



December 1, 2025

Division of Legislative Automated Systems (DLAS)
Old City Hall
1001 East Broad Street, Suite 210
Richmond, Virginia 23219

Attention: Legislative Documents and Reports Processing

Dear Sir/Madam:

The following report is submitted in compliance with Virginia Code §23.1-306.

Document Title

Christopher Newport University Six Year Plan (2025): 2026-27 through 2031-32

Mandate

Code of Virginia, §23.1-306

Contact Person

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Please contact Jennifer or me with any questions or requests for additional information.

Sincerely,

Sarah Herzog

Sarah Herzog
Vice President for Finance and Administration
Chief Financial Officer

Six-Year Plans (2025): 2026-27 through 2031-32

Due: July 3, 2025

Institution:

Institution ID	Christopher Newport University
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Institution UNITID:

003706

Individual responsible for plan

Name(s) & Title(s):

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Part 1: Undergraduate Tuition and Mandatory Fee Increase Plans in 2026-28 Biennium
Institution ID Christopher Newport University

Instructions: Provide annual planned increases in undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees for both in-state and out-of-state students in 2026-28 biennium. 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 with the assumption of no new state general fund support.

	Undergraduate Tuition and Mandatory Fees				
	2025-26	2026-27		2027-28	
	Charge (BOV)	Planned Charge	% Increase	Planned Charge	% Increase
In-State UG Tuition	\$10,179	\$10,556	3.7%	\$10,872	3.0%
In-State UG Mandatory E&G Fees	\$238	\$238	0.0%	\$238	0.0%
In-State UG Mandatory non-E&G Fees	\$6,802	\$7,054	3.7%	\$7,265	3.0%
In-State UG Total	\$17,219	\$17,847	3.6%	\$18,375	3.0%
Out-of-State UG Tuition	\$24,000	\$24,888	3.7%	\$25,635	3.0%
Out-of-State UG Mandatory E&G Fees	\$638	\$638	0.0%	\$638	0.0%
Out-of-State UG Mandatory non-E&G Fees	\$6,802	\$7,054	3.7%	\$7,265	3.0%
Out-of-State UG Total	\$31,440	\$32,580	3.6%	\$33,538	2.9%

Part 2: Revenue: 2024-25 through 2031-32
Institution ID Christopher Newport University

Instructions: Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, **provide total collected or projected to collect revenues (after discounts and waivers)** by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue.
In line 25, enter E&G GF revenues for the current bienium, including any funds administratively transferred into your E&G programs during the fiscal year. The GF amount in each year of 2027-2032 should remain the same as the 2025-26 general fund for E&G. The formulas will automatically hold that constant for the remaining years of 2027 to 2032

Items	2024-2025 (Actual)	2025-2026 (Estimated)	Chg	2026-2027 (Planned)	Chg	2027-2028 (Planned)	Chg	2028-2029 (Pro Forma)	Chg	2029-2030 (Pro Forma)	Chg	2030-2031 (Pro Forma)	Chg	2031-2032 (Pro Forma)	Chg	2024-2032 Chg	CAGR
	Total Collected Tuition Revenue	Total Collected Tuition Revenue		Total Projected Tuition Revenue		Total Projected Tuition Revenue		Total Calculated Tuition Revenue		Total Calculated Tuition Revenue		Total Calculated Tuition Revenue		Total Calculated Tuition Revenue			
E&G Programs																	
Undergraduate, In-State	\$39,714,698	\$40,919,731	3.0%	\$42,879,609	4.8%	\$44,571,612	3.9%	\$45,711,490	2.6%	\$47,246,496	3.4%	\$48,348,053	2.3%	\$49,546,324	2.5%	25%	3.2%
Undergraduate, Out-of-State	\$5,125,357	\$5,083,283	-0.8%	\$5,326,031	4.8%	\$5,535,593	3.9%	\$5,676,766	2.6%	\$5,866,889	3.3%	\$6,032,413	2.8%	\$6,142,769	1.8%	20%	2.6%
Graduate, In-State	\$877,691	\$867,146	-1.2%	\$884,489	2.0%	\$902,179	2.0%	\$920,222	2.0%	\$938,627	2.0%	\$1,271,415	35.5%	\$1,373,714	8.0%	57%	6.6%
Graduate, Out-of-State	\$21,480	\$22,262	3.6%	\$22,707	2.0%	\$23,161	2.0%	\$23,624	2.0%	\$24,097	2.0%	\$32,882	36.5%	\$33,540	2.0%	56%	6.6%
Law, In-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Law, Out-of-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Medicine, In-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Medicine, Out-of-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Dentistry, In-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Dentistry, Out-of-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
PharmD, In-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
PharmD, Out-of-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Veterinary Medicine, In-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Veterinary Medicine, Out-of-State	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
First Professional, In-State (Total)	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
First Professional, Out-of-State (Total)	\$0	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Other NGF	\$2,539,643	\$1,907,600	-24.9%	\$1,936,214	1.5%	\$1,965,257	1.5%	\$1,994,736	1.5%	\$2,024,657	1.5%	\$2,055,027	1.5%	\$2,085,852	1.5%	-18%	-2.8%
Total E&G NGF Revenue	\$48,278,869	\$48,800,022	1.1%	\$51,049,050	4.6%	\$52,997,802	3.8%	\$54,326,838	2.5%	\$56,100,766	3.3%	\$57,739,790	2.9%	\$59,182,199	2.5%	23%	3.0%
E&G GF Revenue (assume flat after 2026)	\$66,297,345	\$56,921,763	-14.1%	\$56,921,763	0.0%	\$56,921,763	0.0%	\$56,921,763	0.0%	\$56,921,763	0.0%	\$56,921,763	0.0%	\$56,921,763	0.0%	-14%	-2.2%
Total E&G Revenue	\$114,576,214	\$105,721,785	-7.7%	\$107,970,813	2.1%	\$109,919,565	1.8%	\$111,248,601	1.2%	\$113,022,529	1.6%	\$114,661,553	1.5%	\$116,103,962	1.3%	1%	0.2%

Auxiliary Revenue	2024-2025 (Actual)	2025-2026 (Estimated)	Chg	2026-2027 (Planned)	2027-2028 (Planned)	Chg
	Total Revenue	Total Revenue		Total Revenue	Total Revenue	
In-State undergraduates	\$24,688,966	\$25,967,095	5.2%	\$26,145,475	\$26,729,807	2.2%
All Other students	\$1,716,345	\$1,805,199	5.2%	\$1,817,600	\$1,858,222	2.2%
Total non-E&G fee revenue	\$26,405,311	\$27,772,294	5.2%	\$27,963,075	\$28,588,029	2.2%
Total Auxiliary Revenue	\$79,353,044	\$80,988,018	2.1%	\$83,152,747	\$85,115,656	2.4%

Part 2: Revenue: 2024-25 through 2031-32
Institution ID Christopher Newport University

Instructions: Provide a pro forma analysis of total tuition revenue in years 2029-2032 by holding T&F constant at the planned 2027-28 rate while incorporating your institution's submitted enrollment projections for each year through 2032. These columns are NOT meant to be a projection and do NOT make any assumption about GF support. The calculations will be used to support the pro forma analysis in tab 5.

Part 3: Financial Aid Plan: 2025-26 through 2031-32

Institution ID Christopher Newport University

Instructions: Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid for the revenue numbers in Tab 2. 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.)

The methodology used for completing this report **MUST match the methodology used by the institution's financial aid office for completing the annual financial aid data file and related reports.**

"Other Discounts and Waiver" means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens Tuition Waiver. Do not include the tuition differential for the tuition exceptions.

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

*2024-25 (Actual) Please see footnote below								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$39,714,698	\$2,697,762	6.8%	\$3,089,038	\$0	\$4,955,817	\$44,670,515	17.1%
Undergraduate, Out-of-State	\$5,125,357	\$348,158	6.8%	\$17,962	\$0	\$255,178	\$5,380,535	11.2%
Graduate, In-State	\$877,691	\$59,620	6.8%	\$0	\$0	\$165,521	\$1,043,212	21.6%
Graduate, Out-of-State	\$21,480	\$1,459	6.8%	\$0	\$0	\$0	\$21,480	6.8%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$45,739,226	\$3,107,000	6.8%	\$3,107,000	\$0	\$5,376,516	\$51,115,742	16.6%

2025-26 (Estimate)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$40,919,731	\$2,993,121	7.3%	\$3,258,500	\$0	\$3,102,387	\$44,022,118	13.8%
Undergraduate, Out-of-State	\$5,083,283	\$371,823	7.3%	\$171,500	\$0	\$233,513	\$5,316,796	11.4%
Graduate, In-State	\$867,146	\$63,428	7.3%	\$0	\$0	\$0	\$867,146	7.3%
Graduate, Out-of-State	\$22,262	\$1,628	7.3%	\$0	\$0	\$0	\$22,262	7.3%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$46,892,422	\$3,430,000	7.3%	\$3,430,000	\$0	\$3,335,900	\$50,228,322	13.5%

2026-27 (Planned)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$42,879,609	\$2,994,677	7.0%	\$3,258,500	\$0	\$3,102,387	\$45,981,996	13.3%
Undergraduate, Out-of-State	\$5,326,031	\$371,966	7.0%	\$171,500	\$0	\$233,513	\$5,559,544	10.9%
Graduate, In-State	\$884,489	\$61,772	7.0%	\$0	\$0	\$0	\$884,489	7.0%
Graduate, Out-of-State	\$22,707	\$1,586	7.0%	\$0	\$0	\$0	\$22,707	7.0%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$49,112,836	\$3,430,000	7.0%	\$3,430,000	\$0	\$3,335,900	\$52,448,736	12.9%

2027-28 (Planned)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$44,571,612	\$2,995,748	6.7%	\$3,258,500	\$0	\$3,102,387	\$47,673,999	12.8%
Undergraduate, Out-of-State	\$5,535,593	\$372,058	6.7%	\$171,500	\$0	\$233,513	\$5,769,106	10.5%
Graduate, In-State	\$902,179	\$60,637	6.7%	\$0	\$0	\$0	\$902,179	6.7%
Graduate, Out-of-State	\$23,161	\$1,557	6.7%	\$0	\$0	\$0	\$23,161	6.7%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$51,032,545	\$3,430,000	6.7%	\$3,430,000	\$0	\$3,335,900	\$54,368,445	12.4%

2028-29 (Pro Forma)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$45,711,490	\$2,996,066	6.6%	\$3,258,500	\$0	\$3,102,387	\$48,813,877	12.5%
Undergraduate, Out-of-State	\$5,676,766	\$372,072	6.6%	\$171,500	\$0	\$233,513	\$5,910,279	10.2%
Graduate, In-State	\$920,222	\$60,314	6.6%	\$0	\$0	\$0	\$920,222	6.6%
Graduate, Out-of-State	\$23,624	\$1,548	6.6%	\$0	\$0	\$0	\$23,624	6.6%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$52,332,102	\$3,430,000	6.6%	\$3,430,000	\$0	\$3,335,900	\$55,668,002	12.2%

2029-30 (Pro Forma)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$47,246,496	\$2,996,804	6.3%	\$3,258,500	\$0	\$3,102,387	\$50,348,883	12.1%
Undergraduate, Out-of-State	\$5,866,889	\$372,132	6.3%	\$171,500	\$0	\$233,513	\$6,100,402	9.9%
Graduate, In-State	\$938,627	\$59,536	6.3%	\$0	\$0	\$0	\$938,627	6.3%
Graduate, Out-of-State	\$24,097	\$1,528	6.3%	\$0	\$0	\$0	\$24,097	6.3%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$54,076,109	\$3,430,000	6.3%	\$3,430,000	\$0	\$3,335,900	\$57,412,009	11.8%

2030-31 (Pro Forma)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$48,348,053	\$2,978,083	6.2%	\$3,258,500	\$0	\$3,102,387	\$51,450,440	11.8%
Undergraduate, Out-of-State	\$6,032,413	\$371,577	6.2%	\$171,500	\$0	\$233,513	\$6,265,926	9.7%
Graduate, In-State	\$1,271,415	\$78,315	6.2%	\$0	\$0	\$0	\$1,271,415	6.2%
Graduate, Out-of-State	\$32,882	\$2,025	6.2%	\$0	\$0	\$0	\$32,882	6.2%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$55,684,763	\$3,430,000	6.2%	\$3,430,000	\$0	\$3,335,900	\$59,020,663	11.5%

2031-32 (Pro Forma)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Discount Rate (Cols. (C+F+G)/H)
Undergraduate, In-State	\$49,546,324	\$2,976,441	6.0%	\$3,258,500	\$0	\$3,102,387	\$52,648,711	11.5%
Undergraduate, Out-of-State	\$6,142,769	\$369,020	6.0%	\$171,500	\$0	\$233,513	\$6,376,282	9.4%
Graduate, In-State	\$1,373,714	\$82,524	6.0%	\$0	\$0	\$0	\$1,373,714	6.0%
Graduate, Out-of-State	\$33,540	\$2,015	6.0%	\$0	\$0	\$0	\$33,540	6.0%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$57,096,347	\$3,430,000	6.0%	\$3,430,000	\$0	\$3,335,900	\$60,432,247	11.2%

* 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.

Part 4: ACADEMIC-FINANCIAL PLAN: 2026-27 through 2031-33
Institution ID Christopher Newport University

Instructions: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies and other expenditure increases. Provide a concise description in the "Notes" column (column Q), including a 2% salary increase and 1% health insurance premium increase where relevant and a specific reference as to where more detailed information can be found in the Narrative document.

Complete the lines appropriate to your institution, adding lines within the relevant categories as needed. As completely as possible, the items should represent a complete picture of your anticipated use of projected tuition revenues and strategic focus areas. Categories are listed in bold; you may not change the categories but you may add lines where indicated. Please update total cost formulas if necessary. For every line, the total amount and the sum of the reallocation and tuition revenue should equal one another.

Funding amounts in the first year should be incremental. However, if the costs continue into the second year and beyond, they should be reflected cumulatively, not an annual increase. Please update total cost formulas if necessary. Institutions should assume no general fund (GF) support in 2026-28 in this tab aside from the instructed assumptions for salary and health insurance premium increases. A separate tab (Tab 6) is provided for institutions to request additional GF support for 2026-28. 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 6, General Fund Request, of 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.

Lines 5 and 6 collect the estimated E&G expenditures of 2024-25 and 2025-26 as baselines for Tab 5 Pro Forma.

For the 2028-30 biennium and 2030-2032 biennium, total amounts should be provided as estimates of future expenditures on these items but delineation of reallocation vs. tuition revenue vs. GF does not need to be provided by the institution.

Funding amounts shall assume an annual 2% salary increase for each year from FY2027 to FY2032 for those employees eligible for the state-supported salary increases in the 2024-2026 biennium. In columns H and L, institutions should use the estimated GF share of these increases provided in the salary and health insurance calculator file. If an institution plans to use its own funds to provide additional salary increases, add lines below the "increased estate health insurance cost" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

Please estimate total E&G expenditures for 2024-25 and 2025-26	
Total Estimated 2024-25 E&G Expenditures	\$105,423,194
Total Estimated 2025-26 E&G Expenditures	\$110,273,693

2026-2027 (Auto-calculated)
Implied GF share
55.9%

2027-2028 (Auto-calculated)
Implied GF share
55.93%

Incremental amounts relative to 2025-26 estimated baseline

Short Title	Virginia Strategic Plan Goal(s)	2026-2027				2027-2028				2028-2029	2029-2030	2030-2031	2031-2032	Explanation Please be brief; reference specific narrative question for more detail.
		Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	
Salary & benefit increases for existing employees														
2% annual state salary increase cost		\$1,510,256	\$0	\$648,026	\$862,230	\$3,050,724	\$0	\$1,309,016	\$1,741,708	\$4,621,997	\$6,224,696	\$7,859,449	\$9,526,895	
1% annual state health insurance increase cost		\$140,040	\$0	\$79,400	\$60,640	\$280,080	\$0	\$158,800	\$121,280	\$423,448	\$568,249	\$714,499	\$862,210	
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Inflationary non-personnel cost increases														
Contractual services		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Utilities		\$368,200	\$0	\$368,200	\$0	\$412,900	\$0	\$412,900	\$0	\$871,600	\$1,377,200	\$1,931,000	\$2,534,200	
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Financial aid expansion														
Add'l In-State Student Financial Aid from Tuition Rev		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Add'l Out-of-State Student Financial Aid from Tuition Rev		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Short Title		Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	
New/expanded academic programs														
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other academic & student support strategies & initiatives														
[Add lines & descriptions here]		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Modernize Technology for Productivity, Efficiency, and Data Security		\$2,012,202	\$858,800	\$1,153,402	\$0	\$3,175,864	\$858,800	\$2,317,064	\$0	\$2,012,200	\$2,770,500	\$2,906,500	\$3,095,100	
Total Additional Funding Need		\$4,030,698	\$858,800	\$2,249,028	\$922,870	\$6,919,568	\$858,800	\$4,197,780	\$1,862,988	\$7,929,245	\$10,940,645	\$13,411,448	\$16,018,405	

Part 5: Six-year Pro Forma Calculations: 2024-25 through 2031-32
Institution ID Christopher Newport University

Instructions: No new data needs to be added on this tab; it is entirely comprised by formulas. The top section pulls in data from the previous tabs to calculate a pro forma budget surplus/deficit for the 6 years. The following section calculates what T&F (price) and GF increases would theoretically need to occur each year in order to cover the deficit and maintain the 2024-25 GF/NGF split. At the bottom is a blended scenario calculator that a user can leverage to calculate custom "shared" scenarios where deficits can be covered by a combination of expenditure reduction, T&F increases, and GF increases. Cells D28:30 should be set by the user (so long as they add up to 100%) and the results will flow into the rows below that automatically. This analysis is intended to be directional and pro forma; it is not intended to be interpreted as a projection or plan/budget of any kind.

Note: this pro forma does not include any of the additional GF requests in the following tab; those requests would require GF funding on top of what is calculated in this tab.

Baseline Pro Forma Surplus/Deficit															From FY25-FY32		
	2024-2025 (Actual)	2025-2026 (Est.)	Chg	2026-2027 (Est.)	Chg	2027-2028 (Plan)	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg	Total Chg	Avg Annual Chg
Total E&G GF Revenue from Tab2, flat after 2027-28	66,297,345	56,921,763	-14%	57,844,633	2%	58,784,751	2%	59,743,785	2%	60,721,199	2%	61,717,351	2%	62,732,606	2%	-5%	-1%
Tuition discount rate	16.6%	13.5%	-3.1%	12.9%	-0.6%	12.4%	-0.5%	12.2%	-0.3%	11.8%	-0.4%	11.5%	-0.3%	11.2%	-0.3%	-17%	-2%
Total E&G NGF Revenue	48,278,869	48,800,022	1%	51,049,050	5%	52,997,802	4%	54,326,838	3%	56,100,766	3%	57,739,790	3%	59,182,199	2%	23%	3%
Incremental E&G NGF Revenue vs. prior yr		521,153	%	2,249,028	332%	1,948,752	-13%	1,329,036	-32%	1,773,928	33%	1,639,024	-8%	1,442,409	-12%	177%	25%
Total E&G Revenue	114,576,214	105,721,785	-8%	108,893,683	3%	111,782,553	3%	114,070,623	2%	116,821,965	2%	119,457,141	2%	121,914,805	2%	15%	2%
Implied GF % of E&G	57.9%	53.8%	-4.0%	53.1%	-0.7%	52.6%	-0.5%	52.4%	-0.2%	52.0%	-0.4%	51.7%	-0.3%	51.5%	-0.2%	-4%	-1%
Total E&G Expenditures	105,423,194	110,273,693	5%	113,445,591	3%	116,334,461	3%	117,344,138	1%	120,355,538	3%	122,826,341	2%	125,433,298	2%	19%	3%
Incremental E&G Expenditures vs. 2025-26		4,030,698		4,030,698		6,919,568	72%	7,929,245	15%	10,940,645	38%	13,411,448	23%	16,018,405	19%	297%	42%
Reallocation of existing dollars (flat after 2027-28)		858,800		858,800		858,800	0%	858,800		858,800		858,800		858,800		0%	0%
Pro Forma Surplus/Deficit	9,153,020	(4,551,908)	-150%	(4,551,908)	0%	(4,551,908)	0%	(3,273,515)	-28%	(3,533,573)	8%	(3,369,200)	-5%	(3,518,493)	4%	-23%	-3%
Incremental Surplus/Deficit	9,153,020	(13,704,928)	-250%	-	-100%	-	0%	1,278,393	%	(260,059)	-120%	164,373	-163%	(149,293)	-191%	%	%

What would a constant GF/NGF ratio at 2025-26 levels imply for T&F and GF increases?															Total Chg	Avg Annual Chg	
	2024-2025 (Actual)	2025-2026 (Est.)	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg		
GF % of E&G	57.9%	57.9%	0%	57.9%	0%	57.9%	0%	57.9%	0%	57.9%	0%	57.9%	0%	57.9%	0%	0%	0%
Implied incremental T&F increase (%)	-8.0%	11.8%	-248%	0.0%	-100%	0.0%	%	-1.0%	-1.0%	0.2%	1.2%	-0.1%	-0.3%	0.1%	0.2%	-99%	-14%
Implied incremental GF increase (%)	-8.0%	13.9%	-274.4%	0.0%	-100.0%	0.0%	%	-1.2%	-1.2%	0.2%	1.5%	-0.2%	-0.4%	0.1%	0.3%	-99.0%	-14%

Blended Scenario Calculator - Share of Deficit Covered by Each Source (Must add up to 100%)															<< Input percentages here	
Expenditure reductions			0%													
T&F increases			0%													
GF increases			0%													
TOTAL			0%													

	2024-2025 (Actual)	2025-2026 (Est.)	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	2030-2031	Chg	2031-2032	Chg	Total Chg	Avg Annual Chg
Implied E&G Expenditure Reduction (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental T&F increase (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental GF increase (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied GF % of E&G	57.9%	53.8%	-7.0%	53.1%	-1.3%	52.6%	-1.0%	52.4%	-0.4%	52.0%	-0.8%	51.7%	-0.6%	51.5%	-0.4%	-4.4%	-1%

Part 6: General Fund (GF) Requests in 2026-2028 Biennium
Institution ID Christopher Newport University

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2026-28 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, use the same title used in Part 4 and place it in bold print to draw attention to its connection to Part 6. Also, 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.

Note: If your institution thinks you cannot afford the nongeneral fund share of a statewide 2% annual salary increase, you can submit a request for GF support with explanations and assumptions in this tab.

Priority Ranking	Initiatives Requiring General Fund Support						Notes/Explanation Please be brief; reference specific narrative question for more detail.
			Biennium 2026-2028 (7/1/26-6/30/28)				
	Strategies (Match Academic-Financial Worksheet Short Title)	Category (Select best option from dropdown menu)	2026-2027		2027-2028		
			Total Amount	GF Support	Total Amount	GF Support	
1	Affordable Access (Student Financial Aid)	Financial Aid	\$726,800	\$726,800	\$1,453,600	\$1,453,600	Includes funds over time intended to meet the remaining need of Pell eligible students. Current known financial aid shortfall total is \$1,543,500.
1	VMSDEP Remaining Unfunded Waivers	Financial Aid	\$3,500,000	\$3,500,000	\$6,800,000	\$6,800,000	State support is requested for the Commonwealth's Virginia Military Survivors' and Dependents' Education Program (VMSDEP) to address the remaining unfunded waivers impact. This critically important program has experienced significant growth in recent years and is expected to continue to grow. The FY27 & FY28 requested amounts reflect the projected full cost of both the E&G and Comprehensive Fee waivers, less a projected allocation from the General Funds for waiver support to be distributed through SCHEV. This can provide relief to Comprehensive Fee via the administrative overhead charge to these units. The university is committed to partnering with the Commonwealth to bolster the long-term sustainability of this important program.
2	Base Operating Support (continuation from CH725)	General Operations Support	\$1,508,400	\$1,508,400	\$1,594,700	\$1,594,700	Increased base operating focused on additional student support staffing, library resources, and resources for student facing and administrative services. This was included in the 2025 session CH 725 as FY25 funds. This request brings funding into the base and reflects cost escalations such as salary and health insurance increments impacting FY26 and projected increments for FY27 & FY28.
3	O&M for Science and Engineering Research Center (ISCI) & Plant Operations & Utilities (continuation from CH725)	General Operations Support	\$1,750,785	\$1,059,252	\$2,028,082	\$1,226,994	Includes operating funding for the new administration building that opened during FY24, partial year support for the Integrated Science Center Phase 3 (opening January 2026), and partial year support for the new Plant Operations building. Anticipated additional O&M needs impact out years. This was included in the 2025 session CH 725 as FY25 funds. This request brings funding into the base and reflects annualized O&M calculations and cost escalations for utilities and salary and health insurance increments impacting FY26 and the projected increments FY27 & FY28.
4	Captains Peninsula Pathways for VCCS Students (continuation from CH725)	Degree Pathways	\$321,400	\$321,400	\$461,800	\$461,800	Building on recent successes in supporting VCCS students, this request includes resources to enhance the Captains Connection program and additional need based scholarships, peer mentors and academic support for transfer students, and 2 FTE to support the significant increase in VCCS students attending CNU (22% from FY23 to FY25. As we look to fall 2025, further increases are anticipated.) This was included in the 2025 session CH 725 as FY25 funds. This request brings funding into the base and reflects cost escalations such as salary and health insurance increments impacting FY26 and projected increments for FY27 & FY28.

Priority Ranking	Initiatives Requiring General Fund Support						Notes/Explanation Please be brief; reference specific narrative question for more detail.
			Biennium 2026-2028 (7/1/26-6/30/28)				
	Strategies (Match Academic-Financial Worksheet Short Title)	Category (Select best option from dropdown menu)	2026-2027		2027-2028		
			Total Amount	GF Support	Total Amount	GF Support	
5	Modernize Technology for Productivity, Efficiency, and Data Security	General Operations Support	\$4,862,226	\$4,077,500	\$5,620,540	\$4,540,000	Supports technology enhancement to align the tools and resources students, faculty, and staff rely on with a modern experience for learning, operations, and data security. Initiatives included within this request include enhanced staffing to support information security, AI support, ERP support; leveraging select outsourced data security functions to both limit risk and increase responsiveness; and to support an AI platform as well as software and equipment replacements to help address modernizing outdated systems and processes. Included in this request is \$2.85 million as one time funding in FY27 to alleviate the initial cost of set up and implementation related to modernizing software.
6	Safety, Security, and Compliance	General Operations Support	\$470,200	\$284,500	\$556,700	\$481,700	Includes support for Title IX investigations, APA compliance, campus violence and threat assessment, risk management, and emergency management.
7	Student Success and Mental Health	Student Success	\$745,300	\$745,300	\$759,300	\$759,300	Provides funding to support staffing and resources focused on services that impact student wellbeing and health education, student success, registration, and financial aid. Also included is funding to support student wages, peer mentors, and tutoring services, as well as non-personal funding support for community engagement, honors and leadership programs, and first generation student programs.
8	Community Engagement and Outreach	Community Engagement	\$879,100	\$531,900	\$892,400	\$539,900	Directly supports community engagement through the Torggler Fine Arts Center, Ferguson Center for the Arts, and economic development initiatives. Staff roles included are focused on community engagement and economic development, and non-personal services funding to expand the reach and reputation of community engagement with the arts such as free community speaker programs, modernizing equipment for the arts, and support for the new Art Explorers Gallery in the Torggler focused on engaging youth in the gallery.
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$14,764,211	\$12,755,052	\$20,167,122	\$17,857,994	

Part 7: E&G Capital Requests in 2026-2028 Biennium
Institution ID Christopher Newport University

Instructions: Indicate E&G capital projects for which you anticipate making a request for state general fund in the 2026-28 biennium to complete a project. Projects should include planning costs and then funding for construction. Describe in the Notes column the justification, alternatives explored, and how the projects align with enrollment growth and facility condition index. If the project has other fund sources, please indicate source.

E&G Capital Projects Requests Biennium 2026-2028 (7/1/26-6/30/28)										
Priority Ranking	Capital Project / Building	Category (Select best option from dropdown menu)	Facility Condition Index (for renovation projects only) if available	2026-2027			2027-2028			Notes/Explanation Please be brief; reference specific justification, alternatives and additional fund sources.
				Total Amount	NGF Support	GF Support	Total Amount	NGF Support	GF Support	
1	Property Acquisition	Acquisition		\$25,000,000	\$0	\$25,000,000	\$0	\$0	\$0	Acquire three leased properties: Administration building, vacant
2	Critical Deferred Maintenance	Improvements-		\$50,000,000	\$0	\$50,000,000	\$0	\$0	\$0	Address critical deferred maintenance projects and equipment
3	Military Science Building Construction	New Constrution-		TBD	\$0	TBD	\$0	\$0	\$0	Planning funding was provided in Chapter 725. We anticipate
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$0	\$0	\$0	\$0	
					\$0	\$75,000,000	\$0	\$0	\$0	

Part 8: Degree/Certificate Programs in 2026-2028 Biennium

Institution ID Christopher Newport University

Instructions: In the table below indicate which degree and/or certificate programs the institution plans to establish, grow, and close in the upcoming 2026-28 biennium. SCHEV's new degree program approval process will require all new degree programs for the upcoming biennium to be included in the Six-Year Plan table below.

Academic Degree/Certificate Programs Biennium 2026-2028					
Degree Designation	Program Name	Establish/Grow/ Close	CIP Code	Anticipated Start/End Date	Explanation (please describe projected costs/savings from program establishment, growth, or closure)
MA	National Security	Establish	45.0902	Fall 2026	Potential addition of 2 additional faculty lines within the first four years.
MS	Cybersecurity	Establish	43.0404	Fall 2027	Potential addition of 2 additional faculty lines within the first four years.
BS	Mechanical Engineering	Establish	14.1901	Fall 2027	Potential addition of 3 additional faculty lines within the first four years.
Baccalaureate Certificate	Geographic Information	Establish	45.0702	Fall 2026	No additional costs
Undergraduate Certificate	Spanish in the Professions	Establish	16.0905	Fall 2026	No additional costs
Undergraduate Certificate	Entrepreneurship	Establish	52.0701	Fall 2027	No additional costs
Undergraduate Certificate	Brewing Science	Establish	1.1003	Fall 2027	No additional costs
Undergraduate Certificate	Leadership	Establish	52.0213	Fall 2027	No additional costs
Graduate Certificate	Finance	Establish	52.0801	Fall 2026	No additional costs
Graduate Certificate	Cybersecurity	Establish	43.0404	Fall 2026	No additional costs
Post-Professional Certificate	History Education	Establish	13.1328	Fall 2026	No additional costs
Post-Professional Certificate	Science Education	Establish	13.1316	Fall 2026	No additional costs
Post-Professional Certificate	Math Education	Establish	13.1311	Fall 2026	No additional costs

2025 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Christopher Newport University

OVERVIEW

The six-year plan should describe the institution's goals as they relate to the Commonwealth's goals which are articulated in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); the Restructured Higher Education Financial and Administrative Operations Act of 2005; and the Governor's objectives to prepare every graduate for success in life. Please use this opportunity to outline your institution's plans and objectives.

The instructions within the institutional mission and priorities section below ask for specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. Other sections offer institutions the opportunity to describe additional strategies to advance institutional goals and Commonwealth needs.

The intent of this process is for each of the commonwealth's higher education institutions to complete a consistent, detailed biennial strategic plan, with an update to that plan in the second year of the biennium. This process should coincide with any planning processes completed by the institution and presented to their board of visitors. It is also expected that the plans rely on the fact packs maintained by SCHEV for key statistics and financial metrics.

Please be comprehensive but as concise as possible with responses; you are encouraged to use bullet points vs. prose. Consider this a starting point for the dialogue with OpSix; you will have the opportunity to further elaborate on the narrative in your review session later this summer.

Please save this narrative document with your institution's name added to the file name.

SECTION A: MISSION & PRIORITIES

Key question: What are your institution's unique strengths and how do those inform your strategic priorities?

A1. Describe how your institutional strategic plan goals align to your institutions mission. Please share any plans you have to change your mission over the six-year period.

- **The mission statement was closely reviewed during our recent and extensive strategic planning process and we found no need to change our mission over the upcoming six-year period.** CNU's strategic planning process confirms and establishes our commitment to a mission that celebrates our role as a Virginia regional public university that serves the students and residents of the Commonwealth and nation.
- **In February 2025, the Board of Visitors unanimously approved a new five-year strategic plan, the [CNU Strategic Compass](#), for 2025-2030.** The four priorities of the Compass are (1) Advance the Power and Promise of an Education Embedded in the Liberal Arts, (2) Connect with our Community, (3) Create a Stronger Culture of Inclusion and Belonging, and (4) Build a Foundation to Thrive.
- **These four Compass Points are aligned with the existing mission statement for CNU.** CNU provides outstanding education programs that benefit students at the undergraduate and master's degree levels; service and leadership that help shape the economic, civic, and cultural life of the community and Commonwealth; research and arts programs that serve our students and the community; athletics programs that celebrate teamwork and discipline all with a focus on creativity and excellence.
- **The Strategic Compass also focuses on our responsibility to be good stewards of the resources provided by the Commonwealth, as well as the tuition and fees paid by our students and families, and private and philanthropic support.** We will continue to ensure access to an affordable educational experience by seeking opportunities to generate revenue and implement efficiencies across the entire University.
- **The Strategic Compass provides a clear roadmap for the future.** By intentionally focusing on four interconnected Compass Points, we are poised to achieve our vision of being the finest regional public university in the nation, delivering an impactful and contemporary education, and becoming an even more vital asset to our surrounding communities, all while nurturing a strong, inclusive internal culture. The Compass firmly establishes that now is our time.

A2. What are your institution's greatest strengths and areas of distinctiveness that it should continue to invest in? Looking ahead, what are your institution's greatest opportunities for improvement?

Strengths and Areas of Distinction:

- **CNU remains anchored in excellence and focused on students, offering an innovative education embedded in the liberal arts.** Fifty percent of our students graduate from STEM disciplines (including Psychology) and another twenty percent graduate from the Luter School of Business. Every one of our graduates receives a liberal arts education that ACTA rates with an A+ and among the finest in the nation. A notable proof point: ABET's accreditation report extols the virtue of CNU's liberal learning core for STEM majors. Regardless of major, our curriculum prepares students with the skills they will need to thrive in an ever-changing employment landscape.
- **CNU is a leader among regional public institutions across the country for student achievement, retention, and graduation.** CNU's current first-to-second-year retention rate is 86% (national avg 82%) and the four and six-year graduation rates are 65% and 75% respectively (national avg 41% and 63%). Additionally, six months after graduation, approximately 96% of our graduates are enrolled in graduate school, working full-time, or pursuing military careers.
- **CNU retains students in the Commonwealth above the average rate of all public four-year universities and almost double the rate for out-of-state students.** We attribute this data to our efforts to connect our students to work-based learning pipelines and exceptional employment opportunities within the Commonwealth. We continue to advocate for greater tuition pricing flexibility to recruit out-of-state students to grow talent pipelines that support the Commonwealth's workforce development goals.
- **CNU is ranked first among regional public universities in Virginia by U.S. News and World Report.** The institution is also ranked third in the South among regional public universities and sixth among all regional universities, public and private, in the South. U.S. News and World Report also highlight CNU as a "Best Value School" with Best Undergraduate Programs in Business, Economics, Computer Science, Engineering and Psychology. Princeton Review's student-based survey ranks CNU seventh in the nation among public institutions for internships.
- **CNU is known nationally as a leadership university.** CNU deliberately focuses on leadership education, where over a dozen disciplines offer leadership-related courses, led by our award-winning Leadership Studies department. In addition, we offer equally rich co-curricular experiences through the President's Leadership Program and the Wason Center for Civic Engagement. This work is the foundation for CNU's pursuit of the Carnegie Elective Classification for Leadership for Public Purpose.
- **CNU's student-first, faculty-led mentorship is the model.** CNU's focus is on undergraduate teaching, supported by small class sizes. All academic advising at CNU is conducted by full-time faculty members. Students start with a core advisor and, upon declaring their major in the second semester of their second year, transition to a major advisor within their department, who assists with academic planning, post-graduation career planning, and/or graduate school applications. While CNU is known for its small

class sizes, class sizes have grown recently as the need to deliver education more efficiently has grown.

- **CNU was recently recognized as a Research Institution by the Carnegie Classification System.** This is a notable accomplishment for a regional public university with a strong focus on undergraduate education. CNU is the only public non-doctoral institution in Virginia to achieve this status, and of the nearly 4,000 institutions nationwide, there are only 216 institutions with the classification. Following a record \$5.9 million in new grant awards, we will be able to engage even more students in undergraduate research.
- **CNU's physical campus is modern, very attractive and historically safe.** While our campus is clearly a distinctive feature of CNU, it is beginning to age and we must invest to protect the Commonwealth's overall infrastructure investment. Christopher Newport's current E&G deferred maintenance deficit is estimated to be \$50 million.
- **CNU is more affordable today than 10 years ago.** Combined with significant new resources from the Commonwealth, an increase in donor support for merit scholarships, and CNU's efforts to control costs, CNU is more affordable today than it was 10 years ago. Fact pack data shows: [CNU's cost as a percentage of Virginia's median income is at a 10-year low, our net price continues to decline, and the number of students requiring debt to attend is also at its lowest point in 10 years.](#) And importantly, [student debt as a percentage of a graduate's wages is down.](#)
- **CNU boasts nationally recognized arts facilities, including the Ferguson Center for the Performing Arts and the Mary M. Torggler Fine Arts Center, which offers programs that have established CNU as a leader in the arts across our region, the Commonwealth, and the country.** The Ferguson Center celebrated its 20th season hosting nationally recognized artists, such as Diana Ross, and hit Broadway productions. Opened in 2021, the Torggler has gained national accreditation from the American Alliance of Museums and has been recognized for its original, award-winning exhibitions. The Ferguson and Torggler have become an oasis for the performing and visual arts in Hampton Roads, enriching the region's cultural landscape.
- **CNU maintains the highest winning percentage of any athletics program in the Commonwealth.** The institution's commitment to the NCAA Division III student-first philosophy has produced numerous All-Americans and CNU has consistently placed in the Top 10% of the Learfield Cup Standings and is one of the highest ranked public universities in Division III. CNU has won four national championships in the past five years.

Greatest Opportunities for Improvement:

- **Christopher Newport University is fully embracing its role as a regional public institution,** and through the efforts of our Strategic Compass, we will discover new opportunities to serve our community and Commonwealth.
- **CNU realized an increase in overall student headcount this year for the first time in nine years and desires to return to 5,000 FTE students. In particular, CNU has significantly increased the number of transfer students.** We will continue to invest in admission strategies for first-time-in-college (FTIC) students, while also significantly

increasing partnerships and pathways for Virginia Community College System (VCCS) students. We will continue to be responsive to market demands for undergraduate and graduate degree programs to minimize the impacts of the growth of larger institutions and the demographic cliff.

- **CNU continues to recruit out-of-state and international students.** Christopher Newport is heavily reliant on general fund monies and tuition and fees from Virginia students, as an institution with more than 94% of its students being in-state. Out-of-state and international students provide a diversity of experiences that our classrooms need, and new out-of-state students will help diversify our revenue streams, mitigating tuition pressure.
- **Increasing brand reach and recognition to enhance student recruitment efforts.** We are undertaking new marketing campaigns to ensure a broader population of students understand the value and opportunities available through a CNU education. As a relatively young institution, with a young alumni base, we must enhance our marketing and communications strategies.
- **CNU continues to focus on building private philanthropy as a way to enhance affordability and drive more efficient and more entrepreneurial operations.** By expanding our outreach beyond the Hampton Roads region, we have raised over \$15 million in FY 2025, compared to our previous annual average of \$6 million. Private dollars enable both need-based and merit-based scholarships, which help reduce CNU's net price. Importantly, private funds enable investments in campus operations and infrastructure that lead to efficiencies across the University.
- **Serving the military community, their families, and our veterans represents a significant opportunity and obligation for CNU.** CNU is situated in a region that employs over 120,000 military personnel, and approximately 12,000 military members retire or transition out of the military in our region each year. We are in the process of building relationships with the military community to inform them that the institution is "open for business" and ready to support their educational and employment needs.
- **While CNU's affordability is improving, new state and private funding are crucial.** We also need to ensure our programs meet economic demands to support enrollment and find new efficiencies across the University. CNU's Strategic Compass establishes goals and objectives that highlight our recognition that CNU's future is bright if we embrace that our time is now.

A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the statewide strategic plan for higher education, to the strengths and/or opportunities for improvement mentioned above, and will ultimately drive better outcomes for students. If the strategy has a general fund component (operating and/or capital, equipment, renovation) please include the operating request in the “General Fund Request” tab and the capital or equipment request in the “Capital” tab of the excel file.

- **In February 2025, the CNU Board of Visitors unanimously approved a new five-year strategic plan, the CNU Strategic Compass for 2025-2030 that aligns with the SCHEV’s plan for higher education in Virginia.** The four Compass Points, below, are the top strategic priorities that CNU will pursue in the next five years. CNU’s plan acts as an institutional blueprint for achieving Virginia’s broader higher education aspirations of a more equitable, affordable and transformative system.
- **Advance the Power and Promise of an Education Embedded in the Liberal Arts** directly fosters **transformative** education by developing critical thinkers and adaptable leaders for the workforce and civic life, ensuring graduates are prepared for a dynamic future.
- **Connect with Our Community** supports **transformative** higher education by integrating CNU as a vital educational, cultural, and economic resource for the region, extending the institution’s impact beyond campus.
- **Create a Stronger Culture of Inclusion and Belonging** directly champions **equitable** higher education by cultivating an inclusive and accessible environment where all can thrive, recognizing the inherent value of all of our differences.
- **Build a Foundation to Thrive** ensures the **affordability** and long-term sustainability of CNU, providing the necessary public and private resources to achieve its mission and support access.

A4. Please explain how your institution has engaged your Board of Visitors and institution leadership in the mandatory review of the Pell Initiative for Virginia.

- **Christopher Newport University has engaged its Board of Visitors and institutional leadership in reviewing the State Council of Higher Education’s (SCHEV) Pell Initiative for Virginia (PIV),** thereby reinforcing the University’s commitment to student access and success. This engagement has, and continues to, include the following:
- **Providing regular updates and discussions in the Student Life Committee of the Board of Visitors to keep members informed about the progress, challenges, and key developments of the SCHEV PIV initiative, ensuring oversight and strategic alignment.** Strategic planning discussions within this Committee have included barriers to enrollment, retention, and student completion, enabling the university to implement targeted solutions that align with institutional priorities and the SCHEV PIV initiative.

- **Charging the Student Success Committee (SSC) with identifying and reducing or removing barriers that hinder the enrollment and success of Pell-eligible (PE) students.** Through the work of the SSC and the BoV Committee, barriers to enrollment, retention, and student completion are addressed, with potential strategies and their implementation discussed, enabling the university to take targeted actions that strengthen student success.
- **Reinforcing our commitment to improving student success outcomes and supporting statewide higher education goals through collaboration with BoV Committee members, SCHEV representatives, and state officials.** Institutional performance metrics are reviewed by the SSC and the Board Committee to inform continuous improvement efforts.

SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION

Key question: How is your institution managing enrollment in light of state and national trends, and what are the financial implications?

B1. What do you see as the primary drivers of recent enrollment trends for your institution? Further, describe your 2023 enrollment projections and explain why those projections have (or have not) resulted as projected. Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant. When responding to this question please consider data under the “Enrollment” section of your institution’s fact pack (linked here).

- **Undergraduate growth at Virginia public institutions (Doctoral institutions in particular and JMU and VaTech, specifically) has far outweighed all other challenges to maintaining or growing First Time in College (FTIC) enrollment at CNU.** Nearly 60% of admitted FTIC admission applicants who did not enroll at CNU last fall attended one of our top-9 in-state sister public competitors, 26% of whom enrolled at either JMU or VaTech. This primary challenge is projected to persist and worsen in the years to come, heading into the “demographic cliff” that is projected to begin this fall.

In 2023, FTIC enrollment resulted in 10 fewer students than the 1,150 projected due to an admitted student yield rate decline of 1%. Despite increasing the number of FTIC admission offers, and acceptance rates rising from 56% to 86%, between 2014-2024, FTIC cohort enrollment at CNU declined from 1,228 to 1,140 and yield rates decreased from 30% to 18%. The effect of this stark decline in yield rate is reflected in the overall enrollment outcome trends illustrated in [Chart \(A\)](#).

Institutional investments in recruitment of new FTIC and transfer students in recent years is projected in [Chart \(E\)](#) to increase overall enrollment modestly for the first time in a decade, however the Fall 2025 FTIC cohort projection (1,150) would represent 79 fewer students than actual enrollment in 2014 (1,228) – a 6% enrollment contraction over that time. Current net enrollment deposits from incoming FTIC students for this fall and historic “summer melt” rates suggest we will exceed the overall projection of 1,150 but have a smaller number of out-of-state students than expected.

- **Recently added academic programs in Kinesiology, Criminology, Nursing and Elementary Education have contributed positively to admitted freshman student yield, while interest in computer science has decreased.** The number of Kinesiology and Criminology intended majors within the fall FTIC cohorts increased 233% and 30%, respectively, within their first three years of being offered.
- **New transfer enrollment projections were met ([Chart E](#)) and exceeded for Fall 2023 with 130 projected and 147 enrolled.** For 2023, CNU made several key investments in new transfer student recruitment and enrollment. For example, we updated guaranteed admission agreements with all VCCS institutions and permitted transfer students to enroll part-time, opening the door to non-traditional students and military service members. With these new investments in transfer recruitment and enrollment, we are confident in our transfer enrollments. CNU is working with SCHEV to submit updated enrollment projections that account for the transfer student growth seen in [Chart \(E\)](#).

- **While graduate school enrollment has declined at Christopher Newport University, new graduate programs offer a significant opportunity for the institution to collaborate with regional industry partners and develop programs responsive to the local economy.** CNU's graduate programs are 5th-year programs that have not traditionally attracted new students to the institution. In fact, CNU has the lowest enrolled graduate programs in Virginia.

Consistent with Strategic Compass Point: Advance the Power and the Promise of an Education Embedded in the Liberal Arts and Compass Point: Build a Foundation to Thrive, CNU will be conducting a review of graduate offerings to identify where CNU is well-positioned to offer cost efficient and market responsive programs similar to our Masters in Financial Analysis.

B2. Please summarize your institutions enrollment management strategy to align with recent demographic and enrollment trends. Consider online education enrollment in your response. What is the level of confidence in your 2025 enrollment projections, considering potential risks and unknowns such as economic factors, shifting student preferences, and regional demographic changes? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.

- **CNU is and has been actively adapting its enrollment strategy to address shifting demographic and enrollment trends, including the impact of the demographic cliff.** To remain competitive, CNU is focusing on right-sizing enrollment, expanding transfer student populations, and leveraging technology and data-driven approaches to enhance recruitment, retention, and overall institutional stability and sustainability.
- **CNU is optimizing enrollment, boosting yield and retention, and expanding growth opportunities.** We are setting enrollment goals for all student types (first-year, transfer, and graduate) based on market trends and historical data, and adjusting our recruitment efforts to align with demographic shifts. We are implementing data-driven strategies, including personalized engagement, scholarships, financial aid modeling, and enhanced student support, to ensure that admitted students enroll and persist. We are identifying new recruitment opportunities, including formal agreements and outreach to non-traditional and military-affiliated students, to diversify our applicant pool.
- **We are leveraging technology to enhance operations and marketing.** We are leveraging technology to streamline recruitment, enrollment, and communication, while expanding data analytics to gain a deeper understanding of and target applicants more effectively. For example, we are using geo-fenced social media campaigns to recruit out-of-state students in neighboring states with initial indications that this is an effective and low-cost tool. We are enhancing data sharing across departments to align academic offerings with the needs of students and the workforce, and ensuring that admissions and academic teams collaborate to meet enrollment goals. In addition, we are implementing comprehensive marketing, communication, and advertising strategies to enhance the reach and reputation of the University, highlighting the uniqueness of the CNU student experience.

- **We are diversifying our funding streams.** We are strengthening private contributions, partnerships, and grants, while continuously exploring and enhancing financial aid to improve affordability, competitiveness, and attract a broad range of students.
- **We are emphasizing more collaboration with K-12 in Hampton Roads through early awareness and access initiatives, as well as on- and off-campus programming for public schools across the Peninsula, including Newport News and Hampton.** The largest class to date of Newport News Community Captains will matriculate to CNU, and a new educational partnership was just signed with Hampton City Schools.
- **We are also expanding Reserve Officer Training Corp (ROTC) opportunities to support/attract military families interested in pursuing leadership education and military service.** We signed a new crosstown agreement with Hampton University to offer Navy ROTC in Fall 2025, and we plan to add Air Force ROTC in Spring 2026. We appreciate the Commonwealth's planning dollars to support a new Department of Military Sciences building. The demand for ROTC opportunities at CNU exceeds the infrastructure capabilities of the 1960s split-level residential home that currently houses our programs.
- **We are confident in our FTIC overall enrollment projections due to recent investments in recruitment, but high school demographic trends and increased in-state and out-of-state competition for students will make progressive increases in projections challenging.** We also have concerns about recent trends, such as students selecting larger flagship institutions, non-consumption of higher-education (especially by young men), and stricter international student visa policies.
- **Christopher Newport University does not offer undergraduate online education beyond limited options during summer months.** Even though CNU was able to quickly pivot to online course delivery during the COVID-19 pandemic, the overwhelming feedback from our students and their families was that they desired an experience that only an in-person pedagogy can provide. That said, we must continue to explore all opportunities to meet our students' needs and attract potentially new revenue streams through non-traditional enrollment.

Over the past 12 months, CNU has undertaken new and intentionally focused efforts to recruit transfer students. This showcases our renewed commitment to connect with our community as a public regional university.

- **We have created guaranteed admission agreements, program articulation agreements, and pathway programs with Virginia Community College System (VCCS) including:** General guaranteed admission agreement with VCCS, *Virginia Peninsula Bridge to CNU* Program, and the *CNU Ready* program with Tidewater Community College. Five more agreements are to be signed including: a pathway for social work students from Brightpoint Community College, a guaranteed admission agreement with Richard Bland College, a pathway for military affiliated students from Virginia Peninsula Community College (VPCC), a pathway for elementary education students from VPCC, and a partnership with a gap year study abroad program.
- **We are also expanding enrollment options for transfer students.** They are now permitted to enroll as part-time students, allowing greater access for non-traditional

students and military veterans. We also secured three SCHEV PIV grants specifically for the recruitment and enrollment of transfer students from limited-income backgrounds.

- **We have significantly expanded on-campus visit events and programming for prospective students and VCCS advisors.** In FY 2025, we hosted 19 groups as compared to one or two in previous years.

B3. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).

- **Recent enrollment strategy efforts have not placed sufficient emphasis on several key areas, including a comprehensive transfer student strategy, utilizing platforms like Niche to attract prospective out-of-state students, and strengthening partnerships with Advancement to expand scholarship opportunities.** Additional opportunities for growth include leveraging the Common App to reach more low-income and potential Pell-eligible first-time college students, developing new academic programs that are aligned with workforce needs, and enhancing admissions recruitment and marketing efforts to more effectively communicate the value of a Christopher Newport education.
- **Christopher Newport University's 2023-24 discount rate of 17.4% ([Fact Pack](#)) is driven in large part by the growth of the Virginia Military Survivors and Dependents Education Program (VMSDEP) and other unfunded waivers.** Of the \$8.5 million total of "discounts," unfunded waivers (\$5.1 million) substantially surpassed tuition revenue allocated for financial aid (\$3.4 million). Additional state funding and philanthropy are crucial to further reducing net price.
- **Students require more support services to persist and succeed in college.** Accordingly, additional financial resources have been reallocated to provide additional support services, including, but not limited to, clinical counseling, tutoring, mentoring, and success coaching. We reallocated 1 FTE from another functional area, increased tutoring by 15% and hired additional peer mentors.
- **The percentage of first-time-in-college (FTIC) students who did not meet the minimum satisfactory academic progress (SAP) requirements to qualify for need-based aid was 7% for 2024-25.** Of those FTIC students not meeting SAP, 33% were first-generation college students, 41% came from families with an income of \$100,000 or less, and 19% came from families with an income of \$50,000 or less. This metric emphasizes the continued importance of need-based aid for this population.
- **As we expand our efforts to enroll students from other states, additional financial assistance will be crucial to support our most vulnerable population.** In 2024–25, only 24 out-of-state students with high financial need (Pell-eligible) enrolled, representing just 11% of our out-of-state undergraduate population. While this marks an improvement from 14 students in 2022–23, a significant barrier remains: the limited availability of Federal Supplemental Educational Opportunity Grant (FSEOG) funding for Pell-eligible students, as well as the absence of dedicated financial assistance specifically for out-of-state students.

SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE

COMPLETION OUTCOMES

Key question: How is your institution supporting all students to succeed in completing their degree or credential in a timely manner?

C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when and how you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030). Also include information on recent changes in completion outcomes. When responding please reference the “Completion” section of your institution’s fact pack data ([linked here](#)).

- **Over the past decade, Christopher Newport University has steadily improved its six-year graduation rate, reaching an official rate of 71.5% in 2024—an increase of more than 4 percentage points.** The projected 2025 rate of 74.5% surpasses both the national public university average (~63%) and the regional public institution average (~45%), reflecting the impact of sustained efforts to promote academic excellence, high-impact learning, and personalized student support. The University has set an aspirational goal of 80% by 2030, with a realistic short-term target of 75% by 2027 as a strategic midpoint. (Source: <https://nces.ed.gov/FastFacts/display.asp?id=40>)
- **CNU aims to reduce the six-year graduation rate gap between Pell and non-Pell students by an average of 2% each year over the next four years.** The University aims to reduce the gap through a range of strategies, including expanded academic coaching and peer mentoring, emergency financial assistance, and enhanced onboarding, advising, and sense-of-belonging initiatives for low-income and first-generation students. Additionally, a targeted “recruit back to graduate” program—often supported by a completion grant—actively identifies students who have “stopped out” and encourages them to re-enroll and complete their degrees.
- **CNU is concerned about the negative impact of pending cuts to the Pell Grant on our completion targets.** Demographic trends, coupled with proposed federal aid cuts—including a 23% reduction in Pell Grants and potential loss of Federal Work-Study and FSEOG—pose a serious risk to enrollment, retention, and completion, especially for low-income and first-generation students. Without additional resources, college access and affordability will decline, and student persistence will suffer as a result. These challenges underscore the urgent need for expanded state financial aid and greater flexibility to offer competitive tuition discounts to out-of-state students.

C2. Please describe efforts at your institution to ensure all students are graduating in a timely manner. Reference data from the “Program Alignment and Performance” section of your fact pack ([linked here](#)).

- **A central component of CNU’s academic and planning support begins with effective core advising, led by dedicated faculty, for all first- and second-year students, including transfers, ensuring they stay on track with degree requirements.** Students can efficiently plan their coursework using degree planning tools, such as four-year maps and academic progress trackers. To help students at risk, proactive intervention strategies use early alerts to trigger targeted advising and academic support. Plus, expanded summer course offerings provide flexible options for students to either catch up or get ahead.
- **CNU also focuses on transfer efficiency and career readiness.** We ensure that transfer students maximize the value of their prior coursework through clear articulation agreements and optimized credit evaluation. The University also deeply integrates career pathways and workforce readiness by including internships, research opportunities, and industry partnerships into its programming, directly aligning education with employer needs. Funding provided during the 2025 General Assembly Session for Captains Peninsula Pathways for VCCS students will provide assistance in FY 2026. Continuing this funding in the base as identified in the GF request tab will be important to provide ongoing support for the efficacy of transfer initiatives.
- **CNU is committed to ongoing assessment and refinement of its advising, course availability, and student support services to drive continuous improvement.** This consistent effort directly leads to better graduation timelines and overall student success. General Fund support for technology enhancements will further enable CNU to maximize operational efficiencies in course offerings and facilitate improved student registration decisions, all in support of timely graduation.

POST-COMPLETION OUTCOMES

Key question: How is your institution preparing all students for success beyond completion (e.g., career preparation)?

C3. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What does the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program. When responding please reference the "Post Completion" section of your institution's fact pack data ([linked here](#)).

- **CNU gathers post-graduation data through online and telephone surveys, alumni databases, the Office of the Registrar, National Student Clearinghouse, and faculty/staff reports.** Employment rates, graduate school enrollment, wage attainment, debt load, and upward mobility are all tracked to evaluate student success.
- **Recent data highlights 96% of the Class of 2023 is employed, enrolled in graduate school, or pursuing military/service careers.** According to SCHEV data, CNU graduates earn a median wage of \$43,611 ten years after high school graduation, which is significantly higher than that of those with only a high school diploma. CNU sees strong job attainment in STEM and business fields. Employer partnerships and career readiness initiatives contribute to high post-graduation success. Computer science and business administration graduates report some of the highest earnings among CNU alumni.
- **CNU integrates the National Association of Colleges and Employers (NACE) Career Readiness Competencies into academic and co-curricular programming.** These competencies include critical thinking, teamwork, leadership, career and self-development, and help students gain the skills necessary for post-graduation success, aligning with employer expectations. Through curriculum design, advising, and experiential learning opportunities, the University equips graduates with career-ready skills that enhance employment outcomes and upward mobility.
- **The median student debt for CNU graduates is \$26,700.** Enhancing student financial literacy by equipping students with the knowledge and skills to make informed decisions about budgeting, borrowing, and managing financial aid to support their academic and long-term financial success remains a priority for CNU. Christopher Newport University promotes student financial literacy through first-year transition courses, financial aid materials highlighting responsible borrowing, and one-on-one counseling with financial aid coordinators. The University is committed to strengthening these efforts to better prepare students for long-term financial success. Previous fact pack data highlighted in this narrative underscores that student borrowing has remained stable as wages have grown.

C4. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships, work-based learning) during their time at your institution? How will you draw on successes/challenges from prior initiatives? Please describe how you intend to use existing/provided resources to execute the strategies.

- **CNU is reviewing the Core Curriculum.** The Provost's Office is in the process of conducting a thorough review of our entire Core Curriculum to ensure the timeliness and relevance of the coursework that serves as the basis of every CNU student's education, regardless of major. The review will assess career readiness and job attainment across programs of study, and ensure NACE Career Competencies are embedded in our programs.
- **CNU faculty are developing innovative pedagogies incorporating AI.** The Center for Effective Teaching is working with faculty across the University to enhance their courses and prepare our students for the integration of artificial intelligence into the workforce. Faculty from all colleges and schools, spanning STEM to the humanities, have participated in a pilot program integrating AI into courses such as the First-Year Writing Seminar, Data Management and Analytics, Research Methods in Psychological Sciences, and Aesthetics and Techniques of Music Technology. CNU faculty are committed to preparing students for career success with a strong liberal learning foundation as well as a firm understanding of today's technological landscape.
- **The Center for Career Planning is expanding internship and work-based learning opportunities.** In doing so, we are increasing employer partnerships for structured internships, short-term high-impact projects, and work-based learning; aligning internships with academic coursework; and implementing early-career exposure initiatives, such as shadowing programs, externships, and employer site visits.
- **We are enhancing career advising and professional development.** We are scaling career coaching and individualized advising; offering career readiness programming on resume development, interview skills, networking, and professional branding; expanding employer-led seminars and resume and mock interview programs for direct engagement with hiring professionals.
- **We are exploring opportunities to launch new graduate programs that meet market demand.** In addition, we continue to explore micro-credentials, such as certificate-level programs, that are available to both traditional and non-traditional students. We offer a non-degree teacher licensure program and will soon be offering certificates in Leadership.

WORKFORCE ALIGNMENT

Key question: How are your institution's programs of study and degree conferrals aligned with the evolving talent needs of the Commonwealth?

C5. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment? When responding please reference the “Workforce Alignment” section of your institution’s fact pack data ([linked here](#)).

- **CNU aligns its academic programs with workforce needs by collaborating with regional employers and state agencies.** Its proximity to major employers, such as Jefferson Lab, NASA, and Newport News Shipbuilding, enables it to quickly adapt to the evolving demands of the Hampton Roads community.
- **According to Fact Pack Data, CNU is a vital talent pipeline for Virginia's economy, particularly in STEM and technology fields like computer science, cybersecurity, and engineering.** These disciplines are crucial for defense, aerospace, and advanced manufacturing. Graduates in these areas are among the highest earners.
- **Programs in business administration, finance, accounting, and economics are key to regional economic development.** These programs supply talent for banking, corporate management, and entrepreneurship, with graduates showing strong wage growth.
- **Political science, public administration, and leadership studies equip students for careers in government, policy, and nonprofits.** These programs work to strengthen the state's public service sector.
- **To address regional healthcare needs, psychology, social work, and health sciences programs support talent pipelines in nursing, mental health, and community outreach, with graduates entering high-demand healthcare roles.** We recently signed a partnership with Riverside Health System’s College of Health Sciences to provide a 3+2 dual degree in Biology and Nursing. Our first cohort of students will enter into this program in 2025-26.
- **Teacher preparation is also crucial, as it addresses educator shortages in both K-12 and higher education.** SCHEV recently approved a new Bachelor of Arts in Early Education. This program plays a critical role in supplying much-needed educators across the Commonwealth. Our first cohort of students will enter into this program in 2025-26.

C6. Explain any additional initiatives or partnerships the institution is currently involved in to improve workforce alignment of academic programs.

- **CNU is actively engaged in workforce alignment initiatives that strengthen academic programs and enhance career readiness for students.** Through strategic partnerships, employer collaborations, and expanded learning opportunities, CNU equips graduates with the skills and experience needed to excel in evolving industry demands.
- **CNU was recently awarded a Regional Workforce Partnerships Capacity Building Grant** – CNU collaborates with Thomas Jefferson National Accelerator Facility (Jefferson Lab), NASA, Newport News Public Schools, Riverside Health Systems, Ferguson Industries, Canon-VA, Hampton City Schools, Newport News Shipbuilding to provide students with internships, research opportunities, and direct industry engagement, supporting workforce needs in STEM, defense, education, business, and advanced manufacturing.
- **SCHEV Capacity-Building Grant** – CNU was awarded a SCHEV grant to expand internship and work-based learning opportunities, strengthening employer partnerships and improving institutional tracking mechanisms for workforce development.
- **Expanded Professional Development & Continuing Education** – CNU offers credential completion programs, professional development courses, and research partnerships to support lifelong learning and workforce adaptability. A new partnership also exists with the Virginia Peninsula Chamber of Commerce to offer LEAD Higher - a unique leadership development program from rising leaders in our community. The program combines an academic curriculum delivered by CNU's leadership faculty and an experiential component delivered by area business executives.

SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY

AFFORDABILITY FOR STUDENTS & FAMILIES

Key question: How is your institution accounting for and improving affordability for students and families?

D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc. When responding please reference the “Financial Effectiveness & Sustainability: Affordability” and “Financial Health” section of your institution’s fact pack data [\(linked here\)](#).

- **CNU is committed to improving affordability measures across our entire student body.** Through sustained investment, efforts to find efficiencies, generate new revenue streams and control costs, CNU will reduce student loan dependency, improve financial stability for graduates, increase retention and graduation rates, and, overall, provide greater financial predictability to students and their families.
- **CNU has experienced a demonstrated reduction in net price over time.** Over the past four years, CNU’s net price has steadily declined, dropping more than 10% from \$25,443 in 2018-19 to \$22,864 in 2022-23. When additional data from IPEDS becomes available, we expect to see an even more pronounced decline in our net cost. This trend reflects intentional financial aid restructuring, which offsets rising costs and maintains affordability. Continued refinement of aid strategies will further reduce net price, making CNU more competitive among peer institutions.
- **CNU is more affordable today than 10 years ago.** Combined with significant new resources from the Commonwealth and CNU’s efforts to control costs, CNU is more affordable today than it was 10 years ago. Fact pack data shows: [CNU’s cost as a percentage of Virginia’s median income is also at a 10-year low](#), [our net price continues to decline](#), and [the number of students requiring debt to attend is also at a 10-year low](#). And importantly, [student debt as a percentage of a graduate’s initial wages is down](#).
- **CNU’s Board of Visitors and the University administration are committed to controlling tuition and fee growth.** Significant new resources from the Commonwealth, combined with efforts to find efficiencies, limit tuition increases, and control costs. Fact Pack Data shows a 5-year growth in the cost of attendance at all public four-year institutions of 2.8%. CNU’s 5-year growth rate is 2.1%.

- **Numerous goals and objectives in CNU’s strategic plan will provide the University with opportunities to continue finding efficiencies, thereby mitigating the need for tuition and fee increases.** One example includes exploring the use of artificial intelligence to improve business processes across the University. We recently utilized AI to analyze facility occupancy data, enabling us to control lighting and HVAC systems more efficiently. Another involves expanding the work of our “Going Greener” initiative. Through a generous donation, CNU has established a Green Fund that helps upgrade and replace aging, less efficient equipment with high-efficiency equipment. CNU has reduced its yearly energy consumption every year for the past three years.
- **CNU proactively evaluates and applies college credit earned from prior learning.** This includes dual enrollment, Advanced Placement, International Baccalaureate, Cambridge, and/or military credit, ensuring students enter with advanced standing and can progress more efficiently toward graduation.
- **CNU has implemented a suite of data-informed strategies guided by the belief that degree completion—especially for students from economically disadvantaged backgrounds—is a powerful driver of social mobility and opportunity.** These include intrusive advising, proactive academic coaching, structured degree planning, and robust early intervention systems. As a result, CNU’s four-year graduation rate is nearing 70%, and its most recent official six-year graduation rate stands at 71.5%, with projections exceeding 74% for the most recent cohort. These outcomes not only reflect steady progress over the past decade but also demonstrate the effectiveness of a tightly coordinated student support ecosystem in accelerating time to degree. By helping students avoid unnecessary delays and excess credit hours, these efforts directly contribute to reducing the full cost of attendance.
- **CNU is refining financial aid award strategies, placing a focus on Pell-eligible students and reducing student debt.** Strategic financial aid adjustments have prioritized low-income students, with institutional grants and scholarships replacing student loans to minimize debt accumulation. Enhanced need-based aid distribution has resulted in a declining net price, making college more accessible for students from economically disadvantaged backgrounds. Expanded debt-free pathways, facilitated by institutional grants and a focus on work-based learning opportunities, have reduced reliance on loans.

REVENUE

Key question: How is your institution approaching pricing and revenue management? What are the implications on long-term top-line financial health?

D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation? Further describe your institution's discounting by type and if this is sustainable in future years. Please reference the "Revenue" and "Financial Health" slides of your institution's fact pack ([linked here](#)).

- **We are aware of both published tuition and fee levels, as well as the net price after aid from all sources (federal, state, institutional, and private).** For FY 2026, CNU increased tuition by 1.25%, which resulted in a combined ("blended") overall rate increase, including fees and room and board, of 2.35%. In doing so, CNU ensured a balance between student affordability, as measured by all the aforementioned metrics, and our responsibility to deliver a quality education program. Ensuring our long-term facility maintenance needs are covered drove our fee increase. To balance the increases, we are also working to further align faculty and staff levels with long-term enrollment trends by eliminating 29 vacant positions, or 11.6 FTE, to ensure alignment with our overall student body population.
- **The feasibility of tuition and fee increases includes sticker price peer comparisons as an overall total cost, as well as segmented comparisons, to provide insight and analysis that impact proposed fee changes.** The comparison content is included in the public meeting on proposed tuition and fee changes. For example, a strategy was implemented to limit fee changes on room and board, aiming to offset pressures to increase tuition and mandatory fees. This strategy resulted in CNU moving from the seventh most expensive room and board in FY 2023 to tenth in FY 2025.
- **The impact of unfunded waivers in recent years has been substantial and continues to grow.** JLARC's 2024 Report on VMSDEP highlighted CNU as enrolling the second highest percentage of VMSDEP students in the Commonwealth, with a total VMSDEP student enrollment of 4.9% of the overall CNU student body. In addition, CNU experienced the highest percentage of growth – 588% – from 2019–20 to 2023–24. Virginia's recent support of the foregone E&G revenue is greatly appreciated. It is essential that general fund support continues to increase as VMSDEP enrollments rise.

CNU employs a data-driven financial aid strategy that prioritizes accessibility and affordability, supporting students from differing socioeconomic backgrounds.

- **Need-based aid is allocated using Free Application for Federal Student Aid (FAFSA) and Virginia Alternative State Aid (VASA) Application data, directing funding toward students facing financial barriers.** SCHEV data from 2023-24 indicates that 41% of in-state undergraduate students at CNU were eligible for need-based financial aid, with an average gift award for full-time in-state undergraduate students of \$8,365.
- **Merit-based scholarships are utilized to enroll high-achieving students.** Merit aid reinforces academic excellence and supports institutional competitiveness.
- **Institutional grants and work-study programs provide additional financial support to eligible students, helping to minimize student debt burdens.** The average annual federal loan amount for CNU students in 2024-25 is \$5,691, below the most recently published national average of \$6,409 for public institutions.
- **Financial aid awards are tailored to various student segments, considering income level and projected financial need alongside market comparisons and student affordability metrics to optimize financial aid allocations.** Our Fact Pact net price data shows that students from families earning \$0-\$30,000 pay an average of \$10,562. The most recently available data for 2022-23 shows that the net price for families earning \$0-\$30,000 has dropped by almost 10% to \$9,652. Strategies, including waivers, unfunded scholarships, and tuition assistance programs, help maintain affordability while balancing revenue sustainability. Long-term financial aid planning aligns with institutional funding policies to support student retention and enrollment stability.

D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why? Please reference the “Financial Health” slides of your institution’s fact pack ([linked here](#)).

- **Research shows that pricing does not impact CNU enrollment as much as other factors. New program offerings, efforts to increase transfer students, and efforts to enhance reach and reputation will increase overall enrollments and net revenue at CNU.** However, the growth at larger Virginia institutions will continue to challenge our efforts. The overall implication is that keeping published prices steady is unlikely to impact enrollment mix.
- **Increased targeted aid is expected to improve yield among Pell-eligible, low-income, and out-of-state students.** As grant aid increases, the net price becomes more appealing. However, to remain competitive in attracting nonresident students, the ability to offer discounted tuition rates or tailored aid packages is increasingly important — a flexibility that would require legislative support or authorization.

COST EFFECTIVENESS

Key question: How has your institution maintained bottom-line financial health and focused investment on the levers that will drive improvements in student outcomes?

D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data using the “Expenditures by Category” and “Financial Health” slides from your institution’s fact pack data ([linked here](#)).

- **The cumulative impact of state salary increases over the past five consecutive years has been a primary cost driver, as referenced in question D6.** Over the past four years, the Commonwealth has raised salaries by a total of 20%. These increases are only partially funded for E&G units and completely unfunded for Auxiliary units. Without full funding, the University must reduce existing allocations in certain areas and/or pass those costs along to students and families through increased tuition and fees.
- **Cost pressures continue to include R&R, Library, technology, mental health and student wages while unavoidable costs include energy, consumables, and food.** We are trying to prioritize deferred Repair and Replacement type items and library purchases, and would like to replenish student wage budgets when possible. We recognize the need to ensure mental-health support for our students and we invested \$100,000 annually to match for the state’s mental health initiative grant.
- **Compliance and reporting demands, as well as other expectations, in Program 106 have increased over time.** Program 106 encompasses various departments, including the Business Office, Advancement, Human Resources, Communications, Procurement, Institutional Research, Internal Audit, Environmental Health and Safety, Assessment, and Title IX. We are grateful for the Commonwealth’s investment in a new Enterprise Resource Planning (ERP) system at CNU. Many of these areas will benefit from efficiencies gained through technology.

- **Christopher Newport's campus is one of our great assets and a distinctive feature of our University.** Much of the University was built between the late 1990s and early 2000s, and the systems in these buildings are aging. Deferred maintenance costs exceeding the funding available through the maintenance reserve program continue to be a significant cost pressure. This funding will need to increase in the very near term as buildings reach a critical point where roofs, mechanical systems, life safety systems, and building envelopes will need substantial repair or replacement. Funding in support of addressing deferred maintenance projects will help mitigate the impact of this cost driver and enable the University to further realize its Going Greener efforts, which support energy usage reductions that help offset the cost impact of utility rate increases.
- **The impact of VMSDEP is notable.** We are thankful for the Commonwealth's investment in this essential veterans program. The current funding, however, only mitigates the pressure on tuition funds. It does not support the waiver of the University's mandatory non-E&G fees. VMSDEP waivers are putting immense upward pressure on CNU's Comprehensive Fee (~\$2M for FY 2026). As VMSDEP enrollment continues to grow, so does the pressure on the University to raise tuition and fees on our non-VMSDEP students.

D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies. Include the costs with a general fund request in the Excel file in the "GF Request" tab. Please reference the "Fastest Growing Expenditures" and "Financial Health" tables in your institution's fact pack data ([linked here](#)).

- **Cost containment in recent years has included reviewing vacant positions.** The University's approved FY 2024 budget reflected savings and reallocations of approximately 4.5% across all areas, including scaled-back events, reduced hours, and overtime where feasible, to achieve both energy efficiencies and reduced staffing levels. In the Fall of 2023, a zero-based budget approach was employed to develop the FY 2025 budget, along with a multi-year intention to work towards a two-year budget process to align with Virginia's biennial budget cycle, beginning with the 2026-2028 biennium. The University continues to evaluate opportunities around both alternative revenue and cost management, including managing the overall physical footprint.

- **As mentioned in C4., CNU is reviewing the Core Curriculum.** The Provost's Office is in the process of conducting a thorough review of our entire Core Curriculum to ensure the timeliness and relevance of the coursework that serves as the basis of every CNU student's education, regardless of major. The review will assess career readiness and job attainment across programs of study, and ensure NACE Career Competencies are embedded in our programs.
- **The Strategic Compass Point: Build a Foundation to Thrive.** In parallel to budget development, our strategic plan includes multiple objectives, including reducing energy usage, reducing waste, leveraging technology and artificial intelligence to improve efficiencies, and implementing systems integration and data sharing across campus. All of these measures are intended to improve efficiencies to reduce costs.

D6. Please describe the data in your fact pack [\(linked here\)](#) under "Expenditures by Category" and "Personnel". Provide an overview of any challenges present and what your institution is doing to get ahead of any anticipated challenges.

- **CNU is working to align faculty and staff levels with enrollment levels.** As an example, in FY 2024, we eliminated 26 vacant positions (17.3 FTE) and permanently reduced 10 faculty lines through attrition. In FY 2026, another 29 vacant positions (11.6 FTE) were eliminated.
- **In addition, over the past five fiscal years, we have undertaken smaller, targeted market-based compensation reviews to ensure that we remain competitive in attracting and retaining personnel, thereby proactively minimizing the high costs of turnover.** Beginning in FY 2022, we increased minimum hourly rates for the first time in many years, followed by targeted adjustments to Classified staff in FY 2023, Administrative Professional staff in FY 2024, faculty in FY 2025, and adjuncts in FY 2026. Expenditures per student are much more challenging to manage in the short term, given that 86% of E&G expenses are related to personnel costs, during periods of change in total enrollment levels. Additionally, in many administrative areas, compliance demands do not decrease proportionally based on enrollment levels. Regarding faculty, we are reviewing programs, adjunct usage, and course releases, all of which impact total cost levels.

D7. Please discuss how statewide salary and health insurance premium increases impact your institution (please reference your institution's estimated cost impact from the salary and health insurance calculator file). Further describe any challenges or the ability to support the NGF portion of the statewide increases. If statewide salary and health insurance premium increases occur and you do not receive additional state support above the general fund share, please describe how you will manage the NGF portion of these increases.

- **State salary increases over multiple recent years, including 5% each in FY 2022 and FY 2023, followed by 7% in FY 2024, have been a major cost driver.** Without additional state support above the general fund share for any increase in FY 2027, tuition and fee increases and/or reallocations would be needed to support the University's E&G share and the Auxiliary Enterprises costs.
- **The Commonwealth provides partial funding to CNU and other higher education institutions when it increases state employee salaries and gives bonuses.** CNU receives 60% of the funding for compensation and benefit increases for E&G employees and 0% of the funding for our Auxiliary employees. This places pressure on tuition resources, mandatory non-E&G fees, and housing and dining fees, all of which are passed along to the tuition paying students and families of the Commonwealth.

D8. Using the information from the ProForma tab of the Excel file please describe any present funding concerns (if relevant) and how your institution plans to address any potential concerns.

- **The Pro Forma tab highlights the importance and necessity to build the 2025 General Assembly Session funding into the base GF allocations in the next biennial budget as a mechanism to support Affordable Access.** Providing these funds in support of FY 2026 operations has already allowed CNU to limit the most recent tuition increase to 1.25%.

Working with the assumption that there will be no new General Fund, the strategies on the Academic-Financial tab reflect only the required assumptions regarding compensation. The limited tuition and fee increases support two operational strategies that are unavoidable (increased utility expenditures and technology enhancement/replacement that enables improved efficiency and data security). These strategies translate to the drivers behind the annual tuition and fee increases, resulting in a consistently decreasing GF share over the full six-year period (row 13). Additional GF support over time would better align with efforts to support Affordable Access. Christopher Newport expects that each of the three sources listed on the Pro-Forma, as well as ensuring the institution offers a market-driven mix of undergraduate, graduate, and certificate programs to expand our sources of revenue, will be needed to contribute to addressing funding concerns.

SECTION E: ECONOMIC DEVELOPMENT ANNUAL REPORT

E1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment

- **The contributions of Christopher Newport University to the economic development of the Peninsula and Virginia are significant, but our most important contribution is the human capital component, that is, the economic effect of our graduates entering and participating in the state workforce.** The overwhelming majority, exceeding 90 percent, of our graduates are Virginia residents, and their contributions to the state's economy and quality of life will be extraordinary over their lifetimes.
- **The most recent direct economic impact study estimated that CNU operations annually contribute \$1.1 billion to GDP and \$76 million in state tax revenue.** The study, conducted by the Virginia Business Higher Education Council, reviewed the economic impact of CNU's FY 2021 operations and spending.
- **Consistent with the Strategic Compass, CNU will commission its own comprehensive economic impact study.** The study will consider the contributions of human capital, operations, and real-estate development through the CNU foundations, the Arts and Athletics, and help identify how and where we can leverage our resources to improve the quality of life in our community and the Commonwealth.
- **In addition to the data above, President Kelly authored two op-eds that were published in the Daily Press and the Virginian-Pilot, highlighting how CNU serves and enhances the region and the Commonwealth.** [The first](#), published in November 2024, described how the University connects with the community through athletics, the arts, and academic programs, drawing thousands of visitors to the area. [The second](#), published in March 2025, explained how the new Strategic Compass would reinforce that "Warwick Boulevard is a two-way street" with members of the CNU community serving the region outside its campus and how the University is also a destination for scores of businesses, nonprofits, and individuals seeking insight, entertainment, and educational opportunities beyond traditional undergraduate programs.
- **CNU's Fine and Performing Arts Center enriches our campus and community, contributing to regional appeal and economic vitality.** The Mary M. Torggler Fine Arts Center enriches the community through free visual arts exhibitions by national and international artists, alongside a variety of public programs, attracting over 76,000 visitors since 2021. Meanwhile, the Ferguson Center for the Arts has hosted over two million guests since 2004, significantly boosting the local economy through increased spending at businesses such as restaurants and hotels.

- **CNU's broad impact on regional development can be felt through real-estate development, research partnerships, community service programs, and athletics.** The CNU Real Estate Foundation has made substantial financial and physical contributions to the Peninsula's economic development. These projects have revitalized midtown Newport News, with all design, engineering, and construction handled by Virginia-based firms, creating hundreds of local jobs and funneling wages and spending back into the community. CNU faculty and staff frequently partner with local governments, agencies, and nonprofits to research economic development challenges. iHub partners with local industry and military bases on projects throughout the region. Through the Center for Community Engagement, CNU students consistently contribute over 100,000 volunteer hours annually to the Peninsula, representing approximately \$1 million in labor for nonprofit organizations. With regular-season games, conference and NCAA tournament games held on campus, visiting teams and fans contribute hundreds of thousands of dollars to the local economy every year.

SECTION F: FREEDOM OF EXPRESSION AND INQUIRY, FREE SPEECH, ACADEMIC FREEDOM AND DIVERSITY OF THOUGHT

F1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.

- **The foundation of Christopher Newport’s commitment to freedom of speech and expression on campus can be found in a robust statement on our [website](#).** This statement provides the framework by which we defend and promote our commitment to free and open inquiry in all matters to ensure our students, faculty, and staff have the broadest possible latitude to speak, write, listen, challenge, and learn.
- **Based on this statement, we have adopted [revised policies on facility use and event scheduling](#) that ensure voices are heard.** These policies outline the general conditions under which University facilities may be used, establish priorities for facility usage, and ensure that decisions related to facility usage are based on clear, objective, and consistent criteria, limited to the time, place, and manner of speech.
- **New students are introduced to our community of honor and mutual respect during Setting Sail, CNU’s Summer two-day orientation program for all new FTIC students.** During Setting Sail, our new students and their families gather together for a presentation on honor, mutual respect, and free speech. They are introduced to these concepts as fundamental to the fabric of our community and to the essence of academic excellence at Christopher Newport. This is the final presentation of Setting Sail, and it is intentionally designed to involve parents, ensuring that students understand our value system is based on respecting one another and being honorable in our actions. All new students will sign the [CNU Honor Code](#) on the first day of classes as we gather for our Honors Convocation.
- **We also provide all of our incoming students and their families with “The Guidebook” during Setting Sail.** The book highlights free expression and reaffirms to the new members of our community that this is who we are and what we stand for.
- **Newly hired staff and faculty discuss the University’s commitment to free speech and expression during their respective orientation programs.** New staff members are introduced to the University Statement on Free Speech and Expression and discuss how the statement reflects CNU’s commitment to inclusion and community values. The discussion highlights their speech rights as well as their responsibilities to respect the rights of their fellow community members. During Getting Started Week, faculty are presented with resources related to speech and expression, as well as guidance on how to foster healthy exchanges in the classroom.
- **CNU also participates in Constructive Dialogue Institute programming through educational sessions that are provided for faculty, staff, and students throughout the year.** These sessions, developed by experts at the Constructive Dialogue Institute, aim to foster productive exchanges and a collaborative community.

SECTION G: NEW SCHOOLS, SITES, AND MERGERS

G1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.

Christopher Newport University has no plans for new instructional sites, schools, or mergers during the upcoming six-year period.

[OPTIONAL] SECTION H: RESEARCH

H1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?

- **CNU is pursuing initiatives to increase the number of external grants for research across all areas of the university.** As a result of these initiatives, Christopher Newport became one of the few universities without a doctoral-level education to be designated as a Carnegie research university. This designation will further attract the best researchers. Initiatives included an external review of the research administration area of sponsored programs, which resulted in recommendations on how to improve administrative efficiency.
- **We are developing programs and expertise in data science, research computing, and Artificial Intelligence.** Through an NSF grant, CNU launched [iHub](#) to fund faculty to work with industry partners to enhance the economic competitiveness of the Commonwealth. During the summer of 2025, iHub is hosting partnerships between our faculty and a cross-section of industries, including banking, manufacturing, research labs, local government, and nonprofits. Faculty and staff from the Office of Assessment, Accounting & Finance, Engineering & Computing, IT, Library, Management & Marketing, Mathematics, Molecular Biology and Chemistry, Modern/Classical Languages & Literatures, Organismal and Environmental Biology, Philosophy & Religion, Psychology, and Sociology, and Social Work & Anthropology are being funded to also engage students in these partnerships. In addition, we have funded faculty AI grants to enhance their skills in data science and AI to further improve faculty's ability to contribute to the industry across the Commonwealth.
- **CNU is highlighting engineering and computing through the creation of our new School of Engineering and Computing.** Our new School will be housed in the newly built Science and Engineering Research Center, which enhances our visibility and ability to work with local federal laboratories and industry partners.

[OPTIONAL] SECTION I: COLLABORATION

I1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions and the K-12 sector (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?

- **Christopher Newport University just signed a new agreement with Hampton City Schools-Academies of Hampton (HCS-AoH) that builds on the success of the Newport News Community Captains Program.** The Hampton Captains initiative, officially launched in June 2025, enhances college, workforce, and leadership readiness by equipping students with the skills and experiences necessary for postsecondary success and career/workforce readiness. The program is also conducted by CNU staff and faculty and has a component of the program on the CNU campus, thus providing greater exposure for CNU with the goal of increasing enrollment from Hampton City School H.S. graduates.
- **We are working to establish a new agreement with Newport News Public Schools where Christopher Newport University and Virginia Peninsula Community College will help instructors become eligible to teach high school dual enrollment Courses.** This work highlights CNU's commitment to affordability, reduced time to degree, and, importantly, our dedication to connecting with our community.

[OPTIONAL] SECTION J: STATE POLICY

J1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.

- **Allow Christopher Newport to provide tuition discounts to attract more out-of-state students who stay and contribute to the Virginia talent pipeline. Virginia students are leaving Virginia because neighboring states have more aggressively supported their institutions in response to the demographic cliff.** [Out-of-state students who graduate from Christopher Newport are almost twice as likely to remain in Virginia when compared to the statewide average.](#) Each of the states that border Virginia has a program in place to attract talented students from Virginia to attend their public universities. These include targeted degree programs in Maryland, selected schools in North Carolina and Tennessee, offering students from bordering counties in Virginia a reduction in out-of-state (OOS) tuition. West Virginia schools are offering up to a \$5,000 reduction in OOS tuition to students from Virginia. The out-migration of Virginia talent is being subsidized by state governments and state universities surrounding Virginia. We believe it would be in the best interest of the Commonwealth and our regional public universities to offer a similar opportunity to attract OOS students to come to Virginia to study, earn their degree, and then remain in the Commonwealth to pursue their careers. CNU exists in a region with problematic out-migration of talented young people, and tools like this would allow CNU and our Regional Public University colleagues to help reverse that trend.
- **We respectfully request the inclusion of our closely related and rigorous B.S. Information Science degree in our degree production for the Tech Talent Initiative.** Additionally, if reductions are made to the FY 2026 awards, we request that consideration be given to mitigating the impact on student scholarships that we have awarded to support these goals.

[OPTIONAL] SECTION K: ADDITIONAL INFORMATION

K1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.

- **In January 2026, Christopher Newport University will celebrate the opening of a new 83,000 square foot Science and Engineering Research Center.** The new building will be the centerpiece of our growing work to engage and support local industry and the development of the high-tech workforce in Hampton Roads. The building features a two-story unmanned systems laboratory, maker spaces, robotic facilities, and a state-of-the-art kinesiology lab. In addition, the University has engaged major local employers to ensure the facility is properly equipped to support the needs of the workforce. The proximity of this facility to the announced Jefferson Labs' High Performance Data Facility will enable a new level of collaboration between CNU and the lab, enhancing experiential work-based learning opportunities for CNU students.
- **AI presents a transformative opportunity for CNU and all of higher education to enhance curricula, improve outcomes, and achieve operational efficiencies; however, implementation costs are substantial.** Leading vendors have proposed artificial intelligence services to CNU with annual costs ranging from \$1.2 million to \$3 million. This initial investment would likely grow, similar to other Software as a Service (SaaS) platforms, requiring multiple specialized AI providers for various academic and operational units. As AI providers develop agentic AI and improved automation, more efficiencies may become possible. Beyond these costs for SaaS services, supporting on-premises artificial intelligence research will also demand substantial investment in specialized hardware and infrastructure upgrades.
- **CNU is planning to move forward with the implementation of an Enterprise Resource Planning (ERP) System in FY2026.** CNU appreciates the funding provided during the 2025 General Assembly Session to help procure and implement a new ERP system. A ERP Working Group has been established to 1) define comprehensive institutional needs for a new system, 2) benchmark best practices of peer institutions, and 3) formulate a data-driven recommendation for an optimal ERP solution tailored to the university's specific requirements. Without the Commonwealth's support, the institution would not have the flexibility to identify and replace the current aging system with the optimal solution that balances cost and efficiency.