

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"> <li>•Complete the Guide and Standards Toolkit.</li> <li>•Collate current engagement and partnership data.</li> <li>•Office of Community Engagement is co-managing with university leadership, Leap into Learning forums.</li> </ul>	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"> <li>-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;</li> <li>-Awarded full \$15,000 service-learning mini-grant (SLMG) funds to 12 faculty in Arts &amp; Letters, Education, Engineering, and Health Sciences in fall 2023;</li> <li>-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."</li> <li>-Collaborated with University Communications to highlight Leadership &amp; Learning's partnership with a fashion sustainability service-learning course project that helped facilitate the 10/31/23 Monarch Thrift program; and</li> <li>-Provided input on University definitions for service learning and experiential learning as part of the Policies &amp; Standards Subcommittee for the University's Relationship Governance Team.</li> </ul>	<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
		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>	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. 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.	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	<ul style="list-style-type: none"> <li>Share the Faculty Fellows draft program with currently identified responsible parties.</li> <li>Inventory existing award and recognition programs with each college, school, division, and administrative area.</li> <li>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.</li> </ul>	Incentive funding needed to recognize and reward students, faculty, and staff.

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2.a.	Deploy a new infrastructure and culture to increase corporate and community partnerships	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.	Identify and reduce barriers to student participation in internships and other work-based learning opportunities	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.	Expand innovation and entrepreneurship	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.		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	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	

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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