

**Six-Year Plans - Part I (2017): 2018-20 through 2022-24**

**Due: July 1, 2017**

**Institution:**

**Institution UNITID:**

**Individual responsible for plan**

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**Six-Year Plans - Part I (2017): 2018-20 through 2022-24  
Radford University**

**ACADEMIC AND FINANCIAL PLAN**

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2016-2022)							
	Biennium 2018-2020 (7/1/18-6/30/20)				Biennium 2020-2022 (7/1/20-6/30/22)		Biennium 2022-2024 (7/1/22-6/30/24)	
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Strategies	Strategies
			2018-2019		2018-2019			
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue			
1	Implement Student Success and Retention Action Plan	Incremental:	\$1,005,903	\$1,005,903	\$1,408,264	\$1,408,264	Continue to make progress on enhancing student success, retention, and graduation.	Continue to make progress on enhancing student success, retention, and graduation.
		Savings:						
		Reallocation:						
2	Increase Degree Completion and Adult Learners Through Competency Based Education (CBE)	Incremental:					Continue to expand the Competency Based Education program offering and target academic support efforts on nontraditional students.	Continue to expand the Competency Based Education program offering and target academic support efforts on nontraditional students.
		Savings:						
		Reallocation:	\$250,000		\$250,000			
3	Ensure Access for Low and Middle-Income Families Through Need-based Financial Aid to Undergraduate Students	Incremental:	\$368,335	\$368,335	\$1,027,775	\$1,027,775	Continue to emphasize affordability and access for low and middle income students.	Continue to emphasize affordability and access for low and middle income students.
		Savings:						
		Reallocation:						
4	Appalachian Community Outreach	Incremental:	\$78,180	\$78,180	\$110,858	\$110,858	Continue to support the region of Southwest Virginia through academic and community outreach efforts.	Continue to support the region of Southwest Virginia through academic and community outreach efforts.
		Savings:						
		Reallocation:						
5	Further Educational opportunities for Healthcare professions and the Roanoke Valley	Incremental:	\$154,270	\$154,270	\$154,270	\$154,270	Continue to support existing STEM-H degree programs and assess public/private partnerships for possible program expansion.	Continue to support existing STEM-H degree programs and assess public/private partnerships for possible program expansion.
		Savings:						
		Reallocation:						
6	Enhance K-12 Education Leadership	Incremental:	\$12,925	\$12,925	\$247,384	\$247,384	Continue to grow the Ed.D. program with additional cohorts and build additional relationships with the Commonwealth's K-12 network.	Continue to grow the Ed.D. program with additional cohorts and build additional relationships with the Commonwealth's K-12 network.
		Savings:						
		Reallocation:	\$120,854		\$120,854			
7	Improve Occupational Therapy Training in the Commonwealth	Incremental:			\$118,044	\$118,044	Continue to address the shortage of qualified professionals by providing critical training and practical experience.	Continue to address the shortage of qualified professionals by providing critical training and practical experience.
		Savings:						
		Reallocation:	\$111,647		\$111,647			
8	Implement Strategic Plan - Embracing the Tradition and Envisioning the Future.	Incremental:	\$252,832	\$252,832	\$511,554	\$511,554	Continue the execution of strategies identified in the University's strategic plan - "Embracing the tradition and envisioning the future"	Finalize the execution of strategies identified in the University's strategic plan - "Embracing the tradition, envisioning the future"
		Savings:						
		Reallocation:						
<b>Total 2018-2020 Costs</b>								
<b>Incremental (Included in Financial Plan line 61)</b>			\$1,872,445	\$1,872,445	\$3,578,149	\$3,578,149		
<b>Savings</b>								
<b>Reallocation</b>			\$482,501		\$482,501			

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Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

<b>Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2018-2020 Biennium (Assuming No Additional General Fund)</b>							
Items	2018-2019		2019-2020		2016-17	2017-18	
	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Salary Increase Rate and Tuition Amount	Total Amount	Amount From Tuition Revenue
<b>Total Incremental Cost from Academic Plan<sup>1</sup></b>	\$1,872,445	\$1,872,445	\$3,578,149	\$3,578,149			
<b>9</b> Increase T&R Faculty Salaries <sup>2</sup>	--	--	\$862,545	\$862,545	--	\$1,185,999	\$554,876
T&R Faculty Salary Increase Rate <sup>3</sup>	0.00%	0.00%	2.00%	2.00%	0.00%	3.00%	1.40%
Increase Admin. Faculty Salaries <sup>2</sup>	--	--	\$400,943	\$400,943	--	\$551,296	\$266,021
Admin. Faculty Salary Increase Rate	0.00%	0.00%	2.00%	2.00%	0.00%	3.00%	1.45%
Increase Classified Staff Salaries <sup>2</sup>	--	--	\$395,264	\$395,264	--	\$543,488	\$214,408
Classified Salary Increase Rate	0.00%	0.00%	2.00%	2.00%	0.00%	3.00%	1.18%
Increase University Staff Salaries <sup>2</sup>	--	--	--	--	--	--	--
University Staff Salary Increase Rate	--	--	--	--	--	--	--
<b>1/8</b> Increase Number of Full-Time T&R Faculty <sup>4</sup> (\$)	\$298,590	\$298,590	\$487,771	\$487,771			
Increase Number of Full-Time T&R Faculty <sup>4</sup> (FTE)	3.00	3.00	6.00	6.00			
Increase Number of Full-Time Admin. Faculty <sup>4</sup> (\$)	--	--	--	--			
Increase Number of Full-Time Admin. Faculty <sup>4</sup> (FTE)	--	--	--	--			
Increase Number of Part-Time Faculty <sup>4</sup> (\$)	--	--	--	--			
Increase Number of Part-Time Faculty <sup>4</sup> (FTE)	--	--	--	--			
<b>1/8</b> Increase Number of Classified Staff <sup>4</sup> (\$)	\$189,181	\$189,181	\$378,361	\$378,361			
Increase Number of Classified Staff <sup>4</sup> (FTE)	3.00	3.00	7.00	7.00			
Increase Number of University Staff <sup>4</sup> (\$)	--	--	--	--			
Increase Number of University Staff <sup>4</sup> (FTE)	--	--	--	--			
<b>10</b> Library Enhancement <sup>4</sup> (\$)	\$99,350	\$99,350	\$142,240	\$142,240			
Library Enhancement <sup>4</sup> (FTE)	--	--	--	--			
<b>11</b> Technology Enhancement <sup>4</sup> (\$)	\$154,815	\$154,815	\$288,524	\$288,524			
Technology Enhancement <sup>4</sup> (FTE)	--	--	--	--			
O&M for New Facilities <sup>4</sup> (\$)	--	--	--	--			
O&M for New Facilities <sup>4</sup> (FTE)	--	--	--	--			
<b>12</b> Utility Cost Increase	\$114,000	\$114,000	\$231,420	\$231,420			
<b>13</b> NGF share of state authorized salary increase/bonus	\$208,620	\$208,620	\$208,620	\$208,620			
Fringe/health insurance benefits increase	--	--	--	--			
VRS increase	--	--	--	--			
Additional In-State Student Financial Aid From Tuition Revenue	--	--	--	--			
Others (Specify, insert lines below)	--	--	--	--			
<b>14</b> Safety and Security Enhancement	\$29,410	\$29,410	\$48,310	\$48,310			
<b>Total Additional Funding Need</b>	<b>\$2,966,411</b>	<b>\$2,966,411</b>	<b>\$7,022,147</b>	<b>\$7,022,147</b>			

**Six-Year Plans - Part I (2017): 2018-20 through 2022-24**  
**Radford University**

**Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates**

Items	2016-2017 (Estimated)		2017-2018 (Estimated)			2018-2019 (Planned)			2019-2020 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue
<b>E&amp;G Programs</b>											
Undergraduate, In-State	\$7,045	\$55,024,097	\$7,461	5.9%	\$58,003,368	\$7,685	3.0%	\$60,019,077	\$7,915	3.0%	\$62,911,960
Undergraduate, Out-of-State	\$19,126	\$9,758,647	\$19,543	2.2%	\$10,329,150	\$20,129	3.0%	\$10,683,180	\$20,733	3.0%	\$11,244,635
Graduate, In-State	\$7,922	\$5,783,575	\$8,390	5.9%	\$5,753,539	\$8,642	3.0%	\$6,145,935	\$8,901	3.0%	\$6,542,188
Graduate, Out-of-State	\$16,894	\$2,026,719	\$17,363	2.8%	\$1,928,540	\$17,884	3.0%	\$2,061,396	\$18,420	3.0%	\$2,192,979
Law, In-State	--	--	--	--	--	--	--	--	--	--	--
Law, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
Medicine, In-State	--	--	--	--	--	--	--	--	--	--	--
Medicine, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
Dentistry, In-State	--	--	--	--	--	--	--	--	--	--	--
Dentistry, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
PharmD, In-State	--	--	--	--	--	--	--	--	--	--	--
PharmD, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
Veterinary Medicine, In-State	--	--	--	--	--	--	--	--	--	--	--
Veterinary Medicine, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
Other NGF		\$2,311,322			\$2,380,662			\$2,452,082			\$2,525,644
Total E&G Revenue - Gross		\$74,904,360			\$78,395,259			\$81,361,670			\$85,417,406
Total E&G Revenue - Net of Financial Aid		\$72,996,889			\$76,487,788			\$79,454,199			\$83,509,935
E&G Revenue Used for Faculty Salary Increases		\$0			\$554,876			\$0			\$862,545
Average T&R Faculty Salary Increase Rate		0.00%			3.00%			0.00%			2.00%
<b>Auxiliary Program</b>											
<b>Mandatory Non-E&amp;G Fees</b>											
Undergraduate	\$3,036		\$3,166	4.3%		\$3,261	3.0%		\$3,359	3.0%	
Graduate	\$3,036		\$3,166	4.3%		\$3,261	3.0%		\$3,359	3.0%	
Law	--		--	--		--	--		--	--	
Medicine	--		--	--		--	--		--	--	
Dentistry	--		--	--		--	--		--	--	
PharmD	--		--	--		--	--		--	--	
Veterinary Medicine	--		--	--		--	--		--	--	
Total Auxiliary Revenue (ALL including room and board)		\$66,640,387			\$70,013,166			\$72,113,561			\$74,276,968
<b>Total Tuition and Fees</b>											
Undergraduate, In-State	\$10,081		\$10,627	5.4%		\$10,946	3.0%		\$11,274	3.0%	
Undergraduate, Out-of-State	\$22,162		\$22,709	2.5%		\$23,390	3.0%		\$24,092	3.0%	
Graduate, In-State	\$10,958		\$11,556	5.5%		\$11,903	3.0%		\$12,260	3.0%	
Graduate, Out-of-State	\$19,930		\$20,529	3.0%		\$21,145	3.0%		\$21,779	3.0%	
<b>Student Financial Aid (Program 108)</b>											
		\$1,907,471			\$1,907,471			\$1,907,471			\$1,907,471
<b>Sponsored Programs (Program 110)</b>											
		\$5,139,409			\$5,293,591			\$5,452,399			\$5,615,971
<b>Unique Military Activities</b>											
		--			--			--			--
<b>Workforce Development</b>											
		--			--			--			--
<b>Other (Specify)</b>											
		--			--			--			--

**Six-Year Plans - Part I (2017): 2018-20 through 2022-24  
Radford University**

**FINANCIAL AID PLAN**

**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**

**2015-16 (Actual)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$55,406,756	\$1,526,046	2.8%	\$1,645,471
Undergraduate, Out-of-State	\$10,862,053	\$220,973	2.0%	\$262,000
Graduate, In-State	\$5,155,381	\$116,820	2.3%	--
Graduate, Out-of-State	\$2,245,447	\$43,632	1.9%	--
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$73,669,637	\$1,907,471	2.6%	\$1,907,471
In-State Sub-Total	\$60,562,137	\$1,642,866	2.7%	\$1,645,471

**\*2016-17 (Estimated) Please see footnote below**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$55,024,097	\$1,526,046	2.8%	\$1,700,194
Undergraduate, Out-of-State	\$9,758,647	\$220,973	2.3%	\$207,278
Graduate, In-State	\$5,783,575	\$116,820	2.0%	--
Graduate, Out-of-State	\$2,026,719	\$43,632	2.2%	--
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$72,593,038	\$1,907,471	2.6%	\$1,907,472
Total from Finance-T&F worksheet	\$74,904,360	\$1,907,471	2.5%	
In-State Sub-Total	\$60,807,672	\$1,642,866	2.7%	\$1,700,194

**2017-18 (Planned)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$58,003,368	\$1,526,046	2.6%	\$1,725,911
Undergraduate, Out-of-State	\$10,329,150	\$220,973	2.1%	\$181,560
Graduate, In-State	\$5,753,539	\$116,820	2.0%	\$0
Graduate, Out-of-State	\$1,928,540	\$43,632	2.3%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$76,014,597	\$1,907,471	2.5%	\$1,907,471
Total from Finance-T&F worksheet	\$78,395,259	\$1,907,471	2.4%	
In-State Sub-Total	\$63,756,907	\$1,642,866	2.6%	\$1,725,911
Additional In-State	\$2,949,235	\$0	%	\$25,718

**2018-19 (Planned)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$60,019,077	\$1,526,046	2.5%	\$1,725,911
Undergraduate, Out-of-State	\$10,683,180	\$220,973	2.1%	\$181,560
Graduate, In-State	\$6,145,935	\$116,820	1.9%	\$0
Graduate, Out-of-State	\$2,061,396	\$43,632	2.1%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$78,909,588	\$1,907,471	2.4%	\$1,907,471
Total from Finance-T&F worksheet	\$81,361,670	\$1,907,471	2.3%	
In-State Sub-Total	\$66,165,012	\$1,642,866	2.5%	\$1,725,911
Additional In-State	\$2,408,105	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

**2019-20 (Planned)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$62,911,960	\$1,526,046	2.4%	\$1,725,911
Undergraduate, Out-of-State	\$11,244,635	\$220,973	2.0%	\$181,560
Graduate, In-State	\$6,542,188	\$116,820	1.8%	\$0
Graduate, Out-of-State	\$2,192,979	\$43,632	2.0%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$82,891,762	\$1,907,471	2.3%	\$1,907,471
Total from Finance-T&F worksheet	\$85,417,406	\$1,907,471	2.2%	
In-State Sub-Total	\$69,454,148	\$1,642,866	2.4%	\$1,725,911
Additional In-State	\$3,289,136	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

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

# Six-Year Plans - Part I (2017): FY2016-2017 Radford University

## INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

### Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23.1-102 subdivision 2 of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution are captured by the worksheet. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

### Data Collection

**Special Note:** *The information requested below pertains to the institution as well as any affiliated entity.*

FY 2016-2017	Principal Place of Business in VA	Principal Place of Business outside VA
Number of assignments of intellectual property interests to persons or nongovernmental entities	0	0
Value of funds from persons or nongovernmental entities to support intellectual property research	\$0	\$0
Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
<b>Patent Type - Design</b>	0	0
<b>Patent Type - Plant</b>	0	0
<b>Patent Type - Utility</b>	0	0
<b>Total</b>	0	0

### Definitions

**Assignment:** A transfer of ownership of Intellectual Property from one entity to another, including exclusive and royalty bearing licenses.

**Design Patent:** A patent that may be granted to anyone who invents a new, original, and ornamental design for an article of manufacture.

**Intellectual Property:** Creations of the mind – creative works or ideas embodied in a form that can be shared or can enable others to recreate, emulate, or manufacture them.

**Nongovernmental Entities:** An entity not associated with any federal, national or local government.

**Patent:** A property right granted by the Government of the United States of America to an inventor "to exclude others from making, using, offering for sale, or selling the invention throughout the United States or importing the invention into the United States" for a limited time in exchange for public disclosure of the invention when the patent is granted.

**Plant Patent:** A patent that may be granted to anyone who invents or discovers and asexually reproduces any distinct and new variety of plant.

**Sponsored Research:** Research that is supported and compensated by a sponsoring agency.

**Utility Patent:** A patent that may be granted to anyone who invents or discovers any new, useful, and nonobvious process, machine, article of manufacture, or composition of matter, or any new and useful improvement thereof.

**Value of Funds:** Total value of all monetary and in-kind support provided by an external sponsor of Intellectual Property research.

**Six-Year Plans - Part I (2017): FY2016-2017**  
**Radford University**  
**ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515)**

**Requirement:** As per § 23.1-306 (A) of the Code of Virginia each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

**Special Note:** After a thorough review of existing documents and surveys, a workgroup comprised of mostly institutional members recommended that the following metrics be used to satisfy this reporting requirement. The reporting period is FY17. The metrics serve as a menu of items that institutions should respond to as applicable and available to them. Please leave fields blank, if information is unavailable.

**Section A: Provide information for research and development (R&D) expenditures by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E.**

VA PLAN Strategy Reference	Section A: Research and Development (R&D) Expenditures by Source of Fund			
	Source of Funds	*S&E	Non S&E	Total
4.3	Federal Government	\$229,067	\$6,819	\$235,886
	State and Local Government	\$19,509	\$48,455	\$67,964
	Institution Funds	\$41,707	\$92,989	\$134,696
	Business	\$0	\$0	\$0
	Nonprofit Organizations	\$164,652	\$32,661	\$197,313
	All Other Sources	\$0	\$0	\$0
	<b>Total</b>	<b>\$454,935</b>	<b>\$180,924</b>	<b>\$635,859</b>
	* S&E - Science and Engineering			

**Section B: Provide number and dollar value of grants, contracts and sub-agreements by discipline. If your institution prefers to report by industry, please modify table accordingly.**

VA PLAN Strategy Reference	Section B: Grants, Contracts and Sub-Agreements by Discipline						
	Discipline	Grants		Contracts		Sub-agreements	
		No.	\$ Value	No.	\$ Value	No.	\$ Value
4.3	Engineering	0					
	Physical Science						
	Environmental Science						
	Computer Science	3	\$21,950			1	\$108,006
	Life Sciences	6	\$472,944			1	\$316,053
	Psych/Social					1	\$286,314
	Other Science	4	\$172,071			1	\$4,500
	Non-Science and Engineering (non-S&E)	11	\$980,651			16	\$3,016,271
	<b>Total</b>	<b>24</b>	<b>\$1,647,616</b>	<b>0</b>	<b>\$0.00</b>	<b>20</b>	<b>\$3,731,144</b>

**Section C: For the following items, provide responses in appropriate fields. Insert an X for yes/no responses. Use Number/Amount field for other information. A Comments field has been provided for any special information your institution may want to provide.**

VA PLAN Strategy Reference	Section C: General Questions	Yes	No	Number/Amount	Comments
4.1	Does your institution offer an innovation/ entrepreneurship/career-themed student living/learning community?	X			Students in RU Makers live together, take two Making and innovation themed courses together, and participate in Making-themed co-curriculars--most occurring in the in-residence Makerspace. This program, in its second year, accommodates 20-24 students.
4.1	Does your institution offer startup incubation/accelerator programs?	X			
4.2	Does your institution offer maker-space?	X			Radford University hosts a growing ecosystem of Makerspaces to support Making and innovation across campus. Our three Makerspaces support both digital and physical making and offer a wide array of equipment, tools, and materials to support students and faculty.
4.2	Does your institution have an entrepreneurship center?	X			
4.2	Does your institution have Executive(s)-in-Residence?	X			
4.1	Number of students paid through externally funded grants or contracts.			55	
4.1	Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?			6	
4.1	Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?			6	
4.1	Pertaining to question above, number of participants of these degrees/courses/programs? Include degree programs with concentrations in entrepreneurship separately as well as special trainings for students and faculty.			55	55 (entrepreneurship concentration majors per year) 500 (entrepreneurship course enrollment per year)
4.1	Number of academic units that have courses/programs requiring a capstone project, experiential learning activities, or internships.			66	
4.2	Number of intellectual property licenses executed.			0	
4.2	Amount of licensing revenue resulting from intellectual property licenses executed.			0	
4.2	Number of university start-ups from faculty intellectual property.			0	
4.5	Number of jobs created as a result of university start-ups during the last fiscal year.			0	
4.5	Average wages of alumni living (in-state).			42,200	Based on U.S. Dept. of Educ. College Scorecard media salary of students who received financial aid.
4.4	Number of outside organizations/businesses served, for example but not limited to companies working with your career center, companies sponsoring research, etc.			805	
4.4	Number of units offering K-12 STEM outreach programs.			10	
4.4	Count or estimate of K-12 STEM outreach program participants.			12,934	The Artis College of Science and Technology offers a number of outreach events including Science Days and Science Exploration Day for K-12 students; 100 Girls of Code; Summer Bridge Program for young women in STEM.
4.4	Number of units offering other outreach/extension/public service programs related to STEM-H.			9	Units from the Waldron College of Health and Human Services and the Artis College of Science and Technology offer an array of outreach/extension/public services program related to STEM-H.
4.4	Count or estimate of other outreach/extension/public service program participants.			2,515	Faculty and students from across all six colleges participate in outreach/extension/public service. Examples range from Community Arts programs, to business consulting, Science summer camp, mental health outreach, and K-12 support.
4.3	Number of Small Business Innovation Research Grants (SBIR and STTR).			0	
4.3	Dollar value of Small Business Innovation Research Grants (SBIR and STTR).			0	
4.3	Number of Commonwealth Research and Commercialization Fund awards (CRCF).			0	
4.3	Dollar value of CRCF awards.			0	
4.1	Does your institution's tenure policy support commercialization? If yes, please provide brief explanation in comments section.	X			

4.2	Does your institution offer a seed fund and/or proof of concept fund? If yes, provide dollar amount available in FY17 in the number/amount field.		X		
4.1	Does your institution offer continuing education programs to industry? If yes, please provide dollar value or headcount for such programs in the number/amount field.	X			

**Section D: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.**

VA PLAN Strategy Reference	Section D: General Questions - VCCS Specific	Number	Value	Comments
4.1	Number and value of federal, state or private grant resources to support development of, or access to, training programs leading to workforce credentials, certifications and licensures.			N/A
4.1	Number of training programs leading to workforce certifications and licensures.			N/A
4.1	Number of students who earned industry recognized credentials stemming from training programs.			N/A
4.1	Number of industry-recognized credentials obtained, including certifications and licenses.			N/A
4.1	Number of Career/Technical Education certificates, diplomas and degrees awarded that meets regional workforce needs.			N/A



**RADFORD UNIVERSITY**  
**2017 SIX-YEAR PLAN**  
**Instructions for Part II (Narrative)**

**July 1, 2017**

*Part II (Narrative) of the Six-Year Plan contains the following sections. Please be as concise as possible with responses.*

- A. Institutional Mission – *Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period. Any changes to institutional mission must be formally submitted to SCHEV for review and approval.*

**Response:**

Radford University's mission was approved by the Board of Visitors, May 10, 1991 and revised and approved by the Board of Visitors, May 7, 1999.

*“Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students’ creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.”*

Radford University's Strategic Planning Task Force on Mission, Vision, and Core Values is currently in the process of updating the institution's mission statement. The following statement proposal was drafted and approved by the committee on January 13, 2017.

*“As a mid-sized, comprehensive, public institution, dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni, and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world”.*

The preceding statement has not yet been approved by SCHEV, but the University's administration will submit the proposal for review at the completion of the Strategic Planning process.

- B. Strategies – Describe in more detail strategies proposed in the spreadsheet. Identify each strategy with the title used in the spreadsheet. Institutions seeking to pursue grants from the Virginia Research Investment Fund should include strategies related to their research efforts in the Academic Plan.

**Response:**

Following is a summary of the strategies outlined in Radford University's 2017 Six-Year Plan. These initiatives create a framework in support of the institution's mission and align with the goals and objectives of the Statewide Strategic Plan (SSP).

1. **Implement Student Success and Retention Action Plan.** This strategy is rooted in the belief that all students admitted to Radford University have the ability to be successful and graduate. The University has continually proven itself committed to supporting students in becoming not only successful students but also productive members of society. In order to continue doing this the University must remain focused on its goal of increasing retention. This includes increasing the retention rate of each incoming class by 1 percentage point per year and increasing the six-year graduation rate of the corresponding class by 0.5 percentage point each year.

While certainly an ambitious goal, the institution has identified a plan of action to help accomplish retention expectations. Therefore, the following are five areas of institutional focus for ongoing retention efforts starting in fall 2017.

- a. Removing Barriers – There are a number of policies, processes and procedures that unnecessarily, and often unintentionally, hinder student success. Opportunity exists to review those policies and ensure they are all consistent, clear, equitable and, most importantly, in the best interest of the student.
- b. Supporting the Classroom Experience – Establishing a strategic set of recommendations to improve upon the current learning environment. This includes, but is not limited to, aligning academic and student support services, identifying ideal class guidelines or best practices, and proactively supporting faculty/staff devoted to student success.
- c. Ensuring Effective, Efficient Advising – Academic advisors are often responsible for championing student success; therefore, it is vital that the broader administrative system in which they operate adequately supports their efforts. This includes training and development, hiring professional advisors, incentivizing faculty members, and developing a peer-mentoring program. All factors must cohesively encourage student support.
- d. Engaging in Clear, Unified, Targeted Communication – A targeted communication effort to ensure students are informed of all relevant deadlines, options, opportunities, and events. This recognizes the importance of implementing a communication system inclusive of all campus stakeholders with the intent of greater institutional collaboration.

- e. Addressing the Unique Needs of Each Group of Students – Students operate in an environment of unique circumstances and challenges; many of which can prevent a student from becoming successful. Therefore, it is important to evaluate, redesign, redevelop, and/or expand current programing that addresses the individual needs of each student level – freshmen, sophomore, junior, and senior. Each student cohort is unique, and as such, so should their Radford University learning experience.
2. **Increase Degree Completion and Adult Learners through Competency Based Education (CBE).** New in fall 2017, Radford University will pilot two certificate programs based on a competency-based education model. Cybersecurity and Geospatial Intelligence have been selected for this pilot program. The asynchronous curriculum of these particular programs grant students more control in completing requirements beyond the scope of the standard credit hour measurement. Students will be required to achieve certain skills or competencies in a designated subject matter, regardless of time, before they can complete the program. Therefore, it is an outcome or competency driven model that allows students the flexibility to manage program workloads at their individual desired pace.
3. **Ensure Access for Low and Middle-Income Families through Need-based Financial Aid to Undergraduate Students.** The increasing cost of higher education continues to be a concern for University leadership, students and their parents, as well as representatives in Richmond. Providing additional financial aid has proven to be the most prudent approach to offsetting rising costs. As such, the University will retain its financial aid initiative for the 2017 Six-Year Plan.

According to SCHEV data, the partnership funding model indicates a need of \$26,412,218 in state support for the University in 2017-18; however, the actual support is anticipated at \$9,201,704 or 34.8% of total need. Additionally, given the increases in enrollment from traditionally underserved populations, it is anticipated the University's calculated need under the partnership funding model will continue to grow for the foreseeable future.

4. **Appalachian Community Outreach.** The Southwest Virginia Higher Education Center will serve and support the Southwest region by addressing the challenges of the surrounding community; inclusive of both economic and environmental sustainability. Radford University is uniquely positioned to assist in their efforts with degree completion, faculty/staff outreach, and localized research initiatives. This initiative will also provide students the unique opportunity to serve as leaders through internships, work co-operatives, as well as experiential and community based education. It is a localized approach with multi-disciplinary support channels. This initiative will serve to complement existing outreach initiatives targeted at the Southwest region of the state.
5. **Further educational opportunities for Healthcare professions in the Roanoke Valley.** The strategic focus of this initiative is in the development of public/private partnerships, which build on existing synergies with the intent of centralizing regional healthcare education. The goal is to create opportunities for students, faculty, and active clinicians to collaborate with one another and explore solutions to health-related issues. Better leveraging synergies through an expanded

simulation center, for instance, would provide the potential to serve a wider range of professions through both assessment and training opportunities.

Within the scope of localized healthcare education, the University is also considering addressing a critical shortage in the field of Audiology. With only one other program offered in the Commonwealth, Radford University seeks to implement a Doctor of Audiology (Au.D) degree. Resurrecting elements of a previous audiology-training program at the master's level, the Au.D. would support the needs of a growing healthcare community in the Roanoke Valley region and beyond. The audiology portion of this initiative is targeted for the 2020-22 biennium.

6. **Enhance K-12 Educational Leadership.** The University predominately serves an undergraduate community but maintains a select number of graduate programs to both complement and further the instructional mission. In 2018, Radford University will seek to add its fourth professional doctoral degree; the Doctorate of Education (Ed.D). This expansion effort serves as a capstone program for the College of Education and Human Development. Students in the program will collaborate with school and community leaders to research, plan, implement, and evaluate responsive and innovative approaches to academic achievement. This program seeks to offer solutions to major problems facing many school districts and communities across the Commonwealth.
7. **Improve Occupational Therapy Training in the Commonwealth.** Two of the most pressing issues in today's healthcare environment are an aging U.S. population and reform of the healthcare system. Older patients are being referred for rehabilitation with increasingly complex health problems and to make matters more complicated, legislation has changed how rehabilitative care is delivered. More than ever before, Occupational Therapists need to be proficient in designing community and home-based programs that promote health and wellness. Therefore, training is critical to help address shortages in occupational therapy education. If not addressed soon, the problem is predicted to escalate as a growing number of "baby boomers" reach retirement age.

In addressing this critical shortage, Radford University seeks to expand its current Master's program in Occupational Therapy by offering a Doctorate of Occupational Therapy (OTD) program within the Waldron College of Health and Human Services. The OTD program will allow practicing occupational therapists a chance to continue their professional education in order to expand their level of competency in the field. Graduates will be qualified to serve as practitioners or managers with a higher level of scholarly and practice expertise.

8. **Strategic Plan Implementation.** In October 2016, the University began a yearlong strategic planning process which embraces the traditions of the institution while envisioning the future. Through the establishment of a Strategic Planning Task Force, nine subgroups were formed to include representation from the campus community and beyond. Through the work of this Task Force, a Strategic Plan is expected to be outlined for full consideration by the Radford University Board of Visitors and the State Council of Higher Education for Virginia (SCHEV) in fall 2017; with anticipated implementation in January 2018. The initiative, as outlined in the 2017 Six-Year Plan, is therefore a prudent recognition of the funding

necessary to implement various actions items identified within the Strategic Plan. While not yet finalized, resources will need to be readily available for swift and effective deployment.

9. **Increase Faculty and Staff Salaries.** Funding estimates have been included to plan for a two percent salary increase for all employees in 2019-20. Given the institution's significant reliance on its general fund, this will require a significant investment from the University without state support.
  10. **Library Enhancement.** Funding will be used to support library operations in order to maintain the delivery of traditional institutional services. Academic libraries play a critical role in the educational experience both on and off-campus. Unfortunately, the costs associated with providing resources have increased. Demand for digital technology has grown and the cost of traditional print materials continues to rise.
  11. **Technology Enhancement.** Funding will be used to deploy state-of-the-art technology and infrastructure, provide administrative and technical efficiencies, attract and retain highly skilled and capable information technology workers, and replace equipment that has exceeded its useful life.
  12. **Utility Cost Increases.** Estimates are provided to account for utility cost increases and to implement energy savings initiatives.
  13. **NGF Share of State Authorized Salary Increases/Bonus.** Estimates are provided for Radford University's nongeneral fund share of a 3 percent salary increase for all classified employees and a 3 percent increase for college faculty starting in July 2017.
  14. **Other – Safety and Security Enhancement.** Continued investment in emergency preparedness and recovery operations for overall campus safety.
- C. **Financial Aid** – TJ21 requires “plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans.” Virginia’s definitions of low- and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

**Response:**

Radford University strives to maintain affordability and access for low and middle-income students through reasonable tuition and fees, the use of state general fund and institutional resources to provide student financial assistance to need-based undergraduates, increased work opportunity programs, and focused private fundraising efforts. The University continues to evaluate and improve all strategies to assist low and middle-income students with defraying the total cost of attendance. With such a large in-state undergraduate population (94.1 percent as of fall 2016), the University continues to rely heavily upon state support to assist with low and middle income populations.

Examples of programs the University has instituted include:

1. Work study/scholarship programs provide students with employment opportunities to help defray the cost of their education. Currently, more than 800 student positions are available to gain real-world experience while earning wages to assist with their educational costs. Additionally, the University's dining and bookstore contractors offer over 275 permanent and seasonal positions for which students can apply.
2. Faculty members have authored a variety of electronic materials for use in the University's General Education program at no charge to students. In addition, a number of major-specific courses have offered alternatives to traditional textbooks with open-sourced materials. These are distributed in either print, e-book, or audio formats and may be purchased at little or no cost. These decisions can significantly reduce a students' cost of supplies and other course materials.
3. The Student Government Association (SGA) has established a new micro grant loan program to assist current students in short-term financial need. This small dollar loan program provides students temporary assistance during their early weeks on campus to help cover incidental expenses; including food, books, and any unexpected course materials.

*D. Evaluation of Previous Six-Year Plan – Summarize progress made in strategies identified in 2015-16 Six Year Plan. Note how additional General Fund support, savings and reallocations were used to further the strategies.*

**Response:**

The following progress has been made on the strategies identified in the 2015-16 Six Year Plan:

- 1. Support Undergraduate Transfer Student Enrollment and the Changing Student Demography:** Undergraduate transfers from Virginia Community Colleges (VCCS) have remained relatively stable in recent years. Radford University, however, continues to do its part in serving the local region. Both New River Community College and Virginia Western Community College represent the largest share of transfers at 39 percent. There is a concerted effort to support the Southwest region and provide transfer students an affordable, quality baccalaureate education is one of those ways.

While the University continues to do well in recruiting, competition for in-state undergraduate students has become progressively more competitive. As a result, the University has strategically positioned itself in the context of a broader underserved student demographic. In fall 2016, the population of new freshmen included 19 percent Black/African American, 8 percent Hispanic, and 7 percent Asian/Other. In total, these traditionally underserved student groups represented 34 percent of new freshmen. This represents significant growth over the last decade as this population nearly tripled in size. In fall 2006, these populations accounted for only 12 percent of the entering freshman class. In addition to a broader support of underserved student enrollment, Radford University has also extended similar efforts to first generation students. In fall 2016, 41 percent of incoming freshmen were first generation; an increase of 8 percent from 10 years prior. A significant amount of resources have been committed to attracting, retaining, and educating these populations. It is evident the

student demography is changing and Radford University is making a conscious choice to better serve these student populations.

- 2. Enhance Student Success, Retention, and Graduation:** As previously indicated in the *'Strategy to Implement Student Success and Retention Action Plan'* (Section B-1) the University is anticipating implementing its Action Plan in fall 2017. This reflects ongoing efforts of a multi-year strategy; one that is fundamental to the institutions commitment to its mission and purpose.

Shortly after the arrival of President Hemphill in July 2016, Radford University formed a Council on Student Engagement and Success (CSES). The Council was tasked with advising campus leaders in the design, implementation, and assessment of strategies and programs that improve student academic success, retention, and graduation. The Council was divided into various actions teams focused on addressing these specific needs. It yielded a comprehensive action plan with short, midterm, and long-range initiatives all focused on empowering students to be engaged and successful. The result of which will be put to use this upcoming fall.

- 3. Move Faculty Salaries towards the 60<sup>th</sup> Percentile:** In fiscal year 2016, Radford University teaching and research faculty salaries reached the 30<sup>th</sup> percentile. While still below a number of in-state peer institutions, the University has shown consistent growth in this area. In fiscal year 2014, Radford University ranked only in the 21<sup>st</sup> percentile. Within a few short years, the institution has worked diligently to earmark funds from enrollment growth to address inequities, compression, and inversion issues as well as implementing state authorized salary increases. More work is necessary to fully attain the 60<sup>th</sup> percentile aspirational goal; yet sustained progress has been made in this area.
- 4. Increase Financial Aid to Assist Low and Middle Income Students:** The University continues to strive to maintain affordability and access for all students through reasonable tuition and fees so that a Radford University degree is financially attainable for any student. Undoubtedly, rising costs present a challenge in today's environment, but one that is best overcome through the Commonwealth's shared responsibility in educating its citizens. Financial Aid, particularly for low and middle-income families, has proven to make a significant difference in not only the affordability of education but also its lasting impact on a student's decision to pursue that education in the first place. Radford University is therefore committed to providing students the financial opportunities to achieve their academic goals. It is, after all, the belief that a degree from Radford University is the best assurance of success.
- 5. Establish Cyber Security Emergency Operations Training and Education Lab and Emergency Operation Center:** The Emergency Operations Center (EOC) is currently in use for students on an academic basis and has become an integral part of the curriculum on campus. It has also been proposed as a component of a broader Security Studies Initiative (SSI) that would enable the facilities to be used for emergency planning and management, as well as cybersecurity training. These expansive opportunities will allow the University to continue building upon public and private sector partnerships across the Commonwealth.
- 6. Implement an Ed.D. in Education:** As previously indicated in the strategy to *'Enhance K-12 Educational Leadership'* (Section B-6) the University received Board

approval in May 2017 and is anticipating to start the Ed.D. program in fall 2018. Ongoing efforts, however, will continue to enhance the instructional mission of the program and expand its reach across the Commonwealth.

- 7. Development of STEM-H programs in Science and Technology:** Initially this strategy was established to support a newly created undergraduate study in Biomedical Forensics while investigating other areas to expand STEM-H programs in science and technology. The University has since decided that in lieu of establishing a M.S. in Biomedical Sciences, the program development will refocus efforts on training and curriculum at the undergraduate level.
- 8. Transition to an entry-level M.S. in Athletic Training to Enhance Students' Career Preparedness:** It was expected to finalize the transition to the M.S. in Athletic Training while completing the phase out of the undergraduate program. The University has decided to delay the transition of an entry-level M.S. program in the near-term, but it remains a part of the institution's long-term strategy.
- 9. Expand STEM-H Communication Sciences Graduate Programs in support of historic K-12 demand:** The University had previously decided to eliminate the initiation of a Doctorate of Audiology (Au.D.). However, as indicated in the strategy to *'Further educational opportunities for Healthcare professions in the Roanoke Valley'* (Section B-5) there is renewed support for the Communication Sciences and Disorders (COSD) program. More planning efforts will be undertaken over the next biennium.
- 10. Expand STEM-H Degree Production through Existing Allied Health Programs:** There is ongoing support for the existing STEM-H degree programs and addressing possible program expansion efforts as available resources allow. The Council on Accreditation of Physical Therapy Education (CAPTE) has approved expansion of the Doctorate in Physical Therapy (DPT) to 30 students. Funding for the Clinical Certificate and Residency Program in Physical Therapy did not materialize so the Waldron College of Health and Human Services is not currently offering it at this time. Last, as previously reported, the University has decided to eliminate the development of the Doctorate in Social Work (DSW) that was planned for over the 2018-2020 biennium.
- 11. Develop a Master's Program in Health Promotion and Disease Prevention (M.S./M.A.):** The Department of Health and Human Performance initially created a SCHEV proposal for a graduate program that was structured to offer coursework in non-traditional semesters (4 week blocks, students would take 3 courses per semester, one at a time) specifically targeting working adults. However, program leadership is investigating a transition to a competency-based education (CBE) model rather than a non-traditional semester model. Competencies and sub-competencies have already been identified through extensive job analysis of practicing health education specialists, so these skills are currently ready to be translated into modules for a competency-based education program.

The goal is to have the M.S. degree ready for fall 2018, though this is a tentative deadline and will depend on the curriculum review and approval processes both internal and external to the university. Marketing will be critical to the success of the program. There will need to be sufficient time between SCHEV approval and the start



of the program to recruit students. Fortunately, no public university in Virginia currently offers a competency-based program at either the undergraduate or graduate level, offering an early competitive advantage in recruitment.

**12. Optimal year round use of facilities and instructional resources:** Great strides have been made with this initiative over the past few years. The University is now open for instruction year-round. Academically there are a number of intercessions students can choose to participate in and continue their instruction. In addition, community organizations are afforded the opportunity to utilize a number of campus venues, especially during the summer months. This has empowered the University to make better use of both general-purpose and specialized facilities year-round.

The University also has a vibrant student orientation and summer conference program schedule. New student orientation offers 14 sessions with over 7,000 new students and families visiting campus. For the summer conference season, the University has approximately 30 events with over 5,000 participants, which equates to roughly 25,000 overnight accommodations in our residential facilities. The summer conference schedule has targeted groups with educational missions including, but not limited to, Boys State, Governors School, and the Virginia Steam Academy.

**13. Library Enhancements:** Additional support has been provided for contract escalators related to digital subscription services and ongoing efforts associated with the digitization of the University's archives collections.

**14. Technology Enhancements:** Funding was successfully used for enhanced technology and infrastructure and to replace equipment exceeding its useful life.

**15. O&M for New Facilities:** Funding was used to support operation and maintenance of plant for the New College of Humanities and Behavioral Sciences building. It came on line in fall 2016. Funds were used to appropriately maintain and service the new facility and provide basic staffing levels for maintenance operations.

**16. Utility Cost Increase:** The University has been able to successfully manage cost increases through both energy efficiency and sustainability efforts.

**17. NGF Share of State Authorized Salary Increases/Bonus:** Due to prior year revenue-budget shortfall, funding for salary increases were eliminated for 2016-17. Therefore, the nongeneral fund share was not authorized. In 2016-17, a number of institutions decided to self-fund a raise for their faculty, staff, and classified employees but Radford University was not one of them.

**18. Fringe/Health Insurance Benefits Increase:** Cost associated with fringe benefit and health insurance rate changes are unavoidable and their respective rate changes outlined in legislation have been addressed as necessary.

E. Tuition Rate Increases – *Provide justification for selected rates.*

**Response:**

Substantial consideration is given to any prospect of increasing in state and/or out-of-state tuition and fee rates. This analysis includes a thorough understanding of

legislative actions by the General Assembly, enrollment projections, mandatory cost increases, divisional programmatic growth, overall institutional priorities, and the broader macro-economic outlook. The three percent rate increase included for each year of the plan are based on generating the resources necessary to execute the strategies contained within. This process equates to a demonstration of the level of nongeneral fund revenue necessary to achieve the Academic and Support Service Strategies within the current environment. Therefore, it is important to acknowledge the financial projections as a work-in-progress and, as is required under the Code of Virginia, final authority of any tuition and/or fee increase ultimately resides with the Board of Visitors.

In addition, before any institutional programmatic initiatives can be entertained for funding as are contained within the six-year plan, the University must address unavoidable cost increases. These costs include sharing in the financial burden of state employee salary increases, mandated fringe benefit and health insurance rate changes, promotion and tenure compensation adjustments, safety and security, contractual escalators, technology support, and the operating and maintenance of facilities. In recent years, these factors have had a significant impact on the decision to increase tuition and are expected to continue. Unfortunately, not all of these cost drivers were permitted to be included in this iteration of the six-year plan. As such, projected tuition and fee rate increases will change in order to cover state operational mandates and the amount of funding available to address programmatic strategies will be reevaluated as required.

- F. Contribution to Economic Development – *Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. If applicable, the information should include:*
- a. *University-led or public-private partnerships in real estate and/or community redevelopment.*
  - b. *State industries to which the institution's research efforts have direct relevance.*
  - c. *High-impact programs designed to meet the needs of local families, community partners, and businesses.*
  - d. *Business management/consulting assistance.*

Highlights of Radford University's contributions to economic development at local, regional and statewide levels include: expansion of Makers spaces offered; completion of 55 entrepreneurship concentration majors and enrollment of 500 per year; 805 businesses and public/private organizations served; extensive K-12 STEM outreach to 12,934 students, 9 STEM-H outreach programs with 2,515 University participants; and an extensive and robust continuing education program to industry in 103 programs with 3,969 participants.

During 2016-17, the Radford University College of Business and Economics opened the Center for Innovation and Analytics that will be able to assist the public and private sector as well as formalized an MOU with Chantilly-headquartered Engineering Solution and Products to promote and encourage innovation and to increase opportunities in education, employment and leadership development.

In early 2017, Radford University released the results of an extensive economic impact study concluding that the University has a direct impact of \$361M to the state economy and when combining the induced impact of its alumni contributed \$1.056B statewide, supporting a total of 8,421 jobs. Each \$1 of state support equals impact of \$22 statewide and \$10 within the region of impact. In conjunction with development of its forthcoming 2018-2023 Strategic Plan, the University hosted a regional business leader breakfast and a regional forum to solicit input for future economic development and community partnership initiatives.

- G. Capital Outlay – Note any capital outlay projects that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, or student charges. Do not provide a complete list of capital projects, only those projects that would be a top priority and impact E&G and NGF costs.

**Response:**

The highest capital outlay priority for the institution is the creation of the Center for Adaptive Innovation and Creativity (CAIC). The project will seek to demolish both Porterfield East and West, along with the adjacent McGuffey Hall, and construct a new approximately 200,000 square foot facility located in the same northeast corner of campus. The new facility will provide space for a radically different approach to health education and interdisciplinary research; with creativity at the center of the student learning process.

The University proposes a radically different approach to health education and research that puts creativity at the center of the learning process. People-centric teaching and learning practices coupled with healthcare research and real-time data analytics will transform the delivery of health education. Twenty-four hours a day, seven days a week, twelve months a year, this building will serve its mission to build bridges between ideas and application. With design thinking at its core, this flagship complex will embrace the emerging and evolving opportunities that present themselves at the intersection of multi, inter and transdisciplinary and intra-professional studies across areas in healthcare, arts, intelligent systems (big data) and data security:

- 1) health education, which is in high demand and poised for a paradigm shift that must address the critical issues the healthcare system is facing today
- 2) the arts, which uses a reiterative process to see multiple solutions that are adaptable and responsive
- 3) intelligent building design, which includes a sensor network woven into the fabric of the building allowing the ability to collect big data in multiple ways through multiple mediums for research

- H. Restructuring – *This section pertains to Level II and Level III institutions: Please list areas, issues, or specific items of additional authority that you would request through legislation and/or renegotiated management agreement.*

**Response:**

No concerns or issues are identified at this time. The University's authority in procurement and information technology have been very beneficial to improving operational efficiencies, streamlining processes, reducing duplication of effort, and allowing faster turnaround time to name a few. The University continues to explore areas where additional autonomy may provide future opportunities. The respective channels will be used to present ideas, as appropriate.

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Resolution**

***Approval of Radford University's 2017 Six-Year Plan***  
**September 15, 2017**

**WHEREAS**, the Higher Education Opportunity Act of 2011 became effective July 1, 2011, and requires each public institution of higher education in Virginia to develop and submit an institutional six-year plan; and

**WHEREAS**, § 23.1-306 of the Act requires, “*The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution; (ii) submit such plan to the Council (State Council of Higher Education for Virginia), the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly*”; and

**WHEREAS**, Radford University prepared a six-year plan in accordance with the requirements of the Higher Education Opportunity Act of 2011 and guidelines provided by the State Council of Higher Education for Virginia; and

**WHEREAS**, the University submitted the six-year plan to the State Council of Higher Education for Virginia by the stated deadline of July 1, 2017 for the 2017 submission; and

**WHEREAS**, the 2017 Six-Year Plan must be approved by the Board of Visitors prior to the October 1 final submission;

**THEREFORE, BE IT RESOLVED** the Radford University Board of Visitors approves the Radford University 2017 Six-Year Plan (Part I and Part II) as presented in the format provided by the State Council of Higher Education for Virginia; and

**BE IT FURTHER RESOLVED**, that the University is authorized to revise the 2017 Six-Year Plan as required by State officials for final submission by the stated deadline.