

2019 SIX-YEAR PLAN: NARRATIVE

INSTITUTION: OLD DOMINION UNIVERSITY

OVERVIEW:

The totality of the six-year plan should describe the institution's goals as they relate to goals of The Virginia Plan for Higher Education, the Higher Education Opportunity Act of 2011 (TJ21) and the Restructured Higher Education Financial and Administrative Operations Act of 2005. The instructions under institutional mission and alignment to state goals, below, ask for specific strategies around four priority areas. Other sections will offer institutions the opportunity to describe additional strategies to advance institutional goals and state needs. *Please be as concise as possible with responses and save this narrative document with your institution's name added to the file name.*

Section A. Institutional Mission, Vision, Goals, Strategies, and Alignment to State Goals: Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

RESPONSE:

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, the nation and the world through rigorous academic programs, strategic partnerships and active civic engagement. This mission statement was revised by the Board of Visitors on April 8, 2010.

Our vision is to be recognized nationally and internationally as a forward-focused metropolitan university with a collaborative and innovative approach to education and research that spurs economic growth, focuses on student success, engages civic and community partners and uses its connections with the military and maritime industries and its exceptional strengths and leadership in related areas to provide practical solutions to complex and real work problems. These are the principles behind the 12 strategic requests outlined in the 2020-2026 Six-Year Academic and Financial Plan.

The University's 2014-2019 Strategic Plan outlines the goals and institutional priorities to achieve the University's mission. The University is currently engaged in the Strategic Planning Process for 2020-2025 to be approved in Spring 2020. However, it should be noted that there are no plans to change the University's mission statement over the next six-year period.

ODU is committed to providing an affordable, high quality education to a diverse spectrum of students. Despite remaining one of the lowest funded public four-year institutions in the Commonwealth, Old Dominion University offers the most affordable in-state undergraduate tuition of the doctoral institutions. Business Insider, examining data from U.S. News & World Report and the Chronicle of Higher Education, named Old Dominion the "most affordable college" in Virginia. Even with low tuition, Old Dominion University is challenged to support over 8,000 Pell-eligible enrolled students, providing access and educating more economically disadvantaged students

than nearly every other four-year institution in the Commonwealth. Our objective is to provide a quality education for the many first-generation students, working adults, online degree completers and transfer students we educate and graduate. As one of the most diverse campuses in the United States, ODU is committed to educating students of all backgrounds. Education Trust has cited ODU as being among the top 15 U.S. universities for African American student success, and Diverse Issues in Higher Education ranked ODU No. 14 overall in the nation for the number of African American graduates. Twenty-five percent of ODU's students are military affiliated, the most of any 4-year public in Virginia. Many of our students are also first-generation college-goers and need more assistance in the transition to college, regardless of whether they are physically in the classroom or participating in classes online. However, graduating students from these populations is the key to meeting the needs of the future jobs and economy of Virginia.

Provide a brief description of your institutional vision and goals over the next six years, including numeric targets where appropriate. Include specific strategies (from Part 3 – Academic-Financial Plan and Part 4 – General Fund Request) related to the following areas: (1) access and enrollment, particularly for underrepresented students; (2) retention, completion and time to degree; (3) affordability and funding; and (4) workforce alignment and retention of graduates. Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included here. If applicable, include a short summary of strategies related to research. The description of any strategy should be one-half page or less in length. Be sure to use the same short title as used in the Part 3 and Part 4 worksheets.

(1) Student Success and Job Readiness

Old Dominion University has a vital role in educating low-income, first generation students, veterans, and degree completers to support the Commonwealth's needs for a diverse and well-prepared workforce. To advance economic mobility for low-income, underrepresented students, research has shown student support, academic resources and financial support must work together to assist these students through graduation. In addition to providing financial aid to address unmet need, ODU must have resources to provide advising, career/job counseling, financial literacy, math support and success coaching to support these students.

Outcomes of these services show great results. As examples, students in the success coaching program were retained from first-to-second year at a rate 18.7% higher than a control group and 6.2% higher than the overall freshman class. This investment will continue to increase success rates as more low-income students are provided access to the university.

Another program with similar evidence of student success is the Learn and Earn Advantage Program (LEAP) - an on-campus work program that shows how financial aid and career services can work together to offer funding and real-world skills that promote career readiness. LEAP students are currently employed across campus in their early years to prepare them for paid internships in their junior and senior years. They also take a class to learn employment skills and interact with alumni and other professionals. Students in the LEAP program were retained from first-to-second year at a rate 4% higher than the overall freshman class. This retention result is also attributed to the fact that the LEAP program provides these first-generation students with on-campus employment to ensure their education takes precedence over a job. Occasionally, off-

campus jobs compete with a student's academic work and outside employers are not as flexible in providing time of for studying.

To make the greatest impact, ODU must be able to scale programs like Student Success Coaching and LEAP to ensure the success of its growing number of Pell-eligible students, military, and degree completers.

Staffing for student success programs is essential. The diverse students ODU serves require additional advising time to navigate the more complex needs of transfer, military-affiliated, first generation and non-traditional students which extends the supportive interactions. Currently, ODU has 47.2 FTE support positions within the academic support and student support departments to include: success coaches (6 FTE), advisers (38 FTE), career counselors (3 FTE) and financial literacy advocates (.2 FTE) to assist 19,372 undergraduate students.

The funding requested would be allocated for 20 additional full-time staff to support success coaching (5 FTE), learning support specialists (5 FTE), advisers (5 FTE), career counselors (3 FTE) and financial literacy advocates (2 FTE). With these additional positions, the success coaching initiative will be expanded to reach from one third to two thirds of the freshman class as well as to upper-class students in need of academic support; learning support positions will be dedicated to redesign math and science course delivery; academic advisers would decrease their caseload from 500 students to 440 per staff position (Based on NACADA 2011 National Survey of Academic Advising (Carlstrom, 2013), the median case load of advisees per full-time professional academic advisor is 296, or a ratio of 296 students to one full-time advisor); career counselors would have a dedicated staff member assigned to each of the academic colleges; and financial literacy advocates would be able to provide financial literacy counseling and educational support to as many as 8,000+ low income students.

Funding Request: \$2,671,375 in FY2021 and FY2022 for 20 FTE positions, STEM summer academies for high school and incoming freshmen; funding to expand the LEAP program; training in financial literacy, leadership, career development; 24-hour counseling services.

(2) Increase Faculty Salaries

Over the last six years, approximately 169 faculty members have resigned to accept positions at other institutions citing salaries as the primary reason. Of this group, approximately 4 out of 10 were STEM-H positions. Although the CUPA Faculty Salary Survey shows Old Dominion University's average faculty salary of \$89,851 compared to an average salary of \$95,739 to be approximately 6.2% less than our national peers, if compared by discipline, the differences are much greater. For example, a 2017-2018 comparison of faculty salaries in the Frank Batten College of Engineering and Technology indicate that Engineering Management salaries depending upon rank could range from a variance of 11% less for an assistant professor to 24% less for a full professor when compared to the national salary averages published by the American Society for Engineering Education (ASEE). To recruit and retain qualified teaching and research faculty, salaries need to be increased to close the gap between ODU faculty salaries and our national and regional peers. This request is for a modest increase of 3% for each year of the next biennium.

Funding Request: \$3,059,620 in salary and benefits in FY2021 and \$6,211,029 in salary and benefits in FY2022

(3) Increase in Student Financial Assistance (State-Funded)

Old Dominion University is challenged to support over 8,000 Pell-eligible enrolled students, providing access and educating more economically disadvantaged students than nearly every other four-year institution in the Commonwealth. Our general funded portion of undergraduate and graduate student financial assistance totals approximately \$26M and meets approximately 42% of ODU's goal of \$62.2M to achieve 100% of unmet need.

Further, our institutional research shows that if we can meet 64% of a student's financial need, he or she is more likely to persist. In order to accomplish this objective within the next two years, approximately \$13.8M in state funded financial assistance would be required over the next biennium.

In a comprehensive study of Virginia higher education, the Joint Legislative Audit and Review Committee (JLARC) reported on a study (the Delta Cost Project) of students who did not complete their degree. This study found that 29 percent of non-completers cited "financial" as the reason for not remaining enrolled. The other factors cited, including "Personal" (58%) and "Family Responsibilities" (18%), could each have financial implications as well, such as paying for child care or helping with the family's monthly bills. These percentages correlate closely with ODU's monitoring of students who do not return to school.

Addressing financial challenges is a critical component of student success as these studies clearly recognize. Financial aid plays a critical role not only for affordability but also for retention and completion.

Funding Request: \$6,905,017 in general funds for student financial assistance in FY2021 and \$13,810,034 in FY2022.

(4) Old Dominion University Digital Innovation Academy

The Digital Innovation Academy will coordinate the expansion and delivery of academic programming in cybersecurity, computer science, computer engineering and information technology. Funding for the Digital Innovation Academy will help us to more the double the number of graduates in these programs. Specifically, over the next decade, we estimate increasing the number of graduates from these programs to 6,227, with 3,587 of those coming from the development of the Digital Innovation Academy. Leveraging our existing online programming and capacity for industry partnerships, the Digital Innovation Academy will advance the objectives and priorities identified in § 23.1-306 of the Code of Virginia.

Please refer to Section H Performance Pilots for additional information.

Funding Request: \$7.3M in base and \$5M in one-time reallocated for start-up costs in FY2021 and \$7.3M in base requested in FY2022

(5) Transfer Pathways and Degree Completion for Online Students

ODU needs additional funding to (1) evolve our distance learning infrastructure to provide flexible year-round course start dates to maximize enrollment, access and time to degree, (2) significantly increase capacity in high-demand online programs, (3) maximize success through seamless services and coaching for online students, (4) expand our prior learning assessment/experiential learning program to accelerate progress toward degree completion and make degrees more affordable and (5) expand the online graduate offerings to broaden the reach for students seeking advanced degrees while working as they pursue online professional master's degrees.

Online education provides non-traditional students flexible options to re-enter higher education while working and maintaining family obligations, resulting in greater numbers of degree completers for Virginia. ODU has over 100 online programs and educates the most fully online students of any public 4-year in Virginia. It has a distinguished track record for transfer students with over 300 transfer pathways – far more than any other public 4-year in Virginia. These programs meet the needs of non-traditional learners, including the military, single parents, those returning to the workforce or those place bound due to financial, employment or other life circumstances. All of these efforts will enhance workforce readiness to address the Commonwealth's economic development interests.

Funding Request: \$1,990,036 in FY2021 and FY2022 for 2 FTE positions, recruitment and student outreach, learning assessment services, and transfer student portal.

(6) School of Public Health

Old Dominion University will create a School of Public Health by expanding and rebranding its existing School of Community and Environmental Health. Old Dominion University's School of Public Health is perfectly located to address regional challenges and transform knowledge into preventive strategies in order to improve public health in Hampton Roads. Challenges salient to our region include infant mortality, smoking, obesity, teen pregnancy and the specific public health challenges that arise from flooding. The School of Public Health will address these challenges by building on existing faculty expertise in health data management/analysis, health promotion, health economics, health education, behavioral/mental health, health policy, risk management, environmental health and occupational health. The School will promote interdisciplinary and interprofessional programming to provide graduates skills and capabilities that qualify them for a wide range of career options, including employment in academia, industry, government, for-profit and not-for profit organizations, military health care facilities, other governmental entities and health care agencies.

Offering programming online and on campus, the School will more than double its current enrollment by adding twelve faculty members, two staff members, graduate assistant support and funding for post-doctoral students. The School will be the leading academic resource and epicenter for research, education, practice and outreach in Southeastern Virginia. Its online programming will provide access to a public health education to students across the Commonwealth.

The School of Public Health aligns well with the Hampton Roads Biomedical Research Consortium, which was funded in the 2019 session and charged with investigating the health risks of the region's population and identifying ways in which multiple institutions of higher education can collaborate in reducing those health disparities. ODU's School of Public Health will employ faculty who can analyze clinical and population health data to devise health promotions and interventions that will reduce disease risk, incidence and mortality. The School of Public Health also will produce a professional workforce in occupational health, environmental health, health services administration, health promotion, and epidemiology and biostatistics to meet the region's and commonwealth's needs for public health workers who can implement population health programs.

Several states have more than one School of Public Health. Given there are health disparities around the state according to location, a School to serve each location would address the health issues relevant to that region. The Virginia Health Opportunity Index showed that most Northern Virginians are healthier than other areas of Virginia. For example, the Northern region of Virginia had the lowest rate of infant deaths at 4.6 per 1,000, while the Hampton Roads region had the highest rate at 9.1 deaths per 1,000 live births. In the Commonwealth, Norfolk has the highest percentage of low weight births and very low weight births from total births (Virginia Department of Health, 2013). Virginia Beach, VA and Norfolk, VA had the first and second highest rates of suicide in the South Hampton Roads area. Hampton Roads is vulnerable to flooding, disaster, and sea level rise more than Northern Virginia. The planning and adaptation strategies related to climate change and sea-level rise must include strategies related to public health.

Old Dominion University's School of Public Health is perfectly located to address these challenges and transform knowledge into preventive strategies in order to improve public health in the region.

Funding Request: \$2,500,000 in FY2021 and FY2022 to fund additional faculty and staff positions, recruit public health scientists, support graduate assistants, hire post-doctoral students and cover accreditation related costs. In addition, \$1,725,778 will be reallocated from existing resources.

(7) Social Mobility Center

The 2019 SCHEV Report of Council's Ad Hoc Committee on Educational Attainment states that the Commonwealth's objective is to be the best-educated state in the United States by 2030 with 70% of working-age Virginians having postsecondary credentials. The report notes, "Residents from low-income families are much less likely to attend, persist and complete postsecondary education or training" (p. 4-5). Low-income student college graduation rates are 20% below VA high-income students while low-income student college graduation rates are 12% below VA middle-income students. The report also indicates that, "Virginia not only must increase educational attainment rates, but also must close the gaps in the differing rates of attainment that exist across its population and its regions" (p.3).

As part of the Old Dominion University mission, and to address state attainment needs, we have established a Center for Social Mobility that has attracted national and regional attention. It is critical that higher education be accessible to students across the economic spectrum. A hallmark

of social mobility is expanding access for low-income and first-generation students that live in the Commonwealth. The Center educates higher education leaders on social mobility, helping institutions strengthen their campus social mobility practices and close equity gaps. To support social mobility, administrators can address both access and completion by adjusting organizational structures, removing barriers, and developing student success strategies to support students to degree completion.

ODU Center for Social Mobility's current and planned initiatives, in partnership with SCHEV, include (1) aligning higher education funding, including financial aid, with greater access and student success, especially for first-generation students and students from low-income communities (2) expanding and enhancing outreach, advising, counseling, mentoring, work-based learning, career planning and credit transfer, especially for those at most risk of non-enrollment, non-persistence and non-completion (3) recognizing public institutions that serve individuals who might not ordinarily pursue education beyond high school (4) funding research and workshops relevant to social mobility that benefits attainment and production of graduates; and (5) sponsoring signature Center events including the National Social Mobility Symposium which focuses on low-income & first-generation student success. The Center is also engaged in developing a baseline social mobility measure tied to higher education/workforce priorities and creating a *State of the Commonwealth Report on College Social Mobility*.

Funding Request: \$650,000 in FY2021 and FY2022 to fund a director, support staff, graduate assistant and research and event-related costs.

(8) Operations and Maintenance for New Chemistry Building Coming On-Line

The New Chemistry Building is scheduled to open in October 2020. This facility will include 72,809 of assignable E&G square feet of classroom, lab, faculty offices and meeting/conference room space. The projected annual operation and maintenance costs for nine months are expected to be \$970,127 in FY2021 and \$1,345,148 in FY2022.

Funding Request: \$544,241 in General and \$425,886 in Nongeneral Funds in FY2021 and \$754,628 in General and \$590,520 in Nongeneral Funds in FY2021.

(9) Provide Administrative and Professional Faculty Salary Increase

Administrative and Professional Faculty compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. Recruiting and retaining well qualified staff is critical to the future of the institution. According to the Human Resources Department, a comparison of some key positions within the university as compared to our peers shows that salaries are not keeping pace with local and regional markets. In an effort to make up for some of the deficit, this strategy provides a 3% across-the-board increase for A&P Faculty in each year of the biennium.

Funding Request: \$1,187,096 in salary and benefits in FY2021 and \$2,409,805 in salary and benefits in FY2022.

(10) Increase in Classified Staff Salaries

Classified staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. Recruiting and retaining well qualified staff is critical to the future of the institution. In FY2019, the classified turnover rate was 11.13%. Of the 100 individuals who voluntarily resigned to take higher paying positions, 18% were Information Technology Specialists, 36% Administrative and Financial Support positions, 11% Public Relations and Marketing positions, 19% Building/Skills Trades and Facilities Management positions, and the remaining 11% in Law Enforcement and other miscellaneous categories.

While the state has provided salary and merit increases for classified employees in the last fiscal year, one-time bonuses rather than salary increases were provided to classified staff in the first year of each of the last five biennia. The absence of consistent base salary increases for classified staff has created a disparity in salaries within the local market. Consequently, the University processed 106 in-band pay adjustments, averaging \$4,455, in order to retain staff. Otherwise, our FY2019 turnover rate would have been even higher. In an effort to address classified staff retention, this strategy requests a 3% across-the-board increase for classified staff in each year of the biennium.

Funding Request: \$1,793,328 in salary and benefits in FY2021 and \$3,640,456 in salary and benefits in FY2022

(11) Virginia Institute for Spaceflight and Autonomy (VISA)

In the last session, the General Assembly funded a planning and administrative core for the Virginia Institute for Spaceflight and Autonomy (VISA) to leverage the Commonwealth's unique assets in those related areas. These assets include: (1) world-class facilities for space launch and autonomous system operations at Wallops Island (2) an expanding capability at the Commonwealth's universities, federal laboratories, and state agencies to support advances in satellites and autonomous systems, the sensors they carry and the data they produce and (3) a growing concentration of companies that use data from satellites and autonomous systems to generate new and valuable information in a growing variety of economic sectors.

In order to build out VISA as a catalyst for economic development on the Eastern Shore, ODU requests additional funding for personnel and operating costs. VISA will be based at Wallops Island to provide direct support for the growing entrepreneurial, commercial, government and academic innovation ecosystem around satellites, autonomous vehicles, sensors and data analytics. VISA will work in close partnership with Virginia universities to more effectively advance innovation in: (1) design and prototyping of autonomous vehicles, sensors, and satellite payloads (2) command, control, communications and computational technologies for space-based and unmanned systems and (3) data engineering for space-based and unmanned asset data. Additional funding for VISA will expand applied research capabilities in each of these areas, which will be available to private sector partners through an industry/university consortium with a strong

entrepreneurship support system. Additional funding also will support the expansion of existing graduate degree and certificate programs to create the workforce needed for a Wallops-focused spaceflight and autonomy economic cluster. Finally, additional funding will allow VISA to create and maintain a data platform and virtual portal to better connect Virginia-based university aerospace and unmanned research assets with the private sector firms and federal labs operating in the industry. The portal will host open source data for research and provide a frequently updated list of university research expertise including labs and equipment relevant for industry/university research opportunities.

As with any successful initiative, ODU's partners include Dominion Energy, Port of Virginia, Orsted, Virginia Economic Development Partnership, Hampton Roads Planning District Commission, Newport News Shipbuilding, Southeast Wind Coalition, Sierra Club, Department of Mines, Minerals and Energy and the Virginia Offshore Wind Development Authority.

Funding Request: \$856,536 in General Funds for FY2021 and \$1,018,536 in General Funds for FY2022 for teaching and research faculty (3 FTE), administrative and classified staff (3 FTE), graduate assistants and operating costs.

(12) Offshore Wind Energy/Innovative Ports

ODU is uniquely positioned to stand up an academic center of excellence for port innovation and diversification, with offshore wind energy (OWE) as one of its immediate use cases that is ready for application today. ODU has taken a leading role to position Hampton Roads as the primary port for the emerging offshore wind energy (OWE) fields on the Atlantic Coast. ODU's effort in OWE includes research in environmental impacts, coastal physical oceanography, civil and mechanical engineering, systems engineering, economic impacts, and supply chain and logistics, along with OWE-specific workforce development, to bring us to where we are today, with the first wind turbines being emplaced by August 2020. These early successes were critical and showcase ODU's larger goal to provide real-time academic expertise for the innovation and diversification of the Port of Virginia (PoV) and the cluster of economic activities that the PoV generates across the Commonwealth.

Through additional and continuing funding for its academic advisory role, ODU can provide the PoV (along with regional economic development entities in Hampton Roads, Richmond and Front Royal) with necessary studies, workshops, analyses, as well as other expert assistance that will facilitate innovation in port operations and port-related commercial activities such as OWE. That innovation will diversify the Port's economic base, which will strengthen its resilience and increase its economic impact in Virginia.

ODU'S VISA collaboration is comprised of a variety of government and commercial space operations and data analytics partners, including Virginia Commercial Space Flight Authority, NASA Langley Research Center, NASA Wallops Flight Facility, Lockheed Martin, SAIC, Booz Allen Hamilton, MITRE, and G2 Ops.

Funding Request: \$267,295 in FY2021 and \$272,954 in FY2022 for an executive director (1 FTE) and operating costs

Section B. Tuition and Fees Predictability Plans: Provide information about the assumptions used to develop tuition and fee charges shown in PART 1. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the institution's mission, market capacity and other factors. Include information, if applicable, on tuition increase plans for program- and level-specific charges or on any other alternative tuition and fee arrangement.

RESPONSE:

Old Dominion University made the following assumptions in developing the four-year tuition and fee predictability plans for in-state undergraduate students. Scenario 1: assumes no new General Funds with the expectation of addressing only the top 5 strategies with tuition revenue. However, given that over 74% of our student body come from low to middle income families, a tuition increase of 15% would not be realistic. Scenario 2 (Preferred): assumes 100% general fund support for strategies 1, 3, 4, 5, 6, 7, 11 and 12 and GF/NGF split for strategies 2, 8, 9 and 10 and requires a tuition increase of 3.3% to implement. Finally, Scenario 3: assumes 100% in General Funds for strategic initiatives 3, 4, 7, 11 and 12; and GF/NGF split for strategies 1, 2, 5, 6, 8, 9 and 10, and requires a 10.2% tuition increase in FY2021.

The in-state undergraduate mandatory non-E&G fee assumptions for Scenario 1 are 3% salary and benefit cost increase for student fee supported auxiliary services personnel and CPI rate of inflation for operating costs and Scenario 2: 3% salary and benefit increase for staff, CPI rate of inflation for operating costs and a \$500,000 increase in merit based financial aid. Since the fee revenue must support any additional auxiliary expenses, these scenarios would require a 4% and 5% mandatory non-E&G fee increase, respectively.

Section C. Other Budget Items: This section includes any other budget items for which the institution wishes to provide detail. Descriptions of each of these items should be one-half page or less.

RESPONSE: All budget items are detailed in Section A.

Section D. Programs and Instructional Sites: Provide information on any new academic programs, including credentials and certificates, or new instructional sites, supported by all types of funding, that the institutions will be undertaking during the six-year period. Note that as part of the revised SCHEV program approval process, institutions will be asked to indicate if a proposed new program was included in its six-year plan. Also, provide information on plans to discontinue any programs.

RESPONSE:

Old Dominion University is developing degree programs and certificates that serve a wide variety of business and industry in Hampton Roads, the Commonwealth, the nation and the world. Some of the new degree programs will be spinoffs of popular majors housed within umbrella degree programs. For completely new programs, the primary focus will be in the areas of data management, data analysis/analytics and technology, as well as degrees for health-care and educational professionals. Programs will be versatile and responsive to job market trends and professional needs.

PROGRAMS UNDER CONSIDERATION

- MS in Data Science and Data Analytics
- MS in Geographical Information Sciences
- BS in Exercise Science*
- MS in Cytotechnology
- Doctorate in Occupational Therapy
- Doctorate in Respiratory Therapy
- MS in Dental Therapy
- BSHS Post-Licensure Online for Respiratory Therapists
- BS in Nutrition Sciences
- MS in Molecular and Laboratory Sciences
- MS in Molecular Diagnostics
- BS in Industrial Technology*
- BA/BS in Environmental Studies
- BS in Fashion Merchandising*
- BS in Organizational Development and Training*
- MA in Art Education
- MA in Teaching*
- MAT in Special Education*
- MS in Entrepreneurship and Innovation
- MS in Education Applied Behavior Analysis
- MS in Human Services
- MS in Instructional Design and Training*
- MSED in Higher Education*
- EdD Doctorate of Education*
- PhD in Counseling*
- Executive PhD in Educational Leadership*
- Several certificates in the areas of big data/data analytics across a few colleges.

**Program is a spinoff from an existing major or concentration*

Section E. Financial Aid: TJ21 requires “plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans.” Virginia’s definitions of low-income and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

RESPONSE:

To address the challenges associated with the rising cost of college, Old Dominion University uses institutional, state and federal funding to help mitigate the effect of rising costs on students from low- and middle-income families.

Old Dominion University’s financial aid packaging processes and procedure target the neediest enrolled students, as required under state and federal law. Approximately 74.1 percent of ODU’s enrolled undergraduate applicants for federal financial aid fall into the low- and middle-income range.

Income Levels: Fall 2017 UG

Income Level	Count	%	<i>M</i>	Median
Low	6,551	45.0	19,328	17,640
Middle	4,240	29.1	62,929	60,234
Total	10,791	74.1	36,460	30,573
High	3,757	25.8	152,291	132,513
Total	14,548	99.9	66,373	45,348

Note. Represents all undergraduates in the official fall 2017 headcount file who filed FAFSA during the 2017-18 academic year. Income levels are based on the 2015 poverty guidelines.

Over the last several years, Old Dominion University has budgeted over \$8.3 million per year in institutional aid to meet student financial needs or approximately 5% of tuition revenue. In addition, funding for a number of on-campus employment opportunities for students who need part-time work to supplement their income has been increased, bringing the total budget for student wages to \$5.8 million.

Low and middle-income students would be negatively impacted should tuition sourced funds no longer be available. Over the last several years, approximately 4,000+ students benefit each year with awards ranging from \$1,000 - \$3,000.

As noted in the Six-Year Financial Plan, Old Dominion University will maintain the \$8.3 million in tuition revenue allocated for financial aid in FY2021 and in FY2022 to meet the needs of its low and middle-income students. However, if the state is able to provide funding to address the “unmet” need of our students as discussed in Section A, then the reliance on the tuition-funded student aid would be proportionately reduced.

Section F. Capital Outlay: Provide information on your institution’s top two Education and General Programs capital outlay projects, including new construction as well as renovations, that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, student charges, or current square footage. Do not include projects for which construction (not planning) funding has been appropriated.

RESPONSE:

Old Dominion University’s top two E&G Capital Outlay Projects are the **Construction of the New Health Sciences Building, Phase 1** (126,154 GSF) for \$74.2M and the **Construction of the Science Building, Phase 2** (162,851 GSF) for \$128,393,396.

The new health sciences facility will enable Old Dominion University to provide teaching facilities that allow for strategic growth of specific programs; addition of new programs; decompression of existing overcrowded conditions; a shift in pedagogy to active learning concepts; and additional

collaboration and student support spaces which were found to be deficient and/or totally absent in the current facilities. The facility will accommodate new degree programs in Rehabilitation Sciences as well as providing clinic spaces that serve as critical real world training for students while providing community support.

The building will consolidate spaces that are undersized and/or physically deficient, distributed in various locations across campus allowing for greater interprofessional education of our students. The facility will house the Schools of Rehabilitation Sciences, Dental Hygiene, Medical Diagnostics and Translational Sciences Research and supporting faculty and student collaboration space. The facility will enable ODU to fulfill the increased demand for skilled positions across the Commonwealth and accommodate the continued enrollment increases up to 20% in these STEM-H programs.

The new Science Building, Phase 2 is necessary to support current University enrollment in the sciences as well as its ability to support the Governor's STEM goals. It will house undergraduate teaching and graduate research biology laboratories (covering general biology, environmental science, anatomy & physiology, microbiology, ecology, cadaver dissection, immunology, and advanced skills laboratories), dedicated research laboratories, shared research laboratory support facilities, classrooms, an animal research facility, a greenhouse, and faculty and administrative office space. The current biology facilities are located in the 40-year-old Mills Godwin Building (MGB), an aging facility that has low floor to floor height unsuitable for modern lab mechanical systems and which does not meet current accessibility requirements. MGB's existing configuration cannot be modified to support current teaching techniques and platforms, to include simulation and other modern technologies. This significantly hampers instruction and research, negatively impacting the University's ability to provide its diverse student population the opportunities provided at Virginia's other institutions of higher education. The new Science Building, Phase 2 will satisfy a dual need. First, it will support the current enrollment demand in biology with modern instruction and laboratory facilities. Second, it will free up space in MGB that will be utilized by the Psychology Department, which is collocated with Biology in MGB. Current MGB classroom facilities are strained with class sizes exceeding existing classroom capacity. This lack of sufficient classroom facilities has forced classes to be taught in 10 other buildings across campus. Recognizing these deficiencies, in 2018 the University engaged a national lab planning consultant to provide an analysis of space needs and a detailed program for the new facility. This study confirmed the University's observations and recommended a new 162,851 gross square foot building to support its biology demand.

Section G. Restructuring: Provide information about any plans your institution has to seek an increased level of authority, relief from administrative or operational requirements, or renegotiation of existing management agreements.

RESPONSE:

As a Level II institution with delegated authority for information technology and procurement, Old Dominion University has consistently met the financial and administrative standards in compliance with this authority and therefore seeks an increased level of authority for administrative requirements related to Purchase Cards, Capital Outlay, Accounts Payable Expenditures and

Human Resource transactions. ODU requests authority for purchase card transactions, such as providing the program administrator administrative authority to manage the program by determining card limits, lifting restrictions and making exceptions. For procurement of capital construction, allow the University to develop procedures for the procurement of capital constructional and professional architectural and engineering services. For Human Resources, provide authority to grant up to ten workdays of recognition leave and up to \$10,000 in monetary awards for exceptional employees. For accounts payable transactions, provide authority to allow prepayments 180 days in advance of conference travel, streamline the electronic integration process with eVA, utilize electronic copies of invoices and extend the maximum prepayment period to five years.

Section H. Performance Pilots (optional): For this topic, any institution that wishes to include a Performance Pilot and provided notification by April 1 to relevant parties, should select one or more of the strategies presented in the institution's Academic and Financial plan (PART 3) and General Fund Request (PART 4) that constitute(s) "one innovative proposal" as defined in subsection F of § 23.1-306. Describe the proposal, the proposed performance measures and the requested authority or support from the Commonwealth.

RESPONSE:

Old Dominion University Digital Innovation Academy

Old Dominion University will create the Digital Innovation Academy to scale the production of graduates in key tech areas. Specifically, the Digital Innovation Academy will coordinate the expansion and delivery academic programming in cybersecurity, computer science, computer engineering and information technology. Funding for the Digital Innovation Academy will help us to more the double the number of graduates in these programs. Specifically, over the next decade, we estimate increasing the number of graduates from these programs to 6,227, with 3,587 of those coming from the development of the Digital Innovation Academy. Leveraging our existing online programming and capacity for industry partnerships, the Digital Innovation Academy will advance the objectives and priorities identified in § 23.1-306 of the Code of Virginia. These objectives and priorities include:

- **College access** – Among the most diverse institutions in the country and ranked in the top 15 percent of institution in the nation for producing social and economic mobility in our graduates, ODU's legacy is defined by its diversity. The diversity of students in these digital programs reflects the overall diversity of our student population. In Fall 2018, African American students represented 41% of our cybersecurity majors (114/278), 36% of our information technology students (166/467), 29% of our computer engineering students (64/221) and 22% of our computer science majors (171/763). Further, over the past five years, ODU has educated more Pell-eligible students than any other public four-year institution in Virginia. The Digital Innovation Academy will build on this legacy to enhance the participation of underrepresented groups in these academic programs.

- **Affordability** – The cost to students will be reduced through fully online course delivery, alternative tuition and fees, the development of a robust prior learning program, and the expansion of the development and use of open access materials, which would eliminate textbook costs for students.
- **Cost predictability** – ODU’s tuition has risen at the lowest rate among institutions in the Commonwealth over the past decade. The institution is committed to continuing to offer students the best value available in the Commonwealth.
- **Timely and affordable pathways to degree attainment** -- The Digital Innovation Academy will partner with high schools, community colleges and businesses to ensure that course credits or equivalencies are applied in a way that promotes timely graduation as well as an affordable pathway to a bachelor’s degree. In addition, the Digital Innovation Academy will create the Commonwealth’s first apprenticeship program for bachelor’s degree students.
- **Internships** -- The Digital Innovation Academy will develop a structured zero-credit (cost-free) internship program for students in these academic programs. Working with industry partners, all qualified students in these majors will be guaranteed the opportunity for an internship.
- **Employment pathways** – In response to the workforce needs of our business and industry partners, the Digital Innovation Academy will expand employment pathways with companies such as Newport News Shipbuilding, Sentara, Amazon, the Port of Virginia and other large employers across Virginia to meet the Commonwealth’s “Tech Talent” workforce needs with customized degree programs incorporating high professional certifications, apprenticeships and internships.
- **Strategic talent development** – The Digital Innovation Academy will work closely with partnering businesses to make sure that students are prepared for the workforce upon graduation. Talent development in our region will focus on areas such as digital shipbuilding, naval sustainment, maritime and port supply chain management, cyber defense, resilient water technology and digital healthcare. Talent development will be introduced as early as possible in the student’s academic coursework. This will include partnering with community colleges to make sure that transfer students are receiving the same focus on developing talent.
- **Regional economic development** -- Partnering with the ODU Institute for Innovation and Entrepreneurship, the Digital Innovation Academy will strengthen the tech workforce and make the region and Commonwealth even more attractive for current and future businesses. Also, the Digital Innovation Academy will create an industry-focused virtual hub for entrepreneurial activities related to the digital workforce by integrating entrepreneurship into the online programming to better prepare students as digital entrepreneurs.

The performance measures that will be used to assess the success of the Digital Innovation Academy will include:

- **Enrollment**
 - The number of cybersecurity students will increase from 357 in Fall 2018 to 1,578 in Fall 2028.
 - The number of computer science majors will increase from 450 in Fall 2018 to 870 in Fall 2028.

- The number of computer engineering majors will increase from 110 in Fall 2018 to 210 in Fall 2028.
- The number of information technology majors will increase from 533 in Fall 2018 to 923 in Fall 2028.
- **Graduation**
 - The annual number of cybersecurity graduates will increase from 8 in 2018 to 290 in 2025.
 - The annual number of computer science graduates will increase from 81 in 2018 to 174 in 2028.
 - The annual number of computer engineering graduates will increase from 22 in 2018 to 42 in 2028.
 - The annual number of information technology graduates will increase from 169 in 2018 to 300 in 2028.
- **Number of internships**
 - The number of students from these digital programs who do internships will increase from 142 in 2017-2018 to 600 by 2028-2029.
- **Number of apprenticeships**
 - The number of students from these digital programs who do apprenticeships will increase from zero currently to 20 by 2028-2029.
- **Number of MOUs with regional and statewide businesses**
 - The Digital Innovation Academy will create 20 MOUs with regional and statewide businesses by 2022.
- **Employment in Virginia after graduation**
 - 90% of students graduating from these programs will be employed in Virginia after graduation.
- **Number of articulation agreements/pathway agreements**
 - Twenty articulation agreements/pathway agreements will be signed with Virginia community colleges for programs in the Digital Innovation Academy by 2022.
- **Number of open access textbooks/course materials developed**
 - By 2025, 20 open access textbooks/courses in these digital programs will be developed by scholars across the Commonwealth.
- **Number of new businesses created by graduates from these programs**
 - By 2028, 10 new businesses will be developed by graduates from the Digital Innovation Academy.

Support Requested from the Commonwealth

Old Dominion University requests \$7.3 million in base funds to support instructional costs, staff support and community outreach and an additional \$5 million in OTO funds will be reallocated to support start-up costs, lab expansions and the development of open access textbooks and course materials that can be used at no charge by students in the Commonwealth. The breakdown of costs follows:

- Number of new faculty: 40 FTE (\$6,000,000)
- Number of new support staff: 10 FTE (\$900,000)
- Support for outreach: \$400,000
- OTO for startup and lab reconfigurations: \$4,000,000

- OTO to support development of new course materials: \$1,000,000

Expanding these programs through online strategies is cost-effective. The current student to faculty ratio in these programs is 25 to 1. The student to faculty ratio in the Digital Innovation Academy will be 60 to 1. In addition, at ODU alone, it is estimated that the open access texts will save students \$1.4 million in textbook costs over the first five years. Other institutions in Virginia would be able to save students similar amounts should their professors adopt the open access texts.

Section I. Evaluation of Previous Six-Year Plan: Briefly summarize progress made in strategies identified in your institution's previous six-year plan. Note how additional general fund support and reallocations were used to further the strategies.

RESPONSE:

Old Dominion University has made continued progress toward the strategic priorities in the previous Six-Year Plan to achieve state and university strategic goals. Top priorities of the plan included operating funds for access, completion and student success; compensation, and undergraduate financial assistance and STEM-H degree production. Listed below are selected strategies that were included in the previous Six-Year Plan and the progress toward accomplishing them.

Operating Funds for Access, Completion and Student Success: Approximately \$2.4M had been invested to fund additional faculty positions and academic support positions. While this achieved a student-to-faculty ratio of 17 to 1, additional investments are needed to ensure success of our growing number of Pell eligible students, military and degree completers. The additional funding is needed to impact the University's retention and graduation rates, and this continues to be of high importance in the current plan submission.

Teaching and Research Faculty Compensation: Faculty compensation remains a top budget priority for the Executive Leadership. Due to no state salary increases in FY2019, the university provided nongeneral funds to provide a 2% base merit increase for T&R faculty. In FY2020 with state and nongeneral fund support, T&R Faculty will receive a 3% base salary increase. The University will continue to request funding for faculty compensation in the current plan submission.

Classified and Administrative and Professional Faculty Compensation: Staff and administrative salary increases are a top budget priority, but due to no state increases in FY2019, the university allocated one-time nongeneral funds to provide a 1.5% merit-based bonus to qualified individuals. In FY2020, with state and nongeneral fund support, administrative and professional faculty will receive a 3% base salary increase and classified staff will receive a 2.75% base salary increase and those employees with 3 or more years of continuous state service and performance at a contributor level or above are eligible to receive an additional 2.25% merit increase.

Undergraduate Student Financial Assistance: Additional undergraduate financial aid was provided in FY18-19 and FY19-20 to address approximately 42 percent of unmet need. With

these additional resources, 400 needy students were provided with financial assistance to pursue and complete their studies.

STEM-H Degree Production: Fifteen additional faculty positions in engineering, health sciences, cybersecurity and big data were allocated to support the expansion and increased degree production in these programs, both on campus and online.

Section J. Economic Development Annual Report (Due October 1): Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. If applicable, the information should include:

1. University-led or public-private partnerships in real estate and/or community redevelopment.
2. State industries to which the institution's research efforts have direct relevance.
3. High-impact programs designed to meet the needs of local families, community partners, and businesses.
4. Business management/consulting assistance.

RESPONSE:

Old Dominion University (ODU) is a leader in direct contributions and stimulation to the Commonwealth's economic development. It does so through (1) job creation (graduating students, workforce development programs, formation of new companies), (2) research and development that is closely aligned with the Commonwealth's existing and emerging industries, (3) service learning programs established and operated in partnership with the all the cities of Hampton Roads, and (4) direct provision of support and resources through its Institute for Innovation and Entrepreneurship (IIE), and a variety of aggressive outreach and community engagement programs supported by the Colleges of Science, Engineering & Technology, Business, Health Sciences, Education, and Arts and Letters.

"Fostering an entrepreneurial ecosystem" is one of ODU's primary Strategic Planning Goals (<https://www.odu.edu/about/planning/strategic-plan-14-19>), both for campus audiences and for our community.

1. University-led or public-private partnerships in real estate and/or community redevelopment.

The Strome College of Business includes several Centers that impact directly on economic development and real estate, including the E.V. Williams Center for Real Estate, the Economic Forecasting Project, and the Center for Regional Excellence. In addition, ODU's Real Estate Foundation is especially active in community development, working closely with the cities of Hampton Roads to support a "sense of place" in which the university, its students, alumni, and faculty all serve as major participants and stakeholders. The Foundation was instrumental in supporting a major new initiative for ODU entrepreneurs – "THE Monarch Way", a retail store for ODU-affiliated entrepreneurs to market/sell their new products. The model is being replicated in other universities in Virginia and elsewhere.

2. State industries to which the institution's research efforts have direct relevance.

ODU's Research and Development activities are closely aligned with the state's targeted growth industries. Some key activities in this domain include:

- a. The Strome College of Business was a partner along with ReInvent Hampton Roads to undertake an economic clusters analysis of the region; its Strategic Plan has pillars that mirror the state's areas of growth (entrepreneurship, international business, supply chain/maritime/sector partnerships);
- b. The Batten College of Engineering partners with major employers and emerging growth companies on a range of R&D and commercialization projects;
- c. The Center for Bioelectrics supports the Commonwealth's goal of growing health and biotech R&D and jobs;
- d. The Virginia Modeling Analysis and Simulation Center (VMASC) continues to be a major contributor to the growing modeling and simulation industry;
- e. The Cybersecurity education/R&D Center has been established and has engaged a wide range of business, municipal, and academic stakeholders from around the community;
- f. The University has established a new Institute for Coastal Adaptation and Resilience (ICAR) and has received a major gift that will support recruitment of an endowed chair to serve as Executive Director. ICAR is a consortium of leading scholars actively engaged in research, education, and outreach on critical issues for resilience at the community, regional, national, and global levels. ICAR builds on the existing work of the Commonwealth Center for Recurrent Flooding Resiliency and the Open Seas hub, which fosters research and economic development activities in three regionally significant industry clusters: maritime logistics, resilience, and fisheries.
- g. ODU has launched the Virginia Institute for Spaceflight and Autonomy (VISA) with the hiring of a former NASA center director as founding executive director. VISA will promote academics, research, commercialization, and workforce development, and economic development in collaboration with Wallop's Island and educational and business stakeholders on the Eastern Shore.

3. High-impact programs designed to meet the needs of local families, community partners, and businesses.

ODU incorporates "service learning" into all its Colleges, student clubs/organizations fulfill a service project as part of their charters, and ODU's chapter of Enactus is especially active in promoting projects related to social entrepreneurship. The Strome College of Business recently received a gift to establish a program in "Transitional Entrepreneurship" aimed at those in the community transitioning from a variety of settings into entrepreneurship, including underserved economic communities, veterans, women returning to the workforce, and other groups.

4. Business management/consulting assistance.

ODU has several major centers and programs for entrepreneurship, innovation, and business management/consulting/expansion assistance. The Institute for Innovation and Entrepreneurship (IIE) provides an integrated collection of services, programs, and facilities to help existing and new entrepreneurs and businesses become stronger contributors to local economy. These services are available to students, faculty/staff, alumni, and the community at-large. These include:

- a. The Strome Entrepreneurial Center (SEC) offers assistance to both emerging and already established businesses created by ODU students, faculty, staff, and alumni, and the community. A recent “Company Expo” at SEC drew participation from over 65 ODU-related entrepreneurs and attracted attention from local investors and potential strategic partners.
- b. The Veterans Business Outreach Center and the Women’s Business Center, which target entrepreneurship programs to Veterans and Women, respectively;
- c. The Procurement Assistance Center, which helps companies prepare and become certified for government contracting opportunities;
- d. The TempO program, which help existing government and other contractors begin to move their products and services into commercial markets;
- e. The Innovation Center Norfolk, which operates ODU’s Incubation/Acceleration Center within the City of Norfolk’s budding Innovation Corridor;
- f. The Regional Entrepreneurial Ecosystem Development (REED) Program, aimed at supporting ecosystem development and individual entrepreneurs in rural areas; and
- g. The Open Seas Maritime Hub and the Virginia Institute for Spaceflight and Autonomy (VISA) are both new Centers opening this year.

Entsminger Fellows – Through a gift from alumni Lee Entsminger, ODU has over 30 faculty from across the Colleges who foster an entrepreneurial ecosystem throughout ODU. In addition, faculty and staff from across the Colleges routinely consult with individual entrepreneurs, existing business, and local non-profits, as well as hold sponsored research agreements, often using these interactions for experiential learning and internships for students.

The IIE has also participated in international entrepreneurship program exchanges with Thailand, Ukraine, Armenia, and other countries.

2019 SIX-YEAR PLAN: 2020-22 through 2024-26

Due: July 1, 2019

Institution:

Institution Name: Old Dominion University
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Institution UNITID:

221

Individual responsible for plan

Name:

Deborah L. Swiecinski

Email address:

dswiecin@odu.edu
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Telephone number:

(757) 683-3464

Part 1A: Tuition and Fees Predictability Plans for Institutions without Undergraduate Tuition Differentials
Institution Name: Old Dominion University

In-State Undergraduate Tuition and Fees Predictability Plans

Instructions: Provide no less than three years (the worksheet allows for four years based on the biennial budget structure) of planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors. Plans shall include a range of tuitions based on available state resources, but must contain a scenario that includes the assumption of no new state general fund support (SCENARIO 1). Add scenarios and tables, if more are needed, and provide brief information about the assumptions for each scenario. Include more detailed information about assumptions used to calculate increases in Section B of the Narrative document. Include anticipated tuition and fee charges affecting first-year students. (Please do not alter the shaded cells that contain formulas.)

In-State Undergraduate Tuition and Mandatory E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1: No new GF	7,047	8,104	15.0%	8,509	5.0%	8,765	3.0%	9,027	3.0%
Scenario 2:	7,047	7,277	3.3%	7,505	3.1%	7,730	3.0%	7,962	3.0%
Scenario 3:	7,047	7,765	10.2%	8,006	3.1%	8,246	3.0%	8,494	3.0%

Assumptions for:

Scenario 2	Assumes 100% in General Funds for all strategies #1, #3, #4, #5, #6, #7, #11, #12; and 3% salary/benefit increase for E&G personnel (GF/NGF split) for strategies #2, #9, #10; and for O&M Strategy #8
Scenario 3	Assumes 100% in General Funds for all strategies #3, #4, #7, #11, #12; and 3% salary/benefit increase for E&G personnel (GF/NGF split) for strategies #2, #9, #10; and GF/NGF split for strategies #1, #5, #6, #8.

In-State Undergraduate Mandatory Non-E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1:	3,973	4,130	4.0%	4,296	4.0%	4,468	4.0%	4,648	4.0%
Scenario 2:	3,973	4,172	5.0%	4,380	5.0%	4,600	5.0%	4,830	5.0%

Assumptions for:

Scenario 1	Assumes 3% salary and benefit cost increase for auxiliary services personnel; CPI rate of inflation for operating costs
Scenario 2	Assumes 3% salary/benefit cost increase for auxiliary personnel; CPI rate of inflation for operating costs and \$500,000 increase in merit financial aid

Part 1B: Tuition and Fees Predictability Plans for Institutions with Undergraduate Tuition Differentials

Institution Name: Old Dominion University

In-State Undergraduate Tuition and Fees Predictability Plans

Instructions: Provide no less than three years (the worksheet allows for four years based on the biennial budget structure) of planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors. Plans shall include a range of tuitions based on available state resources, but must contain a scenario that includes the assumption of no new state general fund support (SCENARIO 1). Add scenarios and tables, if more are needed, and provide brief information about the assumptions for each scenario. Include more detailed information about assumptions used to calculate increases in Section B of the Narrative document. Include anticipated tuition and fee charges affecting first-year students. For institutions that have differential tuition and fee charges by program or level, provide (a) anticipated tuition and fee charges for majority students; (b) a weighted average charge of all first-year students (with a detailed worksheet as attachment); and (c) additional spreadsheets with associated anticipated charges for all undergraduate students by program and level. (Please do not alter the shaded cells that contain formulas.)

In-State Undergraduate Tuition and Mandatory E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1: No new GF									
Majority First-Year Students			%		%		%		%
All First-Year Students			%		%		%		%
Scenario 2:									
Majority First-Year Students			%		%		%		%
All First-Year Students			%		%		%		%
Scenario 3:									
Majority First-Year Students			%		%		%		%
All First-Year Students			%		%		%		%

Assumptions for:

Scenario 2	
Scenario 3	

In-State Undergraduate Mandatory Non-E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1:			%		%		%		%
Scenario 2:			%		%		%		%

Assumptions for:

Scenario 1	
Scenario 2	

Part 2: Tuition and Other Nongeneral Fund (NGF) Revenue

Institution Name: Old Dominion University

Tuition and Fee Increases and Nongeneral Fund (NGF) Revenue Estimates Based on the Assumption of No New General Fund (GF)

Instructions: Based on enrollment changes and other institution-specific assumptions, provide the total revenue for educational and general (E&G) programs, by student level and domicile. Provide other anticipated NGF revenue, tuition used for financial aid (Program 108) and anticipated non-E&G fee revenue for in-state undergraduates and then all other students. (Please do not alter the shaded cells that contain formulas.)

Items	2018-2019 (Estimated)	2019-2020 (Estimated)	2020-2021 (Planned)	2021-2022 (Planned)
	Total Revenue	Total Revenue	Total Revenue	Total Revenue
E&G Programs				
Undergraduate, In-State	\$114,872,796	\$114,943,740	\$131,610,582	\$137,533,059
Undergraduate, Out-of-State	\$25,416,129	\$25,816,604	\$27,107,434	\$27,920,657
Graduate, In-State	\$22,254,987	\$23,223,910	\$24,385,106	\$25,116,659
Graduate, Out-of-State	\$11,517,400	\$11,725,233	\$12,311,495	\$12,680,839
Law, In-State	\$0	\$0	\$0	\$0
Law, Out-of-State	\$0	\$0	\$0	\$0
Medicine, In-State	\$0	\$0	\$0	\$0
Medicine, Out-of-State	\$0	\$0	\$0	\$0
Dentistry, In-State	\$0	\$0	\$0	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	\$0
PharmD, In-State	\$0	\$0	\$0	\$0
PharmD, Out-of-State	\$0	\$0	\$0	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	\$0
Other NGF	\$11,329,905	\$12,868,858	\$13,254,924	\$13,652,571
Total E&G Revenue - Gross	\$185,391,217	\$188,578,345	\$208,669,541	\$216,903,785
Total E&G Revenue - Net of Financial Aid	\$177,063,699	\$180,250,827	\$200,342,023	\$208,576,267
Tuition used for Financial Aid (Pgm 108)	\$8,327,518	\$8,327,518	\$8,327,518	\$8,327,518
Non-E&G Fee Revenue				
In-State undergraduates	\$50,849,494	\$52,950,618	\$54,778,533	\$55,764,688
All Other students	\$11,499,820	\$12,281,848	\$12,937,781	\$13,872,246
Total non-E&G fee revenue	\$62,349,314	\$65,232,466	\$67,716,314	\$69,636,934

Part 3: ACADEMIC-FINANCIAL PLAN
Institution Name: Old Dominion University

Academic and Financial Plan											
3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2020-2026)											
<p>Instructions for 3A: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2020-2026)," please provide short titles to identify institutional strategies associated with goals in the Virginia Plan. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2022-2026 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. If an institution wishes to include any information about FTEs or fringe benefit adjustments (using DPB's FY2020 start-up instructions available by the end of May), it should list them as strategies in the Academic Plan not the Financial Plan. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Additional rows for strategies must be added before the gray line. Please update total cost formulas if necessary. ASSUME NO ADDITIONAL GENERAL FUND IN THIS WORKSHEET.</p>											
SECTION A: ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2020-2026)											
Priority Ranking	Strategies (Short Title)	VP Goal	Biennium 2020-2022 (7/1/20-6/30/22)						Description of Strategy	Two Additional Biennia	
			2020-2021			2021-2022				Concise Information for Each Strategy	Information for 2022- 2026
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue			
1	Student Success & Job Readiness (Page 2)	2	\$2,671,375	\$0	\$2,671,375	\$2,671,375	\$0	\$2,671,375	Continue to advance economic mobility for low-income, underrepresented students through advising, career/job counseling, financial literacy, math support, success coaching and internships.	Continue to advance economic mobility for low-income, underrepresented students through advising, career/job counseling, financial literacy, math support, success coaching and internships.	
3	Need-Based Student Financial Assistance (State-Funded) Page 4	1	\$6,905,017	\$0	\$6,905,017	\$13,810,034	\$0	\$13,810,034	Continue to provide access and educate economically disadvantaged students - requires GF Support (Refer to Tab 4)	Continue to provide access and educate more economically disadvantages students - requires GF Support (Refer to Tab 4)	
4	Old Dominion University Digital Innovation Academy (Page 4 and Page 14)	3	\$12,300,000	\$5,000,000	\$7,300,000	\$7,300,000	\$0	\$7,300,000	Create the Digital Innovation Acadmcy to expand and deliver academic programs in cybersecurity, computer sicenc, computer engineering and information technology.	Create the Digital Innovation Acadmcy to expand and deliver academic programs in cybersecurity, computer sicenc, computer engineering and information technology.	
5	Transfer Pathways & Degree Completion (Page 5)	2	\$1,990,036	\$0	\$1,990,036	\$1,990,036	\$0	\$1,990,036	Continue to expand online education programs to meet the needs of non-traditional learners and provide the pathway to degree completion.	Continue to expand online education programs to meet the needs of non-traditional learners and provide the pathway to degree completion.	
6	School of Public Health (Page 5)	3	\$0	\$0	\$0	\$0	\$0	\$0	Create School of Public Health to offer online and on-campus proggmming to produce a workforce to meet region's and commonwealth's needs for public health workers-requires GF Support.	Create School of Public Health to offer online and on-campus proggmming to produce a workforce to meet region's and commonwealth's needs for public health workers -requires GF Support.	
7	Social Mobility Center (Page 6)	2	\$0	\$0	\$0	\$0	\$0	\$0	General Fund support is required to continue with work on social mobility initiatives in partnership with SCHEV.	General Fund support is required to continue with work on social mobility initiatives in partnership with SCHEV.	
11	Virginia Institute for Spaceflight and Automony (VISA) Page 8	4	\$0	\$0	\$0	\$0	\$0	\$0	General Fund support is required to continue to build out VISA as a catalyst for economic development on the Eastern Shore.	General Fund support is required to continue to build out VISA as a catalyst for economic development on the Eastern Shore.	
12	Offshore Wind Energy/Innovative Ports (Page 9)	4	\$0	\$0	\$0	\$0	\$0	\$0	General Fund support is required to expand research assistance with Offshore Wind Energy and Port innovation and diversification .	General Fund support is required to expand research assistance with Offshore Wind Energy and Port innovation and diversification .	
			\$0	\$0	\$0	\$0	\$0	\$0			
			\$0	\$0	\$0	\$0	\$0	\$0			
			\$0	\$0	\$0	\$0	\$0	\$0			
			\$0	\$0	\$0	\$0	\$0	\$0			
Total 2020-2022 Costs (Included in Financial Plan 'Total Additional Funding Need')			\$23,866,428	\$5,000,000	\$18,866,428	\$25,771,445	\$0	\$25,771,445			

3B: Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2020-2022 Biennium

Instructions for 3B: Complete the lines appropriate to your institution. As completely as possible, the items in the Academic Plan (3A) and Financial Plan (3B) should represent a complete picture of the institution's anticipated use of projected tuition revenues. For every strategy in 3A and every item in 3B of the plan, the total amount and the sum of the reallocation and tuition revenue should equal one another. Two additional rows, "Anticipated Nongeneral Fund Carryover" and "Nongeneral Fund Revenue for Current Operations" are available for an institution's use, if an institution cannot allocated all of its tuition revenue to specific strategies in the plan. Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue. **Please do not add additional rows to 3B without first contacting Jean Huskey.**

Assuming No Additional General Fund	2020-2021	2021-2022
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Part 3: ACADEMIC-FINANCIAL PLAN
Institution Name: Old Dominion University

Academic and Financial Plan

3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2020-2026)

Instructions for 3A: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2020-2026)," please provide short titles to identify institutional strategies associated with goals in the Virginia Plan. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2022-2026 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. If an institution wishes to include any information about FTEs or fringe benefit adjustments (using DPB's FY2020 start-up instructions available by the end of May), it should list them as strategies in the Academic Plan not the Financial Plan. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Additional rows for strategies must be added before the gray line. Please update total cost formulas if necessary. **ASSUME NO ADDITIONAL GENERAL FUND IN THIS WORKSHEET.**

SECTION A: ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2020-2026)										
Priority Ranking	Strategies (Short Title)	VP Goal	Biennium 2020-2022 (7/1/20-6/30/22)						Description of Strategy	Two Additional Biennia
			2020-2021			2021-2022				
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue		
			Concise Information for Each Strategy							
	Items		Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue		
	Total Incremental Cost from Academic Plan¹		\$23,866,428	\$5,000,000	\$18,866,428	\$25,771,445	\$0	\$25,771,445		
2	Increase T&R Faculty Salaries (\$) (Page 3)		\$0	\$0	\$0	\$0	\$0	\$0		
	T&R Faculty Salary Increase Rate(%) ²		3.00%		3.00%	3.00%		3.00%		
9	Increase Admin. Faculty Salaries (\$) (Page 7)		\$0	\$0	\$0	\$0	\$0	\$0		
	Admin. Faculty Salary Increase Rate (%) ²		3.00%		3.00%	3.00%		3.00%		
10	Increase Classified Staff Salaries (\$) (Page 8)		\$0	\$0	\$0	\$0	\$0	\$0		
	Classified Salary Increase Rate (%) ²		3.00%		3.00%	3.00%		3.00%		
	Increase University Staff Salaries (\$)		\$0	\$0	\$0	\$0	\$0	\$0		
	University Staff Salary Increase Rate (%) ²		0.00%		0.00%	0.00%		0.00%		
8	O&M for New Facilities (Page 7)		\$970,127	\$0	\$970,127	\$1,345,148	\$0	\$1,345,148		
	Add'l In-State Student Financial Aid from Tuition Rev		\$0	\$0	\$0	\$0	\$0	\$0		
	Add'l Out-of-State Student Financial Aid from Tuition Rev		\$0	\$0	\$0	\$0	\$0	\$0		
	Anticipated Nongeneral Fund Carryover		\$0	\$0	\$0	\$0	\$0	\$0		
	Nongeneral Fund for Current Operations		\$0	\$0	\$0	\$0	\$0	\$0		
	Library Enhancement		\$0	\$0	\$0	\$0	\$0	\$0		
	Utility Cost Increase		\$0	\$0	\$0	\$0	\$0	\$0		
	Total Additional Funding Need		\$24,836,555	\$5,000,000	\$19,836,555	\$27,116,593	\$0	\$27,116,593		

Notes:
(1) Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
(2) If planned, enter the cost of any institution-wide increase.

16.5% 6.1%

Part 4: General Fund (GF) Request
Institution Name: Old Dominion University

Requesting General Fund Support

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2020-22 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, then describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

Priority Ranking	Initiatives Requiring General Fund Support						Notes
	Strategies (Match Academic-Financial Worksheet Short Title)	VP Goal	Biennium 2020-2022 (7/1/20-6/30/22)				
			2020-2021		2021-2022		
			Total Amount	GF Support	Total Amount	GF Support	
1	Student Success, & Job Readiness	2	\$2,671,375	\$2,671,375	\$2,671,375	\$2,671,375	GF required to fully implement the strategy (Page 2)
2	Faculty Salary Increases	2	\$3,059,620	\$1,294,219	\$6,211,029	\$2,627,265	Without GF Support strategy will not be implemented (Page 3)
3	Need-Based Student Financial Assistance (State-Funded)	1	\$6,905,017	\$6,905,017	\$13,810,034	\$13,810,034	GF goal to reach at least 64% of financial need (Page 4)
4	Old Dominion University Digital Innovation Academy	3	\$12,300,000	\$12,300,000	\$7,300,000	\$7,300,000	GF required to fully implement the strategy (Pages 4 and 14)
5	Transfer Pathways & Degree Completion	2	\$1,990,036	\$1,990,036	\$1,990,036	\$1,990,036	GF required to fully implement the strategy (Page 5)
6	School of Public Health	3	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	Without GF Support strategy will not be implemented (Page 5)
7	Social Mobility Center	2	\$650,000	\$650,000	\$650,000	\$650,000	Without GF Support strategy will not be implemented (Page 6)
8	Operations & Maintenance for New Chemistry Building	2	\$970,127	\$544,241	\$1,345,148	\$754,628	GF required to fully implement the strategy (Page 7)
9	Provide Administrative and Professional Faculty Salary Increase	N/A	\$1,187,096	\$502,142	\$2,409,805	\$1,019,348	Without GF Support strategy will not be implemented (Page 7)
10	Provide Classified Staff Salary Increase	N/A	\$1,793,328	\$758,578	\$3,640,456	\$1,539,913	Without GF Support strategy will not be implemented (Page 8)
11	Virginia Institute for Spaceflight and Autonomy (VISA)	4	\$856,536	\$856,536	\$1,018,536	\$1,018,536	Without GF Support strategy will not be implemented (Page 8)
12	Offshore Wind Energy/Innovative Ports	4	\$267,295	\$267,295	\$272,954	\$272,954	Without GF Support strategy will not be implemented (Page 9)
			\$35,150,430	\$31,239,439	\$43,819,373	\$36,154,089	

Part 5: Financial Aid Plan

Institution Name: Old Dominion University

FINANCIAL AID PLAN

Instructions: Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.)

Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

***2018-19 (Estimated) Please see footnote below.**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$114,872,796	\$5,495,795	4.8%	\$5,000,000
Undergraduate, Out-of-State	\$25,416,129	\$1,215,970	4.8%	\$950,000
Graduate, In-State	\$22,254,987	\$1,064,733	4.8%	\$286,796
Graduate, Out-of-State	\$11,517,400	\$551,021	4.8%	\$426,412
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$174,061,312	\$8,327,518	4.8%	\$6,663,208
Total from Tuition & Other NGF Revenue worksheet	\$185,391,217	\$8,327,518	4.5%	
In-State Sub-Total	\$137,127,783	\$6,560,528	4.8%	\$5,286,796

2019-20 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$114,943,740	\$5,447,606	4.7%	\$6,508,669
Undergraduate, Out-of-State	\$25,816,604	\$1,223,544	4.7%	\$1,081,441
Graduate, In-State	\$23,223,910	\$1,100,666	4.7%	\$298,302
Graduate, Out-of-State	\$11,725,233	\$555,702	4.7%	\$439,106
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$175,709,487	\$8,327,518	4.7%	\$8,327,518
Total from Tuition & Other NGF Revenue worksheet	\$188,578,345	\$8,327,518	4.4%	
In-State Sub-Total	\$138,167,650	\$6,548,272	4.7%	\$6,806,971
Additional In-State	\$1,039,867	-\$12,255	-1.2%	\$1,520,175

2020-21 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$131,610,582	\$5,608,534	4.3%	\$6,508,669
Undergraduate, Out-of-State	\$27,107,434	\$1,155,173	4.3%	\$1,081,441
Graduate, In-State	\$24,385,106	\$1,039,162	4.3%	\$298,302
Graduate, Out-of-State	\$12,311,495	\$524,650	4.3%	\$439,106
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$195,414,617	\$8,327,518	4.3%	\$8,327,518
Total from Tuition & Other NGF Revenue worksheet	\$208,669,541	\$8,327,518	4.0%	
In-State Sub-Total	\$155,995,688	\$6,647,696	4.3%	\$6,806,971
Additional In-State	\$17,828,038	\$99,423	0.6%	\$0
Additional In-State from Financial Plan		\$0	%	

2021-22 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$137,533,059	\$5,634,943	4.1%	\$6,508,669
Undergraduate, Out-of-State	\$27,920,657	\$1,143,953	4.1%	\$1,081,441
Graduate, In-State	\$25,116,659	\$1,029,069	4.1%	\$298,302
Graduate, Out-of-State	\$12,680,839	\$519,554	4.1%	\$439,106
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$203,251,214	\$8,327,518	4.1%	\$8,327,518
Total from Tuition & Other NGF Revenue worksheet	\$216,903,785	\$8,327,518	3.8%	
In-State Sub-Total	\$162,649,718	\$6,664,012	4.1%	\$6,806,971
Additional In-State	\$6,654,030	\$16,316	0.2%	\$0
Additional In-State from Financial Plan		\$0	%	

** Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.*