on schedule	The cost of course materials have proven to be an influence on student retention. Faculty adoption of open educational resources (OER) and affordable course content (ACC) are one way to reduce the cost burden on students and make them feel that the University cares. The Libraries have been a campus leader in education and advocacy for open educational resources. We maintain a guide for finding, evaluating, and creating open educational resources and have a leadership role on the campus OER Committee. We provide Open Textbook Workshops and encourage faculty to participate in grants offered by the Virtual Library of Virginia (VIVA) to create, adopt or adapt OER. VIVA also conducted a survey of students from Virginia colleges and universities, including ODU, which indicated the impact of course material costs on students.	Faculty are interested in reducing costs for their students, but creating open textbooks is a time commitment that does not seem to be rewarded in P/T decisions. Offering more incentives (eg, stipends, recognition) could be beneficial to faculty.	Academic Affairs, ODU Global	The OER Committee has developed a survey to administer to faculty in the Fall 2023 to determine faculty use of OER and ACC, and to determine what training/education is needed. Training and information sessions will be offered each semester going forward. The Committee is also working to implement markings in the course schedule that will identify courses with no- and low-cost course materials as required by HB 2380 (§ 23.1-1308. F. - 2019) so students can make choices. Hopefully this will be implemented for the Spring 2024 semester.		Timothy Hackman
3.c.	Market the return on investment of a degree and the value of timely progression toward graduation	In progress and on schedule	Huron consulting group has been contracted for services to conduct a tuition strategy assessment. A tuition model review steering committee will be convened in February 2024 to kick-off this initiative. The Vice President for Administration and Finance will serve as Executive Sponsor. The Associate Vice President for Budget and Financial Planning will Chair the committee.	A primary challenge for all efforts remains the limited availability of funding to support student needs. The committee's efforts may be challenged by inconsistency in data reporting issues and designated institutional peer sets.	VP for SEES, Provost, Office of Budget and Financial Planning, Darden College of Education and Professional Studies, Enrollment Management, Office of Finance, Financial Aid, Information Technology Services, Institutional Research, Nursing School, and Office of the Registrar	Formally begin tuition strategy assessment to identify alternative tuition structures, build a baseline Excel model that articulates the net tuition revenue generated by ODU's current approach, model the future impact of alternative approaches, and conduct targeted peer benchmarking. This will also include a stakeholder survey and interviews.		Chad A. Reed	
3.d.	Admissions is identifying and strategically admitting highly qualified students and is currently discussing adjustments to the continuation criteria for merit scholarships, while also making adjustments to the number of credit hours required to constitute full-time enrollment. University Communications is incorporating messaging about the ROI and the value of a degree into its communications strategy.	In progress and on schedule						Scott Harrison, Ph.D.	
4.a.	Create documents and webpages in Spanish	In progress and on schedule	The website now has language translation functionality. We continue to work on expanding our print and digital collateral to meet the language needs of our Spanish speaking audience. University Communications has hired an award-winning expert in multicultural marketing who specializes in marketing to Latine audiences. During Spring 2024, he will be working on a multicultural marketing strategy for ODU.		Admissions and University Communications			Scott Harrison, Ph.D.	
4.b.	Dedicate support for Latinx recruitment and conduct outreach to high schools with high Latinx populations in the regions of Northern Virginia, Virginia's Eastern Shore, and North Carolina	Completed, but continued progress to occur	An Assistant Director of Admissions for Latine Recruitment has been hired. We are currently conducting targeting outreach campaigns to our prospective Latine population. Communications for Latine recruitment and outreach are in English with a button which directs them to a Spanish version of the message.					Scott Harrison, Ph.D.	
4.c.	Grow and support untapped Latinx enrollment	Host on- and off-campus events devoted to Latinx families	In progress and on schedule	We have hosted several Latine programs during the Fall 2023 open houses and will have a dedicated reception for the open house in Spring 2024. Created Latine Experience Onboarding (LEO), a new onboarding program exclusively designed to welcome and support first-year Latine students and their families. OIR collaborated with campus departments, faculty/staff, students, and alumni to organize over 15 events in Fall 2023 tailored specifically for the Latine populations.	During the Office of Intercultural Relations organizational restructuring in Fall 2023, a challenge emerged as there was no dedicated full-time staff solely focused on Latine Initiatives.	OIR, Admissions, Barry Art Museum, Student Health Center, Perry Library, and the Center for Major Exploration & the Man Connect Success Coaching, ODU Recreation and Wellness, Hampton Roads Hispanic Chamber of Commerce, Hispanic Latino Employee Association, ODU WEPA, Latino Student Alliance, La Unidad Latino, Student Engagement & Tradition, Women's Gender Equity.	Evaluate the LEO program and Fall 2023 events, gather feedback, assess effectiveness, and identify improvements; expand support by collaborating with academic departments and SEES units for purposeful programs and academic resources for Latine students; maintain ongoing communication with Latine students and families; refine existing programs and develop new strategies for student success, using feedback as a guide; recruit an Assistant Director for Latine Initiatives; and ensure alignment with goals for enhancing Latine student enrollment, retention, and success		Scott Harrison, Ph.D.
5.a.	Engage community resources and family members to support recruitment and student success	Expand relationships with local school personnel, including counselors, with a specialized focus in Hampton Roads, Richmond, and Northern Virginia	In progress and on schedule	Undergraduate Admissions is developing a professional high school counselor advisory council. The group will provide a formal platform for information sharing and strategy feedback.			The initial advisory council meeting scheduled for January 2024		Scott Harrison, Ph.D.
				OIED continues to partner with Virginia Center for Inclusive Communities (VCIC) to host Diversity Dialogue Days for high school students on the Peninsula and Southside.		ODU Admissions, Monarch Task Force on Inclusive Excellence, VCIC, and local schools	Diversity Dialogue Day is March 14th, March 23rd Diversity college edition (NSU, ODU, Dominion Energy.)		September Sanderlin
5.b.	Facilitate strong University connections between families of freshman applicants throughout enrollment and graduation	In progress and on schedule	Monarch VIPs launched in Fall 2023 with 125 families registered. There were 115 families who joined a private Facebook group which was a landing page for Q&A, live discussion, video streams, and information. STFP partnered with dining services to provide care packages to the students of all enrolled families.				Use evaluation data to adjust program content and in-person program offerings for Fall 2024.		Scott Harrison, Ph.D.
5.c.	Create a seminar class designed for family members of first-year students	Completed, but continued progress to occur	Monarch VIPs utilized Facebook as a landing page for its pilot program, enrolling 125 families in the program and 114 in the online community. This board saw significant interaction between families and university staff - 65 posts, 534 comments, 800 reactions, and 114 active members. This pilot exceeded the original target of 100 families and is preparing to scale the program up over the next two years to meet the 500 family target. The in-person capstone was achieved through a program during Family Weekend called Brunch with the Star, inviting families to a catered brunch reception and show at ODU's planetarium. This capstone was attended by 21 VIPs families.	Capstone attendance in our pilot year fell below the anticipated numbers. While online engagement was high, families did not engage in this in-person space.			Use evaluation data to adjust program content and in-person program offerings for Fall 2024.		Scott Harrison, Ph.D.

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
1.a.	Improve academic preparation, engagement, and advising of students to prepare them for academic and postgraduate success	Develop and implement extended orientation programming for undergraduate students	In progress and on schedule	The CME/MCC, STFP, and Retention unit will be identifying campus stakeholders and collaborators to inventory current UNIV courses. Following inventory, unit will connect with University Registrar and incoming Assistant Vice President for Academic Success.	AVP for Academic Success search is underway and University Registrar began recently. Additional partnerships and collaboration needed with individual academic colleges.	Academic Success Center	Meeting with campus stakeholders and collaborators in spring 2024.		Scott Harrison, Ph.D.
1.b.		Create an advising task force to examine the current structure and procedures of advising	In progress and on schedule	NACADA consultants came to campus in October and provided a review with recommendations to be implemented. Vice-Provost Payne is putting together an advising task force in February to begin the process of reviewing the advising structure.	there are many different viewpoints and needs for the colleges. It will take time to redefine the advising structure.	Academic Affairs internal units.	Have the task force to begin meeting and to review the recommendations of the NACADA review.		Joseph Ritchie
				The Student Success & Innovation team was established fall 2023 to work collaboratively with faculty and staff from across divisions, departments and colleges. The goal is to research, develop, and implement strategies aimed at improving the retention, persistence, and graduation of campus-based students (four year and transfer). The National Academic Advising Association conducted their visit on October 25-26. The consultants coordinated by the Center for Academic Administration and Academic Partnerships (led by Joe Ritchie). Each academic college, the Center for Major Exploration, and various constituency groups interacted with the consultants. Additionally the Student Success Innovation Team (led by Dr. Evelyn Ashley and Dr. Brian Payne) began and invited the National Institute for Student Success to provide a playbook for success. We are awaiting final reports.	Current Advising Directors group and Excellence in Advising groups exist, but leadership in these areas does not currently exist. Additionally, transition to Salesforce + orientation remix are placing many structures in flux.	Student Success & Innovation Committee	This Student Success & Innovation Committee will be meeting on an on-going basis and will make recommendations for university policies and procedures to improve the student experience. The committee is also charged with creating innovative strategies to enhance retention, persistence, and graduation rates.		Scott Harrison, Ph.D.
1.c.		Solidify a high-touch, sustainable advising model that supports students throughout their collegiate career with an increase in the number of professional advisors/coaches for first-year and second-year students	In progress, but behind schedule	This strategy is one that is mentioned in the NACADA Consultant visit. Upon the creation of the Advising Task Force this will be one of the agenda items that will be addressed.	Depending on the recommendations of the task force, there could be a significant increase in professional advisors which means more monies would need to be made available for salaries.	Academic Affairs internal units.	The advising task force will begin meeting on a regular basis.		Joseph Ritchie
1.d.	Enhance graduate-level advising to support students throughout their programs with a focus on degree completion and career exploration	In progress and on schedule	The Graduate School surveyed all graduate program directors in fall 2023 about their workload and position satisfaction. The response rate was high at 63.2%. Preliminary analysis reveals a need for additional advisor training.	Additional resources to provide ongoing advisor training.	Academic colleges and schools, Student Success Center	Further analysis of survey data and preliminary planning for advisor training to be conducted in spring 2024.	New resources needed to conduct advisor training either through internal means or external vendors.	Robert Wojtowicz, Ph.D.	
2.a.		Create additional scholarship opportunities for special student populations, such as first-generation, low-income, transfer, online, military, and international students	In progress, but behind schedule	Given the change in the FAFSA for the 2024 cycle, we will use this data to determine where the areas of opportunity are to best serve these groups in the future and create additional scholarship opportunities. We are currently working with ODUGlobal on their scholarship implementation and working with our partners in advancement on other avenues to explore. Will also be evaluating how we market/talk about scholarship opportunities to students.	The new FAFSA was not be available until December 31 and changes were largely unknown.	Finance and Administration, Advancement, University Communications	Track and monitor data given the new FAFSA and use it to determine areas of opportunity for the future.		Scott Harrison, Ph.D.
2.b.	Continue to provide an affordable college experience by offering additional financial support for students, reducing financial barriers that impede progression and success, and supporting student social mobility	Expand paid internship/work-based learning opportunities for students who cannot otherwise participate in internships/work-based learning that are unpaid, including the expansion of grants offered by Career Development Services	In progress and on schedule	Over the summer, the LeADERS team completed a comprehensive audit of degree programs to identify gaps in programs with no or few LeADERS Applied Work-Based Learning course designations. This audit was shared with the Monarch Internship and Co-Op Office as a guide for identifying opportunities to expand access to and participation in internships at the curricular level. In addition, the Academic Success Center has connected with campus partners including the Advising Center for the College of Arts & Letters, Career Development Services, and Center for Major Exploration/Mane Connect Success to promote the LeADERS program, highlight the opportunity to earn LeADERS Applied Work-based Learning credit for participation in on-campus employment, and including federal work study as a qualifying experience for LeADERS 'Applied Work-based Learning' credit.		Academic Affairs, Student Engagement and Enrollment Services	Next steps include continuing to highlight this shift with campus partners, reviewing students who graduate with LeADERS distinction to identify how many leverage this option as part of their program progress, and engaging in annual updates of the degree program audit to track expansions of course-based internship opportunities within the curriculum.	N/A	Marissa Jimenez
				CDS received a SCHEV grant in June 2023 to transform Federal Work Study positions to be more internship-like. A working group named the Federal Work Study (FWS) Internship Program Steering Committee was formed in July and has been making progress toward the milestones and timeline for a Fall 2024 program pilot. A part-time project manager position was filled in mid-December as part of this grant. This work will lead to FWS funds paying for student internships on campus.	Base funding was not provided for CDS to continue the Experience Guaranteed Grant for students with unpaid internships due to this initiative shifting to MICO.	FWS Internship Program Steering Committee is comprised of representatives from CDS, MICO, Financial Aid, Payroll, Hiring supervisors, and faculty.	Hold listening sessions to get feedback from supervisors of student employees and from deans, associate deans, and internship coordinators Formation of an implementation approach including marketing and communication strategies Pre-pilot forums to onboard supervisors/mentors		Scott Harrison, Ph.D.
		Providing students with campus employment benefits both the Libraries and students, providing the latter with financial stability and practical work experience. Campus employment has a role as a high-impact practice that supports University Strategic Plan goal for Student Engagement and Success (2.b.). In FY23 the Libraries employed sixty student workers paid from the Libraries budget, paying out \$170,204 in wages.	The University has not provided base budget increases to offset recent rise in Virginia minimum wage (\$7.25 to \$12.00) in the period from FY21 to FY24). Rising hourly wages, combined with a flat base budget allocation, is creating downward pressure on the opportunities the Libraries can provide for student employment.	Career Development Services	Increase funding for student employment in order to create more opportunities	Increase funding for student employment to offset minimum wage increases	Timothy Hackman		
		In academic year 22-23 we launched the IMLS grant-funded Future Information Professionals Internship program with 12 students, and continued in the 23-24 academic year with 12 additional students. This is a paid internship for undergraduate students who are interested in careers in libraries, information sciences, museums, and archives. The experience includes attendance at a professional conference, networking with library professionals, developing an ePortfolio, working within the ODU Libraries, and more. This is an IMLS grant funded two-year project. This year we collaborated with the University's new Monarch Internships & Co-op Office to give interns the opportunity to receive academic credit by registering for UNIV 068.	The challenges of this project are navigating the administrative processes of the organizations involved- IMLS, ODURF, ODU, and the ODU Libraries. This year's experience included out of state travel for 19 people to attend a professional library conference. Travel planning and coordinating that many people was challenging.	Sue Kimmel, Professor, Darden College of Education & Professional Studies	During the spring semester interns will work 8 hours per week within the University Libraries, complete impact projects, and ePortfolios. Focus groups will be conducted and analyzed to explore the intern experience and identify changes for the future. The project PIs will disseminate information next year regarding best practices for undergraduate internship experiences in academic libraries.		Timothy Hackman		
	Expand paid internship/work-based learning opportunities for students who cannot otherwise participate in internships/work-based learning that are unpaid, including the expansion of grants offered by Career Development Services								Brian Payne, Ph.D.
2.c.	Expand financial support, such as grants, to assist students who are within 15 credits of graduation	In progress and on schedule	Reevaluate emergency grant process and financial need of our students to identify funding opportunities and expand support.		Finance and Administration	Continue to track data to determine areas of opportunity.			Scott Harrison, Ph.D.

Goal / Strategy	Goal	Strategy	Status	Progress	Challenges	Collaboration	Next Steps	Investments	Submitter Name
3.a.		Align student recruitment, academic outreach, and retention activities to enhance engagement, success, and sense of belonging to increase retention and graduation rates	In progress and on schedule	The Academic Success Center has met with program leaders to share findings and discuss the relevance of these surveys in supporting program needs. Specifically, findings were shared with Excellence in Advising, the HIP Council, and most recently with the Student Success Innovation team. Currently, the Academic Success Center has launched the FYES survey for this year and will await to compile results when the survey closes on March 1, 2024.	As with last year, challenges center on improving student response rates.	Other Academic Success Center partners, ITS, and other units who work with first-year students	The Academic Success Center will wait to compile and analyze FYES results when closed on March 1, 2024.	N/A	Marissa Jimenez
				The Academic Success Center is continuing to engage with faculty to develop and maintain ILCs for Fall 2024. During the 2023-2024 academic year, 18 ILCs were supported in the fall and 2 ILC continued in the spring. Planning is underway for Fall 2024 with 20 ILCs being scheduled.	Recruitment is a challenge to promote ILCs to incoming students ahead of registration. The Academic Success Center is working with the orientation staff to provide content to promote opportunities to students during the new pre-orientation phase.	Various colleges and academic departments	Continue working with academic departments to finalize courses and schedules to implement Fall 2024 communities.	N/A	Marissa Jimenez
				The New Student Experience pilot is being implemented as a key strategy. The three-year pilot focuses on transitioning orientation to a 3-pronged journey: Pre-Orientation (Explore Your Kingdom), Orientation (Discover Your Pride), and Post-Orientation (Rule Your Dominion) with specific learning outcomes. The pilot is developing a website to host the new student experience timeline, working with campus partners to develop online pre-orientation modules, partnering with 3 advising centers to implement online advising and course registration, revising the on-campus orientation schedule, and preparing to work with partners on the first-year experience during The Monarch Experience (TME). Submitted in December: The CME/MCC, STFP, & Retention Unit are tracking holds and withdrawals for first-year students and following up with students who are not enrolled as well as students who withdraw to obtain withdrawal reasoning. Additionally, the CME/MCC, STFP, & Retention team are outlining pathways for success coaching and exploratory advising, establishing case management connections for all success coaches, and piloting a new student experience that assesses, disrupts, enhances, and brings innovation to the new student experience ensuring it integrates students and families at their point of confirmation thru their Day 1 on campus. Established the positions of Assistant Director for Black Initiatives and Assistant Director for Latine Initiatives within the Office of Intercultural Relations. These roles were created to enhance outreach, retention, engagement, and overall sense of belonging for Black and Latine student populations. The creation of these positions involved reallocating existing fiscal resources and strategically restructuring the unit. Restructured graduate assistants in OIR to support the organizational changes, designating GAs for Black Initiatives, Latine Initiatives, and Intercultural Initiatives (with a focus on AAPI and other cultural populations). This restructuring aims to strengthen support mechanisms for diverse student groups and aligns with our goal of improving retention and graduation rates Counseling Services increased access by initiating same day/next day self scheduling through the portal.	PROGRESS CONTINUED: Satisfaction survey data 2022-2023 results (n=164) 86% reported that services helped them improve their academic status; 92 % reported that OCS helped them stay in school; 86% reported that OCS helped them cope with stress. Holds and withdrawals are being tracked for first-year students and following up with students who are not enrolled as well as students who withdraw to obtain withdrawal reasoning. Additionally, a team is outlining pathways for success coaching and exploratory advising, establishing case management connections for all success coaches, and piloting a new student experience that assesses, disrupts, enhances, and brings innovation to the new student experience ensuring it integrates students and families at their point of confirmation thru their Day 1 on campus.	Collaboration with Student Engagement & Traditions and Career for Major Exploration Mane Success Coaching.	Continue to enhance alignment in student recruitment, academic outreach, and retention activities by implementing targeted strategies identified through ongoing evaluations. Additionally, ensure the successful integration of the restructured graduate assistants in OIR to effectively support Black Initiatives, Latine Initiatives, Intercultural Initiatives (with a focus on AAPI and other cultural populations), and International Initiatives. This step aims to solidify our commitment to fostering engagement, success, and a sense of belonging for all student populations.		Scott Harrison, Ph.D.
3.b.	Empower students to declare a major on or before 60 earned credit hours	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided	No Update Provided
3.c.	Increase undergraduate student retention and graduation rates	Encourage students to complete 30 credits per academic year with consideration for individual needs	In progress and on schedule	The curriculum sheets in the undergraduate catalog have all been reviewed and encourage students to enroll in 30 credits per academic year based on the courses listed. Advisors discuss with students the advantage of taking 30 credits per academic year.	Ensuring that there are enough key general education courses available in the first year for all incoming freshmen to take.	Department Chairs.	Continue to evaluate the general education course options and identify alternative courses for students to take to meet the 30 credit hours per academic year.		Joseph Ritchie
				The CME/MCC, STFP, and Retention unit will be working with advising directors to incorporate encouragement into the new student experience. Associate Dean of Students will ask the Director of Academic Support and Continuance for assistance in creating the Tools and Tasks for a Strategic Success module as part of the New Student Experience Pilot. The module will encourage students to understand the following: "2.0 + 30 credits per semester = Graduate in 4 Years" NACADA recommendations encourage defining advising and developing a mission, vision, and model for advising as well as assigning advisors earlier in the onboarding experience and using an educational plan. Including encouragement to complete 30 credit hours will be a part of this recommendation.	The search for an Executive Director for Undergraduate Education and Senior Advising Official is underway and will be integral to next steps.	Center for Advising Administration and Academic Partners and the Student Success Innovation Team		Scott Harrison, Ph.D.	
3.d.		Provide consistent, comprehensive integrated support for students by streamlining the front-line support with technology solutions	In progress, but behind schedule	Because of turnover in ITS leadership and across other units, the Chatbot platform project had been postponed. However, ITS project leads will re-engage with stakeholders within the next month and work to complete a quick implementation by the end of the spring 2024 semester.	Because of staff and personnel changes, ongoing communication about the project has been difficult to maintain.	ITS, other Academic Success Center units, and other partners located residing in the Student Success Center building	The Academic Success Center is awaiting for ITS to launch its re-engagement plan for the project, which includes onboarding stakeholders (current and new) into the project. This would include another demo of the Chatbot and likely the scheduling of progress checks and update meetings within the next month.	N/A	Marissa Jimenez
				Update from Karthik Navuluri: We took a pause to reevaluate whether this is the right direction, given all the changes in various orgs, and also the proliferation of language learning models in the market. We need to make sure that the student experience with these products should be equal or better than the tools that students see in the industry. Ivy has since implemented GPT models in their product. Digital learning is also onboard with implementing Ivy. We will soon restart the conversations to update the knowledge base and establish a go live date.		Karthik Navuluri	Update knowledge base and establish a go live date.	Scott Harrison, Ph.D.	
3.e.		Integrate academic success support in courses historically identified as having high DFW and Incomplete grades	In progress and on schedule	The Academic Success Center launched a pilot of an Embedded Tutoring Program in Fall 2023. The pilot began with one ACCT 201 section, two HIST 104H sections, and three tutors. In spring 2024, the program expanded to two ACCT 201 sections, six HIST 104H sections, and six tutors. In the fall 2023, tutors completed 52 tutoring sessions with 24 unique students. 82% of appointments were for ACCT 201. In Fall 2023, appointments were set at 30 minutes. However, the average length of a session was 45 minutes. In the Spring 2024, the session time increased to 1 hour. The tutors receive ongoing training throughout each semester to help develop their skills as peer educators.	Embedded tutoring is a partnership between faculty and the Office of Academic Success Initiatives and Support (Academic Success Center). To be most effective, faculty participation is critical. Without faculty involvement and resources, the embedded model cannot be sustained. Identifying and recruiting faculty to participate in the pilot has been a challenge, for some faculty prefer traditional tutoring instead of an embedded model. Given one course, only one or two sections would agree to participate in embedded tutoring, leaving students from the other sections with limited or no support.	Accounting and History departments; Subject Matter Experts (SMEs)	To continue building on the program, outreach to other departments with high DFW courses will occur during spring and summer to try to increase courses in fall 2024. In addition, continued outreach to recruit student tutors for upcoming courses.	An initial investment of 75K was allotted to support tutoring and the embedded tutoring program for the 2023-2024 year. Those funds have been used to hire tutors, a graduate assistant, and the continued use of tutor.com to provide additional support to students.	Marissa Jimenez