

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

Due: July 3, 2025

Institution:

Old Dominion University

Institution UNITID:

221

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 Old Dominion 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 Charge (BOV approved)	2026-27		2027-28	
		Planned Charge	% Increase	Planned Charge	% Increase
In-State UG Tuition	\$8,040	\$8,337	3.7%	\$8,646	3.7%
In-State UG Mandatory E&G Fees	\$36	\$36	0.0%	\$36	0.0%
In-State UG Mandatory non-E&G Fees	\$5,244	\$5,401	3.0%	\$5,563	3.0%
In-State UG Total	\$13,320	\$13,775	3.4%	\$14,245	3.4%
Out-of-State UG Tuition	\$28,605	\$28,891	1.0%	\$29,180	1.0%
Out-of-State UG Mandatory E&G Fees	\$561	\$561	0.0%	\$561	0.0%
Out-of-State UG Mandatory non-E&G Fees	\$5,244	\$5,401	3.0%	\$5,563	3.0%
Out-of-State UG Total	\$34,410	\$34,853	1.3%	\$35,304	1.3%

Part 2: Revenue: 2024-25 through 2031-32

Old Dominion 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
	Total Collected Tuition Revenue	Total Collected Tuition Revenue		Total Projected Tuition Revenue		Total Projected Tuition Revenue	
E&G Programs							
Undergraduate, In-State	\$104,642,092	\$105,753,601	1.1%	\$107,049,653	1.2%	\$108,427,780	1.3%
Undergraduate, Out-of-State	\$19,181,694	\$19,039,373	-0.7%	\$18,667,275	-2.0%	\$18,753,053	0.5%
Graduate, In-State	\$28,015,263	\$26,727,576	-4.6%	\$27,817,019	4.1%	\$28,939,409	4.0%
Graduate, Out-of-State	\$15,519,346	\$15,464,997	-0.4%	\$15,557,368	0.6%	\$15,982,493	2.7%
Law, In-State		\$0	%	\$0	%	\$0	%
Law, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
Medicine, In-State	\$11,024,637	\$11,355,376	3.0%	\$11,696,037	3.0%	\$12,046,918	3.0%
Medicine, Out-of-State	\$16,449,815	\$16,943,309	3.0%	\$17,451,609	3.0%	\$17,975,157	3.0%
Dentistry, In-State	\$0	\$0	%	\$0	%	\$0	%
Dentistry, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
PharmD, In-State	\$0	\$0	%	\$0	%	\$0	%
PharmD, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
Veterinary Medicine, In-State	\$0	\$0	%	\$0	%	\$0	%
Veterinary Medicine, Out-of-State	\$0	\$0	%	\$0	%	\$0	%
First Professional, In-State (Total)	\$11,024,637	\$11,355,376	3.0%	\$11,696,037	3.0%	\$12,046,918	3.0%
First Professional, Out-of-State (Total)	\$16,449,815	\$16,943,309	3.0%	\$17,451,609	3.0%	\$17,975,157	3.0%
Other NGF	\$96,395,744	\$83,501,759	-13.4%	\$85,171,794	2.0%	\$86,875,228	2.0%
Total E&G NGF Revenue	\$291,228,592	\$278,785,991	-4.3%	\$283,410,754	1.7%	\$289,000,039	2.0%
E&G GF Revenue (assume flat after 2026)	\$295,015,732	\$282,712,293	-4.2%	\$282,712,293	0.0%	\$282,712,293	0.0%
E&G Tuition Offset Waiver	\$10,589,000	\$9,212,000	-13.0%	\$9,212,000	0.0%	\$9,212,000	0.0%
Total E&G Revenue	\$596,833,324	\$570,710,284	-4.4%	\$575,335,047	0.8%	\$580,924,332	1.0%

	2024-2025 (Actual)	2025-2026 (Estimated)	Chg	2026-2027 (Planned)	Chg	2027-2028 (Planned)	Chg
	Total Revenue	Total Revenue		Total Revenue		Total Revenue	
Auxiliary Revenue							
In-State undergraduates	\$63,204,672	\$66,022,219	4.5%	\$66,317,856	0.4%	\$66,614,818	0.4%
All Other students	\$11,536,418	\$14,124,631	22.4%	\$14,187,879	0.4%	\$14,251,410	0.4%
Total non-E&G fee revenue	\$74,741,089	\$80,146,850	7.2%	\$80,505,735	0.4%	\$80,866,228	0.4%
Total Auxiliary Revenue	\$150,177,528	\$197,772,683	31.7%	\$200,560,717	1.4%	\$203,423,232	1.4%

Part 2: Revenue: 2024-25 through 2031-32
Old Dominion 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.

2028-2029 (Pro Forma)		2029-2030 (Pro Forma)		2030-2031 (Pro Forma)		2031-2032 (Pro Forma)			
Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	Total Calculated Tuition Revenue	Chg	2024-2032 Chg	CAGR
\$106,156,583	-2.1%	\$103,302,976	-2.7%	\$101,250,153	-2.0%	\$98,950,992	-2.3%	-5%	-0.8%
\$18,664,026	-0.5%	\$18,518,055	-0.8%	\$18,484,415	-0.2%	\$18,446,739	-0.2%	-4%	-0.6%
\$28,984,188	0.2%	\$28,987,451	0.0%	\$28,492,618	-1.7%	\$27,938,404	-1.9%	0%	0.0%
\$16,189,328	1.3%	\$16,403,952	1.3%	\$16,323,336	-0.5%	\$16,233,046	-0.6%	5%	0.6%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$12,046,918	0.0%	\$12,046,918	0.0%	\$12,046,918	0.0%	\$12,046,918	0.0%	9%	1.3%
\$17,975,157	0.0%	\$17,975,157	0.0%	\$17,975,157	0.0%	\$17,975,157	0.0%	9%	1.3%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$0	%	\$0	%	\$0	%	\$0	%	%	%
\$12,046,918	0.0%	\$12,046,918	0.0%	\$12,046,918	0.0%	\$12,046,918	0.0%	9%	1.3%
\$17,975,157	0.0%	\$17,975,157	0.0%	\$17,975,157	0.0%	\$17,975,157	0.0%	9%	1.3%
\$88,612,734	2.0%	\$90,384,989	2.0%	\$92,192,689	2.0%	\$94,036,542	2.0%	-2%	-0.4%
\$288,628,934	-0.1%	\$287,619,499	-0.3%	\$286,765,286	-0.3%	\$285,627,799	-0.4%	-2%	-0.3%
\$282,712,293	0.0%	\$282,712,293	0.0%	\$282,712,293	0.0%	\$282,712,293	0.0%	-4%	-0.6%
\$9,212,000	0.0%	\$9,212,000	0.0%	\$9,212,000	0.0%	\$9,212,000	0.0%	-13%	-2.0%
\$571,341,227	-1.6%	\$570,331,792	-0.2%	\$569,477,579	-0.1%	\$568,340,092	-0.2%	-5%	-0.7%

Part 3: Financial Aid Plan: 2025-26 through 2031-32 Old Dominion 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)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$104,642,092	\$166,687	0.2%	\$166,687	\$311,903	\$13,857,370	\$118,811,365	12.1%	\$0 Compliant
Undergraduate, Out-of-State	\$19,181,694	\$9,113	0.0%	\$9,113	\$187,324	\$351,837	\$19,720,855	2.8%	
Graduate, In-State	\$28,015,263	\$73,857	0.3%	\$73,857	\$2,178,877	\$3,341,437	\$33,535,577	16.7%	
Graduate, Out-of-State	\$15,519,346	\$109,673	0.7%	\$109,673	\$9,420,919	\$104,511	\$25,044,776	38.5%	
First Professional, In-State	\$11,024,637	\$0	%	\$0	\$0	\$0	\$11,024,637	0.0%	
First Professional, Out-of-State	\$16,449,815	\$0	%	\$0	\$0	\$0	\$16,449,815	0.0%	
Total	\$194,832,848	\$359,330	0.2%	\$359,330	\$12,099,023	\$17,655,155	\$224,587,026	13.4%	

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)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$105,753,601	\$0	%	\$0	\$ 321,260	\$ 17,748,322	\$123,823,183	14.6%	\$0 Compliant
Undergraduate, Out-of-State	\$19,039,373	\$0	%	\$0	\$ 189,197	\$ 442,467	\$19,671,037	3.2%	
Graduate, In-State	\$26,727,576	\$0	%	\$0	\$ 2,244,243	\$ 4,167,073	\$33,138,893	19.3%	
Graduate, Out-of-State	\$3	\$0	%	\$0	\$ 9,515,128	\$ 224,330	\$9,739,461	100.0%	
First Professional, In-State	\$11,355,376	\$0	%	\$0	\$0	\$0	\$11,355,376	0.0%	
First Professional, Out-of-State	\$16,943,309	\$0	%	\$0	\$0	\$0	\$16,943,309	0.0%	
Total	\$179,819,239	\$0	%	\$0	\$12,269,829	\$22,582,192	\$214,671,260	16.2%	

Allocation of Tuition Revenue Used for Student Financial Aid

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)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$107,049,653	\$0	%	\$0	\$340,536	\$22,288,451	\$129,678,640	17.5%	\$0 Compliant
Undergraduate, Out-of-State	\$18,667,275	\$0	%	\$0	\$191,089	\$534,003	\$19,392,367	3.7%	
Graduate, In-State	\$27,817,019	\$0	%	\$0	\$2,378,898	\$5,142,491	\$35,338,408	21.3%	
Graduate, Out-of-State	\$15,557,368	\$0	%	\$0	\$9,610,279	\$345,347	\$25,512,995	39.0%	
First Professional, In-State	\$11,696,037	\$0	%	\$0	\$0	\$0	\$11,696,037	0.0%	
First Professional, Out-of-State	\$17,451,609	\$0	%	\$0	\$0	\$0	\$17,451,609	0.0%	
Total	\$856,353,825	\$0	%	\$0	\$12,520,802	\$28,310,293	\$239,070,056	17.1%	

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)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$108,427,780	\$0	%	\$0	\$360,968	\$27,796,035	\$136,584,783	20.6%	\$0 Compliant
Undergraduate, Out-of-State	\$18,753,053	\$0	%	\$0	\$193,000	\$643,877	\$19,589,930	4.3%	
Graduate, In-State	\$28,939,409	\$0	%	\$0	\$2,521,632	\$6,321,513	\$37,782,553	23.4%	
Graduate, Out-of-State	\$15,982,493	\$0	%	\$0	\$9,706,382	\$491,330	\$26,180,205	39.0%	
First Professional, In-State	\$12,046,918	\$0	%	\$0	\$0	\$0	\$12,046,918	0.0%	
First Professional, Out-of-State	\$17,975,157	\$0	%	\$0	\$0	\$0	\$17,975,157	0.0%	
Total	\$202,124,810	\$0	%	\$0	\$12,781,982	\$35,252,754	\$250,159,547	19.2%	

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)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$106,156,583	\$0	%	\$0	\$360,968	\$31,549,284	\$138,066,835	23.1%	\$0 Compliant
Undergraduate, Out-of-State	\$18,664,026	\$0	%	\$0	\$193,000	\$737,957	\$19,594,983	4.8%	
Graduate, In-State	\$28,984,188	\$0	%	\$0	\$2,521,632	\$7,104,937	\$38,610,757	24.9%	
Graduate, Out-of-State	\$16,189,328	\$0	%	\$0	\$9,706,382	\$619,606	\$26,515,316	38.9%	
First Professional, In-State	\$12,046,918	\$0	%	\$0	\$0	\$0	\$12,046,918	0.0%	
First Professional, Out-of-State	\$17,975,157	\$0	%	\$0	\$0	\$0	\$17,975,157	0.0%	
Total	\$200,016,199	\$0	%	\$0	\$12,781,982	\$40,011,784	\$252,809,965	20.9%	

Allocation of Tuition Revenue Used for Student Financial Aid

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)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$103,302,976	\$0	%	\$0	\$360,968	\$35,865,520	\$139,529,465	26.0%	\$0 Compliant
Undergraduate, Out-of-State	\$18,518,055	\$0	%	\$0	\$193,000	\$846,149	\$19,557,204	5.3%	
Graduate, In-State	\$28,987,451	\$0	%	\$0	\$2,521,632	\$8,005,876	\$39,514,959	26.6%	
Graduate, Out-of-State	\$16,403,952	\$0	%	\$0	\$9,706,382	\$767,123	\$26,877,458	39.0%	
First Professional, In-State	\$12,046,918	\$0	%	\$0	\$0	\$0	\$12,046,918	0.0%	
First Professional, Out-of-State	\$17,975,157	\$0	%	\$0	\$0	\$0	\$17,975,157	0.0%	
Total	\$197,234,510	\$0	%	\$0	\$12,781,982	\$45,484,669	\$255,501,160	22.8%	

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)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$101,250,153	\$0	%	\$0	\$360,968	\$39,836,458	\$141,447,579	28.4%	\$0 Compliant
Undergraduate, Out-of-State	\$18,484,415	\$0	%	\$0	\$193,000	\$945,686	\$19,623,102	5.8%	
Graduate, In-State	\$28,492,618	\$0	%	\$0	\$2,521,632	\$8,834,739	\$39,848,989	28.5%	
Graduate, Out-of-State	\$16,323,336	\$0	%	\$0	\$9,706,382	\$902,839	\$26,932,558	39.4%	
First Professional, In-State	\$12,046,918	\$0	%	\$0	\$0	\$0	\$12,046,918	0.0%	
First Professional, Out-of-State	\$17,975,157	\$0	%	\$0	\$0	\$0	\$17,975,157	0.0%	
Total	\$194,572,598	\$0	%	\$0	\$12,781,982	\$50,519,722	\$257,874,302	24.5%	

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)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$98,950,992	\$0	%	\$0	\$360,968	\$44,283,908	\$143,595,868	31.1%	\$0 Compliant
Undergraduate, Out-of-State	\$18,446,739	\$0	%	\$0	\$193,000	\$1,057,168	\$19,696,907	6.3%	
Graduate, In-State	\$27,938,404	\$0	%	\$0	\$2,521,632	\$9,763,066	\$40,223,102	30.5%	
Graduate, Out-of-State	\$16,233,046	\$0	%	\$0	\$9,706,382	\$1,054,841	\$26,994,269	39.9%	
First Professional, In-State	\$12,046,918	\$0	%	\$0	\$0	\$0	\$12,046,918	0.0%	
First Professional, Out-of-State	\$17,975,157	\$0	%	\$0	\$0	\$0	\$17,975,157	0.0%	
Total	\$191,591,256	\$0	%	\$0	\$12,781,982	\$56,158,983	\$260,532,221	26.5%	

* 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
Old Dominion 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 state 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	\$583,678,924
Total Estimated 2025-26 E&G Expenditures	\$583,864,684

51%

51%

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	Affordable	\$8,207,483	\$3,083,073	\$559,005	\$4,565,405	\$16,579,109	\$5,847,225	\$1,509,768	\$9,222,116	\$25,118,171	\$33,828,013	\$42,712,053	\$51,773,774	Pro Forma amounts include additional cost related to a 2% salary increase as requested within the instructions.
1% annual state health insurance increase cost	Affordable	\$575,292	\$216,104	\$50,006	\$309,182	\$1,150,584	\$405,795	\$126,423	\$618,366	\$1,740,469	\$2,336,253	\$2,937,996	\$3,545,755	Pro Forma amounts include additional cost related to a 1% health insurance premium increase as requested within the instructions.
Promotion & Tenure Adjustments	Affordable	\$700,000	\$262,949	\$437,051	\$0	\$1,400,000	\$493,761	\$906,239	\$0	\$2,100,000	\$2,800,000	\$3,500,000	\$4,200,000	Pro Forma amounts include cost related to committed promotion and tenure adjustments.
Inflationary non-personnel cost increases														
Contractual services	Affordable	\$2,200,000	\$826,412	\$1,373,588	\$0	\$4,400,000	\$1,551,820	\$2,848,180	\$0	\$6,600,000	\$8,800,000	\$11,000,000	\$13,200,000	Pro Forma amounts include additional cost related to mandatory contractual cost escalators.
4% Utility Escalators	Affordable	\$530,077	\$199,119	\$330,958	\$0	\$1,081,357	\$381,380	\$699,977	\$0	\$1,654,689	\$2,250,954	\$2,871,069	\$3,515,990	Pro Forma includes a 4% estimated annual increase

Part 4: ACADEMIC-FINANCIAL PLAN: 2026-27 through 2031-33
Old Dominion University

		2026-2027				2027-2028				2028-2029	2029-2030	2030-2031	2031-2032	Explanation
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)	Please be brief; reference specific narrative question for more detail.
Other academic & student support strategies & initiatives														
Future Ready Digital Transformation: Integrate Technology and AI-Driven Practices into Teaching and Learning, Research, and Operations	Transformative	\$3,676,471	\$3,422,908	\$253,562	\$0	\$7,352,941	\$6,795,061	\$557,880	\$0	\$7,500,000	\$7,650,000	\$7,803,000	\$7,959,060	The University is launching a comprehensive digital transformation as part of its Forward-Focused Strategic Framework. This initiative reimagines how the University teaches, learns, conducts research and operates by building a student-centered, digitally empowered institution prepared to lead in a changing higher education landscape.
Invest in Data-Driven and High-Touch Student Recruitment, Retention, and Degree Progress	Transformative	\$941,176	\$588,394	\$352,782	\$0	\$1,882,353	\$1,106,172	\$776,181	\$0	\$1,920,000	\$1,958,400	\$1,997,568	\$2,037,519	This initiative is focused on reviewing the student lifecycle and strengthen student support services.
Increase Academic Program Alignment with Industry Needs, and Continue Development of Work-Based Learning across All Programs	Transformative	\$2,500,000	\$1,562,923	\$937,077		\$5,000,000	\$2,938,269	\$2,061,731		\$5,100,000	\$5,202,000	\$5,306,040	\$5,412,161	This initiative is focused on integrating a career focus and work-based learning opportunities into all academic programs
Leverage the Creation of Macon and Joan Brock Virginia Health Sciences at Old Dominion University to Expand the Reach and Impact of Legacy EVMS Programs	Transformative	\$294,118	\$183,873	\$110,244	\$0	\$588,235	\$345,679	\$242,557	\$0	\$600,000	\$612,000	\$624,240	\$636,725	With the merger, this initiative is focused on enhancing collaboration across the institution with Macon and Joan Brock Virginia Health Sciences at Old Dominion University and creating an environment of scholarship and research.
Other non-academic strategies & initiatives														
Accelerate Research Commercialization and Increase National Profile as a Comprehensive Research Institution	Transformative	\$588,235	\$367,747	\$220,489	\$0	\$1,176,471	\$691,357	\$485,113	\$0	\$1,200,000	\$1,224,000	\$1,248,480	\$1,273,450	This initiative is designed to expand partnerships with industry and government to create pathways for start-up ventures and licensing opportunities, increasing support for intellectual property development, and work to increase funding of doctoral assistantships in research and development.
Total Additional Funding Need		\$20,212,852	\$10,713,502	\$4,624,763	\$4,874,587	\$40,611,050	\$20,556,520	\$10,214,047	\$9,840,482	\$53,533,329	\$66,661,621	\$80,000,446	\$93,554,433	

Auto Check Match=0 (Must not be greater than Incremental Tuft Rev in Part 2). If not match, please provide explanations	
2026-2027	2027-2028
\$0	\$0

Part 5: Six-year Pro Forma Calculations: 2024-25 through 2031-32
Old Dominion 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.

															From FY25-FY32		
Baseline Pro Forma Surplus/Deficit	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	305,604,732	291,924,293	-4%	296,798,880	2%	301,764,775	2%	301,764,775	0%	301,764,775	0%	301,764,775	0%	301,764,775	0%	-1%	0%
Tuition discount rate	13.4%	16.2%	2.8%	17.1%	0.8%	19.2%	2.1%	20.9%	1.7%	22.8%	1.9%	24.5%	1.7%	26.5%	1.9%	63%	9%
Total E&G NGF Revenue	291,228,592	278,785,991	-4%	283,410,754	2%	289,000,039	2%	288,628,934	0%	287,619,499	0%	286,765,286	0%	285,627,799	0%	-2%	0%
Incremental E&G NGF Revenue vs. prior yr	(12,442,600)	4,624,763	-137%	5,889,284	21%	(371,105)	-107%	(1,009,435)	172%	(854,212)	-15%	(1,137,488)	33%	(1,137,488)	33%	-91%	-13%
Total E&G Revenue	596,833,324	570,710,284	-4%	580,209,634	2%	590,764,814	2%	590,393,709	0%	589,384,274	0%	588,530,061	0%	587,392,574	0%	3%	0%
Implied GF % of E&G	51.2%	51.2%	-0.1%	51.2%	0%	51.1%	-0.1%	51.1%	0.0%	51.2%	0.1%	51.3%	0.1%	51.4%	0.1%	0%	0%
Total E&G Expenditures	583,678,924	583,864,684	0%	593,364,034	2%	603,919,213	2%	616,841,493	2%	629,969,785	2%	643,308,610	2%	656,862,597	2%	13%	2%
Incremental E&G Expenditures vs. 2025-26				20,212,852	2%	40,611,050	101%	53,533,329	32%	66,661,621	25%	80,000,446	20%	93,554,433	17%	363%	52%
Reallocation of existing dollars (flat after 2027-28)				10,713,502	92%	20,556,520	92%	20,556,520		20,556,520		20,556,520		20,556,520	0%	92%	13%
Pro Forma Surplus/Deficit	13,154,400	(13,154,400)	-200%	(13,154,400)	0%	(13,154,400)	0%	(26,447,785)	101%	(40,585,511)	53%	(54,778,549)	35%	(69,470,023)	27%	428%	61%
Incremental Surplus/Deficit	13,154,400	(26,308,799)	-300%	-	-100%	-	%	(13,293,385)	%	(14,137,726)	6%	(14,193,038)	0%	(14,691,474)	4%	%	%

What would a constant GF/NGF ratio at 2025-26 levels imply for T&F and GF increases?																												
	2024-2025 (Actual)			2025-2026 (Est.)			2026-2027			2027-2028			2028-2029			2029-2030			2030-2031			2031-2032			Total Chg		Avg Annual Chg	
GF % of E&G		51.2%			51.2%			51.2%			51.2%			51.2%			51.2%			51.2%			51.2%			0.0%		0%
Implied incremental T&F increase (%)		-2.2%			4.6%			-309%			0.0%			2.2%			2.2%			0.2%			2.4%			0.0%		-45%
Implied incremental GF increase (%)		-2.2%			4.6%			-309.4%			0.0%			2.3%			2.3%			0.1%			2.4%			0.0%		-46.0%

Blended Scenario Calculator - Share of Deficit Covered by Each Source (Must add up to 100%)	Expenditure reductions	0%	<< Input percentages here														
	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%	%	0.0%	%	%	%
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	51.2%	51.2%	-0.1%	51.2%	0.0%	51.1%	-0.1%	51.1%	0.1%	51.2%	0.2%	51.3%	0.1%	51.4%	0.2%	0.4%	0%

Part 6: General Fund (GF) Requests in 2026-2028 Biennium
Old Dominion 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 insitution 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.
	Strategies (Match Academic-Financial Worksheet Short Title)		Category (Select best option from dropdown menu)		Biennium 2026-2028 (7/1/26-6/30/28)		
					2026-2027		
Total Amount	GF Support	Total Amount	GF Support				
1	Continue FY25 One-Time Support	General Operations Support	\$11,760,200	\$11,760,200	\$11,760,200	\$11,760,200	This request would continue the on-time funding appropriated in FY2025 in Chapter 725, 2025 Acts of Assembly. The University is using these one-time funds to offset the NGF share of salary and benefit increases, other unavoidable costs, and existing base deficits. If not continued as ongoing funds, ODU will need to further reduce base expenditures and/ or increase tuition to cover ongoing costs.
2	Rightsize VMSDEP Waiver Support	General Operations Support	\$7,852,674	\$7,852,674	\$7,852,674	\$7,852,674	This request would fund the difference between 2024-25 projected final waivers (\$17.4M) over the base amount received in FY2025 (\$9.6M). As described in the narrative (Question D2) , VMSDEP waivers are a significant factor in tuition and fee planning at ODU due to the military-affiliated population and waivers continue rapid growth, reducing net tuition at a greater proportion each year.
			\$0	\$0	\$0	\$0	
			\$19,612,874	\$19,612,874	\$19,612,874	\$19,612,874	

Part 7: E&G Capital Requests in 2026-2028 Biennium
Old Dominion 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	Construct Engineering and Arts Building (EAB)	Improvements-Other	25	\$332,940,537	\$0	\$332,940,537	\$0	\$0	\$0	The EAB will contain up to 152,400 gross square footage, including approximately 22,000 square feet of research space, 22,000 square feet of making space, and 35,000 square feet of convening space. The EAB is needed to address critical space deficits in engineering and technology as the demand for these related programs continues to increase in the Hampton Roads region and the Commonwealth at large. Existing engineering space at ODU suffers from deep deficits in quality, type, and amount of space. Further, shifts in strategic goals – from department-faculty-discipline focus to project-student-transdisciplinary approach necessitates a rethinking and restructuring of educational and research space. This project has been approved for detailed planning for a total of \$12M (\$3M from institutional funds and \$9M from the central capital planning fund).
2	Oceanography Building Deferred Maintenance	Improvements-Other	27	\$25,190,618	\$0	\$25,190,618	\$0	\$0	\$0	As part of a third party assessment of campus-wide deferred maintenance by Gordian, over \$21,000,000 in deferred maintenance in Oceanography was identified as requiring immediate attention. The delay of investment will only increase maintenance cost and cause greater disruption to the academic and research mission. This project has been approved for detailed planning (\$2.1M from the central capital planning fund).
					\$0	\$0	\$0	\$0	\$0	
				\$358,131,155	\$0	\$358,131,155	\$0	\$0	\$0	

Part 8: Degree/Certificate Programs in 2026-2028 Biennium
Old Dominion 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)
BS	Early Childhood Education	Close	13.1210	Spring 2026	Closing this program will result in minimal cost savings as no faculty or staff positions will be lost as a result of the closure.
BS	Imaging Services	Establish	51.0911	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
BS	Recreational Therapy	Establish	51.2309	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
BSBA	Business Analytics	Establish	52.1201	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
DNP	Nursing Informatics	Establish	51.2706	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
DrPH	Public Health	Establish	51.2201	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
Graduate Certificate	Applied Research, Assessment, and Evaluation	Establish	13.0699	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
Graduate Certificate	Artificial Intelligence in Business Strategy & Operations	Establish	52.1201	Spring 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
Graduate Certificate	Artificial Intelligence in Education & Learning Technologies	Establish	13.0501	Spring 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.

Graduate Certificate	Learning in Education	Establish	13.0607	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
Graduate Certificate	Modeling and Simulation: Health Sciences	Close	51.9999	Spring 2026	Closing this program will result in minimal cost savings as no faculty or staff positions will be lost as a result of the closure.
Graduate Certificate	Web Archiving	Establish	11.0401	Spring 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Applied Behavior and Analysis	Establish	42.2814	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Clinical Psychology	Establish	42.2801	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Criminology	Establish	45.0401	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program. We estimate this program will return \$121,290 in tuition revenue during the initiation year, and \$606,000 in tuition revenue in the target year.
MS	Cytology	Establish	51.1002	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Electrical and Computer Engineering	Establish	14.4701	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Geographic Information Science and Technology	Establish	45.0702	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Human Services Leadership	Establish	44.0000	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Learning Design and Evaluation	Establish	13.0607	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Mathematics for Deep Learning and Artificial Intelligence	Establish	27.0304	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Public Policy	Establish	44.0501	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MS	Workforce and Talent Development	Establish	52.1005	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MSEd	Early Childhood Education	Close	13.1210	Fall 2026	Closing this program will result in minimal cost savings as no faculty or staff positions will be lost as a result of the closure.

MSN	Adult Geriatric Acute Care	Establish	51.3821	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
MSN	Entry to Practice	Establish	51.3899	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
PhD	Biology	Establish	26.0101	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program. We estimate this program will return \$124,192 in tuition revenue during the initiation year, and \$440,941 in tuition revenue in the target year.
PhD	Clinical Psychology	Close	42.2801	Spring 2026	Closing this program will result in minimal cost savings as no faculty or staff positions will be lost as a result of the closure.
PhD	Cybersecurity	Establish	11.1003	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program. We estimate this program will return \$224,620 in tuition revenue during the initiation year, and \$1,123,100 in tuition revenue in the target year.
PhD	Data Science	Establish	30.7001	Fall 2027	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
PhD	Electrical and Computer Engineering	Establish	14.4701	Fall 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.
Post-Professional Certificate	Adult-Gerontology Clinical Nurse Specialist	Close	51.3821	Spring 2026	Closing this program will result in minimal cost savings as no faculty or staff positions will be lost as a result of the closure.
Post-Professional Certificate	Family Nurse Practitioner	Close	51.3805	Spring 2026	Closing this program will result in minimal cost savings as no faculty or staff positions will be lost as a result of the closure.
Post-Professional Certificate	Psychiatric Mental Health Nurse Practitioner	Close	51.3810	Spring 2026	Closing this program will result in minimal cost savings as no faculty or staff positions will be lost as a result of the closure.
Undergraduate Certificate	Artificial Intelligence	Establish	11.0102	Spring 2026	Establishing this program is projected to increase enrollments. The institution will not request any additional state funds to fund the establishment of the program.

2025 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Old Dominion 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.

Old Dominion University's mission is to be a preeminent research institution, with a world-class faculty that fosters dynamic on-campus and global online learning for undergraduate and graduate students that enriches their lives, promotes insightful and perceptive leadership, and motivates the pursuit of excellence in dedicated fields and professions. The University provides opportunities for educational, artistic, and professional growth to our Monarch community.

The University's 2023-2028 Strategic Plan, *Forward Focused: Where Innovation Meets Possibilities* aims to further this mission through strategic goals clustered in the following areas:

- **Academic Excellence** through signature academic programs that align with workforce needs, experiential learning programs, cutting edge pedagogy and advising practices, excellence in research and scholarship for students, and faculty committed to teaching, scholarship, engagement, and mentorship.
- **Strategic Enrollment Growth** that focuses on high-demand programs, fully online enrollment, access and affordability, untapped demographic markets, and a full engagement of community resources to support recruitment and student success.
- **Student Engagement and Success** strategies that increase student retention and graduation rates, reduce financial barriers that impede progression, and improve the student lifecycle through better academic preparation, engagement, and advising.
- **Research Growth** that achieves national prominence in targeted emerging areas while maintaining existing areas of strength, enhances faculty opportunities through agile tools, processes, and systems, as well as a culture of collaboration, and reconceptualizes arts and humanities as cross cutting and integral disciplines – connecting scholarship to STEM-H and other fields.
- **Corporate and Community Partnerships and Economic Development** activities that expand innovation and entrepreneurship, support economic development, and strengthen internal infrastructure supporting corporate and community engagement.
- **Philanthropic Giving and Alumni Engagement** that builds a sustainable base of annual alumni support, expands the University's alumni reach, and creates a culture of philanthropy on campus.
- **Branding, Marketing, and Communication** to enhance branding for all entities of the University, create a sense of place, and foster a dynamic campus community.

Each of the goals, initiatives, strategies, and processes articulated in the University's Six-Year Plan correspond directly to the current mission and to the 2023-2028 Strategic Plan goals. Strategic initiatives are focused on enhancing the University's global offerings, reinforcing efforts to guide students to timely degree completion, aligning of academic programs with industry demand while embedding work-based learning, leveraging the recent integration to expand health sciences offerings and community engagement, and growing the University's research profile. Innovation is woven through the Six-Year Plan in accordance with the Strategic Plan's overarching theme.

The University has no plans to change the mission over the six-year period.

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?

As the largest and most complex institution in Hampton Roads, Old Dominion University provides a broad range of educational opportunities to a unique population. The University's undergraduate student body is largely in-state (90%) with a high percentage of students demonstrating strong financial need (40% Pell-eligible) and coming from traditionally underrepresented populations (75%). The success, graduation, and workforce-readiness of these students is central to the University's mission.

The University has a long history of innovation in distance and online education – first in the 1990s, with the Teletechnet program that provided satellite-based courses across Virginia and several other states, and even expanding to provide education to active-duty service members on navy vessels. This culture of distance learning innovation persisted into the 21st century with the advent of online education through ODUGlobal and is now guiding the next step in digital learning innovation, focused on asynchronous course development and accelerated time to degree.

Additionally, with the integration of Eastern Virginia Medical School (EVMS), the University is the largest health sciences center in the Commonwealth. This integration will strengthen the healthcare workforce and community resources in Hampton Roads and beyond, driving outcomes in employment and filling critical gaps in healthcare.

These areas of distinctiveness also provide opportunities for institutional growth and improvement. The University is well poised to continue to serve traditional student populations while meeting adult learners where they are and supporting workforce demands. This Six-Year Plan further outlines the University's path forward and commitment to improvement, specifically in the areas of improving retention and graduation (reversing a recent negative trend in graduation rates), growing enrollment in high-demand fields, and leveraging technology and AI to ensure Old Dominion University remains a leader in online and digital education.

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.

Old Dominion University is pursuing the following five categorized strategic priorities in the next six years. These are a suite of initiatives focused on digital innovation and transformative practices across the University's core mission, in alignment with the statewide strategic plan goals to make higher education affordable and achievable.

Future Ready Digital Transformation: Integrate Technology and AI-Driven Practices into Teaching and Learning, Research, and Operations

- The University is launching a comprehensive digital transformation as part of its Forward-Focused Strategic Framework. This initiative reimagines how the University teaches, learns, conducts research, and operates by building a student-centered, digitally empowered institution prepared to lead in a changing higher education landscape.
- By aligning physical and digital spaces, academic delivery, and research infrastructure into one cohesive vision, this initiative will:
 - Reimagine the Learning Environment. The University will redesign and modernize both instructional and non-instructional academic spaces to create flexible and technology-enhanced environments that support excellence in teaching, learning, and research.
 - Redesign Teaching and Expand Flexibility. Focusing on guiding priorities such as flexibility, intentionality, and innovation, the University will reimagine course design and delivery to reflect the evolving expectations of modern learners while empowering faculty to innovate with purpose.
 - Advance Research through Digital Innovation. As both a technical and strategic transformation, the University will advance research that connects faculty to powerful digital infrastructure, AI tools, and integrated support systems designed to accelerate discovery and expand impact.
- This initiative is a bold future-defining repositioning of the University's academic core. The Forward-Focused initiatives ensure that the University:
 - Delivers high-quality, flexible on-campus and online learning experiences that meet the expectations of today's learners and tomorrow's workforce;
 - Empowers faculty to lead innovation through digital tools, AI integration, and intentional course design;
 - Grows enrollment, increases student presence, and improves graduation rates on campus and online;
 - Expands research capacity through secure, cloud-enabled, and AI-supported infrastructure designed for scale and impact; and
 - Aligns space, technology, and academic strategy to support institutional sustainability, relevance, and long-term competitiveness.
- By building a foundation that supports transformation, the University will secure its place as a national leader in academic innovation.

Invest in Data-Driven and High-Touch Student Recruitment, Retention, and Degree Progress

- The University is strategically refocusing its efforts on the student lifecycle in alignment with statewide strategic plan strategies to strengthen student support services and improve timely persistence to degree.
- The student body at Old Dominion University has a higher percentage of Pell recipients than any non-HBCU public four-year institution in Virginia. Therefore, it is vital to the institutional mission to develop a student support system for these students, using technology and face-to-face strategies to aid students in persistence to degree.

Increase Academic Program Alignment with Industry Needs, and Continue Development of Work-Based Learning across All Programs

- The University is integrating career focused and work-based learning opportunities into all academic programs, in alignment with statewide strategic plan strategies to provide

experiences that improve employment outcomes and align academic programs with labor market outcomes.

- As the largest institution in Hampton Roads, the University serves as a talent hub for industry in the region. The University is well positioned to develop corporate and community partnerships, which provide real-time feedback on industry needs while opening doors for internships and other work-based learning opportunities for students.

Leverage the Creation of Macon and Joan Brock Virginia Health Sciences at Old Dominion University to Expand the Reach and Impact of Legacy EVMS Programs

- The University is now one year into the merger with EVMS (now Macon & Joan Brock Virginia Health Sciences at Old Dominion University) and is taking several actions to align with statewide strategic plan strategies: making Macon & Joan Brock Virginia Health Sciences at Old Dominion University programs more affordable and accessible, enhancing collaboration across the broader institution, and creating an environment of scholarship and research that will benefit faculty and provide additional opportunities for students.
- The injection of Commonwealth and Sentara resources have transformed the position of Macon & Joan Brock Virginia Health Sciences at Old Dominion University and will allow for expanded enrollment in high-need health sciences fields, greater connection to the local community and industry, and cost savings for students.

Accelerate Research Commercialization and Increase National Profile as a Comprehensive Research Institution

- The University is pushing forward as an R1 institution to develop and grow a campus culture of research, innovation, and commercialization, with an eye towards faculty and student-driven research activity.
- The University is expanding partnerships with industry and government to create pathways for start-up ventures and licensing opportunities, increasing support for intellectual property development, and working to increase funding of doctoral assistantships in research and development contracts to directly benefit graduate students.

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.

The Board of Visitors of Old Dominion University has been consistently engaged with University leadership regarding strategic initiatives that will advance recruitment and affordability, provide support for high-touch student populations and student success, and strengthen institutional efforts to improve opportunities for all students.

Specifically, both the Board of Visitors and University leadership have been engaged in the mandatory review of the Pell Initiative for Virginia through its Institution-wide Barrier Review, an ongoing self-assessment process focused on identifying and addressing systemic barriers that impact Pell-eligible students' enrollment, retention, and completion. The Institution-wide Barrier Review is being led by the Student Success Innovation Team (SSIT), a cross-functional group formally established in September 2023 by the Provost and Executive Vice President for Academic Affairs and the Vice President for Student Enrollment, Engagement, and Services.

This cross-functional team, which is comprised of leaders and faculty from academic and student affairs, enrollment management, institutional research, and information technology services, reflects University leadership's commitment and ensures a coordinated, institution-wide approach to identifying and removing barriers for Pell-eligible students. Since its inception, the SSIT has worked toward standardizing academic advising systems and is developing intentional academic pathways within colleges and majors. Further, the SSIT is developing strategies to strengthen student financial literacy and overall well-being.

The University is prepared to provide a comprehensive report to SCHEV by the December 2025 due date.

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](#)).

Based on a recently completed survey of students interested in Old Dominion University, the primary drivers of enrollment were affordability, community and environment, academic reputation and program offerings, proximity to home, and hands-on learning experiences. Rising tuition costs and concerns about student debt are influencing student decisions among domestic students, while political and policy changes are affecting international student enrollment. For continuing student enrollment, the key factors are academic success and the financial ability to continue their education.

As demonstrated in the fact pack, the University’s 2023 enrollment projections assumed stable enrollment based on fall 2022 headcount. Within the fall 2023 enrollment cycle, the University made a calculated decision to reduce the acceptance rate for the freshmen class, and to stop offering admittance to students who are not as well prepared to succeed and who would be most likely to leave without earning a degree. This decision has allowed the Institution to focus resources on students who need assistance during their time at the University, and the retention rate has increased. As a result of this change, the University saw a reduction of approximately 250 students in the fall 2023 class, which continued flat to the fall 2024 class.

The University is also focused on online and transfer student enrollment, and these strategic enrollment efforts have produced gains in both categories. The University welcomed 7,735 online learners in fall 2024, marking nearly a 7% increase from fall 2023. Additionally in fall 2024, 1,738 students transferred to the University, which was made possible, in part, by initiatives like the Tidewater Community College-ODU Monarch Ready partnership which offers an accelerated pathway for students to transition to the University.

Furthermore, targeted investments in high-demand programs, such as cybersecurity, data science, nursing, business, and engineering, have continued to draw students and match market needs.

Lastly, the establishment of Macon & Joan Brock Virginia Health Sciences at Old Dominion University in July 2024 created the most comprehensive health sciences portfolio in the Commonwealth of Virginia and allowed the University to add 1,216 medical and health professions degree-seeking scholars to an existing robust network of future health sciences professionals.

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.

Old Dominion University's 2025 enrollment projections through 2029 assume nearly flat undergraduate enrollment (-0.4% annual rate of change) and an increase in graduate enrollment (2.0% annual rate of change). These are reasonable and conservative estimates based on the 2024 baseline. While there are select uncertainties at the time of submission, the core of the University's enrollment is stable, providing a strong base of confidence for the projection period.

The University is making intentional efforts to adapt its enrollment strategy considering national and regional trends, including a decline in high school graduates and a shift in the public's perception of the value of higher education.

The Western Interstate Commission for Higher Education projects that the number of high school graduates in the U.S. will peak around the year 2025 and then subsequently decline. Regional demographic shifts, such as declining birth rates and changing attitudes toward higher education, also present challenges. In Virginia, public school enrollment is projected to drop 2.9% from the 2023-24 to the 2028-29 school year. Nationally, between 70% and 74% of college students enrolled in public and private institutions are now adult learners, typically in their late 20s or older, who are balancing work and family responsibilities.

The University's enrollment management strategy is designed to align with these demographic trends by focusing recruitment and marketing efforts to attract a broader student base. Inflation, labor market instability, and concerns about debt are causing some students to delay or forgo college altogether. Due to these pressures, the University and other similar institutions are being forced to reevaluate price sensitivity, financial aid packaging, and alternative credentialing. Nationally, students are increasingly skeptical of the value of higher education. A 2024 Gallup-Lumina Foundation poll found that just 36% of U.S. adults believe a college degree is "very important," down from 74% in 2013.

The University has taken steps to optimize its enrollment management in both campus-based and online programs. This includes the addition of two regional recruiters in Northern Virginia to create more opportunities to meet students where they are located. The University has also created an in-house Enrollment Marketing unit which has given the Institution the capability to generate marketing efforts internally, relying less on external agencies and allowing for a higher degree of personalization.

Further, the University has a current engagement with a financial aid consulting firm that will help to better structure financial aid staff, optimize processes, and better leverage financial aid dollars. The University will implement a campus-wide strategic enrollment planning effort in 2025-26, detailing specific strategies and tactics to prepare for enrollment success. This will be a data-informed initiative that will help set enrollment goals for campus-based efforts into the future.

ODUGlobal, the University's online enterprise, is actively leading in the digital education space with a flexible, data-informed enrollment management strategy focused on adult learners and non-traditional students. The online enterprise has been intentionally expanding its infrastructure and services to support these segments, with a particular emphasis on transfer students, working adults, and military-affiliated learners. ODUGlobal offers multiple start dates and accelerated formats that allow students to act on their decision to enroll outside of the traditional academic year calendar. This not only meets adult learners' expectations for immediacy but also supports stronger yield rates from inquiries and applications.

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).

The current makeup of Old Dominion University's student body presents unique challenges in revenue generation and management. Specifically:

- The University's low in-state undergraduate tuition and fees sticker price (fifth lowest among all public four-year institutions and lowest among research institutions) creates a limitation on revenue generated by tuition increases. Since the University's undergraduate population is 40% Pell-eligible, it is extremely sensitive to price increases. In keeping with the mission to reduce financial barriers to success, the University limits tuition increases to maintain its status as the most affordable public research institution in Virginia. The University is heavily reliant on in-state undergraduates (approximately 90% of the undergraduate student body is in-state). Geographic and other factors have historically limited out-of-state enrollment, which in turn limit opportunities for out-of-state tuition revenue.
- The University is attractive to the military-affiliated community, reflected in the number of students receiving waivers pursuant to the Virginia Military Survivors and Dependents Education Program (VMSDEP), which is larger than any other four-year institution. The total foregone revenue due to these waivers has grown from \$2M in FY2018-29 to over \$17M in FY2024-25 (including approximately \$850,000 at legacy Eastern Virginia Medical School). While the University is grateful for general fund support for a portion of waivers, the increase in this program continues to reduce net revenue each year.

These factors necessitate the forward-looking enrollment strategy detailed in section B2 to support institutional revenue growth and stability. Specifically, the University's enrollment strategy will have the following impacts on the Institution's financials:

- The current engagement focusing on financial aid optimization will enable the University to act more strategically to maximize net revenue per student and to leverage packaging to drive enrollment.
- Broadening the base of student recruitment and enrollment (through expansion of geographic recruitment areas, non-traditional populations, and online enrollment) will provide diversified streams of revenue, hedging against effects of the decline in high school graduates.

These strategies do carry short and long-term costs, which the University is currently absorbing within budgeted resources. Costs include consulting services, new staffing for enrollment management and marketing, and the creation of accelerated and asynchronous courses.

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](#)).

Old Dominion University has an aspirational target to achieve a 52% six-year graduation rate and an 82% first-year cohort retention rate by 2028, as outlined in the strategic plan. These goals build on a 2022 baseline of a 47% graduation rate and a 74% first-year retention rate, per the fact pack.

With a deepening focus on student success, the University has notably increased first-year retention to 77% in fall 2024, a five-point gain over the past three years. To remain on track, the University aims to retain 79% of the fall 2024 first-year cohort into their second year. As of June 2025, 72.86% of this cohort is registered for fall 2025, slightly ahead of the 72.71% registration rate at this time last year. The Institution remains confident in the progress towards the target.

The University has partnered with the National Institute for Student Success (NISS) to support efforts in addressing graduation and retention issues with specific student populations, such as Pell-eligible and first-year students. NISS has assisted in outlining the following priorities toward improving outcomes in this area: access to data to support students, coordination of academic advising, the development of pathways into and between majors, and support for student financial literacy and well-being. With the support of NISS, the University will strive to achieve the outlined graduation and retention goals by the end of the current strategic plan in 2028.

With generous grant support from the SCHEV Pell Initiative of Virginia (PIV), the University expanded efforts to improve recruitment, retention, and completion rates for Pell-eligible students by launching the first of a four-year annual emergency retention grant initiative. This program enabled 177 Pell-eligible students to cover remaining balances, enable course registration, purchase essential course materials, and support cost-of-living expenses. Furthermore, a pilot program was launched in 2024-25 to provide targeted recruitment and retention grants for 650 Pell-eligible students at key points in their academic journey. These grants were split between 325 grants to entering freshmen to reduce their initial cost and 325 grants to students who had enough credits to be seniors but not enough in their degree field to graduate. These grants will mitigate the financial burden of continuing to degree.

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](#)).

Per the fact pack, the percentage of students graduating within six years declined from a high of 51% for the 2014 cohort to 45% for the 2018 cohort. The University aims to ensure all students are graduating in a timely manner by working to reverse this trend with several initiatives to aid improvement in student persistence towards graduation including:

- Removing barriers to course registration. Offices responsible for placing registration holds are encouraged to work with students to remove the holds and facilitate registration. Most students do not have degree plan registration holds placed on their accounts. Through a University-wide campaign, students are encouraged to meet with their advisor to ensure that their course selection aligns with their degree plan.
- Focusing academic advising on degree plans, using DegreeWorks technology to create a plan that aligns with graduation timelines and degree requirements, and leveraging Salesforce to create automatic advisor alerts when a student enrolls in a course that deviates from their degree plan – allowing an advisor to follow up with the student to advise corrective action if needed.
- Expanding the new student orientation program from a one-day event to an experience that starts when a student confirms their intent to attend the University and lasts until their first day of class. The experience includes both online modules and an in-person component.
- Reorganizing counseling services to offer same-day/next-day appointment approach to scheduling, resulting in timely delivery of counseling needs. In addition, a 24/7 peer-to-peer online app provides students with access to mental health resource modules and interaction with students from around the world. Additionally, a 24/7 crisis hotline is available to students, allowing them to reach a live counselor by phone. 92% of students participating in counseling sessions reported that Counseling Services helped them to remain enrolled.
- Embedding counseling services in student housing via counselors in residence. These services provide early intervention and support for students at risk of withdrawal, on-site counseling and wellness support, and connection to a holistic campus and community.
- Providing tutoring services in a variety of modes, to include eleven on-campus centers and two online platforms with a 24/7 availability for appointments or drop-in sessions.
- Encouraging and enabling active and experiential learning opportunities. This includes support through a central unit, the Monarch Internship and Co-Op Office (MICO), which provides internship advising to students, collaborates with employers, and works with academic departments to expand work-based curricula.

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](#)).

Old Dominion University monitors post-completion student outcomes via employment and continuing education rates, average/median post-completion student wages, and post-completion debt load.

The University collects post-completion data on graduates at 3-month, 6-month, and 12-month intervals using the National Association of Colleges and Employers (NACE) First Destination Survey. The Institution compares its First Destination Survey results to the overall NACE data to evaluate institutional success. The 2023 NACE dashboard shows that the University (87.6%) outperformed other public institutions (78.8%) at the six-month mark for employed or continuing education outcomes. The University also outperformed in the southeast region (79.3%) as well.

The University utilizes SCHEV data to monitor average/median post-completion student wages and post-completion debt load. This data (included in the fact pack) indicates that Old Dominion University graduates continue to reap the benefits of a college degree. For instance, 2020 graduates were earning \$14,000 more annually than those with a high school diploma three years post-graduation. Notably, the Institution's Pell-eligible graduates are also outperforming high school graduates by \$12,000 annually. The fact pack demonstrates the University's success in minimizing net cost of attendance increases, as the debt to wage ratio has decreased from 0.49 for 2016 graduates to 0.38 for 2020 graduates.

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.

Old Dominion University is implementing a comprehensive, university-wide strategy to embed work-based learning across all academic programs. This strategy is not limited to curriculum design; it aims to promote a cultural shift across campus by expanding the definition of work-based learning to include a broader range of structured work-based learning experiences. These include externships, apprenticeships, and micro-internships, all of which are high-impact opportunities that prepare students for professional success. This strategy directly relates to the University's strategic plan goal for 100% of students to participate in an internship/work-based learning opportunity before graduation by 2027.

The University has examined prior initiatives to determine areas for improvement in career readiness and work-based learning, including centralized data collection, student tracking, and long-term academic planning. The University has also taken deliberate steps to address persistent awareness gaps that have appeared in prior initiatives among first-generation, transfer, and non-traditional students by embedding internship transcript recognition and work-based learning reporting into academic advising, orientation, and faculty mentorship conversations.

The University established the Monarch Internship and Co-Op Office (MICO) in 2023 to address the critical institutional need for expanded internship and work-based learning opportunities. This office builds upon the early foundation and recommendations developed through the 2021 SCHEV grant, *Designing the Future of Experiential Learning at ODU* (\$25,000), which provided initial institutional strategies for expanding experiential learning across disciplines.

As part of its portfolio, MICO oversees multiple targeted programs, including the Monarch Humanities Internship Academy which focuses on advancing work-based learning for humanities majors, along with several additional grant-funded initiatives that further expand student access to internships.

The following initiatives illustrate the key components of MICO's comprehensive strategy to expand and support work-based learning at Old Dominion University:

1. Academic integration of work-based learning across programs of study: MICO partners with academic departments and colleges to map internship and work-based learning opportunities into existing degree plans, develops models to embed internship preparation into gateway courses, first-year seminars, and upper-division applied coursework, and ensures that students in programs without embedded internships still receive academic recognition for qualifying work-based learning experiences by expansion of zero-credit internship courses.
2. Early exposure and frontloading preparation: MICO identifies early opportunities for career exploration, applied research, and micro-internships as part of the student onboarding experience, collaborates with living-learning communities to expose first-year students to work-based learning literacy and opportunities, and delivers campus-wide educational programming to normalize internship participation early in the student lifecycle and build a university culture that supports work-based learning from day one.
3. Employer and community engagement: MICO works to secure internship MOUs with local employers and strengthen regional collaborations in key workforce sectors (e.g., human services, education, healthcare, cybersecurity, maritime and supply chain), to ensure academic programs are aligned with state and regional workforce needs.

The University has several program changes in different stages of SCHEV review or internal consideration. The table below summarizes the program development planning:

Previously Announced:

Applied Behavior and Analysis MS
Biology PhD
Criminology MS
Cybersecurity PhD

Data Science PhD
Electrical and Computer Engineering MS/PhD
Geographical Information Systems MS

Under Consideration:

Business Analytics BSBA
Coastal Resiliency and Leadership MS
Cytology MS
Human Services MS
Imaging Services BS
Learning, Design, and Evaluation MS
Mathematics MS
Nonprofit Management MS
Nursing Informatics DNP
Public Policy MS
Recreational Therapy BS
Workforce Development MS

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](#)).

Old Dominion University is best positioned to graduate talent in the following areas, each of which align with high-growth industries as identified by the Virginia Office of Education Economics and reflected in the fact pack:

Cybersecurity:

The National Centers of Academic Excellence in Cybersecurity (NCAE-C), managed by the National Security Agency (NSA), has designated the University as a:

- Center of Academic Excellence in Cyber Defense (CAE-CD)
- Center of Academic Excellence in Cyber Operations (CAE-CO)
- Center of Academic Excellence in Cyber Research (CAE-R)

These elite designations place the University among a select group of institutions nationally recognized for academic rigor, applied research, and workforce readiness in cybersecurity. Notably, the University’s undergraduate cybersecurity program includes a required internship, ensuring students graduate with practical experience.

Maritime, Logistics, and Supply Chain:

Old Dominion University is a recognized leader in maritime and logistics workforce development, strategically located near the Port of Virginia, one of the busiest ports on the East Coast. The University offers industry-aligned programs in maritime systems, port logistics, supply chain management, and global trade, supporting critical workforce needs in naval operations, commercial shipping, shipbuilding, and offshore wind.

In October 2024, the University officially launched the School of Supply Chain, Logistics, and Maritime Operations. The new school unifies academic programs and interdisciplinary research to support Virginia’s maritime-based economy, offering micro-credentials, bachelor’s, and graduate degrees.

Health Sciences and Public Health:

On July 1, 2024, Old Dominion University officially integrated with EVMS, establishing Macon & Joan Brock Virginia Health Sciences at Old Dominion University, which is now the largest academic health sciences center in the Commonwealth of Virginia. This integration significantly expands the Institution’s ability to meet workforce demand in health sciences, specifically: primary care, behavioral health, geriatric and palliative care, academic medicine, rural and underserved care, dental hygiene, athletic training, physical therapy, occupational therapy, nuclear medicine, medical laboratory sciences, cytology, and speech language pathology. The University sees an immediate opportunity to increase the supply of high-demand graduates in critical areas such as nursing.

Education and Human Services:

The University continues to serve as a top producer of teachers, school counselors, and behavioral health professionals for Virginia. With strong partnerships across regional school divisions and service agencies, the University plays a key role in addressing persistent educator shortages, especially in high-need urban and rural districts.

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

Old Dominion University is continuously looking for opportunities to align academic programs to current and emerging workforce needs.

For instance, the University was recently awarded a \$375,000 project from GenEdge to support the involvement of the manufacturing industry in students' culminating design projects. As part of the project, GenEdge will help to make connections with manufacturing companies that will provide projects and guidance to students. The projects will not only directly impact the experiences of the students working with industry partners, but the increased engagement between the college and the industrial partners will provide valuable insight regarding industrial needs.

The University has agreements to provide academic credit for some of the training in the U.S. Navy Nuclear Program, an initiative from the Hampton Roads Military and Federal Facilities Alliance (HRMFFA) to facilitate the transition of Navy veterans with training in nuclear power to the commercial nuclear power workforce.

The United States, along with the U.K. and Australia, have formed the AUKUS alliance to increase submarine production, which will require specialized engineers with experience in or understanding of shipbuilding. To leverage its location, the Institution has hired new faculty to support and grow programs in shipbuilding, including the existing minor in marine engineering.

Finally, the University is exploring ways to leverage the proximity to the NASA Wallops Flight Facility and is working with partners, such as the Virginia Spaceport Authority and Firefly Aerospace (a private aerospace corporation that develops small and medium-lift launch vehicles for commercial launches to orbit) to identify opportunities for collaboration in the aerospace industry.

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](#)).

Old Dominion University intends to maintain and increase affordability for all students through efforts related to limiting tuition and fee sticker price increases, expanding financial aid awareness and financial literacy, focusing on all aspects of cost of attendance, and decreasing time to degree. In addition to these strategies aimed at the entire student body, the University has lowered rates at Macon & Joan Brock Virginia Health Sciences at Old Dominion University to make graduate-level education more affordable in high-demand health fields.

The University is an exceptional value and provides the lowest cost of any research institution in the Commonwealth. Per the fact pack, cost of attendance has increased 3.7% annually since 2013-14 (compared to 2.7% CPI and 2.9% HEPI), and net price has declined from a \$17.6k peak in 2020-21 to \$15.9k in 2023-24 – the lowest net price since 2018-19. (Note: although the fact pack notes a methodology change beginning in 2023-24, the net price for 2021-22 and 2022-23 are \$16.1k and \$16.2k respectively, demonstrating that this decrease is not a function of changing methodology.)

The University's Office of Student Financial Aid aims to effectively leverage federal, state, and institutional aid to close the gap for students in meeting their remaining financial needs. Additional efforts in aid transparency and financial literacy are being implemented to ensure students understand the institution's affordability. These efforts are being reinforced as part of an expanded orientation process that engages students using various modalities. Students and their families are provided with information about the cost of attendance and the impact of financial aid on the total cost of attendance. The program has also been expanded to include information about satisfactory academic progress (SAP), ensuring students are aware of the impact of their academic performance on their continued eligibility for student financial aid.

The University has a particular focus on military-affiliated students, who account for approximately 30% of the student population. The Military Connection Center works closely with these students to assist in coordinating the federal and Commonwealth military benefits that offset their cost of attendance.

The University understands that cost of attendance is broader than tuition and fees, and that room and board charges have increased at an annual rate of 4.4% - higher than tuition and fees. Food costs have escalated significantly over the last several years and have caused meal plan rates to increase. The University continues to provide a variety of dining plans that appeal to commuter students and students for whom plans are not required to broaden the revenue base and mitigate increases. Similarly, in housing, the University is working to expand occupancy by drawing more upperclassmen and graduate students to live on campus, thereby increasing revenue via utilization instead of rate increase.

To further aid in student affordability, the University is beginning the implementation of the "First Day Complete" program in partnership with Barnes & Noble College, which will bundle course materials into a predictable per-credit-hour fee that can be covered by financial aid, saving students up to 50% on textbook costs (estimated at up to \$1,000 in annual savings per student) and ensuring all students, regardless of income, have access to required materials on day one.

Finally, the University embraces the fact that the less time it takes to get a degree, the more affordable that degree becomes. To assist in degree completion the University is taking several steps, including development of accelerated and asynchronous online programs, and a suite of strategies to assist on campus students (see Question C2) including advising, tutoring, counseling, and experiential learning.

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](#)).

When developing pricing plans for presentation to its Board of Visitors for approval, Old Dominion University balances student access and affordability with institutional revenue stability and financial health. The most important factors considered are the following:

Student Affordability:

- Old Dominion University had the 5th lowest sticker price among Virginia public four-year institutions for in-state undergraduate tuition and fees in 2024-25, nearly \$3,000 less than the average of all other public four-year institutions. This position in the market demonstrates the University's ability to enact modest increases while remaining an exceptional value for Virginia students.
- Total cost of attendance as a percentage of median household income has decreased from 36% in 2018-19 to 34% in 2023-24, per the fact pack. This trend indicates cost of attendance has grown more modestly than household income and the University has become a more affordable institution relative to household income.
- Net price has decreased from a high of \$17.6k in 2020-21 to \$15.9k in 2023-24, and the percent of students borrowing has decreased from a high of 53% in 2018-19 to 39% in 2023-24, per the fact pack. Coupled with the decline in debt-to-income ratio (see Question C3), the University has demonstrated commitment to student affordability and value.
- Unique to 2025-26 planning, the University has followed through on its commitment to reduce tuition for legacy EVMS programs to the current institutional rate.

Net Tuition Revenue and Discounting

- The University prioritizes net tuition revenue for E&G to minimize increases needed to cover waivers and unfunded scholarships. The University has re-organized institutional need-based aid and reduced the amount of tuition revenue for this purpose, while ensuring the neediest students are held harmless through a combination of Commonwealth need-based aid and remaining institutional aid. This has allowed for a reallocation of tuition dollars to E&G programs, mitigating the need for larger increases.
- As an institution with a large military-affiliated population, growth in the Virginia Military Survivors and Dependents Education Program (VMSDEP) is a significant constraint in net tuition revenue for operations. The University is projecting 25% growth in the program for 2025-26 (slightly less than the approximately 30% growth from 2023-24 to 2024-25), which will cost the Institution the equivalent of an approximate 3% increase in tuition and mandatory fees. The Institution has concerns about the long-term sustainability of these waivers and the impact on net tuition and fees.

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](#)).

Old Dominion University is confident that the pricing approach and cost of attendance will be an asset as students become more discerning about the cost of education. Students who are looking for an undergraduate experience at a high research institution can attend the University at a total cost of attendance approximately \$5,000 less than the average of other high-research Virginia institutions. Additionally, the reduction of tuition of legacy EVMS programs will serve as an enrollment driver for those programs. The University believes this pricing position will continue to stabilize enrollment in the traditional undergraduate program while increasing online and graduate offerings.

Additionally, the University will continue to focus on maximizing net tuition revenue while growth in VMSDEP waivers continues to be a concern, especially in the event of future reductions in Commonwealth support for waivers and/or the Institution’s E&G operating appropriation.

Specifically, the University is planning to restructure its financial aid awarding strategy beginning with the fall 2026 class. The University has historically structured merit-based aid based on wide bands of academic achievement. Partnering with an enrollment management consultant, the University will focus on aid optimization by shifting to a data-centered approach that will tailor award amounts based on individual student characteristics. This approach will allocate aid more efficiently by reducing over-awarding and will allow for a strategic focus on selected student populations, including out-of-state students, thereby producing more revenue for the University.

The University has taken steps to bolster reserves and constrain base operating expenditures to plan for any potential downturn in resources, and maintains a primary reserve ratio above the benchmark, per the fact pack and the associated Auditor of Public Accounts (APA) report (0.497 including component units in the 2020 APA report, compared to a 0.40 benchmark).

The University’s Composite Financial Index (CFI) indicates generally strong financial health as well – the University’s CFI in the fact pack and associated APA report was 4.24, above the 3.0 benchmark.

Since the issuance of the APA report, the University has taken additional steps to reinforce reserves, including establishment of a fully funded E&G reserve fund (6% of prior year E&G legislative appropriation) and allocation of federal COVID-19 funds to auxiliary reserves, which included \$135.6M in cash balances at the end of FY2023-24.

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](#)).

Old Dominion University has seen the largest expenditure increases on a per-student basis over the ten-year fact pack period in Higher Education Instruction (program code 101 - \$2,966 increase per FTE), Higher Education Institutional Support (program code 106 - \$1,423 increase per FTE), and Higher Education Academic Support (program code 104 - \$924 increase per FTE). *Note: the fact pack has some of these programs broken into service area detail, but not all. Data is described here at the program level for consistency.*

The University views growth in these specific areas in the context of the changing institutional profile over the ten-year time frame. As the University has grown in complexity and the student body more varied (specifically, shifting the profile from commuter based to a healthy mix of residential students, commuter students, and online students) as well as increased its research profile, the Institution has seen growth in both instructional costs and support costs, notably academic and institutional support, which support increased institutional activity in areas like student accounts, procurement, facilities, and information technology services, all of which have seen their missions grow in size and complexity over the period.

As reflected in the fact pack, E&G programs are comprised primarily of personnel costs, and therefore have been substantially impacted by Commonwealth salary increases over the period. Per the fact pack, non-personnel expenditures have increased less than the rate of inflation (2.5% annual growth vs 2.7% CPI and 2.9% HEPI), while personnel has increased slightly above the rate of inflation (3.9% annually). The rate of increase in personnel sees an inflection point in FY2020-21: the rate of change from FY2013-14 to FY2020-21 was 2.6% and the rate of change from FY2020-21 to FY2023-24 was 7.2% - reflective of Commonwealth salary increases of 5% in FY2021-22 and 7% in FY2022-23 as well as additional institutional efforts to align compensation with the market, recruit and retain key staff, and prepare for the integration of EVMS.

Institutional support follows a similar pattern to total E&G in personnel: expenditures grew at an annual rate of 3.1% from FY2013-14 to FY2020-21 and then 10.9% between FY2020-21 and FY2023-24. This increase coupled with Commonwealth salary increases reflects the acute difficulty in recruiting and retaining personnel in business and back-office functions in the wake of COVID-19, as well as intentional efforts to prepare these offices for the integration.

Per the fact pack, institutional support also saw a 12.5% annual growth rate in non-personnel costs. This increase is properly viewed in three parts: the growth rate of 4.5% from FY2013-14 to FY2020-21, the one-time spending in integration-related costs (supported in part by \$5M of one-time Commonwealth support in FY2023-24), and other contractual services related to the integration and the Strategic Plan.

The University is acutely focused on the balance between maintaining student affordability while making necessary investments in institutional capacity. The University benchmarks itself against other Virginia public four-year institutions and is specifically focused on constraining expenditures in institutional support. Despite the growth in this area since 2014 and the one-time integration costs, the University spent less in this area per FTE than all but three other public four-year Virginia institutions in FY2023-24.

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](#)).

Old Dominion University continuously deploys efforts to contain and reduce costs through each fiscal development cycle, thereby reinforcing fiscal health by lessening reliance on new revenue generation alone. In the most recent 2025-26 fiscal plan, the University's Board-approved budget includes over \$6.6M in reallocations from within existing operational resources. Over the next twelve months, the University will undergo an expanded review of existing operational activities to further reallocate resources in support of these ongoing efforts. Other ongoing cost savings activities are highlighted below.

The University is engaged in space utilization analyses to ensure that leased space aligns with current and future University needs. Beginning in FY2024-25, the University has consolidated leases and reduced leased space by approximately 20,000 square feet with annual cost savings of \$1.2M.

The University seeks opportunities for cost savings and best value using cooperative contracts. The University is an active member of the Virginia Association of State College and University Purchasing Professionals (VASCUPP) and the Virginia Higher Education Procurement Consortium (VHEPC) and utilizes available cooperative contracts to maximize available financial resources and ensure cost savings on the goods and services needed to support campus operations and student service and success. The University has realized just over \$2 million in cost savings/benefits utilizing VHEPC cooperative contracts.

In addition to cooperative contract usage, the University works to ensure savings through robust contract administration, working collaboratively with campus customers to ensure utilization of the most competitive contracts as well as ensuring that contracts are properly administered and tracked, and that invoicing is aligned with contract pricing. These efforts have resulted in approximately \$200k in savings.

The University is reviewing all software agreements and licenses to limit overlap and is migrating services to Salesforce for a common platform across applications.

The University is taking advantage of the completed merger with EVMS to reduce and contain costs at both campuses. The effects of the merger will be most visible in institutional support, which has grown at the University by 6.2% annually between 2014 and 2024, per the fact pack (see Question D4 for more information). Savings are anticipated from two main categories: contractual services and personnel. The Board-approved budget for FY2025-26 reflects the initial impacts of the merger, including approximately \$1M in savings from contracts in legal and IT services. Over the next several years, the University anticipates further savings as contracts are renegotiated, and further opportunities to combine services are identified.

Specific examples of integration-related contractual cost savings across the Institution include consolidation of elevator services and a negotiated 32% reduction in hourly rates for elevator technicians, consolidation of the work order tracking systems, resulting in enhanced efficiency and reporting functionality as well as over \$140k in cost savings, and consolidation of video learning platforms resulting in savings of over \$200k.

The merger presents a unique opportunity to constrain growth in personnel costs, specifically in institutional support functions. The University has seen a higher-than-normal vacancy rate in support positions and has not been able to fill vacancies in part due to budgetary needs elsewhere. The integration has allowed the University to adjust roles and take advantage of talent attained from the merger, thereby eliminating the need to recruit for and fill certain positions. This integration of personnel and job roles is expected to continue.

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.

The data in “Expenditures by Category” and “Personnel” sections of the fact pack demonstrate the following:

- Annual expenditure growth at Old Dominion University (2.6%) is under the rate of inflation (2.7% CPI, 2.9% HEPI) for the ten-year period, with per-FTE expenditure growth (3.5%) slightly above the rate of inflation due to a modest and purposeful decline in enrollment. As E&G program expenditures are heavily concentrated in personnel, expenditures do not correlate directly with student FTE.
- 73% of E&G expenditures are dedicated to the core mission of instruction and academic support, student support, research and public services with only 27% going to institutional support and operation and maintenance. This ratio has shifted slightly since 2014 (23% to institutional support and operation and maintenance) due to strategic efforts to right size Institutional Support (see Question D4 for detail) but reflects a consistent effort to focus resources on the core mission. *(Note: institutional support expenditures in FY2020-21 and FY2021-22 are artificially inflated as they include transactions related to the recording of Federal HEERF funds for revenue replacement in auxiliary enterprises.)*
- Staff and salary outlay reflect a focus on limiting growth in positions (1.4% growth over ten years) and consistent emphasis on the institutional mission: full-time instructional staff as a percent of the total have grown slightly over the period (34% in 2012-13 to 36% in 2022-23). Salary outlays have grown 4.2% over the period, but this is affected in part by Commonwealth salary increases over the rate of inflation (including multiple years of 5% increases). Instructional salary outlays are a stable percentage of the whole (45% in 2012-13 to 44% in 2022-23).

Since most of the budget is allocated to personnel costs, the University is anticipating long-term expenditure effects due to legislative salary increases. To better prepare for future increases, the Institution is focused on constraining other base budget growth, including realignment of faculty position lines to high-demand areas and reallocating vacant positions.

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.

As the vast majority (approximately 75%) of E&G expenditures are personnel-based, salary and health insurance premium increases are a significant driver of the E&G budget. As demonstrated in Part 1 and the provided calculator file, increases of 2% for salaries and 1% for health insurance premiums would result in an incremental cost increase of approximately \$4M each year. This is roughly equivalent to the net revenue generated from an annual tuition increase of 5%.

Old Dominion University seeks to maximize reallocations wherever possible (e.g. the Board-approved Budget for FY2025-26 includes \$6.6M in reallocations) but is constrained by a base budget that is already reliant on annual one-time savings (i.e. carryforward and turnover & vacancy) and further constrained by the lack of ongoing funding from the 2025 Appropriations Act. Considering current projections for enrollment and VMSDEP waivers, it is unlikely that the University will be able to support the NGF portion of Commonwealth-mandated compensation actions without tuition increases or reductions in existing expenditures.

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 ProForma tab demonstrates both short-and long-term funding concerns. A \$13.1M deficit is reflected in FY2025-26 which is being covered by anticipated carryforward of one-time resources from FY2024-25. The University is covering ongoing costs for FY2025-26 (e.g. NGF share of salary and benefit increases, VMSDEP growth, contractual escalation, and strategic priorities) with one-time resources, creating a significant budget gap in future years. If the one-time funding from the 2025 Appropriation Act is not continued as base funding, the University will need to address this budget deficit through a myriad of strategies including tuition rate increases and reductions in existing expenditures, while also taking actions to meet incremental needs in future years. The impacts of not receiving these funds on an on-going basis could limit programmatic growth and reduce services.

Further, the University has long-term funding concerns related to the compounding effect of this base deficit, as well as the difficulty in producing net tuition revenue. As a low-cost institution with a tuition and fee rate nearly \$3,000 below the average of other public four-year institutions (2024-25), the University generates less net revenue per percentage increase in rates relative to other institutions. A Commonwealth policy focused on percentage increases will therefore have an outsized effect on the Institution. Additionally, as the institution serving the most VMSDEP waiver recipients (as of 2024-25, nearly 1,600 students, comprising 7% of total headcount, received VMSDEP waivers), continued growth in this program acts as a further constraint on the University's ability to generate net tuition revenue.

While the University is strategically broadening the revenue base and identifying areas for diversification, these constraints are a significant barrier to revenue generation and could cause significant problems in the future in the event of an economic downturn or other declines in incremental Commonwealth support for mandated cost increases.

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

As a Carnegie R1 institution, Old Dominion University innovates locally to transform globally, fostering the creation of intellectual capital that can address today's issues, improve the quality of life, and provide an engine for economic growth by facilitating research and development. The University remains a cornerstone of the Hampton Roads economy by injecting \$3.8 billion into Virginia's economy annually, providing employment for thousands, nurturing talent pipelines, advancing regional research priorities, and supporting community vibrancy.

The University's academic programs train over 23,000 students in fields that are essential to the Hampton Roads region's labor needs in engineering, maritime logistics, health sciences, cybersecurity, business, and more. In particular, the 2024 merger with EVMS, now Macon & Joan Brock Virginia Health Sciences at Old Dominion University, expands healthcare education, clinical jobs and research. Prior to the merger, EVMS's annual impact to the regional economy was \$711M and employed over 1,300 individuals.

In addition, the Strome College of Business serves Hampton Roads industry by leading in high demand fields of study such as Supply Chain, Logistics and Maritime Operations, Cybersecurity, Commercial Real Estate, and Healthcare Management. Strome faculty collaborate with local businesses to provide unique and promising opportunities for students to grow their skillsets and expertise.

Further, the College houses centers such as the Strome Entrepreneurial Center, which promotes innovation and entrepreneurship and provides valuable services to both industry and community members throughout the region, as well as the Dragas Center for Economic Analysis and Policy which provides critical insight and economic analyses for both the Commonwealth and Hampton Roads region.

Old Dominion University's Maritime Initiative (announced in November 2021) has served to grow the University's maritime-related degree and certificate program offerings, talent development, entrepreneurship, and research and innovation. It has positioned the University to boost workforce and economic development across the maritime sectors and remain in alignment with industry partners such as shipbuilding and repair, port logistics, offshore wind production, autonomous systems, and cybersecurity.

The University has nationally-known research strengths in coastal resilience, modeling and simulation, bioelectrics, cybersecurity and port logistics, and maritime engineering. The Institution was designated as a Carnegie Research 1 (R1) institution in December 2021 and acts as a hub for regional cooperation, sharing facilities and research with the Port of Virginia, Naval Station Norfolk, NASA's Langley Research Center and Wallops Flight Facility, the U.S. Department of Energy's Jefferson Lab, healthcare systems and more. Its presence as an anchor institution also supports local real estate, quality-of-life initiatives, and civic engagement.

The University's campus infrastructure also helps to drive spending in the hospitality, retail, and tourism sectors. This includes Chartway Arena, which hosts University convocation and local high school graduation ceremonies, as well as concerts and athletic events. Further, as a member of the Sun Belt Conference, Old Dominion University Athletics hosts a number of athletic events and camps throughout the year, including several Football Bowl Subdivision (FBS) level football games each fall at S.B. Ballard Stadium, attracting over 20,000 fans each game. Alumni and visitors coming to campus for these events, as well as alumni gatherings and other student-oriented events such as open house and orientation have a positive impact on the local economy by generating economic ripple effects via hotel stays, dining, retail purchases, and transportation.

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.

Old Dominion fosters an academic environment conducive for meaningful and robust expression of ideas reflecting a variety of viewpoints. This includes recognizing the importance of protecting freedom of speech as a right and a cherished value that enhances the learning experience. The University maintains a comprehensive [website](#) dedicated to Student Freedom of Speech & Activism. This website includes information regarding the University's commitment to freedom of expression, provides references to Virginia Law, University Policies, Frequently Asked Questions, and other related University resources, as well as access to the most recent report on compliance with [§ 23.1401.1](#). Information on these topics is published in the [Student Organizations Handbook](#), provided during the orientation process, and communicated annually to all registered student groups when planning events or demonstrations on campus.

The University has established [guidelines](#) for protecting the academic freedom of scholars and researchers. These guidelines are aimed at supporting scholars and researchers as they teach and investigate difficult or controversial topics. Academic Freedom and Freedom of Speech and Thought are also addressed in the Faculty Handbook and Faculty Code of Conduct.

Old Dominion University continues active engagement with students, faculty, and staff on these topics, which is evidenced in the Institution's November 2023 report (attached) of compliance with [§ 23.1-401.1](#).

Additionally, University policies include Board of Visitors Policy 1011 – [Freedom of Expression](#) and University Policy 1700 – [University Demonstrations](#).

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.

Old Dominion University does not currently have upcoming initiatives related to new instructional sites, schools or mergers.

[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?

Old Dominion University's designation as an R1 institution and merger with Eastern Virginia Medical School has positioned the Institution to recruit both nationally prominent faculty with strong funded research portfolios and early career faculty, as well as attract top undergraduate and graduate students. In fiscal year 2024, both institutions combined for a total of \$104.1 M in research and development expenditures. The University's goal is to double research and development expenditures over the next six years.

As part of the University's strategic vision to achieve national and global impact, four key research thrust areas have been identified that are grounded in existing faculty expertise:

- **Coastal Resilience:** The University is committed to developing strategies to protect and sustain coastal communities and ecosystems from natural hazards and human impacts, such as recurrent flooding, storm surges, and urban development.
- **Health Innovations:** University researchers are involved in a wide range of activities, including creating novel medical technologies and devices, discovering groundbreaking pharmaceuticals, and implementing cutting-edge digital health solutions and precision medicine techniques.
- **Maritime Systems:** This University research is advantageously tied to the regional maritime industrial base and encompasses a broad range of interdisciplinary collaborations aimed at enhancing the functionality, safety, resiliency, and efficiency of maritime operations.
- **National Security:** University goals range from advancing tools to identify imminent dangers to developing novel technologies for threat detection and deterrence within the increasingly complex geopolitical landscape.

Additionally, these strategic areas are supported by five interrelated cross-cutting research domains: Artificial Intelligence & Machine Learning, Autonomous & Networked Systems, Computational & Data Science, Cybersecurity & Network Security, and Modeling & Simulation. These integrative domains are designed to foster interdisciplinary collaboration, enhance research impact, and strengthen connections across the University.

[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?

The University's Center for Educational Innovation and Opportunity (CEIO) is leading statewide efforts to advance College Partnership Lab Schools through collaboration with K-12 school divisions, higher education institutions, industry and government partners, and state agencies. This collaboration will create a seamless pathway for advancing student learning from kindergarten through college and into the workforce. The Center facilitates collaboration and shared learning across the statewide lab school network, coordinates best practices and research between lab schools across the Commonwealth of Virginia, provides subject matter expertise and implementation support to lab school leaders, promotes a culture of innovation across Virginia's K-12 and higher education systems, and identifies, supports, and scales promising educational programs and models across the state. CEIO connects the University's institutional mission to K-16+ transformation by fostering innovation, research, and sustained partnerships across educational systems. In addition to the development of these schools, the University is also serving as fiscal agent for five partners schools (three state agencies and two private university partners) across the Commonwealth.

The University currently serves as the lead institution for four new Lab Schools scheduled to launch in Fall 2025:

- The Aerospace Academy of the Eastern Shore
- The Maritime Engineering & Environmental Studies Academy
- SmithTech: School of Computer Science, Innovation and Design
- The STEM Academy at Booker T. Washington Elementary

ODU Partnership Lab Schools provide innovative STEM Education, integrating hands-on, STEM-focused curricula, and preparing students with critical skills for success in education and future careers. They are focused on strengthening teacher preparation, providing ongoing support and practical experience while implementing cutting-edge instructional methods for developing and experienced teachers. They promote access to high-quality education by creating engaging and empowering learning environments that inspire all students to achieve their potential. By connecting classroom learning to real-world challenges, they promote workforce readiness, building a talent pipeline for high-demand industries like aerospace, cybersecurity, supply chain and logistics, and maritime engineering. They also promote collaborative educational-industry partnerships that ensure that the College Partnership Lab Schools' curricula align with workforce needs, creating a connection between education and career opportunities.

This initiative, particularly the dual enrollment course components, support college enrollment by providing early exposure to college coursework and bridging the gap between high school and higher education. This allows students to gain exposure to college-level coursework, earn transferable credits, and reduce both the time and cost to degree. These efforts build smoother transitions into higher education, particularly for first-generation and underrepresented students.

The 2024 calendar year served as a formal planning period, laying the foundation for significant growth and strengthened cross-sector collaboration. Since then, the CEIO has built infrastructure for curriculum design, governance, partnership coordination, and professional development, all designed to scale innovation and long-term sustainability. Each school remains on track for a fall 2025 opening. The groundwork has begun in establishing fundamentals—from innovative STEM curriculum development to creating engaging and future-focused learning frameworks that reflect the University's commitment to transforming education at the speed of innovation.

The Commonwealth's investment has been critical to the momentum of these efforts. At this time, no immediate policy or budget changes are requested; however, continued flexibility in fund allocation and cross-agency coordination would further support long-term sustainability and impact.

[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.

Old Dominion University does not have any further changes to share at this time.

[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.

Old Dominion University is deeply concerned about potential federal actions to reduce funding for financial aid and research programs. Specifically, reductions in funding for research have already eliminated funding for important projects, including the Center for Contraceptive Research and Development at Virginia Health Sciences. Additionally, various proposals for financial aid reform include changing Pell eligibility criteria and eliminating unsubsidized and Grad PLUS loans. Each of these proposals would have a direct and substantial impact on institutional affordability and the ability of students to cover the cost of education. Further information is outlined below.

Financial Aid:

The University's undergraduate population is approximately 40% Pell-eligible – with over 7,800 students receiving Pell Grants totaling nearly \$43M annually. The current federal proposals seek to change eligibility for full Pell awards from 12 credits per semester to 30 credits per year and to also eliminate Pell for part-time students. These changes would drastically increase the net cost of attendance for lower-income students at the University. Currently, 55- 60% of full-time undergraduate students at the University take between 12 and 14 credit hours per semester. While under current Pell guidelines they qualify for full Pell awards, they would no longer qualify if the proposed changes are enacted requiring 30 credit hours annually. The University encourages students to take 15 credit hours per semester to remain on track to graduate, however, students often have other life and work commitments that make this pace more difficult. Similarly, approximately 25% of the undergraduate population is attending on a part-time basis and would become ineligible for Pell awards entirely under proposals being considered. A reduction or elimination in Pell awards for these groups of students would create a further barrier to education via increased cost, and the University does not have the resources to cover the difference in financial aid.

Additionally, proposals to change federal loan funding including the elimination of subsidized loans and Graduate PLUS loans would also have an adverse impact on the ability of students to cover the cost of education. Currently, about 6,600 students have subsidized loans for a total of approximately \$26M. While the increase in state grant aid and the low rate of tuition increases have decreased the loan burden for undergraduate students at the University, these subsidized loans provide a vital piece of funding for students who would otherwise take on a larger loan burden via unsubsidized loans. Graduate PLUS loans provide support for almost 2,000 students for a total of \$38M. Students receiving Graduate PLUS loans are heavily concentrated within the Virginia Health Sciences, completing graduate education in high demand healthcare fields. Ending the Graduate PLUS loan program would force these students into private loan programs without the protections of the federal program, which could disincentivize enrollment in these high demand programs, carrying both a negative revenue impact to the University and a workforce impact to the local and broader Commonwealth economy.

Research:

The University is concerned about changes to research funding, including general financial support for research as well as impacts to indirect cost recovery policy. In FY2023-24 the University recovered \$16M from federal funded grants, which would be reduced by \$10M approximately if a 15% cap were enacted across federal grants. This reduction would significantly harm the University's ability to maintain the infrastructure necessary to continue research activities. The University is at particular risk in this area, because sponsored program administration receives no base funding from the University. At Old Dominion University, funding for sponsored program administration comes exclusively from indirect cost recoveries. These costs include \$8M in salary and benefit costs, which is about half of current federal recoveries, and would be greater than total recoveries if a 15% cap were enacted. Such a cap would therefore require significant reallocation of University base resources to maintain an adequate research enterprise. The University's research portfolio provides invaluable experiential learning opportunities for graduate and undergraduate students and provides a vital economic impact to the region.

The University intends to continue partnership with the Commonwealth in navigating these challenges.