



OLD DOMINION
UNIVERSITY

I D E A FUSION

2014–2019

STRATEGIC PLAN

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PREAMBLE

Old Dominion University Strategic Plan 2014-2019

Mission Statement: Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation, and the world through rigorous academic programs, strategic partnerships, and active civic engagement.

Vision Statement: Old Dominion University will be recognized nationally and internationally as a forward-focused public doctoral research university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community constituents, and utilizes its strong relationships with a variety of state and national partners to provide solutions for real world problems.

The University: Old Dominion University is a Carnegie Doctoral Research (High) University whose central purpose is to provide students with the highest quality undergraduate and graduate education possible, while elevating its stature among the nation's public research institutions. These mutually supportive goals are accomplished through innovative use of modern learning technologies and pedagogy, emphasis on student engagement, interdisciplinary collaborations, a research-enabling infrastructure, and widespread promotion of faculty and student research findings.

As a comprehensive, residential, and student-centered university, Old Dominion serves a highly diverse array of individuals, including non-traditional learners, military-affiliated students, and working professionals, through face-to-face, distance, and blended learning delivery modes, and by seamlessly connecting recruitment, engagement, active learning and student success. The diverse and profoundly multicultural community that is Old Dominion University is celebrated.

An award-winning faculty provides an arts-and-sciences-based general education for all undergraduates, in-depth scholarly guidance and hands-on research opportunities for upper-level and graduate students, and an array of professional development programs for working professionals. The University develops synergistic partnerships with industry, businesses, and agencies, providing them with practical solutions and advanced professional education, thereby enhancing the economic development of the region and the Commonwealth of Virginia and beyond. Recognition of our excellence in creating new knowledge and developing cutting-edge pure and applied research and scholarly activity is demonstrated by steadily increasing success in obtaining competitive external research grants and awards.

The campus and local communities are enriched through education, arts, services, athletics, and cultural events, and acknowledge that strong alumni and external relations and an entrepreneurial approach are imperative to achieving public support and private funding for all of our initiatives.

Old Dominion University evaluates and constantly improves the ways it assists students, faculty, staff, and the many constituents we serve through rigorous self-examination, assessment, and efficient use of resources.

INSTITUTIONAL ENVIRONMENT AND CONTEXT

Old Dominion University has grown from its inception in 1930 as the Norfolk Division of the College of William & Mary, through its establishment in 1962 as an independent small college, to its current standing as a large research university that has earned a Carnegie classification of “high research activity.” Through its seven colleges – Arts and Letters, Business, Education, Engineering and Technology, Health Sciences, Sciences, and Continuing Education and Professional Development – the University now offers more than 2,400 courses as part of over 160 degree programs – numerous certificate programs, 70 baccalaureate, 54 master’s, two education specialist, and 42 doctorates.

The nearly 25,000 students enrolled, inclusive of approximately 5,000 graduate students, are drawn from all 50 American states and 78 countries, and create a celebrated diversity in which 22 percent are African American, six percent are Hispanic/Latino, and 55 percent are women. Old Dominion University now boasts more than 130,000 alumni. The Norfolk campus has evolved in recent years into a truly residential campus; almost 5,000 students are housed in University residences and approximately 6,000 additional students reside within walking distance. In addition to the main Norfolk campus, programs are offered at extended campuses in the nearby cities of Virginia Beach, Hampton and Suffolk. As Virginia’s distance education pioneer, Old Dominion University now offers almost 70 online degree completion and certification programs, enrolling students through more than 50 Distance Learning sites in Virginia and beyond.

Old Dominion University employs more than 3,300 people, including a faculty of more than 800 full-time professors and nearly 600 part-time instructors from America’s and the world’s leading research universities. The University Libraries provide online research databases, e-books, thousands of online journals, and more than three million items in its physical collections.

The main campus is situated in a thriving metropolitan coastal region adjacent to major maritime and military installations and within easy reach of the nation’s capital. The Metropolitan Hampton Roads’ location provides a rich living laboratory for many of the University’s academic and research pursuits, including environmental, marine, and natural sciences and engineering associated with the Chesapeake Bay and the Atlantic Ocean. Its location lends particular importance to the evolving Climate Change and Sea Level Rise Initiative that began in 2010 and is attracting major attention from the citizenry of Hampton Roads.

The region is also host to an extensive and comprehensive public education system and several community colleges and universities, with which Old Dominion has long-standing and strong collaborations. Cultural connections with the local community are strengthened by the annual Old Dominion University Literary Festival, public lectures on a wide variety of topics, and numerous theatrical and musical performances. The University’s initiatives, such as modeling and simulation programs, are propelling job creation and economic growth by tying nicely into regional strengths—federal labs, the port, military bases, Chesapeake Bay, and health care, to name a few.

The University has developed mutually beneficial partnerships with numerous major, local and federal government facilities and health-related organizations, including: the Virginia Port Authority, which oversees the world’s largest natural deep-water port; the Thomas Jefferson

National Accelerator Facility; the Virginia Commercial Space Flight Authority and Mid-Atlantic Regional Spaceport at Wallops Island; NASA Langley Research Center; Langley Air Force Base; Naval Station Norfolk, home to the U.S. Navy and U.S. Fleet Forces Command; NATO Allied Command Transformation; and the Naval Postgraduate School. In addition, the University has active collaborations with local and regional school districts, the Virginia Community College System, Norfolk State University, and Eastern Virginia Medical School, with which faculty and students interact through joint academic and research programs.

President John R. Broderick, who was appointed in 2008, is credited with significantly improving state and private support for Old Dominion University in the midst of challenging economic conditions. In addition to resource development, he implemented a comprehensive student success initiative and a University-wide commitment to faculty, staff, student, and civic engagement. President Broderick was one of five presidents of state institutions appointed in 2011 to the governor's Higher Education Advisory Committee, which was created as a result of the Virginia Higher Education Opportunity Act of 2011. In 2012, he was appointed to the American Association of State Colleges and Universities Council of State Representatives, and in 2012 received the American College Personnel Association's Contribution to Higher Education Award. The University's governing Board of Visitors recently extended his term as President to 2018.

The institution's annual budget is in excess of \$500 million, and its annual contribution to the regional economy has been calculated at almost \$2.1 billion. In 2011 and 2012, The Chronicle of Higher Education identified Old Dominion University as one of the best universities to work for in the nation. The University is also proud to have been selected as a Military Friendly School by GI Jobs Magazine for five years in a row, 2010-2014.

RECENT ACCOMPLISHMENTS: 2009-2014

As with prior planning, the Old Dominion University Strategic Plan 2009-2014 guided the direction of the University by building on previous academic and research accomplishments, while allowing the institution to take advantage of some additional unanticipated opportunities. Some of the more notable achievements are listed below; a more comprehensive survey of achievements resulting from Strategic Plan 2009-2014 is provided on the website <http://www.odu.edu/about/planning>.

EDUCATIONAL PROGRAM ACHIEVEMENTS

Program Enhancement

During much of the University's early years, its research and educational strengths were in traditional fields such as oceanography, physics, engineering, nursing, international studies, and creative writing. More recently, those well-established areas have been joined by emerging fields, including: visualization, modeling, and simulation; bioelectric therapies, cardiovascular biology and medical diagnostics; school counselor education; alternative energies; maritime and

supply chain logistics; climate change and sea level rise mitigation and adaptation; and high performance computing, cybersecurity, homeland security, and critical infrastructure protection.

The University's academic program evaluations over the past five years culminated in the decision to shrink, consolidate, or eliminate some programs and activities in order to build on areas of promise and invest in emerging fields.

New undergraduate and graduate programs were added in high-demand areas. In 2010, Old Dominion University became the first university in the nation to establish an academic Modeling, Simulation and Visualization Engineering department within its undergraduate engineering program, and graduated its first four students in May 2013. In 2009, a new Doctor of Engineering program began. The two departments of Aerospace Engineering and Mechanical Engineering were combined in 2010 into a single Department of Mechanical and Aerospace Engineering, resulting in efficiencies of administration and a more integrated curriculum across the different student levels. A new Ph.D. concentration in bioengineering was implemented, online graduate certificates in cyber security, global health, and modeling and simulation in computing and informatics have been created, and in 2013 the Department of Urban Studies and Public Administration (renamed the School of Public Service in 2014) graduated the first class from its new Graduate Certificate in Public Procurement program.

Entrepreneurship

Thanks to a gift of more than \$10 million from the Strome Family Foundation, a new Entrepreneurial Center is being established under the oversight of Academic Affairs. The gift is enabling ODU to expand its practice of entrepreneurship through the creation of an innovative co-curricular program and courses open to students in all disciplines. In fall 2014, interested students may enroll in entrepreneurship courses without needing to fulfill prerequisites. Although faculty from the Strome College of Business and the Batten College of Engineering and Technology are taking the lead in developing the initial general education and graduate level certificate courses, faculty members from each of the six academic colleges were selected to participate in the nationally recognized entrepreneurship summer institute at Babson College in 2014, with the aim of creating discipline-specific entrepreneurship programs in each college in 2014-2015.

Continuing Education and Professional Development

One of the University's 2009-2014 Strategic Plan Goals was "Building Strong Civic and Community Relationships." A key objective within this goal focused on expansion and promotion of continuing education and related programming at Old Dominion University. In the summer of 2012, the University commissioned a review of its several continuing education programs housed within the academic colleges in an effort to improve the quality of offerings, stabilize and increase market share against external competitive forces, and improve efficiency of operations. A consultant from Boston University's Metropolitan College was commissioned to conduct an in-depth review, together with the President, members of the President's cabinet, deans, faculty, and staff of existing continuing education units. The consultant's report recommended a reorganization and centralization of continuing education operations into a new college to be headed by a founding dean. A working committee of faculty and staff reviewed the report, met with the consultant, held open forums, and produced a proposal to establish a College

of Continuing Education that the Old Dominion University's Board of Visitors approved in the fall of 2013.

After receiving approval from the State Council for Higher Education for Virginia, the University began in the spring of 2014 to restructure and consolidate existing continuing education units and recruited its founding dean for the college, designated as the College of Continuing Education and Professional Development. The new College has the mission to provide high quality professional and personal continuing education opportunities for returning veterans and other adult, non-traditional learners.

Opportunities afforded by the College will be flexible and responsive to regional, national, and international needs in advanced workforce development. Programs to be administered by the College will include non-credit workshops, conferences, seminars, and certificates, as well as credit-based courses and programs offered through various modalities, including online, face-to-face, and hybrid formats. These will encompass new opportunities for professional advancement, traditional continuing education offerings, interdisciplinary offerings in rapidly developing fields of national interest, and certificates in strategic areas of interest to industry and business partners.

The administration of the College will be housed in the Virginia Beach Higher Education Center and staffed by existing personnel, with the exception of the founding dean. The College will operate entirely on self-generated funds, and is expected to return a revenue stream to the University no later than its third year of operation.

ACCREDITATIONS AND PROGRAM RANKINGS

Old Dominion University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters and doctorate degrees.¹ In December 2012, the University was proud to receive reaffirmation of accreditation through 2022: the reaffirmation report cited no recommendations for improvement with regard to SACSCOC requirements and comprehensive standards and commended Old Dominion's Quality Enhancement Plan "Improving Disciplinary Writing." This strongly positive reaffirmation of Old Dominion University's compliance with the standards of accreditation was the result of almost two years of intensive work by faculty, administrators, and support staff to prepare the comprehensive self-study report in 2011, followed by on-campus site visits by SACSCOC professionals in spring 2012.

Other important reaccreditations obtained in recent years include: 2009 Commission for Collegiate Nursing Education reaccreditation for the School of Nursing; 2012 National Council for Accreditation of Teacher Education (now consolidated into the Council for the Accreditation of Educator Preparation, CAEP) reaccreditation for programs in the College of Education; 2012 Accreditation Board for Engineering and Technology (ABET) reaccreditation for engineering programs; and 2013 Association to Advance Collegiate Schools of Business (AACSB) reaccreditation for the University's business and accounting programs. In all, 65 of the

¹ Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Old Dominion University

University's programs are fully accredited, with an additional 7 that have a formal endorsement, compliance, professional membership or national recognition.

Distance learning programs

Several of the University's online degree programs were identified among the best in the nation for 2014 by U.S. News & World Report; nearly 860 online education programs were evaluated, according to the magazine. The Darden College of Education's graduate programs ranked 8th among the nation's graduate education programs for student services and technology, 10th for admissions selectivity, and 42nd overall, and the University's online bachelor's programs placed 69th out of university programs that were analyzed. The online graduate program in nursing in the College of Health Sciences was rated 24th in the nation, ranking 2nd for admissions selectivity and 10th for student services and technology.

In 2014, Old Dominion University's distance learning programs were ranked highest in Virginia and 23rd in the nation, out of 875 schools, for quality and affordability by AffordableCollegesOnline.org. The ranking was based on data from the National Center for Education Statistics, Integrated Postsecondary Education Data System, Carnegie classifications and the Payscale.com website. The Open Education Database rated the University's online computer science program the 4th best in its 2013 Online Colleges rankings, and, also in 2013, GetEducated.com gave a "Best Buy" ranking to Old Dominion University's online bachelor's degree programs in nursing, psychology and human services and to the Master of Science in Nursing program.

The University's online degrees in counseling (master's) and human services (bachelor's) were also featured on SR Education Group's website, www.OnlineU.org, as being among the most affordable college online degrees, placing 13th and 8th, respectively. *SuperScholar*, a Texas-based academic services company that provides independent rankings of universities nationwide, ranked ODU's online engineering management program 5th in December 2013. An online public procurement certificate was first offered by the College of Business and Public Administration (now the Strome College of Business) in 2013. The certificate became accredited in 2014 by the Global Standards Board of the International Federation of Purchasing and Supply Management; this is the first formal college-level procurement accreditation anywhere in the world.

FACULTY QUALITY, RECRUITMENT AND RETENTION

Significant investments have been made in recent years to increase faculty capacity; between 2008 and 2014, a total of 134 faculty positions were established, of which 23 were initially supported by American Recovery and Reinvestment Act stimulus funds. While the total number of tenured/tenure track faculty has significantly increased above prior levels, it remains a goal to bring the student-to-faculty ratio to that of other doctoral institutions in Virginia (average between 18:1 and 17:1). This is an ongoing challenge that will remain at the forefront in the Strategic Plan for 2014-2019.

As in prior years, emphasis in recruitment was placed on promising teacher-scholars, together with a select number of senior-level, nationally-recognized faculty to assist in expansion of

existing multidisciplinary clusters and teams in modeling and simulation, biomedical sciences, biomedical engineering, bioelectronics, accelerator physics, computer sciences, and the Climate Change and Sea Level Rise Initiative, as well as to strengthen programs and research in other disciplines that show promise.

The number of external awards and recognition for faculty excellence in teaching and research continues to increase. The faculty includes more than 75 elected Fellows of national and international professional associations. In 2014, the University obtained its 27th Outstanding Faculty Award winner from the State Council of Higher Education for Virginia – the Commonwealth’s highest honor for faculty who must demonstrate a record of superior accomplishments in teaching, research, knowledge integration, and public service. Old Dominion University has received 17 of these prestigious awards for teaching and scholarly impact since 2000, and in so doing remains in the top three institutions that have received these since 2000.

During the past five years, faculty researchers have won prestigious Fulbright and National Science Foundation CAREER awards. Two faculty won CAREER awards in the first half of 2014 alone. It is the National Science Foundation's most prestigious award in support of junior faculty who exemplify the role of teacher-scholars through outstanding research, excellent education and the integration of education and research within the context of the mission of their organizations.

The number of faculty with leadership roles in national and international professional organizations continues to increase each year; faculty serve as editors of more than 370 nationally ranked journals.

Faculty publications in top-ranked, peer-reviewed periodicals continue to increase, as well as faculty authorship of award-winning books. A book of poetry by a faculty member was a finalist for the 2012 National Book Award. Faculty and their students have won numerous Best Paper awards for their national and international conference presentations, and their articles continue to be accepted by prestigious international journals with high citation indices.

The advances of Old Dominion University faculty continue to attract much positive attention from national media, such as the *New York Times*, *Washington Post*, *Los Angeles Times*, *The Chronicle of Higher Education*, *Inside Higher Ed*, *CNN*, and *National Public Radio*.

Retaining the University’s most productive faculty, after a period of more than five years with only one significant salary increase from the Commonwealth, has been a challenge and will remain so unless addressed during the time period of the next Strategic Plan. Between 2011 and 2013 the University was unable to retain five of its most active senior faculty, four of whom held named professorships, who were recruited by institutions in other states that could offer substantially greater compensation packages.

RESEARCH PROFILE AND AWARDS

In response to faculty and administration concerns over the efficiency of services offered by the Old Dominion University Research Foundation (ODURF) and the Office of Research, the University in 2011 commissioned an independent evaluation of ODURF and the overall research

program by Marshall Advisory Group, Inc. An in-depth report received in 2012 resulted in a reorganization of the Research Foundation's organizational structure, intended to improve the overall service to the University's faculty.

The University's total research and development (R&D) expenditures increased from approximately \$85 million in 2008 to \$104 million in 2012. In addition to significant University investment, external awards from both federal and state agencies have shown substantial increases. Data from the National Science Foundation's Higher Education Research and Development Survey for 2012, the most recent data available at this time, show that Old Dominion University's rankings have been stable or have improved since 2008. The improvements were in the categories of Total R&D Overall Public & Private (#145 among 655, up from #156) and Total R&D Overall for Universities with no Medical School, (#57 of 511, up from #61). The University also saw a significant increase in ranking of State & Local Government Funded R&D, placing at #92 compared to #152 in 2008.

Among specific disciplines, the University has improved its rankings in oceanography (#25 of 140), education (#20 of 424), physics (#87 of 411), political science (#66 of 300), and mechanical and electrical/computer engineering (#34 among 272, and #35 of 284, respectively). Old Dominion University has experienced an increase in Department of Energy funding, principally for physics and photovoltaics research.

A notable single award in 2012 was a \$25 million grant to the Center for Educational Partnerships from the U.S. Department of Education's Investing in Innovation competition, to improve mathematics achievement and enhance access to challenging mathematics courses for high-need middle school students. Other Darden College of Education faculty also achieved significant success in obtaining external grants, particularly in special education and in science, technology, engineering, and mathematics (STEM) education in collaboration with sciences and engineering faculty.

Translational and Interdisciplinary Research

Emphasis on interdisciplinary and translational research efforts increased over the past five years and amendments were made to the University's tenure and promotion policy to recognize the importance of collaborative interdisciplinary research and the granting of patents and licenses. Internal funding from several programs in the Office of Research encouraged collaborative work and included grants for the Multidisciplinary Seed Funding program.

In 2013, five research teams involving 21 faculty members at Old Dominion University and collaborators from three additional universities (Eastern Virginia Medical School, SUNY Upstate Medical University, and Arizona State University School of Life Sciences) shared multidisciplinary seed funding. Interdisciplinary and translational research has been strengthened by new projects in medical modeling and simulation, bioelectrics, and molecular medicine, among others.

Investments from the Commonwealth of Virginia, as well as from the University and private donors, have allowed significant expansion of the Frank Reidy Center for Bioelectrics, which now is home to 20 research and teaching faculty, along with post-doctoral fellows and graduate

students. The Center for Bioelectrics alone holds more than 40 patents related to malignant tumor treatment, wound healing, and plasma creation for disinfection and treatments.

Other seed funding programs to assist faculty in obtaining external funding include the Faculty Proposal Preparation Program, which provides some release time from teaching for faculty to prepare successful grant submissions, and the Summer Experience Enhancing Collaborative Research and Summer Research Fellowship programs.

The University continues to build its strengths in modeling and simulation, from medical modeling to transportation analysis, through its Virginia Modeling, Analysis and Simulation Center (VMASC). New research and technical support awards to VMASC researchers totaled nearly \$9.6 million in 2012. A Center for Innovative Transportation Solutions was opened in 2012 in the City of Virginia Beach, to complement the existing Transportation Research Institute in the Department of Civil and Environmental Engineering. A productive partnership with Eastern Virginia Medical School resulted in awards to enhance the Virtual Operating Room, develop a new simulation tool to train clinicians in the use of diagnostic ultrasound as an integral part of bedside physical examination, and develop a web-based simulation training tool that teaches optimal blood management practices for patients undergoing surgery in partnership with Englewood Hospital and Medical Center.

New Initiatives

Major new University-wide research thrusts in the past five years include the Climate Change and Sea Level Rise Initiative, established in 2010. This interdisciplinary initiative has full participation by research and teaching faculty from all six academic colleges. The Mitigation and Adaptation Research Institute (MARI), established in spring 2014, has grown from the Climate Change and Sea Level Rise Initiative with the aim to provide practice-relevant knowledge that is needed by a wide range of community stakeholders, including government, military, private sector, and citizens, to help them cope with the impacts of climate change and sea level rise on the coastal zone and the urban coast in particular.

In connection with the Climate Change and Sea Level Rise Initiative, the University hosted a two-day conference “TechSurge: Technical Support for Coastal Resiliency” in spring 2014. The conference kicked off a unique pilot project – backed by the White House – that is bringing together all levels of government and industry to coordinate research and adaptation planning to combat sea level rise. Old Dominion University will coordinate this pilot project. In summer 2014, the University also served as the site for the first bicameral, bipartisan federal congressional delegation discussion on Sea Level Rise in the country, hosted by Senator Tim Kaine (D-Virginia).

The University’s research focus on alternative energy solutions expanded to include partnership with Dominion Power to install more than 600 solar panels in 2013 and 2014 on the roof of the Student Recreation and Wellness Center in the heart of the campus. The solar panels will generate power for about 35 homes and tie in to the photovoltaic research laboratory. Research into the use of algae for alternative energy products remains an important activity, and partnership with the Virginia Aquarium and Marine Science Center in Virginia Beach has resulted in several research grants to oceanography faculty to address climate change and oceanic acidification.

A new Center for Global Health was established in 2012 in the College of Health Sciences with community-based collaborators that include Operation Smile, Physicians for Peace, Montero Medical Missions, and the American Red Cross Coastal Virginia, among others. In late 2013, the University enhanced its research into early childhood education by establishing the Virginia Early Childhood Policy Center in the Darden College of Education. Less than a year after it was founded, the Virginia Early Childhood Policy Center released its first comprehensive report on the state of early childhood education in Virginia, the first of its kind in the state.

MonarchTeach, modeled on the nationally renowned UTeach Institute, was launched in fall 2013. It is a collaborative effort between the Darden College of Education and College of Sciences that allows mathematics, science and technology majors to receive teaching licensure while earning degrees in their content areas, and is the first program in Virginia designed to increase the number of high quality mathematics and science instructors in middle and high schools. This initiative was approved by the 2012 General Assembly along with \$700,000 in funding.

In recognition of the growing need for public health providers in the Commonwealth, the General Assembly provided funding in fiscal year 2014 for a study of the feasibility of establishing a joint School of Public Health between Old Dominion University and Eastern Virginia Medical School, building on the successful partnership that currently supports the joint Master of Public Health program.

In 2014, the University joined two important statewide initiatives. Old Dominion University became a member, along with the University of Virginia, Virginia Tech and Virginia State University, of the Commonwealth Center for Advanced Manufacturing. The goal of the Center is to serve as a bridge between academia and industry by taking promising research results from university labs to industry and ultimately to consumers through a scale-up transition process.

Also in 2014, the University joined the Virginia Biosciences Health Research Corporation, also called the Catalyst. The consortium's primary goal is to promote bioscience commercialization projects between Virginia's research institutions and private companies, thereby enhancing economic opportunities for the Commonwealth in biotechnology.

ENROLLMENT MANAGEMENT

Enrollment management promotes the educational achievement of students from the first point of contact through graduation. To enhance Old Dominion University's enrollment management effort, in the fall of 2012 the Office of Admissions established a coordinated approach to onboarding freshmen, transfers, distance learners, military, international, and graduate students. Over the past five years the University's enrollment growth position has become more moderate in comparison to the early 2000's, with the emphasis shifting to completion rates for matriculated students.

Nationally and in the Commonwealth the competition for college bound students has intensified. The Western Interstate Commission for Higher Education has recorded a steady decline in national and Virginia high school graduates since 2011-12, reaching a predicted low in 2014-15.

In addition to fewer high school graduates, decreasing community college enrollment is reducing the pool of potential transfer students. Between 2010 and 2011, graduate student enrollments in doctoral research institutions decreased by more than seven percent nationally. In response to these enrollment challenges several initiatives have been adopted.

Recruitment

The Hobsons Constituent Relationship Management system was implemented during the 2012-13 and 2013-14 academic years to provide consistent, timely, professional and targeted correspondence to prospective students, leading them through the application process and introducing them to Old Dominion University with their own personalized web portal. The following enrollment management initiatives were also implemented during this time frame in an effort to enhance recruitment efforts: correspondence was enriched to include publications and videos; the number of campus visit options was increased; a lively Admitted Student Day introduced future students to the University's academic strengths and traditions, engaging more than 3,200 students and family members annually; and new events such as summer receptions, guidance counselor luncheons, honors receptions and new transfer open houses were initiated. Additionally, admissions counselors expanded their recruitment outreach by using data analytics for territory management, which resulted in newly formed relationships with students and high school counselors.

In 2012, the University established a relationship with the Noel-Levitz consulting group to assist in restructuring financial aid packaging and to provide predictive analytics for retention. An analysis of more than 150 variables associated with the fall 2013 entering class identified four attributes of at-risk student populations: a permanent address more than 150 miles from campus, a high school GPA of less than 3.0, meeting less than 46 percent of financial need with financial aid dollars, and a Transition to College Inventory score indicating a lower level of student commitment. These at-risk student groups were targeted with interventions to increase the probability of their success. During the fall of 2012, a new strategic financial aid packaging initiative was launched. To enhance recruitment efforts, all aid packages were reviewed to ensure the best success for enrolling and retaining students. This strategy provided appropriate financial support to promote the success of middle and lower income students, stretched limited aid resources to more students, and increased the matriculation of academically talented students.

Distance Learning Expansion of Online Programming

Beginning in 2009, the University's Distance Learning unit began to accelerate the development of new, fully online programs and courses in response to student demand for high quality student experiences in a flexible environment. Among the new online programs are: Master of Business Administration, Master of Public Administration, Psychology, Human Services, and Special Education. By the fall of 2014, Old Dominion University will offer more than 70 fully online degree completion and certificate programs. A 2+2 partnership with Northern Virginia Community College was aided by an aggressive marketing campaign in northern Virginia.

In order to enhance enrollment in online programs, a marketing campaign for Distance Learning, "Right Where You Are," was rolled out in 2011, in both print and online formats. Overall enrollment increases in online courses between 2012 and 2014 were more than 38 percent; there were more than 30,000 enrollments in individual online courses during the 2013-14 academic

year, with an increase in student headcount for those who only took courses at a distance from 3,414 in fall 2011 to 3,955 in fall 2013.

In fall 2014, the satellite broadcast system that has been the signature delivery mode for Old Dominion University's distance learning programs for more than 30 years, will be replaced by web-based technology that allows students to access live or archived courses from anywhere with a high-speed internet connection, using a personal computer or hand-held device equipped with a camera and microphone.

Student Success

The Old Dominion University Strategic Plan 2009-2014 placed Student Success as its first and major goal, to be accomplished by providing students with the tools to succeed through flexible and inviting learning environments, access to academic tutoring and life-skills coaching, and an emphasis on students' engagement in their own academic progress. As an important first step toward achieving these objectives, the former areas of Student Affairs and Enrollment Management were reorganized into the division of Student Engagement and Enrollment Services (SEES). At the same time, the former University College was reorganized into a new Academic Enhancement unit, designed to provide a single point of contact for student academic support services, including placement testing, academic advising, mentoring and tutoring, learning communities, experiential learning evaluation, and developmental course offerings.

A Student Success Committee, co-chaired by the Provost and the Vice President of SEES, was formed with representatives from these two areas for the purpose of providing guidance and coordinating student success initiatives. The Student Success Committee led initiatives to enhance the onboarding experience, reduce student holds preventing registration, and extend hours of service for the Learning Commons to 24/7 and the Office of Student Financial Aid to 14/7.

To further student success during the 2012-13 and 2013-14 academic years, financial aid was leveraged to draw from all sources of need and merit aid, while a more centralized method of coordination was developed for the Work Study Program and Learn and Earn Advantage Program (LEAP). Living Learning Communities were also expanded to connect residential students with their peers, as well as faculty in their majors, forming stronger relationships and building connections to campus. Building on the First Year Experience model, a true "First Class" was established for freshmen to provide an orientation to academic expectations, student engagement, and positive choices. The program was a faculty and staff collaboration to improve readiness and student success. Freshman seminars among selected English 110 classes were piloted to create learning communities and reinforce themes for student success.

The Student Success Committee used data-informed tactical interventions to improve retention and graduation rates. Each student who was less likely to return after the first year was offered services and support, such as financial aid, tutoring, and supplemental instruction, to increase the likelihood of his or her success. The retention rate for full-time, first-time, degree-seeking freshmen into their second year at Old Dominion University, which was 72 percent in 2007, rose to 80.5 percent by 2013. Six-year graduation rates for full-time freshmen increased from 48.6 percent for the 2002 cohort to 51 percent for the 2007 cohort, and continue to rise. Further

increases to retention and graduate rates will be a focal point for the new Strategic Plan 2014-2019.

A review of research literature indicates that early and meaningful student engagement with the University and with their peers will translate into student retention and persistence in the long run. With this goal in mind, a number of pride-promoting initiatives were introduced during the 2009-2014 strategic plan time frame as collaborations between SEES, Academic Affairs, and students. A time-to-degree committee consisting of faculty, staff, and students was formed and initiated a “Finish in 4” campaign featuring a student-produced video, dedicated website, and academic 4-year plans for every college program. The Student Government Association and other student organizations began grass roots efforts of promoting campus engagement and Monarch pride through initiatives such as Responsibility, Engagement and Pride (REP ODU), OneODU, and Monarch Citizen. These initiatives are student-led traditions showcasing the vibrant University student community. In the fall of 2013, SEES initiated a Monarch Experience program, in which all incoming freshman were provided the opportunity to choose an active learning engagement activity from a variety of options.

Student Research and Awards

The University increased its commitment to supporting and fostering undergraduate research during the past five years. A focal point for this activity was established with the appointment of a designated faculty member as Director for Undergraduate Research, located within the Honors College. In 2009, an annual Undergraduate Research Symposium was implemented. As a result, more than 100 students now participate each year in the Symposium by presenting posters and talks. Two new Provost’s Awards were initiated in 2011 to recognize outstanding undergraduate researchers and their mentors. Academic Affairs also established an annual Graduate Research Achievement Day in 2010 to celebrate the successes of our graduate students. Participation in this event grows each year and more than 90 students presented posters illustrating their research findings in the spring 2014 event.

Student success during the past five years has also manifested itself in a variety of other ways. These include sustained high nursing and teacher licensure passing rates on board examinations, admission of graduating seniors to major medical schools including Harvard Medical School, and receiving Fulbright study abroad awards. Old Dominion students have also regularly won prestigious (unpaid) internships in the White House, with two selected to serve in 2014, and paid internships with the NASA Space Academy.

Graduate students in the College of Business and Public Administration won the national, graduate-level Government Finance Case Challenge, sponsored by the Association of Government Accountants two years in 2011 and 2012, and a team of nine mechanical and aerospace engineering seniors won the National Institute of Aerospace’s 2013 Revolutionary Aerospace Systems Concepts – Academic Linkages (RASC-AL) Lunar Wheel Design Competition. Team Tidewater, a collaboration between Old Dominion University and Hampton University students, was selected as one of 20 finalists in the Department of Energy’s 2011 National Solar Decathlon competition to design, build and operate the most affordable, attractive, effective and energy-efficient solar-powered house. Team Tidewater competed against other finalists from across the United States as well as from Belgium, Canada, China, and New Zealand.

Military Connections

In 2013, the University appointed a new Director for Military Affairs and initiated its first Military Connections Center to provide a single point of contact for students with military affiliation, whether active duty or returning veterans or their immediate family members. The VetSuccess on Campus Program is a partnership between the U.S. Department of Veteran Affairs and the University to help students with military affiliation to make a smooth transition to college life and to successfully complete their educational programs. Troops to Teachers and Military Career Transition programs are now linked through the Military Connections Center.

Old Dominion University is also proud to partner with the United States Army, Marine Corps, and Navy to produce quality future leaders for our nation. For the last three years, the University has placed in the top 20 for its number of commissioned and enrolled Army officers. Commissioning numbers have more than doubled in the past 10 years and the ROTC programs at the University are now in the top 10 percent of producers of commissioned officers when compared with more than 300 schools across the nation, according to the Government Accountability Office report on ROTC published in fiscal year 2014. In the summer of 2013, nearly 70 percent of the University's army cadets received an "excellent" rating – the highest possible for tactical leadership abilities and far exceeding the Cadet Command average in nearly all measures of performance. In addition, Old Dominion University was ranked 32nd in the country from among 140 business schools in the 2014 *Best for Vets: Colleges* survey by the *Military Times* online publication, and the University ranked 30th overall among four-year schools for military veterans.

INTERNATIONALIZATION OF THE CURRICULUM

In early 2012, the University appointed a new Executive Director for International Programs, with the charge of implementing a renewed emphasis on internationalization of the curriculum and improving services for international students. Several new initiatives were developed to achieve these goals: new Memoranda of Understanding for faculty and student exchange with institutions in Bolivia, Brazil, China, Colombia, Cuba, Dominican Republic, France, Japan, Jordan, Korea, Nicaragua, Pakistan, and Rwanda; increased summer abroad opportunities; addition of a first-year experience in Greece; and more scholarships for students to participate in study abroad opportunities.

Beginning in 2011, the Office of Intercultural Relations developed and implemented nearly 100 global learning and engagement programs and activities that encompass more than 60 countries and attracted more than 25,000 participants. The programs addressed the needs of Old Dominion's international student communities and provided a global learning experience available for the entire University community. In addition, an International Leadership Award, established in 2012, recognizes an outstanding student who has demonstrated commitment to promote internationalization on campus and has exhibited significant contributions to enhance the success and engagement of the international student community through notable leadership and service.

Confucius Institute

In 2013, Old Dominion University became home to a new Confucius Institute. It is one of 70 such institutes in the country, established through a collaborative partnership with Minzu University in China. Designation of a Confucius Institute, which is aimed at promoting cross-cultural ties, is made by Hanban, the Worldwide Headquarters of Confucius Institutes of China. Old Dominion University was recognized for its strong affiliations with the Asian regional community through its China Center and Institute of Asian Studies, in addition to having a strong Darden College of Education teacher preparation program and Chinese language instruction already in place in the College of Arts and Letters.

ATHLETICS

In July of 2010, Old Dominion University ushered in a new era in Old Dominion University athletics. A change in leadership in the Athletics Department provided an opportunity to reaffirm the University's commitment to providing a high quality Division I intercollegiate athletics experience for a diverse population of skilled male and female student-athletes. With the addition of football in 2008-09, the changes in the profile of student-athletes required a review of the University's longstanding compliance with Federal Title IX, which was first undertaken in 2011.

Conference USA

In 2012, the institution's athletics programs left the Colonial Athletic Association and joined Conference USA (NCAA Division I) for football, men's and women's soccer, men's and women's basketball, men's and women's golf, men's and women's tennis, men's and women's swimming and diving, baseball, and women's rowing. Wrestling joined the Mid-American Athletic Conference, field hockey joined the Big East Conference, and women's lacrosse joined the Atlantic Sun Conference. In 2013 the football program was reclassified from the NCAA Division I Football Championship Subdivision to the Football Bowl Subdivision. Old Dominion University's President was appointed as vice chair of the Conference USA's board of directors in February 2014.

In view of these changes, the Athletics Department re-evaluated their strategic planning initiative in 2014 to: reaffirm Old Dominion University Athletics' mission, vision, and core values; identify the priorities, goals, and specific objectives that will enable the Athletics Department to fulfill its mission and achieve its vision; and ensure alignment of those core values, priorities, and initiatives with those of the University as a whole. The 2014 Athletics Department Strategic Plan and Gender Equity Review is intended to serve as a road-map for the operation of the athletics program through 2019, although some initiatives that emerge from the plan may carry over beyond that date.

Old Dominion University student athletes have won numerous All-American titles and other national awards in recent years. For example, in May 2013 an Old Dominion student was selected for the ICSA National All-Academic Sailing team and was the Robert Hobbs Sportsman of the Year recipient, becoming the second Old Dominion University student sailor to receive this award.

Student athletes have also performed increasingly well academically in recent years. In the most recent NCAA Academic Progress Report of 2013, all of the University's Division I men's and women's teams exceeded the required standard of 930 points out of 1,000, calculated by averaging a sport program's eligibility and retention points for the last 4 years; men's tennis and women's golf teams scored a perfect 1,000. Of the fall 2013 student athletes, 58 percent earned a 3.0 or higher grade point average, and 144 student athletes (over 30 percent) achieved the dean's list. Forty-one of the University's student athletes were awarded the Conference USA Commissioner's Academic Medal during the 2013-14 academic year for achieving a cumulative GPA of 3.75 or better.

QUALITY OF UNIVERSITY LIFE

Service Standards

The University conducted a Quality of University Life (QUL) survey in 2008 to assess faculty, staff and administrator perspectives on their work environment. Several enhancements have since been made in response to the feedback received, including the introduction and promotion of six Old Dominion University Service Standards: Professional, Ethical, Respectful, Knowledgeable, Responsive, and Collaborative. As part of this effort, the University also introduced telephone protocol training for support staff. An Employee of the Month Award was established in 2010 and a new annual Monarch Professional award was established in 2013 to complement the existing Administrator of the Year and Customer Relations Employee of the Year awards. In 2009, the President initiated annual "Monarch Mornings" visits with staff members and administrators throughout the campus to keep them informed of current activities and initiatives, and to hear directly from them of any concerns or suggestions for improvements to the campus environment.

The 2009-2014 Strategic Plan stated that the original QUL survey would be re-administered before the end of the plan period. Instead, the University began participating in the annual *Chronicle of Higher Education's* Great College to Work for Survey in 2010. This survey, like the QUL, assesses various aspects of campus life. In 2011 and 2012, the University was named a "Great College to Work For" by *The Chronicle*, and in 2012 also received Honor Roll status for excelling in 8 out of 12 of the recognition categories: Collaborative Governance; Professional/Career Development Programs; Teaching Environment; Job Satisfaction; Work/Life Balance; Supervisor/Department Chair Relationship; Respect and Appreciation; and Diversity. The University is currently focused on analyzing the Great Colleges to Work For Survey data to better understand the variations in perceptions of Old Dominion University as a great place in which to work.

Diversity and Inclusivity

Since 2009, the University has greatly increased its emphasis on creating an inclusive, diverse and stable workforce. In 2011, the Office of Institutional Equity and Diversity instituted the President's Award for Diversity, a recognition program to honor contributors to equity and diversity, and a Task Force on Inclusive Excellence was established. In recognition of his sustained emphasis on increasing diversity in the University workforce, the annual Diversity

Champion Award was renamed the President John R. Broderick Champion of Diversity Award, as of the 2014-15 academic year.

Also in 2011, a new initiative was started to recruit and – importantly – retain, faculty of color: Committing Our Resources to Excellence through Equity (CORE2). A committee of faculty and administrators made several recommendations as part of CORE2, including the establishment of Faculty Diversity Leaders in each college, which first occurred in 2012. That same year, the University engaged with the Harvard University Graduate School of Education's *Collaborative on Academic Careers in Higher Education* (COACHE) to administer a survey to all assistant professors, with the aim of identifying and reducing hindrances on the path toward tenure. In response to the COACHE survey findings, the Provost began breakfast and lunch meetings with pre-tenure faculty, in addition to visits with individual departments and the Women's Caucus, to clarify the tenure and promotion process.

Community Engagement

University Advancement formed a new Office of Community Engagement in 2010, whose efforts have resulted in recognition for ODU from the White House; the University was named as one of the top universities for community engagement nationally. President Broderick charged the office to focus community engagement efforts and raise awareness of the University's work on community-relevant issues that impact our region and beyond.

ConnectODU is a comprehensive plan, spearheaded by the Office of Community Engagement, that focuses efforts in the following core areas: Climate Change/Sea Level Rise; Economic Diversification; Healthcare; Education Equity; Military Transitions; and Volunteerism, Community Service and Partnerships.

In addition, the University continues to offer the annual State of the Region report, Lambert's Point summer program, and specialty courses for teachers with emphasis toward the children of military families. An annual "Life in Hampton Roads Survey" organized and distributed by the Social Sciences Research Center in the College of Arts and Letters, is now in its 5th year.

Since 2011, Old Dominion University has participated in the White House Interfaith and Community Service Campus Challenge and offers an annual Interfaith Forum, which provides an opportunity for faculty, staff, students, and community members to learn and engage in a cultural experience that values and respects differing perspectives, experiences, and world views. The University's faculty, staff and students consistently provide extensive volunteer service to the community. In academic year 2012-13 alone, 11,000 students engaged in community service, offering more than 375,000 hours in tutoring, health check-ups, reading to the elderly, beautifying neighborhoods, and cleaning local waterways. Faculty and staff provided another 54,000 hours of service for more than 800 organizations. In recognition of its culture of engagement, the University was listed on the President of the United States' Higher Education Community Service Honor Roll in 2012 and 2013.

In 2011, President John Broderick and First Lady Kate Broderick, with the help of other family members, established and endowed the Evon-Broderick Award for Community Engagement and

Service in honor of their mothers Joan Evon and Ellen Broderick. This honor recognizes Old Dominion University students who exemplify a commitment to service and civic engagement to the University and surrounding community through superior leadership and service.

An Alternative Breaks program provides students with opportunities to spend their spring break or a long weekend providing service to others outside of our local community. Through this program, students are given a unique opportunity to travel and immerse themselves in a community to gain perspective on societal issues that extend beyond the campus experience, such as those involving poverty, the environment, homelessness, literacy, and animal rescue/rights.

Environmentally Friendly

The Norfolk campus is home to more than 3,500 trees, many native to the Virginia Coastal Plain. A Tree Trail with interpretive signage was established on the Norfolk campus in 2012, through a partnership of Virginia Cooperative Extension, Chesapeake Master Gardeners, Chesapeake Arboretum, and Old Dominion University Grounds Department. The Center for Service and Civic Engagement, Office of Leadership and Student Involvement, engaged in the sixth annual “Blue Goes Green” week in 2014, in conjunction with the annual Earth Day celebrations, with activities that included shoreline and water cleanup on the west edge of campus and electronics recycling.

The University’s efforts to protect wooded portions of the campus led in 2014 to it re-earning Tree Campus USA designation from the Tree City USA organization. A year earlier, the Elizabeth River Project gave the University the River Stars Sustained Distinguish Performance Award in recognition of the school’s history of environmentally responsible practices. In 2014 Old Dominion University was ranked among the “most environmentally responsible colleges in the United States and Canada” by The Princeton Review in its *Guide to 322 Green Colleges*.

Civic Engagement

In 2012, the CIVIC Leadership Institute and the University partnered to leverage the strength of the CIVIC alumni network and develop a college-level leadership program designed to retain more talent in Hampton Roads.

Examples of civic engagement include the Center for Service and Civic Engagement hosting of students, faculty and staff in the annual Relay For Life, Satellite Walk to End Alzheimer’s, and Walk a Mile in Her Shoes campaigns. In 2009, the University began hosting the annual Little Feet Meet for Children With Disabilities, co-sponsored with Norfolk Public Schools and Special Olympics Virginia. Students from the Parks, Recreation and Tourism Studies Program and the Monarch football team comprise the majority of the more than 100 student volunteers for this event.

Campus Safety

In early 2011, the University commissioned a review of campus safety measures by D. Stafford & Associates, a professional consulting firm specializing in campus safety, campus security, and law enforcement issues on college campuses. The review resulted in a number of new initiatives to improve overall security for the University community, beginning with the recruitment of a new Chief of Police and Director of Public Safety in summer 2011. The Chief reorganized the University's police department in order to provide: an enhanced police presence, with improved training and technological capabilities; realigned staffing of sworn police officers from administrative assignments and day shift squads to night shift patrol responsibilities; implementation of problem solving policing and enhanced community engagement; education of campus safety officers in advanced training for sexual assault investigations; better police accountability, with purchase of a mobile video audio recording system, GPS, and records management system (crime analysis); and, increased training and responsibilities of security staff and student Patrol Aides.

In addition, significant improvements to safety in the residence halls were made. These included: adding a night desk receptionist to greet guests and improve compliance with the guest policies; implementing industry standard crime reduction strategies; modifying procedures related to safety or security for several departments, especially ingress and egress to specific areas or buildings, to directly reduce larcenies; modifying trees, shrubbery, and lighting; investment in safety and security technology including camera surveillance of public areas; improving education of the student community on victim-centered intervention strategies and high risk behaviors; promotion of the Safe Ride shuttle service; and, establishing new community policing and engagement units that are focused towards intervening in high risk situations prior to a crime occurring.

Two other important strategies to improve safety and well-being of the campus community were the establishment of a University Threat Education, Assessment and Management Team in late 2008, and a Care Team. The Threat Team, headed by the Campus Police Chief, is a cross-functional, multidisciplinary group that is responsible for evaluating and managing the risks associated with behaviors that may pose a threat to the University community's safety.

The Care Team, an extension of Student Ombudsperson Services and a part of the Division of Student Engagement & Enrollment Services, provides a University-wide system of care and support for students who experience an unexpected crisis. The Care Team's role is to determine effective strategies for addressing concerns and connecting students with the appropriate resources. As part of this effort, the University's counseling services were enhanced with additional counselors and the provision of 24/7 support for counseling and student health concerns.

In addition, the University's leadership team and public information officers completed hands-on tabletop emergency preparedness training exercises with public schools and higher education institutions and Virginia Beach and Norfolk law enforcement and emergency agencies.

ECONOMIC DEVELOPMENT

The University's economic development activities have been focused in three areas: partnership with regional and local businesses; advanced workforce development; and, regional business attraction, expansion, and creation. Some of the University's efforts, such as the development of modeling and simulation technologies, extend across all three categories and form an important economic development platform. The University remains committed to working with local companies through the Innovation Research Park (IRP), which offers tenants Class A office/wet lab/dry lab environments and easy access to the University's research faculty. Tenants are specifically selected to provide research, commercialization, and translational opportunities for companies and organizations.

Business Gateway

The Old Dominion University Business Gateway was founded in 2010 to provide a single, consistent entry point to the intellectual capital, innovative technologies, and world-class infrastructure of the University, as part of its mission to provide real world expertise and seek partnerships with businesses. The Business Gateway is currently home to the Hampton Roads Procurement Assistance Center, Veterans Business Outreach Center, Women's Business Center, and the Technology Applications Center. Launch Hampton Roads, part of the Virginia Employment Through Entrepreneurship Consortium, provides entrepreneurial training and resources to Workforce Investment Act eligible individuals. Additional emphasis in this important area will be a major goal of the 2014-2019 Strategic Plan.

IMPROVED FACILITIES

Academic, Performance, and Research Facilities

The Learning Commons in Perry Library first opened its doors to students in September 2011, operated jointly by the University Libraries, Information Technology Services (formerly Office of Computing and Communications Services), and Academic Enhancement. The Learning Commons provides a collaborative, technology-enhanced, flexible space for students and faculty to study, either singly or in collaborative groups. A new Student Success Center, annexed to the Learning Commons, opened in the winter of 2011-12 to house Academic Enhancement administrators and programs.

Construction of the Goode Theatre on Monarch Way, a state-of-the-art, black-box facility with sound and set design studios, was completed and the opening performance held in April 2012. Phase II of the Diehn Center for Performing Arts facility expansion was completed in late 2013, and the Barry Arts Building on Monarch Way opened in summer 2014; the Hixon Art Studios will follow in space adjacent to this facility in 2015 and completion of Brock Commons will provided an outside amphitheater and performance space nearby. Planning for the future new Education Building, to be located at the corner of 43rd Street and Hampton Boulevard is being finalized, with construction expected to begin late in 2014.

Dragas Hall (formerly Hughes Hall) was completely renovated in 2013 to house International Programs, including the Confucius Institute, and provide additional classroom space. The

modern, light-filled atrium to the building was designated as Hughes Atrium. Spong Hall underwent major renovations in 2013 and now houses Human Resources, Institutional Research and other administrative units.

The past five years have also seen the completion of major additions to the research infrastructure of the University. Expansion of the Oceanography and Physical Sciences Building included a high bay space for nuclear physics for faculty research connected with the Thomas Jefferson National Accelerator Facility and the University's Center for Accelerator Science, founded in 2009.

Much-needed increase in research and business entrepreneurial space was realized by the opening of Innovation Research Park (IRP) Building II, in 2009, in the University village, and a new Systems Research and Academics building for the Batten College of Engineering and Technology was scheduled for completion in the summer of 2014.

In all of the above construction and renovation projects, the University maintained its commitment to the environment and sustainability.

Athletics and Recreational Facilities

Several additions and new construction were completed to support the University's growing athletics program. These included the Ainslie Football Complex in tandem with a full renovation to the Foreman Field at SB Ballard Stadium in preparation for the start of Old Dominion University's new Monarch football program that began to play in fall 2009.

The new Sports and Recreation Center, which includes an indoor pool, track, and climbing wall, opened in summer 2009. In order to facilitate a more vibrant residential campus life, the facility was located near new student residence halls.

The Old Dominion University Women's Intercollegiate Rowing Center was opened in January 2010 in Norfolk's Lakewood Park on the Lafayette River. Field improvements were made to the baseball and soccer facilities and a new dock was added to the Sailing Center in the spring of 2012.

CAMPUS MASTER PLAN

When the new Chief Operating Officer joined Old Dominion in 2010, one of the first activities undertaken was to update the University's Master Plan. The Plan's intent was to organize and develop the physical space of the campus in support of the University's goals for the next 20 years.

The planning process included collecting qualitative data, in the form of input from on- and off-campus groups; organizing quantitative data, in the form of a space analysis guided by SCHEV guidelines; developing planning objectives; examining arrangements for precincts (academics, housing, dining, and recreation and athletics); drafting a plan and sharing it with groups on and off campus; and making revisions based on comments received before submitting a final plan for consideration by the Board of Visitors. After a year of discussions with all internal and external

stakeholders, and literally dozens of presentations and open forums, the Board of Visitors approved a comprehensive and ambitious new Master Plan at its December 2013 meeting.

One of the main objectives of the Master Plan was for it to remain within geographic scope of existing University boundaries. This required that the creation of new academic, residential, and other spaces involve redevelopment of the campus to organize academic and other areas more logically. The new Master Plan preserves green space, improves pedestrian and vehicular flow, and recognizes the impact that rising sea levels and the Norfolk campus's proximity to the Elizabeth River will have on future construction. Most of the new construction will be taller than existing structures.

Among other goals for the Master Plan, new and renovated facilities for chemistry, biochemistry and the life sciences will be developed as part of the sciences precinct.

The College of Health Sciences will move into the academic core of the campus with the other colleges; its new facility is expected to be on the site of the current Education Building.

The Darden College of Education is expected to relocate into its new facility on the corner of 43rd Street and Hampton Boulevard within the next two to three years.

An additional building for the Strome College of Business will be located adjacent to the existing Constant Hall.

A complex of new six-story residence halls will be built around Foreman Field, which will serve as recreation space, so that students can be closer to the academic core of the campus.

The Master Plan also includes a new football stadium, to be built in the athletics precinct on the west side of campus; a preliminary design study will be conducted to determine characteristics, including size, fan amenities and transportation strategies for game days.

UNIVERSITY ADVANCEMENT

Under the President's leadership, more than \$100 million has been raised over the past five years to support various initiatives of the University, including an \$11 million gift from alumnus Mark Strome and his wife Tammy. The University's endowment was stewarded through the 2008-2009 recession, its value increasing by 46 percent from \$136.6 million in 2009 to over \$200 million in 2014. Through athletic development efforts, funds were raised for the successful launch of ODU football in 2009, as well as to support the move to Conference USA.

A gift solicited from the Perry Family created a Fund for the Study of Critical Issues, which has provided seed funding for research in areas deemed critical for the Hampton Roads community and the Commonwealth, such as sea level rise research, the formation of the Virginia Early Childhood Policy Center, and the annual Life in Hampton Roads Survey.

More than \$5 million in private funds were raised to support the Frank Reidy Center for Bioelectrics, to include a new faculty chair position.

Approximately \$6 million has been raised in the past five years for the Arts in the Village Project, which supported the funding of the Barry Arts Building, Brock Commons, Hixon Art Studios, and the Goode Theatre, plus another \$1 million toward the expansion of the Diehn Center for Performing Arts.

An annual 600-person Distinguished Alumni Dinner has been initiated as a foundational university event for the Homecoming Weekend. More than 20 donors have given gifts of over \$1 million since 2009.

In late 2012, \$1.25 million was raised to help Darden College of Education faculty secure a \$25 million Department of Education (DoEd) grant, the largest that was funded by that federal agency in 2012-13.

FINANCIAL PLANNING

A series of budget reductions beginning in fiscal year 2008 and continuing into fiscal year 2011 reduced the state portion of the University's educational and general (E&G) budget by about 13 percent, from \$114 million in 2008 to \$91 million in 2011. During the same period, student headcount enrollment increased by more than 2,000. Despite the decline in state funding, annual tuition increases were kept within the five percent to seven percent range, among the lowest in the Commonwealth.

In June 2009, a six-year financial plan was approved by the Board of Visitors that included use of one-time federal stimulus money to allow University units to engage in long-term resource planning despite the cuts in state funding. The six-year financial plan was updated in 2011 and again in 2013.

Beginning in 2011 the University has worked toward a steady restoration of funding from the Commonwealth of Virginia for the University's E&G budget, reaching \$106 million in fiscal year 2014.

CONTINUOUS INSTITUTIONAL ASSESSMENT

In addition to the regular in-depth self-studies and external reviews that the University must undertake for regional accreditation purposes, Old Dominion University is committed to a regular, data-based process of self-assessment and improvement of its effectiveness in all areas, through the coordination of internal planning processes including academic planning, enrollment management, space and capital planning, and budget and resource planning. Regular assessments are conducted of the University's performance relative to its documented plans and data that results are incorporated into the 2014-2019 planning and budgeting processes.

All academic programs and the administrative support functions in Student Engagement and Enrollment Services have assessment plans that are documented through WEAVE, with measures to determine success over the first and subsequent years of implementation. The WEAVE acronym reflects the attributes of the system: Write expected outcomes and objectives;

Establish criteria for success; Assess performance against criteria; View assessment results; and, Effect improvements through actions. Internal and external assessments and regular external program reviews are used to determine needed improvements and to inform future budget decisions. Existing academic programs that are shown to be ineffective by institutional effectiveness measures are discontinued, in accordance with SACSCOC and SCHEV procedures for program discontinuance to ensure that students already enrolled are given the opportunity to complete their declared program of study in a reasonable timeframe.

Banner Revitalization Process

The University engaged consultants from Ellucian in late 2011 to assist staff in the Offices of Finance, Procurement Services, Human Resources, and Information Technology Services (previously called the Office of Computing and Communications Services) with improving the effectiveness and efficiency of many of the institution’s administrative and business services. The review was accomplished throughout 2012 and into early 2013 by mapping of business processes, incorporating industry best practices, and expanding technology-enhanced applications.

The initial Phase I of the project focused upon Accounts Payable, Accounts Receivable, and Human Resources/Payroll and implemented more than 230 recommendations, reducing costs and achieving a 15 percent reduction in staffing and related personnel costs. Phase II of the project, which is ongoing, is to assist Student Engagement and Enrollment Services to accomplish similar efficiencies.



THE STRATEGIC PLANNING PROCESS

The Old Dominion University Strategic Plan 2009-2014 represents the University's seventh formal strategic planning cycle since the early 1980s. For over 30 years, ODU has engaged in an ongoing systematic and collaborative strategic planning process to inform long-term capital planning, annual academic activities and annual operating budgets. ODU's strategic planning process has always maintained the academic mission at its core, with plans for other areas of the University in support of that mission. The annual operating budget request process requires units that submit resource requests to cite the relationship between those requests and the accomplishment of one or more strategic planning goals. Consistent with the University's ongoing institutional effectiveness efforts, the strategic planning process incorporates periodic assessments of progress toward goal accomplishments and strategic plan objectives, with subsequent adjustments to plan implementation based on those assessments.

The Old Dominion University Strategic Plan 2014-2019 preparation process included:

- (1) early and continuing guidance from the Board of Visitors and senior officers of the University, including the President, the Chief Operating Officer, and the Provost, Vice-Presidents and Deans;
- (2) incorporation of prior and concurrent planning processes such as in enrollment management, master planning, and the academic colleges' strategic plans;
- (3) inclusion of broad representation across academic and non-academic areas, with an emphasis on faculty representation and leadership, on the four working committees and on a steering committee overseeing the process;
- (4) provision of a variety of assessment, institutional research, and planning materials as resources to the planning process;
- (5) a strategic planning website to provide regular and frequent reports on committee activities and give University community members the ability to track and comment on those activities;
- (6) two open forums with opportunities for members of the University community at large to provide input; and,
- (7) presentations of the draft Goals and Objectives at various meetings and retreats of faculty, administrators, and student groups.

Topic Committees:

The Strategic Plan Executive Committee was established in September 2013 and co-chaired by the Provost and the Vice President for Student Engagement & Enrollment Services. Four topic committees were formed to address the following themes, which followed from the successes of the 2009-2014 Strategic Plan.

Academic and Research Strengths – to support and enhance our academic and research areas of excellence; focus on graduate education and interdisciplinary programs; champion engaging and innovative teaching, both face-to-face and on-line; increase

opportunities for real-world experiential learning for students; and create graduate and undergraduate programs that are relevant to future job opportunities.

Enrollment Management – to maintain the diversity of enrolled students; improve undergraduate retention and graduation rates; improve sophomore and transfer student success rates; enhance student services especially for our military-affiliated students; and continue to expand online offerings.

Entrepreneurship and Economic Development – to explore economic development initiatives with the cities in Hampton Roads and with Eastern Virginia Medical School; grow and nurture tomorrow's innovators through an entrepreneurial interdisciplinary curriculum for students in all disciplines; establish an entrepreneurial center with co-curricular programming, mentoring, and competitions; and expand the culture of entrepreneurship on campus into research and IP commercialization efforts.

Community Engagement: Locally and Globally – to enhance Campus Life through student engagement and service learning with local communities; integrate Community Engagement principles, including international experiences, into the curriculum and into faculty research; provide quality continuing education and professional development opportunities to the regional and global community; and become the state's central authority on early childhood development policy, sea level rise mitigation and adaptation, economic forecasting, and other important areas of concern.

The Strategic Planning Steering and Topic Committees comprised of more than 80 faculty and staff and included members of the undergraduate and graduate student leadership. Weekly meetings began in September 2013 and initial recommendations were discussed at an open Forum in December, 2013 and posted to the website. Steering Committee and Topic Committee discussions continued through the winter of 2013-2014.

The above discussions led to a revised set of four preliminary Goals for the 2014-2019 Strategic Plan, which were presented to the Board of Visitors in January 2014, as well as to the Vice Presidents and to the Deans in separate meetings in January 2014.

Four preliminary Goals were identified as follows:

Enhance our reputation for academic and research excellence

Support student success from first point of contact through graduation and beyond

Enrich the quality of University life

Engage in the greater community through intellectual, social, and economic activity

The last of these four goals was subsequently divided into two sections:

Engage in the greater community through social, intellectual and cultural activities

Build a culture of entrepreneurship and catalyze economic development in the region

Board of Visitors input was again solicited in mid-June 2014. The draft goals were then re-reviewed by the President's Cabinet and at an all-day retreat of the Provost's Council. Drafts of the document were circulated to the Topic Committee members and made available to the broad ODU community on the University's password-protected web site. Revisions from all areas were

incorporated and presented at the President's Administrative Retreat in early August 2014. The general direction of the 2014-2019 Strategic Plan Goals and Objectives were affirmed by the Old Dominion University Board of Visitors at their September 2014 meeting, with fine-tuning of the specific Action Items through Fall 2014 in response to Commonwealth budget changes.

The Board of Visitors formally approved the new Strategic Plan on December 4, 2014.

IMPLEMENTATION AND ASSESSMENT

On completion of the 2014-2019 Strategic Plan and its endorsement by the Board of Visitors, the major Goals are to be incorporated into revisions of the strategic plans for all divisions, the Master Plan implementation process, and the annual operating budget process at the University. Led by the Offices of Assessment and Institutional Research, specifically outlined measurable objectives will be evaluated annually for progress toward the stated goals. Implementation of an annual assessment process for the 2014-2019 Strategic Plan will incorporate feedback on the accomplishment of goals, objectives, and tasks into an annual report and will form an integral part of the annual operating budget process.

EXTERNAL FORCES

In addition to meeting its immediate objectives and serving its current constituents, Old Dominion University must prepare for adaptation to the future. Several factors will make the University of 2020 and beyond very different than that of today, including: (i) pressures on revenue due to declining state revenue forecasts, declining federal subsidies of student loans, the reprioritization of federal research dollars, and declining external support for higher education in general; (ii) evolving technologies that empower students to obtain content knowledge independently from the traditional classroom setting, but that also allow them to play a more active role in their learning; (iii) emphasis on the affordability of college education, time to degree, and appropriate job attainment for graduates; (iv) the growth of for-profit competitors, especially in the on-line world; (v) increasing demand from industry and businesses for workforce-specific certification and not necessarily traditional degree completion, particularly in the technology sector; and (vi) the need to equip graduates with the skills to be entrepreneurial, articulate, critical thinkers who can communicate well orally and in writing, and who can contribute to the economic development and well-being of the region in which they work and reside.

In response to these external forces, the University must continue to provide scalable and flexible academic programs and delivery methodologies that include engaging and innovative teaching. The University must continue to advance its considerable research and scholarly strengths. It must remain committed to partnering with the military, not only to support the significant student population of active duty service members, veterans or dependents, but to serve the Hampton Roads community at large. The University must build on and significantly enhance the strong ties that already exist with regional businesses, industries and federal laboratories and with our international partners. Throughout all the University's activities, a greater emphasis will be needed on entrepreneurial thinking and the fusion of ideas from a variety of different disciplines. This will create engaged citizens who are equipped to bring about positive social change and surmount the inevitable challenges that will lie ahead.

Old Dominion University

2014 – 2019 Strategic Plan

Goals, Objectives and Action Items

Strategic Goals

1. Enhance the University's academic and research excellence
2. Support student success from first point of contact through graduation and beyond
3. Enrich the quality of university life
4. Engage with the greater community
5. Promote an entrepreneurial culture to catalyze economic development

GOAL 1 - ENHANCE THE UNIVERSITY'S ACADEMIC AND RESEARCH EXCELLENCE:

building a national and international reputation in areas of academic and research strength

Old Dominion University will elevate and promote its core intellectual strengths while expanding the curriculum to include innovative, transformative and flexible offerings in response to current and anticipated student and employer demand for programs that are relevant to the region's and nation's needs. While building new, or adapting existing undergraduate and graduate programs based on market analysis, the University will continue systematic evaluation through formal professional accreditation cycles and regularly scheduled external reviews, as well as the University's institutional effectiveness evaluations, to identify and support the strongest programs, identify other programs that have potential for strength, and identify for discontinuation or curtailment those programs that show consistently low or declining student interest or verifiable need. These evaluations are critical to maintaining high quality academic offerings and provide an objective identification of program strengths as well as weaknesses or major shifts in workforce demand that may need to be addressed.

The University boasts a national reputation for a number of its academic programs, as identified in the Preamble to this document, each of which needs continued support to remain pre-eminent. New programs that will need monitoring over the next few years include those in modeling, simulation and visualization engineering and the master's in lifespan and digital communication. In addition, new certificates in global health, gaming as a medium for social change, entrepreneurship, and cybersecurity, among others, will need focused attention to achieve success. Continued central- and college-level support for these focus areas is needed for them to gain and sustain a leading edge.

In recent years, the University has developed considerable strength in targeted research areas such as modeling, visualization and simulation; bioelectrics and plasma medicine; accelerator physics; school restructuring and reform; sea level rise and climate change; and alternative energy solutions. New areas for research and discovery that have potential for significant advancement include biomechanical engineering, coastal engineering, and early childhood education, among others. Many of these areas of research are inherently interdisciplinary (combining two or more disciplines) and/or transdisciplinary (transcending the boundaries of conventional disciplines) in nature, which can be challenging for faculty if annual evaluations focus only on contributions to their specific discipline. In a period of continued uncertainty and inconsistency in aggregate federal and state funding of academic research, particularly from federal agencies such as the National Science Foundation and National Institutes of Health, the University must diversify its research efforts by pursuing several strategic objectives to advance the quality and collaborative structure of research.

Old Dominion University is one of very few Universities in the Commonwealth of Virginia that does not have a graduate school. National and international recognition of Old Dominion University's graduate programs would be greatly enhanced by the existence of a graduate school to promote and recruit for programs, ensure program quality, provide students with equitable levels of financial and other support, allow for interdisciplinary research across different colleges at the graduate level, and provide more effective development, administration, and operation of the University's graduate enterprise. Old Dominion University's standard aid packages for graduate students are lower than those offered by other doctoral institutions in the Commonwealth, which needs to be addressed in order for ODU to continue to attract high quality students.

Building nationally recognized academic programs that are attractive and relevant to the students of tomorrow also requires an innovative approach to instruction. However, the tenure and promotion process, with its emphasis on anonymous review by peers within the discipline, establishes strong incentives for faculty to stay safely within the boundaries of their nominal discipline and inhibits junior faculty in particular from pursuing interdisciplinary, transdisciplinary, or scholarship-of-teaching opportunities. Thus a major objective is to support innovative program development, more engaging course delivery modalities, and enhanced teaching effectiveness.

Objective 1: *Increase Old Dominion University's national and international reputation for research excellence*

to address the world's most pressing challenges, from sea level rise to food insecurity, by encouraging interdisciplinary and transdisciplinary collaborations, in addition to the traditional disciplines, with the synthesis of teaching, entrepreneurship, new job creation, and engagement with the external local and global community.

Action Items

- i. develop and implement a five-year Strategic Plan for the Office of Research that includes a review of institutional support for, and viability of, all existing centers and institutes and re-examines policies and procedures for the internal funding of research activities.
- ii. diversify and grow externally funded research by seeking collaborative opportunities with the Department of Defense, mission-driven federal agencies such as Housing and Urban Development, and industry.
- iii. conduct an assessment of research facilities, equipment, and staff support across college, departmental, and research center lines for (1) a needs analysis of traditional, interdisciplinary, transdisciplinary, and applied research infrastructure, including information technology, that is integrated with the Campus Master Plan (<http://www.odu.edu/content/odu/about/planning/masterplan.html>), and (2) to identify efficiencies and strategies for sharing resources that will foster collaborative research interaction.
- iv. ensure tenure and promotion policies and practices support creative scholarship and research collaborations across disciplines, and enhance the integration of externally funded research activities into academic programs and the teaching mission of the university.
- v. work toward the creation of a joint Institute of Public Health with EVMS (Note: This is anticipated to be at least a 6- to 7-year project. State appropriation will be required to pursue this Action Item, with funding to be shared between the two institutions).
- vi. expand the impact and external recognition of targeted research activities, such as the Frank Reidy Research Center for Bioelectrics; the Virginia Modeling, Analysis and Simulation Center; ODU's Sea Level Rise/Climate Change Initiative; the Center for Educational Partnerships; and photovoltaics/alternative energies. Establish a repository of research activity and expertise in the Office of Research and a scholarship database of publications in the University Libraries; evaluate cluster hires and endowed chairs as a means to enhance research strengths; and invest consistently in a small number of target research areas to develop a national research 'brand' for the University that is evidenced by at least one major center of excellence designation, with associated funding from a federal agency, either in fundamental research or in mission-driven, applied research.
- vii. invest in high performance computing and big data analysis to train faculty and future scholars in transformative ways to leverage big data through workshops and seminars, and to increase computation capacity and software licenses that will support growth in scholarly and research activities (additional state appropriation may be required).
- viii. encourage research-active faculty to engage in entrepreneurial activities to generate licensing agreements in addition to the traditional measures of scholarly activity such as peer-reviewed publications, books, and peer-reviewed grants.
- ix. implement the Campus Master Plan to provide adequate research space for faculty and students in the life sciences and health sciences disciplines (requires State appropriation and DPB approvals).

Objective 2: *Identify and reward academic program excellence*

by identifying, supporting and widely promoting academic programs that have demonstrated strength, or the potential for strength, discontinuing or curtailing those that are no longer relevant or viable, and developing new programs in areas of critical national or regional need.

Action Items

- i. assess undergraduate and graduate program effectiveness on the basis of: student demand; student learning; relevance to future job expansion and national trends; relevance to the University's mission; external program reviews; SCHEV productivity measures; national rankings; internal assessment of outcomes; comparison with similar internal programs and those in peer institutions, standardized for the number of faculty positions; and alumni placement in professional positions related to their degree program, graduate school acceptance, or postdoctoral position appointments.
- ii. implement a focused marketing program to attract high-performing undergraduate and graduate students to programs of excellence.
- iii. identify graduate programs that demonstrate academic and research strength and prioritize for support with graduate student support packages (see Objective 5, iv) and additional faculty lines (see Objective 7), as assessed by external and internal reviews and as the University's financial situation permits.
- iv. enhance academic program assessment through the curriculum mapping function in WEAVE to facilitate improvements to program structure and definitions of student learning outcomes; adapt electronic submission of theses and dissertations and add to scholarship repository in the University Libraries.

Objective 3: *Innovate in academic programming and instruction*

by using innovative teaching methods, improving teaching effectiveness, and developing academic programs that are relevant to tomorrow's world using expertise and facilities available in the Center for Learning and Teaching (CLT) and the University Libraries (see also Goal 2: Support Student Success).

Action Items

- i. support effective and innovative teaching methods to encourage faculty in the scholarship of teaching and learning; create a multimodal education laboratory in CLT for faculty to experiment, assess and adapt alternative course delivery modes that encourage collaboration, peer interaction and active learning; develop college-wide definitions of "excellence in teaching and learning," with plans and guidelines within each department to recognize, promote, measure, support and reward excellence in teaching effectiveness.

- ii. identify and develop new undergraduate and graduate certificate programs, both for-credit and non-credit, in areas of national need such as homeland security, cybersecurity, critical infrastructure security, big data, bioinformatics, biostatistics, sea level rise mitigation and adaptation, and global health, among others; include offerings from College of Continuing Education and Professional Development; increase collaboration with external agencies and other institutions for program offerings wherever possible.
- iii. implement a range of graduate-level (for credit) and/or graduate-equivalent (not for credit) certificate offerings for the external community through the College of Continuing Education and Professional Development (CCEPD), in response to needs of employers.
- iv. develop policies and practices that support flexible and asynchronous class scheduling and adaptive classrooms, whether in face-to-face, online, or blended delivery modes of instruction, and that utilize the University's Higher Education Centers and the Library's learning spaces to the greatest extent possible.
- v. increase student success in gateway undergraduate writing and STEM-related courses by expanding faculty-led initiatives and academic support services (supplemental instruction, tutoring, academic coaching, etc.) and improving student participation rates.
- vi. develop faculty mentoring and faculty development programs to improve teaching effectiveness, revise faculty evaluation policies to assess and reward teaching effectiveness using peer evaluations in addition to student opinion surveys, and encourage the use of faculty ePortfolios to document and reflect upon teaching effectiveness, research and service for promotion and tenure. Provide support for digital content creation and management, digital platforms to support instructional models, and digital analytics to improve learning outcomes and measure student progress across all modes of delivery.
- vii. create workshops and services to scale up student use of ePortfolios to document and showcase their learning, integrate classroom and co-curriculum learning, reflect upon their learning, and apply it to new and different situations.

Objective 4: *Expand online degree programs in areas of market demand*

to enable students to complete a full degree program in an online format with flexible learning pathways, either within Old Dominion University or in collaboration with other institutions, while continuing to offer ODU degree completion programs that require students to have completed their general education requirements or lower level coursework. Simultaneously, use online learning development techniques to foster excellence in teaching and learning within face-to-face settings, and use the College of Continuing Education and Professional Development to link with businesses and industry.

Action Items

- i. offer a full range of online general education offerings for matriculated ODU students to reduce time to degree and increase graduation rates (see Goal 2, Objective 2) and assess their effectiveness versus face-to-face offerings.

- ii. develop a Multimodal Education Laboratory in CLT where faculty can experiment with alternative delivery modes, assess their effectiveness, and adapt them as needed; use the Multimodal Education Laboratory to encourage collaboration, peer interaction, active learning, and flexible course delivery models that blend online and face-to-face instruction.
- iii. expand the Faculty Innovator Grants (FIG) program, as funding permits, to enable faculty to explore new technologies and hire programmers as needed for online data visualization tools.
- iv. support a Commonwealth of Virginia Graduate Nursing Consortium, together with the University of Virginia, Virginia Commonwealth University, and George Mason University, to leverage the assets of individual nursing programs across the state to work collaboratively on increasing the number of nursing doctoral degrees conferred in Virginia and address the ongoing nursing faculty shortage. (State appropriation will be needed, with funding to be shared among the four institutions).
- v. promote the quality and flexibility of ODU's online offerings by marketing 2+2 programs with community colleges, creating a highly visible web presence, and collaborating with other institutions for online delivery of programs (see also Goal 2, Objective 1).

Objective 5. *Raise the visibility of graduate education*

to attract the best graduate students, ensure high quality and enhanced productivity of Old Dominion University master's and doctoral programs, and bring recognition to the research and scholarly work of the University's graduate students.

Action Items

- i. implement a graduate school at Old Dominion University, to provide a strong central unit for leadership and advocacy of graduate education and its development at the institution and to provide support services to the programs and students, with a vision and strategy for improving the effectiveness of graduate studies and the ability to provide a comparative assessment of productivity.
- ii. develop and implement interdisciplinary and trans-disciplinary graduate programs in areas of local, regional, national and international need.
- iii. ensure graduate student enrollments align with program capacity (see also Goal 2, Objective 1).
- iv. increase graduate stipends and tuition assistance packages to peer institution levels and offer affordable health insurance plans to attract the most sought-after graduate students (see also Goal 1, Objective 2).
- v. identify and develop professional master's programs in areas of high demand (see also Goal 2, Objective 1).

Objective 6: *Expand support for undergraduate research*

to involve a greater percentage of undergraduate students as active participants in the University's research community in order for them to develop critical thinking and communication skills, learn research skills from faculty mentors, increase subject-matter expertise through hands-on opportunities, and improve prospects for jobs and graduate study. Student projects will include community-based social science, education and civic engagement research projects as well as traditional forms of research methodologies. Undergraduate research learning communities provide early opportunities to introduce a wide audience of first-year students to research practices; however, these experiences need to be continued throughout the students' time at the University or their initial benefit is greatly diminished.

Action Items

- i. increase funding support for undergraduate student research proposals that are strongly recommended for funding by the University Undergraduate Research Committee; provide travel funds for undergraduate researchers to attend conferences and competitions; support undergraduate research learning communities.
- ii. acknowledge faculty mentorship of undergraduate research as part of the annual review and tenure/promotion processes.
- iii. promote the Honors College and build undergraduate research learning communities with an undergraduate research fellow certificate program to promote and coach undergraduate research activities over a minimum period of three years; include community-based social science, education and civic engagement research projects as well as traditional forms of research methodologies.

Objective 7: *Recruit and retain a diverse, creative faculty*

to build a more diverse faculty that better reflects the diversity of our student body and, in the process, to bring the University's student:faculty ratio at least comparable to that of our sister doctoral institutions in the Commonwealth (see also Goal 2, Objective 2 and Goal 3, Objective 2). Recruitment of highly research-active and creative faculty can be enhanced through additional endowed chair positions, and flexibility to support critical research areas can be enhanced through competitive renewals of endowed chair positions and by periodically evaluating named chairs and named professorships for potential adjustments. Retention of faculty is as important as recruitment, therefore mentoring of junior faculty by senior faculty is critical. Additional funding will be needed to increase faculty salaries to a competitive level.

Action Items

- i. increase base funding support to allow recruitment and retention of high-caliber faculty and provide merit increases and competitive salaries for existing faculty as University funds permit (Note: will require additional State funding).

- ii. increase the number of endowed chairs in each college in programs identified as having academic and research strength.
- iii. sustain and enhance efforts to recruit, retain, support and mentor underrepresented minority faculty in each of the colleges through existing and newly developed diversity enhancement activities.
- iv. establish a faculty development and mentoring program for probationary and mid-rank faculty, particularly where they are underrepresented in the discipline or department, to aid progress toward promotion.

GOAL 2 - SUPPORT STUDENT SUCCESS:

from the first point of contact through graduation and beyond

The Strategic Enrollment Plan will be finalized in the first year of the University's Strategic Plan implementation and will outline key performance indicators (KPI) that serve as benchmarks of success. The focus of the strategic enrollment plan is to ensure all students realize success to its fullest from their first point of contact with Old Dominion University through graduation and beyond. It will also provide an overview of market opportunities, best practices in recruitment and retention, and job and graduate school placement trends. The plan will include an objective for a 1 percent full-time equivalency (FTE) growth per year, as outlined in the University's six-year plans to the State Council of Higher Education for Virginia, and over the next five years this goal will position the University to realize its greatest potential in student demographics. As the Strategic Enrollment Plan is implemented, comprehensive assessment of enrollment strategies and KPIs will provide feedback and direction, and the plan will adapt to ever-changing demands.

A point of pride for Old Dominion University is its profoundly diverse population of students including transfers, military-affiliated, distance learners, and internationals. The Strategic Enrollment Plan includes success strategies for all undergraduate and graduate students. The University will continue to offer robust face-to-face courses while expanding its distance learning offerings. The Higher Education Centers will continue to serve students from the region; the Virginia Beach Higher Education Center will be the headquarters for the College of Continuing Education and Professional Studies.

Old Dominion University will build on its current strong retention and graduation rates, with a goal of reaching 83 percent first-year retention and 60 percent graduation rates. Providing seamless academic and co-curricular support services, with an emphasis on student learning and reducing "time to degree," will ensure maximum return on both Commonwealth appropriations and student tuition.

The hallmarks of Old Dominion University's signature experience are the diversity of our campus community, creation of institutional pride and traditions, and experiential learning. Students learn and grow from active engagement with the diversity of opinions, cultures and rich faculty, staff and student interactions while having the privilege of creating new traditions and building pride in the school. Engaged students are enabled to develop critical learning and leadership skills that will assist them post-graduation, and they are more likely to be satisfied with their overall educational experience. The Old Dominion University experience will provide students with co-curricular active learning opportunities that will usher graduates into successful careers, whether employment is immediately following their undergraduate accomplishments or after graduate school. In a 2014 survey of alumni, 92 percent of more than 3,200 responders were employed or attending graduate/professional school following commencement. From the first point of contact through graduation and beyond, Old Dominion University is committed to every student's success. The following objectives are designed to support Goal 2.

Objective 1: Create and execute a comprehensive Strategic Enrollment Plan

to meet the institution's enrollment goals, with corresponding action plans to meet enrollment objectives.

Action Items

- i. define the desired mix of freshmen, transfers, graduate, international, military, on-campus, off-campus and online learners.
- ii. increase overall FTE enrollment by 1 percent per year through additional online course enrollments.
- iii. enhance and expand marketing efforts, including leveraging promotional opportunities through athletic, cultural and other college events; regional and state sciences and engineering fairs; summer camps, etc.
- iv. develop additional high-quality distance learning programs in areas of market demand, rebrand online offerings, and promote to a broader audience. (see Goal 1, Objective 4).
- v. optimize graduate enrollment to meet program capacity through an enrollment plan that includes accelerated bachelor's-to-master's programs and professional master's programs (see Goal 1, Objective 5).
- vi. increase funding for financial aid by \$2.5 million to allow offers of competitive aid packages to attract and retain undergraduate students.
- vii. increase international enrollment by 5 percent through a long-term strategy to recruit and retain more international students by leveraging national and international alumni networks and by establishing an English Language Center (ELC) advisory board to assist with transition from the ELC to academic programs.
- viii. explore ways to increase non-traditional student populations, including active and former military members and their dependents, through programs to re-enroll students who have stopped out.
- ix. establish more unrestricted scholarships and fellowships through gifts and private donations.
- x. use technology to support initiatives such as onboarding and customer service.

Objective 2: Increase student retention rates to 83 percent and graduation rates to 60 percent

by building upon the campus-wide infrastructure that supports student success. The existing Student Success Committee is a collaborative effort among Academic Affairs, SEES, Information Technology Services (ITS) and representatives from the academic

colleges. The committee will oversee many of the Action Items listed below (See also Goal 1, Objective 3).

Action Items

- i. support, enhance and assess existing and new high impact practices and programs to improve retention and graduation rates and assess course supply and demand to maximize seat management.
- ii. increase by 30 percent the participation of first-time, first-year students in learning communities (LC) and living-learning communities (LLC), and assess their effectiveness toward improving academic success.
- iii. expand existing and develop new parent/family programs targeted toward success and assess effectiveness.
- iv. expand, enhance and assess the co-curricular learning programs, Monarch Experience (active co-curricular learning experiences for small groups of first- and second- year students), and first-year programs to educate students on how to be successful in and outside of the classroom.
- v. expand academic support and incentives for students to enhance their learning and critical thinking skills and success post-graduation, by participation in tutoring, supplemental instruction, writing instruction, academic coaching, and peer mentoring in gateway programs; develop and assess options for student awareness and responsibility for learning; develop and assess personalized student action plans; and, inform course design practices.
- vi. use predictive models and data analytics to ensure optimal use of merit and need-based aid and identify and assess student academic risk factors.
- vii. increase faculty and staff contact time with students by reducing the student/faculty ratio (reference Goal 1, Objective 7); increasing the number of professional advisors (including success advisors), to include serving non-degree, non-traditional, and international students; reducing the student-to-librarian ratio; and, increasing case managers to accommodate outreach and support to all first-year students. (Note: additional State appropriation will be required)
- viii. continue to build, assess and promote “time-to-degree” initiatives with appropriate policies and practices to decrease time to degree and increase 4-year graduation rates.
- ix. achieve student-athlete retention of 84 percent and graduation success rate in the top 25 percent of Conference USA/respective conferences and an Academic Progress Rate for each team of at least 930 by: recruiting student-athletes prepared to succeed academically; improving academic advising of student-athletes and engaging coaches in supporting student-athlete academic success; and providing timely and efficient academic monitoring and reporting systems.

Objective 3: *Maximize student engagement and student satisfaction*

by developing initiatives that promote a sense of community for main-campus, higher education center and online students.

Action Items

- i. increase opportunities for students to interact with faculty outside, as well as within, their discipline
- ii. develop and assess a model of engagement for online students.
- iii. develop a coordinated service model for international students that will bring together the offices of International Programs, Visa and Immigration Service, Intercultural Relations, and Graduate Studies.
- iv. enhance the Military Connection Center to build strong outreach to military-affiliated students.
- v. develop and implement a plan to assist students living off-campus with involvement, safety and citizenship.

Objective 4: *Implement the campus master plan to support student success*

through the design and construction of a new student union to support student engagement, premier on-campus housing to accommodate 35 percent of the student population, a new dining hall, and a new enrollment services and student success center linking key services.

Objective 5: *Maximize employment placement for degree completers*

to ensure that graduates obtain timely employment or go on to obtain a higher degree.

Action Items

- i. develop a tracking system for students' post-graduation employment and post-baccalaureate education.
- ii. develop a graduate school preparation program that provides tools for students to obtain enhanced writing, critical thinking, decision-making, and collaboration skills, to ensure best opportunities for placement.
- iii. establish a comprehensive career counseling model, expand and enhance the cultivation of prospective employers, and improve career opportunities for students through the use of e-Portfolios and Monarch Link.

GOAL 3 – ENRICH THE QUALITY OF UNIVERSITY LIFE

by supporting a work-life experience where both individual and professional aspirations are valued and encouraged for personal well-being

At the heart of the University are faculty and staff who bring a wealth of talent and experience and who have positively transformed the University over the decades. The University is dedicated to retaining our talented workforce and to that end is committed to providing bonuses and merit increases whenever possible. Professional development, workplace wellness and succession planning are hallmarks of a quality university and must be continually monitored and assessed especially in times of tight budgetary constraints.

Old Dominion University has traditionally provided opportunities for its faculty and students for intellectual dialog and engagement across the campus. The 2014-2019 Strategic Plan continues that trajectory, with a commitment to providing venues where all ideas and concerns are heard and valued. Faculty and staff ensure students are supported through a rigorous academic experience. As a complement to the classroom, co-curricular leadership and learning activities further engage the students and enhance their quality of life. Examples of activities for students include the summer leadership institute for incoming freshmen, an annual leadership series, and intensive summer leadership institutes that focus on developing students' leadership competencies, leading with integrity, and building for the future.

Opportunities for co-curricular intellectual engagement occur through the President's Lecture Series and several endowed lectures each year, including extra curricular presentations by writers, executives, and entrepreneurs in residence and visiting speakers connected with the annual five-day Literary Festival, which has been in existence for nearly four decades. The range and depth of performing arts presentations, traditionally held in the University Theatre, will be expanded with the availability of the Goode Theatre and adjacent Brock Commons. Together with the Gordon Galleries and the new Barry Arts Building containing the Elise N. Hofheimer and Chrysler Museum art libraries, a new and vibrant Arts District is being created on Monarch Way. The successful transition of the Monarch Football program into Conference USA brings added internal and external attention to other athletic and sporting events on campus, including basketball, baseball, tennis and field hockey, to name just a few. With the Diehn Concert Series, the John Duffy Composers Institute, and numerous musical performances, from jazz to chamber music, wind ensemble to chorale, musical comedy to the marching band, all of these activities contribute to the quality of life on the campus.

Old Dominion University is proud of its diverse student body. In the University's student-centered environment, students have the opportunity to establish traditions that engender pride when they embrace their roles as Monarch Citizens. Intercultural relations, interfaith understanding, and an emphasis on civility and respect for others, have become even more important in today's world. The cultural fabric of this institution will be enhanced in this plan through programs that foster an inclusive campus and educate all members of the Old Dominion University community on cultural competency and good citizenship.

Objective 1: *Evaluate the quality of university life*

to better understand and enhance work-life balance for all faculty, staff and students and to enable an environment that ensures University Service Standards are applied consistently across the University.

Action Items

- i. periodically evaluate employee perceptions of the quality of work life and implement recommendations received, as resources permit.
- ii. periodically evaluate student perceptions of the quality of university life and implement recommendations received, as resources permit.

Objective 2: *Develop a comprehensive talent management initiative*

for faculty and staff recruitment, onboarding, professional development, retention and succession planning, to ensure that the University best utilizes the human talent available and plans for the future.

Action Items

- i. analyze divisional and departmental workforce trends, identify areas of possible concern for prioritization, review the skills and knowledge needed in designated areas, develop a plan to address the replacement cost of retirements, and develop and implement a strategy for continuous human capital development in those areas. Regularly assess through implementation of surveys.
- ii. ensure equitable merit reviews with appropriate and adequate recognition of faculty and staff for the work they do to support the University.
- iii. develop a comprehensive succession planning methodology to identify and prepare faculty and staff for key professional and leadership positions in the University; implement the plan in designated areas.
- iv. develop and implement a comprehensive onboarding program for faculty and staff to ensure that new employees become productive, effective and engaged members of the University.

Objective 3: *Create a culture of campus pride*

to bring alumni back to campus and engage the greater Old Dominion University community through events, fine and performing arts programs, lectures and learning activities, athletics, and traditions that emphasize the ODU Monarch identity.

Action Items

- i. increase the visibility of, and contacts with, alumni, especially recent alumni.

- ii. unite the University community through athletic events, fine and performing arts programs, lecture series and learning activities (reference Goal 4, Objective 5).

Objective 4: *Promote the University’s inclusive community and encourage an ethos of cultural competence*

to ensure a common sense of citizenship among all members of the University community, with maximum opportunities for diverse populations to gather as one ODU in physical spaces that enhance the campus and meet programmatic needs for inclusive interactions.

Action Items

- i. develop and offer programming to educate the University community on cultural competence, including intercultural and interfaith understanding; build on existing programs in the Colleges of Health Sciences and Arts & Letters.
- ii. convert the Webb University Center into a new Student Union building, ensuring gathering spaces for diverse populations in the design.

Objective 5: *Use technology to better connect all constituents of ODU*

to provide consistent and effective service and allow co-curricular events on the main campus to be enjoyed by ODU’s Distance Learning communities and Higher Education Centers.

Action Item

- i. research the support needs for students at a distance, including the Higher Education Centers, and ensure that this student demographic received the same or equivalent support services as our on-campus students.
- ii. ensure that the University’s technology supports real-time transmittal of lectures, conferences, sporting or athletics events, and performances from one campus to another and to appropriate distance sites, and record and archive for later viewing via Web-based technology.

Objective 6: *Promote the safety and well-being of the University community*

to improve the emergency preparedness, security and safety of the Old Dominion University community and the areas surrounding campus and the Higher Education Centers, and improve overall health and wellness for students, faculty and staff.

Action Items

- i. enhance public safety technological capacity to augment existing safety resources for the community in areas adjacent to campus, including lighting and camera surveillance in critical areas.
- ii. enhance public safety training, patrols and student, faculty, staff and public education on behaviors that may pose a threat to the University community and on intervention strategies.
- iii. develop and implement a focused program model for decreasing high-risk behaviors and incidents, and educating faculty, staff and students to meet the requirements of state and federal statutes, including the Violence Against Women Act (VAWA).
- iv. develop an integrated health and wellness plan for the University community, utilizing the Student Recreation Center.
- v. implement and promote at least two campus-wide wellness programs to support physical, mental and financial well-being for faculty and staff

GOAL 4 – ENGAGE WITH THE GREATER COMMUNITY

through social, intellectual and cultural activities

Old Dominion University is a metropolitan university seeking to be a strong community partner to the citizens of Hampton Roads and beyond. The University has a focus on reciprocal engagement that joins the campus and regional communities together to benefit their members and the surrounding regions' schools, businesses, nonprofits, healthcare providers, and a variety of agencies. There are abundant opportunities to connect students, faculty and staff even more closely with local and regional resources, such as the Thomas Jefferson National Accelerator Facility, NASA Langley Research Center, the Virginia Aquarium, Eastern Virginia Medical School, Huntington Ingalls-Newport News Shipbuilding, Mid-Atlantic Aviation Partnership, Norfolk Port Authority, the Chesapeake Bay Program, military installations such as the Norfolk Naval Base and Naval Surface Warfare Center at Dahlgren, and the National Institute of Aerospace, to name just a few.

The principal objectives of this goal require service to the community through education, research, internships, social entrepreneurship and experiential learning. Service-learning at Old Dominion University is a teaching and learning strategy that integrates meaningful community service, both locally and through study abroad programs, with central course themes in ways that promote reflection, teach civic responsibility, and strengthen communities. These courses directly involve students in community-based projects, usually centered on social justice. Through this intentional integration of university learning environments with community-based initiatives, service-learning shapes both students and communities in a variety of ways. In Academic Year 2014, Old Dominion University students logged more than 360,000 volunteer hours as part of the University's culture of service. The University's commitment has been recognized by inclusion in the U.S. President's Higher Education Community Service Honor Roll and the intention is to remain at the forefront of service learning and volunteerism.

Inclusion of the Hampton Roads community in educational events on topics that affect the region will be a major focus for at least the next several years, whether as attendees or as participants in seminars, workshops and panel discussions. The University is a natural hub for regional leaders in city and state government, businesses, real estate, the port and other industries who need reliable information about issues such as sea level rise, flood mitigation, hurricane preparedness, traffic congestion, preventive health care, early childhood policies and economic forecasting.

The significant military and military-affiliated population in the region has a demonstrated need for career transition opportunities. The University is well positioned to serve this population with a range of relevant, high-quality and affordable educational opportunities through its Distance Learning network, its regional Higher Education Centers, and collaborations with the Virginia Community College System. In addition to the military population, the region's professional and non-traditional learners will be served by the newly established Old Dominion University College of Continuing Education and Professional Development, which will provide flexible and responsive offerings to regional and national needs in advanced workforce development.

The Arts District on Monarch Way provides an exciting new venue for entertaining and thought-provoking performances, concerts and exhibitions, and together with the adjacent Ted Constant

Convocation Center, will make this part of the main campus an attractive locale for the local community to benefit from University cultural events. The reinstatement of Monarch Football and overall expansion of athletics programs in recent years has re-engaged local alumni and even alumni who live farther afield, as well as external community members previously unfamiliar with the University. These are all positive trends that will be enhanced as part of this goal.

Objective 1: *Ensure community engagement is a distinctive feature of an Old Dominion University education*

that involves students, faculty and staff in a variety of service and research endeavors of direct benefit to the local and regional communities in which they work.

Action Items

- i. establish a repository of documented community engagement initiatives, such as organizational and individual community service, community partners, faculty expertise, and evaluate annually for comprehensiveness; promote the initiatives widely and celebrate their achievements.
- ii. develop and implement policies and practices that encourage community engagement and social entrepreneurship principles throughout the curriculum and in faculty research (see also Goal 5).
- iii. expand student service-learning in the community through a variety of local, regional, national and international service-learning opportunities, focusing on community-based research as a source of knowledge production.
- iv. create additional campus-wide service opportunities for the entire ODU community.

Objective 2: *Expand and strengthen engagement with international communities and internationally focused agencies*

to infuse existing and new regional, national and international partnerships with productive academic exchanges that go beyond the signing of exchange memoranda, building on established connections through the Confucius Institute at ODU, NATO, Operation Smile and others.

Action Items

- i. develop, and encourage student participation in, global service-learning opportunities that connect with existing international exchange agreements and tie into faculty research.
- ii. provide support for faculty to participate in exchange opportunities envisioned in existing and new international exchange agreements.

- iii. research and develop a market niche or niches for online programs globally that will attract an international audience; utilize the English Language Center as a gateway to the University's on-campus programs (reference Goal 2, Objective 1).

Objective 3: *Become the focal point for community education on issues of regional importance*

to include adaptation to, and mitigation of, sea level rise and increased flooding incidents, traffic congestion, military base realignments, and hurricane preparedness; additional studies to include regional healthcare education, early childhood policy needs, and other critical issues as they arise.

Action Items

- i. establish Old Dominion University as a destination for the greater community and the region's principal locus for discussions on issues of importance to the community, such as adaptation to rising sea level and increased flooding by engaging the community at all levels, including: the regional planning district; city elected leadership; city planners and engineers; state and federal elected officials, agencies and staff; military leadership; professional associations; and local civic associations (will require additional state allocations; reference Goal 1, Objective 3).
- ii. contribute to transportation solutions that meet the needs of Hampton Roads' cities and local communities through the Center for Innovative Transportation Solutions (CITS).
- iii. build capacity in environmental and community health outreach and promote healthcare education by broadly distributing information on preventive health care practices, and through the University's clinical services to the Hampton Roads community such as the dental hygiene clinic, Monarch Physical Therapy clinic, and proposed Monarch eye clinic.
- iv. assess community needs for early childhood education and welfare through the Virginia Early Childhood Policy Center and seek accreditation from the National Association for the Education of Young Children for the Children's Learning and Research Center.

Objective 4: *Enhance collaboration with the region's military community*

to provide targeted educational opportunities for active duty military personnel and returning veterans and their families, and increase research opportunities for faculty and students.

Action Items

- i. in collaboration with other higher education institutions in Virginia, and under the auspices of the State Council of Higher Education for Virginia (SCHEV), pilot a veteran and military friendly online education model that will translate military and adult prior learning

experience into college credits and accelerate certificate or degree completion, facilitate a career transition into the private sector, and/or allow veterans to acquire new skills for professional advancement through a standardized and transparent policy (will require additional state allocation. Reference Goal 2, Objective 1).

- ii. expand research opportunities with various branches of the military (reference Goal 1, Objective 1)
- iii. expand services of the Military Connection Center to promote the success of military-affiliated and ROTC students.

Objective 5: *Increase engagement with the local arts community*

to enhance existing partnerships with arts venues such as the Chrysler Museum of Art and Virginia Stage Company, and build new relationships with museums and other cultural entities in Hampton Roads that will provide new opportunities for nurturing experimental and creative artistic talent.

Action Items

- i. complete the Hixon Art Studios in space adjacent to the new Barry Arts Building in 2015 and complete Brock Commons to provide an outside amphitheater and performance space nearby.
- ii. develop innovative, year-round programming for the Arts District on Monarch Way as a means to integrate theater, visual arts, and music performances, to include street festivals and an outdoor concert series focused on student and local artist performances.
- iii. cultivate funding for master classes in music, dance and other performing arts.
- iv. increase engagement with the local arts community through leadership provided by the MFA Creative Writing Program.

Objective 6: *Fully Establish the College of Continuing Education and Professional Development*

into a widely recognized college of the University, with a successful business model, and steadily increasing enrollments of non-traditional students and working professionals in the military, government, industry and business.

Action Items

- i. develop and implement a long-term continuing education strategic plan, to include enrollment and connection with the other six academic colleges, Distance Learning, and the English Language Center.

- ii. reorganize and expand existing professional development and continuing education offerings by creating and promoting new programs that build on areas of strength in discipline-based and interdisciplinary fields in which the University has distinctive advantages and that match the needs of employers.

GOAL 5 - PROMOTE AN ENTREPRENEURIAL CULTURE

to catalyze economic development in the region

As a doctoral research institution, Old Dominion University plays a vital role in the economic development of Hampton Roads and, thus, the Commonwealth of Virginia. A recent study by the Virginia Business Higher Education Council estimated the total economic contribution resulting from Old Dominion University operations to be more than \$2.1 billion in gross domestic product. The University remains committed to being the engine that drives the Hampton Roads economy, recognizing and embracing its responsibility to use its intellectual capital and infrastructure to better serve the region and the Commonwealth beyond the revenue and jobs that are created by the institution. Old Dominion University strengthens the economic market through its research partnerships with industry, communities and other institutions, provides a resource of current, new and relevant information through faculty expertise, and produces new business development through the creation of new technology and intellectual property. Entrepreneurship and innovation are the primary forces for the creation of new business ventures and for sustainable solutions to societal problems. To create a lasting economic impact, the University must therefore encourage and provide education to support entrepreneurial activity and must partner and collaborate with local government, the business community, other research institutes, and the region's principal industries.

The timing for this initiative is excellent. The Hampton Roads region as a whole is experiencing a surge in entrepreneurial activity; Entrepreneur Magazine recently named Norfolk a "Best City for Entrepreneurship." In partnership with Opportunity Inc., Hampton Roads' Workforce Development Board, Old Dominion University has recently begun to offer training in starting a business to the region's youth, unemployed, and underemployed through Launch Hampton Roads - a business start-up program that is part of the Virginia Employment through Entrepreneurship Consortium funded by the U.S. Department of Labor.

In early 2014, Old Dominion University established the Strome Entrepreneurial Center, thanks to the generosity of alumnus Mark Strome and his wife, Tammy. The center is to be located in the heart of the academic environment, adjacent to Constant Hall on the north side of Kaufman Mall. The Strome Center will be a flexible, student-oriented space that will serve as the entry point and home of entrepreneurial activity on the campus and where students and faculty from all academic disciplines will learn about entrepreneurship and pursue commercialization of their ideas. The Strome Entrepreneurial Center will act as the focal point for entrepreneurial education and related co-curricular activities on campus, working in partnership with the University's Intellectual Property and Technology Transfer Office.

The focus for the Strome Entrepreneurial Center is to foster a culture of entrepreneurship across the entire University, producing student and alumni entrepreneurs, including social entrepreneurs or 'change agents.' The program's goals to teach, grow and nurture tomorrow's innovators are aligned with the 2011 Commonwealth Research & Technology Strategic Roadmap to provide a skilled workforce that can turn world-class research and innovations into marketable products. Development of new businesses and supporting existing businesses to become strong contributors to the economy will be encouraged through partnerships and collaborations with a Center for Enterprise Innovation. Members of the academic College Advisory Boards and

regionally connected alumni will help identify entrepreneurs, businesses, NGOs, and other entities in the region that might beneficially collaborate with the Strome Entrepreneurial Center and the Center for Enterprise Innovation.

Objective 1: *Implement an entrepreneurial curriculum and co-curriculum for students*

through the Strome Entrepreneurial Center, that will develop an entrepreneurial ethos in students and faculty and provide students with innovative programming to empower them to create economic and social value in the region and beyond. Students will be prepared to graduate with the entrepreneurial skills necessary to prosper in the future economy or to pursue a graduate education with a focus on entrepreneurship and innovation.

Action Items

- i. promote the activities of the Strome Entrepreneurial Center to include offering a range of courses and certificates, from first-year undergraduate through graduate level, to students from all disciplines on the basics of creating a startup, covering the entire life cycle of the entrepreneurial process, from the idea through the planning, research, analysis, startup and initial operations stages. Encourage developing entrepreneurship as a viable career option. Initial program concentrations may lead to a new master's or doctoral level program.
- ii. offer entrepreneurial co-curricular activities such as "Launch Camps" – week-long entrepreneurial camps targeted to students who hope to create their own companies during or after their time at the University.
- iii. develop a statewide business plan competition, to be hosted at ODU; develop other across-university competitions to encourage student participation at both the undergraduate and graduate levels and that reflect the entire life cycle of the entrepreneurial process, in collaboration with the Student Entrepreneurship Club and the student chapter of Enactus - the national service club dedicated to social entrepreneurship.
- iv. implement a Women Entrepreneurs Speakers' Series to educate students and faculty on the special challenges and opportunities faced by women entrepreneurs in the business world (in partnership with the ODU Entrepreneurship Club and the Entrepreneurs' Organization, Southeast Virginia Chapter).
- v. develop a coaching and mentoring network for student entrepreneurs to provide a source of advice from experienced entrepreneurs, who will be drawn from faculty or members of the region's business community.

Objective 2: *Foster an entrepreneurial ecosystem for faculty*

to encourage the capturing and commercialization of intellectual property developed through research activities.

Action Items

- i. include faculty entrepreneurial activities and/or translational research in new faculty orientation workshops and in the criteria for scholarly activity evaluation in tenure and promotion guidelines.
- ii. provide and encourage entrepreneurial training and mentoring of, and by, existing faculty, including an intensive summer session entrepreneurial course for faculty, through the Strome Entrepreneurial Center.
- iii. provide stepped (Level 1 through Level 3) internal grant funds for faculty entrepreneurial activities. Demonstrated accomplishment from Level 1 grants will be necessary for consideration for higher-level grants.
- iv. establish an annual Entrepreneurship Week through the Strome Entrepreneurial Center.
- v. register all applicable grant projects with the Strome Entrepreneurial Center.
- vi. develop a network of facilitators, community partners, and facilities to support faculty entrepreneurial activities.

Objective 3. *Establish a Center for Enterprise Innovation for the Hampton Roads region*

that will enhance economic development efforts in the Hampton Roads region by offering a collection of integrated services to support existing and new businesses to become strong contributors to the economy. The center will include these six units:

Bureau of Business and Economic Research, a one-stop shop for economic data to business and economic planners that will allow them to make better decisions;

Monarch Business Innovation Gateway, to provide development and analytical services to Hampton Roads area business entities at any point along the new business and product development process;

Monarch Innovation Laboratory with applied research services for product development, testing and validation;

Monarch Accelerator Partnership Network of accelerators in South Hampton Roads cities that will house and support start-up businesses by partnering with local governments and private entities;

Services Division for operating specialized programs that are externally funded such as the Small Business Administration's Veterans Business Outreach Center; and,

Monarch Innovation Foundation for financial consulting and financing to seed and grow client businesses.

Action Items

- i. establish the Center for Enterprise Innovation (CEI) by hiring the executive director, administrative assistant, and financial officer.
- ii. establish a Bureau of Business and Economic Research to identify, collect, analyze and disseminate economic data and reports about the regional economy using federal, state and private sources, with specialized analytical services for users such as descriptive, comparative and time series analyses. Hire Chief Economist and two part-time graduate assistants.
- iii. establish the Monarch Business Innovation Gateway to provide existing Hampton Roads entrepreneurs with analytical support to expand existing or develop new businesses and products. Hire associate director and business development professional.
- iv. establish a Monarch Innovation Laboratory to develop and conduct prototype testing protocols using various technologies for use by and with clients. Assist clients with patent submission for formulated products.
- v. establish a services division from the existing Business Gateway that will provide outreach to Hampton Roads small businesses through specialized programs that are externally funded, such as the Small Business Administration's Veterans Business Outreach Center.
- vi. develop a Monarch Accelerator Partnership Network of professionals to assist in focused business coaching, provide space and shared resources, and access to financing and business knowledge networks in the region with funding from site municipalities in Virginia Beach, Norfolk, Portsmouth, Suffolk and Chesapeake.
- vii. activate the Monarch Innovation Foundation. Identify and recruit board members with a variety of business expertise, including finance, to provide occasional consulting to clients, and to identify and solicit funding from individuals willing to participate in an 'angel' investor group to support clients during start-up and growth phases.

Objective 4: *Foster a culture of idea commercialization among faculty and students*

by providing a supportive environment that encourages collaborative relationships with government and industry, leading to patents and licenses for ideas developed in the University's research laboratories. A longer term objective is ultimately to generate new businesses for the region founded on ODU-generated research (in collaboration with the Strome Entrepreneurial Center and the Office of Research).

Action Items

- i. review and revise IP policies to encourage faculty and students in the commercialization of their ideas and establish a patents and licenses review committee that includes faculty and business professionals.
- ii. establish an internal funding mechanism, as University funding permits, to encourage the commercialization of products or services in the early stages of development.
- iii. support the commercialization of faculty ideas by identifying economically beneficial collaborations with external partners and private industry and by making available standard technology and business services through the Monarch Business Innovation Gateway of the Center for Enterprise Innovation to support promising spinoff opportunities and accelerate existing business enterprises.

END NOTE:

The many significant accomplishments that have resulted from Old Dominion University's Strategic Plan 2009-2014 form the foundation for the next five years and beyond. For the University to continue on its positive trajectory and accomplish the goals that are outlined in the following pages, additional resources will be required beyond the current level of support from the Commonwealth of Virginia.

Therefore, President Broderick has committed the University to raising an additional \$350 million in new private and public support over the duration of the Old Dominion University Strategic Plan 2014-2019.