Chandra shared terms that have been provided from a literature review was shared and discussed.

Each subcommittee shared a summary from their recent meeting. Committees spent time during their initial meeting sharing their thoughts—“brain dump”

**Subcommittee topic- Internal**

1) Feedback and Assessment
   a. Continue to gather student/faculty/staff feedback
      i. Focus groups (post-football)
   b. Re-focus our assessment efforts on the achievement of learning outcomes instead of satisfaction

2) Learning-Communities & Living-Learning Communities
   a. Support development of these communities
   b. Enhance common courses
   c. Market these opportunities to prospective students and families

3) On-boarding
   a. Preview
      i. Involve alumni
      ii. Place more emphasis on leadership development
      iii. Build community from the first point of contact

4) Social Media and Technology
   a. Use online resources to foster collaboration
   b. Broadcast to Higher Ed Centers

5) Undergraduate Research
   a. Support Research

6) Alumni
   a. Progressive mentorships
   b. Utilize alumni during recruiting events

7) Monarch Identity
   a. What is the Monarch signature experience
      i. Traditions?
   b. Create common gathering spaces for students (i.e. Union)
   c. Consistent Marketing
   d. Capitalize on the growth of athletics (i.e. pride)
      i. Ensure students’ access to athletic events

8) Infrastructure
   a. More employees (academic advisors)

9) Service-learning
   a. Service as part of the classroom curriculum

10) On-campus experience
    a. Enhance the on-campus quality of life
       i. Dining
       ii. Housing
Subcommittee topic – External Engagement with Community Local to International

Areas of Concern

- Culture of not valuing faculty research that reaches out into community
- Concern that outreach will be added to faculty responsibilities rather than being valued as RESEARCH.
- Questions of HOW to value faculty outreach/community-based research
- How to DEFINE faculty outreach research (Chris has a list)
  - Make sure all disciplines can see themselves in the definition of outreach/community research
  - (Again see Chris’s work).
- Questions of how faculty can integrate outreach into teaching, research service
- Questions about service and the way it is (not) valued for faculty – concern that outreach will immediately be considered service – especially for jr. faculty.
- Policies of University obstruct external engagement
  - Example – Intellectual property policy
  - Clarity Required when Working with Industry/Other Institutions – ODU policies are unclear

Continuing Processes:

- Engage in conversation about how outreach/public scholarship/etc may be rewarded for faculty of all ranks.
- Engage in conversation about organizational effectiveness – how can this be administratively supported?
  - ONE place for the community to reach us – knowledge should be readily available AND administratively supported.
- Engage in internal marketing – For example how can faculty find out about the business gateway and other outreach mechanisms. How do outreach mechanisms reach faculty?
- Change Intellectual Property Policy
- Go through Faculty handbook and identify policies that obstruct outreach – recommend changes
- Identify other university policies that obstruct outreach – recommend changes
- Make knowledge readily available to those who need it.
- Market – internally and externally - international connections
- Seek advice from the office of International relations towards strengthening international connections
- Examine missed opportunities that occur because university is unready to act.

Action Items:

- Create engagement awards for staff, faculty, adjunct faculty
- Create seed grants for faculty engagement
  - Seed-like grant that rewards connections with community organizations
  - Larger grant that rewards international engagement
  - Proof of concept seed grants to support relationships with industry
- Reward adjunct faculty engagement with higher pay for classes that connect students to community
- Create guidelines for ways to evaluate engagement for faculty P&T
- Include community members in tenure process if faculty member has engaged outside academia as research.
- Create a FIG grant for the creation of classes that engage students outside the university
- Define and create categories for community engagement that engage ALL disciplines.
  - Public Scholarship
  - Increasing Public Understanding
Subcommittee topic-Special Populations Report

Military

- Ship building
- ROTC
- All armed forces present
- Post 9/11 GI Bill
- Active, veterans, spouses, dependents
- Global engagement
- State partnerships – like VMASC – bigger
- Private/Public partnership
- Don’t leave the area
- Training Needs – workforce in 10 years – train for then
- How are all the parts connected? (military)
- NATO – 60 undergraduates per year
- Military Research
- Disabled Veterans
- Academic support in teams of meeting the need for future and advanced skills and knowledge

Distant Student

- Harder to define
- Encompass student that is farthest away
- Participate in their community
- Understanding distance students
- Younger; demographics are changing
  - 50% are in the region/Hampton Roads
  - Handful in states
- Military connections in other states
- Access to lecture/guest speakers – academic focus
  - Guest lectures, President series
- Build community – academic focus
  - Do community events – fun runs, etc.
- Region based students – what do they want?

International

- Add a sense of community
- Bring more engagement on campus
- Discuss our recruitment strategies to apply to ODU
- Feeling of belonging
- Connect with Military personnel
  - Ex. CNO from a foreign country could come speak at ODU to students from same country
- Use visiting groups
- Using their skills and more

Branding

- K-12, reach out at early age
- Boys/Girls club – brand partnership
- Achievable Dreams
- Destination Imagination
- Robotics
- Attract young & ethnically diverse students
- Strengthening school partnerships

*See if we have a comprehensive approach to a group of students*

Open discussion with committee
Where do we go from here?
Committee needs to develop broad objectives
Chandra will draft general objectives for sub committee to review
Don will gather engagement statements from various areas
Karen will share Community Engagement report with subcommittee
Worth will gather additional data on faculty

Next meeting will be full committee meeting in the Koch Hall Board Room