

2019 SIX-YEAR PLAN: NARRATIVE (Updated October 1, 2019)

Radford University

July 1, 2019

OVERVIEW:

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

Section A. Institutional Mission, Vision, Goals, Strategies and Alignment to State Goals:

Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

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

RESPONSE:

Radford University's mission statement was originally approved by the Board of Visitors on May 10, 1991, and then revised by the Board of Visitors on May 7, 1999. As part of the University's recent strategic planning efforts, a mission, vision and core values team was assembled and worked to review and update these important institutional elements. On December 8, 2017, based on this group's yearlong effort, the Board of Visitors approved an update to the mission statement along with the University's 2018-2023 strategic plan, *Embracing the Tradition and Envisioning the Future*. The mission statement was again updated by the Board of Visitors on October 3, 2018, in light of the University's proposed merger with Jefferson College of Health Sciences. Prior to this change, the mission statement indicated that Radford University empowered students

"...from the baccalaureate to the doctoral level..." The Board of Visitors agreed that changing the wording from "baccalaureate" to "undergraduate" would allow the mission to encompass the students from Jefferson College of Health Sciences' three associate's degree programs. These programs will move to Radford University temporarily in order to appropriately teach out and then transfer the programs to Virginia Western Community College upon their attainment of regional and program accreditation.

Radford University Vision:

Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.

Mission:

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 undergraduate 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.

Core Values:

- *Student Empowerment and Success — We engage and support our students in the discovery and pursuit of their own unique paths.*
- *Excellence — We expect our community to strive for the highest standards.*
- *Inclusiveness — We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.*
- *Community — We foster relationships and a culture of service within and beyond our university community.*
- *Intellectual Freedom — We encourage and defend a fearless exploration of knowledge in all its forms.*
- *Innovation — We inspire and support creativity in research, scholarship, pedagogy and service.*
- *Sustainability — We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.*

Radford University has the privilege to serve a unique student population. For Fall 2018, 35.9 percent of undergraduate students were first-generation learners, 38.7 percent of

undergraduate students were Pell Grant eligible, and 31.2 percent of undergraduate students are from ethnically diverse backgrounds. To fulfil the University's commitment to the Commonwealth and effectively educate our student population, Radford University remains mindful of the needs of our students and has envisioned strategies that remove barriers to their success and afford opportunities in high demand careers.

Radford University is on course to become a leader in health sciences programs in the Commonwealth of Virginia. With critical shortages in most healthcare professions nationwide, the University is committed to addressing this crucial challenge over the next six years. The merger with Jefferson College of Health Sciences, formerly a division of Carilion Clinic, and the expanding partnership between Radford University and Carilion Clinic, serves as a platform for reform in both delivery and clinical experiences. The new division, Radford University Carilion, will continue to innovate and expand in Roanoke's Innovation Corridor.

The narrative below reflects specific strategies that will be employed by the University to achieve its vision, while supporting the objectives of the Statewide Strategic Plan (SSP): (1) access and enrollment, particularly for underrepresented students; (2) retention, completion and time to degree; (3) affordability and funding; (4) workforce alignment and retention of graduates.

Strategy 1: Improve Student Outcomes through the Reimagined First-Year Experience.

SSP Alignment: 1 – Provide affordable access for all.
2 – Optimize student success for work and life.

This strategy is at the core of the University's mission to provide transformative educational experiences that allow students to be successful, while also pursuing degrees that meet the changing needs of society. Though the University has worked diligently to improve retention rates, there was a slight decline in fall to fall retention from Fall 2016 to Fall 2017. The University's sustained efforts are returning positive outcomes as the fall to spring retention rate increased from 85.7 percent in Fall 2017 to 90.7 percent in Spring 2018.

On January 17, 2019, nearly 300 members of the Radford University family participated in the inaugural Retention Summit by attending the opening session and related remarks, as well as the keynote address by Timothy P. Culver, Ph.D., from Ruffalo Noel Levitz (RNL), which were open to the entire campus community.

Following the opening session, a diverse mix of 125 participants selected by various institutional administrators and shared governance leaders attended a daylong Summit, which was organized to support retention goals as outlined in the Fall 2017 Student Success and Retention Action Plan and the 2018-2023 Strategic Plan, *Embracing the Tradition and Envisioning the Future*.

From the inaugural Retention Summit, four overarching themes containing a multitude of recommendations emerged. The themes are: expanding the first-year experience; creating the sophomore experience; embracing case management through the advising experience; and capturing the student timeline.

The institution has identified five areas of focus for the Six-Year Plan to improve retention and successful outcomes.

a. Removing Barriers:

There are a number of policies, processes and procedures that unnecessarily, and often unintentionally, hinder student success. The opportunity here is to review those policies and ensure they are all consistent, clear, equitable and most importantly, in the best interest of the student. Faculty and staff are known to work collaboratively with students to assist them in navigating the required tasks of persisting through their academic careers. At Radford University, retention is everyone's business. Individuals from across the campus make a daily effort to enable and encourage student success.

b. Expand the First-Year Experience:

The University is embarking on an innovative alternative to the traditional delivery of general education courses. The REAL Education Model promises to engage students from the first semester in their degree programs. This should help with retention by allowing students to make connections with degrees, programs and faculty that facilitate the students' investment in Radford.

The general education program builds on the idea that students can pursue their goals and engage in exploration and learning in many ways and in all departments. The REAL program recognizes that degree programs build competencies in the areas students need for lifelong learning and success and allows students to cross credit those competencies with general education areas. With this in mind, this model incorporates general education seamlessly into the entirety of their career at Radford University. In this model, students meet area requirements through majors and minors. Additional foundational requirements are added to promote academic success.

The flexibility of the REAL program and the general studies minors may also help with time to degree. Unlike the current general education program, students will be able to maintain their progress forward without having to backtrack and retake general education requirements if they change their majors or minors. It is anticipated that this will improve time to degree. Since the model allows for the most efficient use of credit hours, courses will fulfill multiple requirements and ultimately result in student accumulation of multiple credentials within the 120

credit hour requirement. This provides the student more value for every tuition dollar within a very flexible array of products.

As part of the University's recent Retention Summit, both faculty and students alike voiced resounding support of the University's one credit UNIV100 courses, which are taught to new freshman in their first semester and are designed to actively assist students through their transition into university culture and overall college life. This program has long been viewed as a positive experience for new students with successful outcomes. Retention rates of students enrolling in this elective course exceed that of those who do not by 4.4 percentage points. The University is seeking to expand on the current offerings to ensure a variety of content is available to attract more students into the program.

c. Effective and 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 of which must cohesively encourage student support.

Radford University has the responsibility of providing all students with continuous and comprehensive advising throughout their academic careers, and therefore, must make increased investments in advising. The University is moving to a new model of intrusive advising, which involves case management strategies and increased proactive interactions with students. The end goal of these measures yield improved relationships with advisors and increased academic motivation and persistence. This centralized model will provide co-located advising offices to ensure students are receiving consistent guidance and developing lasting relationships with their advisors.

d. Student Timeline to Graduation:

Radford University will create a student timeline that serves as a roadmap from the first day of class to graduation. In order for students to be successful in pursuing their educational goals, they must have access to clear expectations. Therefore, the student timeline will serve as a personalized, detailed academic calendar, outlining key requirements and milestones. Radford University believes awareness, knowledge and planning are keys to success.

e. Create the Sophomore Experience:

As part of the recent Retention Summit, a common theme developed around creating a sophomore experience. Radford University will create a

comprehensive sophomore experience that includes both academic and personal connections. This experience will involve increasing interaction with major-specific faculty and maintaining communication during breaks and over the summer. This experience will also address the importance and value of prerequisites and 200-level courses. This experience should provide seamless academic advising and academic and career pathways, with a deep dive into academics, internships and other engaging, real-world and valuable experiences. A UNIV 200 course approach is recommended as a customized major-focused introductory experience in the sophomore year. The sophomore year is also the ideal time to establish academic discipline groups and expand peer education initiatives.

Strategy 2: Improve Affordability through Additional Student Financial Aid.

SSP Alignment: 1 – Provide affordable access for all.
2 – Optimize student success for work and life.

The increasing cost of higher education continues to be a concern for stakeholders; including University leadership, students and their parents, as well as members of the administration and the General Assembly. Providing additional need-based financial aid has proven to be the most prudent approach to offsetting this cost.

According to SCHEV data, the partnership funding model indicates a need of \$30,257,498 in state support for the University in 2019-20; however, the actual support is anticipated at \$10,715,455 or 35.4% of total need. The State has continued to invest in programs such as the Commonwealth Grant supporting 2,478 students in 2017-18 at a cost of \$5,778,622, as well as the Virginia Guaranteed Assistance Grant (VGAP) supporting 1,333 students at a cost of \$3,342,042. 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 grow for the foreseeable future.

Radford University strives to be a low cost and low institutional aid University; however, the University recognizes the need to make strategic investments in the most financially disadvantaged students and provide additional aid for students who have remaining need after the VGAP and Commonwealth funding have been applied. The University has limited resources available for institutional financial aid, due to its high percentage of in-state undergraduate students (93 percent in Fall 2018), but will continue the Highlander Grant financial aid initiative at a cost of \$1,907,471 annually, as well as make planned investments to the University's need and ability grant program.

Strategy 3: Further Educational Opportunities for Healthcare Professions and the Roanoke Valley through Radford University Carilion.

SSP Alignment: 1 – Provide affordable access for all.
3 – Drive change and improvement through innovation and investment.

The Commonwealth of Virginia has been impacted by the national shortage of healthcare professionals and as such, employment opportunities in healthcare professions are strong. Consequently, training for health-related occupations and professions is a priority. In January 2018, representatives from Carilion Clinic, Jefferson College of Health Sciences and Radford University announced a bold initiative to merge Jefferson College of Health Sciences into the Radford University family of colleges and departments. The initiative is a result of the growing partnership among three organizations that have been collaborating and working closely together for more than two decades. The merger will be effective July 10, 2019, and will operate as Radford University Carilion, otherwise known as RUC. The merger is clearly aligned with the Top Jobs Act and the Virginia Plan for Higher Education, specifically by increasing college degrees in the high-demand occupations of healthcare.

Merging Jefferson College of Health Sciences into Radford University expands both available resources and the healthcare workforce to meet the needs of the region and state. Each organization brings strengths and, by combining strengths, the organization will be greater. Moving Jefferson College of Health Sciences under the umbrella of a larger state university will maximize expertise and provide programmatic flexibility to the healthcare workforce in Virginia.

The University is committed to growing the number of health professional graduates in the next six years and is exploring innovative ways to increase class size, while still delivering high quality programming and clinical opportunities. The University is also exploring other health profession programs that could compliment the current offerings at Radford University Carilion and Radford University through the partnership with Carilion Clinic. This evaluation is imperative as the institution works to address the broader regional healthcare workforce needs in the Roanoke Valley, New River Valley and greater Southwest Virginia.

Strategy 4: Establish an Innovative Transfer Partnership with New River Community College.

SSP Alignment: 1 – Provide affordable access for all.

Radford University is embarking on an innovative partnership agreement with New River Community College (NRCC) starting Fall 2020 to offer students an alternative transfer pathway between NRCC and Radford University. Around 500 students who have been denied admittance or deferred from Radford University will be offered the opportunity to attend NRCC, but live on the Radford University campus. Transit options will be available between the two campuses, allowing students to interact and connect in both settings. This unique option offers students a traditional residential campus experience, while they prepare for the rigors of a baccalaureate program. The University is anticipating this program will increase the number of successful transfers and help the University meet its transfer goals.

Strategy 5: Increase Degree Completion and Adult Learners through Competency-Based Education (CBE).

SSP Alignment: 4 – Advance the economic and cultural prosperity of the Commonwealth and its regions.

This initiative continues the University's commitment to the Innovative Mobile Personalized Accelerated Competency Training (IMPACT) program established in FY2017 as a Competency-Based Education (CBE) program. In FY2018, the program was awarded a historic three-year, \$13.9 million grant by the U.S. Department of Education's Supporting Effective Educator Development (SEED) Grant Program. The SEED grant expanded IMPACT to include Appalachian Support for Specialized Education Training (ASSET), which includes the development, implementation and evaluation of online, self-paced, for-credit CBE training designed to increase teacher effectiveness and workforce capacity in underserved rural communities in Appalachia. The IMPACT program started with eight learners in FY2018 and jumped to 488 in FY2019. With fully developed content, the University is anticipating 1,550 learners by the end of FY2020. The program has quickly become financially stable and is able to fully support its operating cost. To keep this initiative moving forward, the University will need to invest in additional program offerings in the Health Sciences. There is a demonstrated need for CBE programming, particularly in nursing. These new programs will enable the University to fill this critical need and further its efforts to support providing health sciences graduates in the Commonwealth.

Strategy 6: Enhance Student Experiential Learning Opportunities.

SSP Alignment: 2 – Optimize student success for work and life.

Experiential learning opportunities, such as internships and co-ops, provide real-world experience and enhance retention of classroom material; however, they are not always affordable to financially disadvantaged students. The University is committed to developing more affordable alternatives to provide students with comparable experiences on campus. Through a strategic partnership with the Virginia Small Business Development Center, the University seeks to expand offerings in the local area and increase availability to students.

Strategy 7: Strengthen Workforce Development Efforts.

SSP Alignment: 4 – Advance the economic and cultural prosperity of the Commonwealth and its regions.

Radford University recognizes the need for workforce development programs in the Commonwealth. The University will contribute to the overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in the health education, arts and culture, natural

resources and infrastructure sectors. The University will continue to develop strategic corporate partnerships to enhance career talent development opportunities.

The University is exploring a new adult degree completion program for non-traditional students offered through Radford University's Davis College of Business and Economics. The program is designed as a pathway for individuals possessing a transferrable associate's degree or who have earned college credits but not a degree, to obtain a bachelor's degree in business. The program delivery is online to allow flexibility often needed by non-traditional students.

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

RESPONSE:

Radford University's Tuition and Fee Predictability Plan, as shown in section 1B, is derived from both Radford University main campus tuition and fee rates, as well as the newly established Radford University Carilion. For all scenarios, Majority First-Year Students is defined as Radford University in-state undergraduate tuition and fee rates. All First-Year Students is defined as the weighted average of Radford University and Radford University Carilion in-state undergraduate rates. A separate tab is included in the spreadsheet to show the weighted average calculations.

Scenario One of tab 1B shows the change in in-state undergraduate tuition from FY2021 through FY2023 for the *Majority First-Year Students* with no additional general fund support. In this scenario, the University has included a six percent increase in Radford University tuition and fee rates as an estimation only of what would be necessary to cover the costs outlined in the six year plan, while sustaining current operations under the 2B enrollment plan. The scenario does not take into account any state mandated initiatives such as healthcare premium or retirement contribution increases which would need to be cost shared with the Commonwealth.

The *All First-Year Students* percentages show lower increases at 2.5 percent, 3.1 percent and 4.5 percent, respectively. The weighted average tuition and fee calculation includes Radford University at a six percent increase each year; however, Radford University Carilion has declining tuition and fees over the same period. This is due to Radford's tuition reduction strategies related to the new division. When averaged with the Radford University tuition increases, the reduction in Radford University Carilion rates serves to temper the effect on the overall weighted average.

Scenario Two of tab 1B shows the change in in-state undergraduate tuition from FY2021 through FY2023 for *Majority First-Year Students* if additional general funds of \$2.1 million, \$2.4 million and \$2.8 million, respectively, are appropriated to Radford University. This infusion of general funds effectively buys down the percentage tuition and fee increase needed each year from six percent to two percent under the aforementioned assumptions of Scenario One.

The *All First-Year Students* percentages show changes of -0.7 percent, -0.2 percent and 1.1 percent, respectively. The weighted average tuition and fee calculation includes Radford University at a two percent increase each year; however, Radford University Carilion has declining tuition and fees over the same period. The effect serves to lower the overall average impact on the combined rates.

Scenario Three of tab 1B shows the change in in-state undergraduate tuition from FY2021 through FY2023 for *Majority First-Year Students* if additional general funds of \$2.1 million, \$2.4 million and \$2.8 million, respectively, are appropriated to Radford University. This information is the same as in Scenario Two.

The *All First-Year Students* percentages show changes of -5.6 percent, -4.8 percent and 2.0 percent, respectively. The weighted average tuition and fee calculation includes Radford University at a two percent increase each year, and Radford University Carilion at substantially lower rates with a \$5 million general fund appropriation in FY2021 and a \$5 million general fund appropriation in FY2022. This \$10 million investment would enable Radford University Carilion tuition and fee rates to closely mirror Radford University main campus tuition and fee rates by FY2022. With the rates equal, Radford University Carilion would project a two percent tuition increase in FY2023 equal to that of Radford University.

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

RESPONSE:

1. Increase Faculty and Staff Salaries:

Radford University anticipates the State will review compensation during the 2020-22 biennium; therefore, the University has included a conservative three percent salary increase estimate for all employees in the Six-Year Plan. The three percent increase is divided between FY2021 and FY2022 in anticipation of a mid-year increase. Given the institution's reliance on general funds, the illustrated increase will require a significant investment from the University without state support.

2. Library Enhancement:

Academic libraries play a critical role in the educational experience both on- and off-campus. Unfortunately, the costs associated with providing these resources continue

to increase as the University reframes the support offered by the library. While it is still necessary to fund traditional print media, the focus has turned to digital technology and increased student learning resource support. Radford University has invested in student support through a new writing center, the Harvey Knowledge Center, and an assessment resource center. The University must continue to evaluate student resources offered by the library and be ready to invest in areas that improve student success.

3. Utility Cost Increases:

Radford University has long-term contracts related to utility operations, such as natural gas, electricity and the boiler plant. As a conservative estimate, the University is planning for an increase consistent with the Consumer Price Index (CPI).

4. NGF for Current Operations:

Increasing nongeneral fund costs associated with current operations relate to contractual escalations to base operating expenses. Facilities Management and Information Technology contracts often contain cost escalators that must be funded annually. Promotion and Tenure guidelines govern advancement of Teaching and Research Faculty within the University. This salary escalation is a cost that must be funded annually. The amounts included in the Six-Year Plan are estimates of future year escalators based on historical investments. The actual amounts necessary for operations are adjusted annually according to final need.

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

RESPONSE:

Through Radford University's merger with Jefferson College of Health Sciences, Radford University Carilion will acquire twenty new Health Sciences degree programs and increase offerings for other programs currently offered at the Radford Main campus. This merger will position Radford to meet its goal of increasing Health Science graduates in the Commonwealth, specifically increasing nursing graduates by 35% over the next five years.

Additional programs to be proposed for the future would stem from addressing healthcare or other industry related needs. Radford University is working with Carilion Clinic to ensure the current slate of offerings is sufficient to meet current demands. Any proposed new programs would be in the support of industry.

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

RESPONSE:

Radford University strives to maintain affordability and access for low and middle-income students through many different avenues. The University strives to set reasonable tuition and fee rates to lessen the impact on students, while employing the use of state general funds and institutional resources to provide student financial assistance to need-based undergraduates. The University also provides work opportunity programs through the institutionally-funded Work Scholarship Program that employs restrictions similar to the Federal Work Study program. The Work Scholarship Program provides students with employment opportunities to help defray the cost of their education. Currently, the University has just under 700 student positions 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.

Another way to support student financial need is through private support. The University recently increased efforts related to private giving and has received over \$14 million in pledged contributions over the last twenty-four months earmarked to support student scholarships.

The University’s engaged faculty continue to openly support the use of Open Educational Resources (OER) and have increased offerings of electronic materials for use in the University’s general education curriculum 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. Decisions like these can significantly reduce students’ cost of supplies and other course materials.

The University continues to evaluate and employ all strategies to assist low- and middle-income students with defraying the total cost of attendance. With such a large in-state undergraduate population (93 percent as of Fall 2018), the University continues to be heavily reliant upon state support to assist with low- and middle-income populations.

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

RESPONSE:

The Center for Adaptive Innovation and Creativity:

The highest capital outlay priority for the University remains the creation of the Center for Adaptive Innovation and Creativity (CAIC). The project seeks to demolish both Porterfield and McGuffey Halls to construct a new approximately 178,000 square foot facility to address failing infrastructure concerns, while taking the opportunity to offer an innovative approach to health education.

The project was initially included in Chapter 2 and appropriated with \$4 million from institutional resources to initiate detailed planning. Thus, planning efforts initiated in July 2018 and are near completion. The project submitted cost estimates to the Division of Engineering and Buildings (DEB) on June 10, 2019, at \$97.8 million. The project is ready for full funding and to proceed to construction.

The CAIC will address an array of significant existing programmatic and building deficiencies across a number of academic colleges. The multi-story building will include state-of-the-art instruction, laboratory, maker, studio, computer and collaborative spaces that integrate the arts and health sciences, along with office and other academic support functions. Specialty spaces will include an instructional auditorium and support spaces, health science clinical lab spaces, painting and drawing studio spaces and music and dance studio spaces. The project will be located in a prominent area of campus directly adjacent to East Main Street and will respond aesthetically to the existing buildings along this important campus corridor.

The project scope provides for demolition of the existing Porterfield (East and West) and McGuffey Halls, with construction of the new building and building systems and components, including HVAC, plumbing, electrical, fire alarm and detection, fire suppression, lightning protection and elevators. The project will replace existing facilities and building systems nearly fifty years old that are inadequate for today's learning environment and technologies.

Current ADA accessibility in and around the existing Porterfield and McGuffey Halls is challenging, including the need to enter buildings and use elevators to access areas of the buildings and adjacent campus. The proposed site and enhanced exterior walkways greatly improve accessibility in this heavily traveled area of campus.

McConnell Library Renovation:

The second highest E&G capital priority for Radford University's main campus is the renovation of McConnell Library. The footprint that forms the McConnell Library consists of an original 14,000 square foot building built in 1931, a 47,500 square foot addition built in 1965, and a 46,444 square foot addition built in 1995. This project seizes the opportunity to repurpose 40% of the existing library through renovation of the 1965 addition which contains approximately half of the library's operation and remains in its original configuration with building systems and equipment that have far exceeded their expected useful life. The

proposed renovation will include complete replacement and upgrading of mechanical, electrical and HVAC systems; improved plumbing, fire alarm and life safety systems; and new IT and AV systems. The mechanical and compliance issues associated with this building are second only to those that are currently found at Porterfield and McGuffey Halls. This renovation is expected to serve the University for thirty to forty years.

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

RESPONSE:

Radford University continues to evaluate restructuring options, but is not requesting changes to the current level of authority, relief from administrative operational requirements, or renegotiation of existing management agreements at this time.

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

RESPONSE:

Radford University is not proposing a Performance Pilot at this time.

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

RESPONSE:

1. Implement Student Success and Retention Action Plan:

The University has made investments in evaluating its enrollment management processes. With the assistance of a consulting firm, Ruffalo Noel Levitz (RNL), the University identified potential areas for improvement. With a decreased pipeline of high school graduates and more institutions trying to attract the same students, retention will continue to be an area of focus.

Radford University's partnership with RNL was intended to increase retention through a focus on three primary areas. The first included use of two key RNL persistence tools: Student Retention Prediction score (SRP) and the College Student Inventory (CSI). The second area of the partnership was assistance in developing a first-year student advising model. The final major outcome/goal of the RNL partnership was

development of an overall student success/re-enrollment plan resulting in an overall timeline that captures all major communications and initiatives to mitigate melt and manage re-enrollment/retention.

Though the University worked diligently to improve retention rates through its Student Success and Retention Action Plan implemented in Fall 2016, there was a slight retention decline Fall 2017 compared to Fall 2016. However, there was a rebound in Fall to Spring retention Fall 2017 compared to Spring 2018. The University will continue to explore innovative ideas and make investments toward this critical issue.

2. Increase Degree Completion and Adult Learners through Competency-Based Education (CBE):

The University made an investment in FY2017 to create the Innovative Mobile Personalized Accelerated Competency Training (IMPACT) program to develop a pilot program for two certificate programs in CBE for Cybersecurity and Geospatial Intelligence. In FY2018, the program was awarded a historic three year, \$13.9 million grant by the U.S. Department of Education's Supporting Effective Educator Development (SEED) Grant Program. The SEED grant expanded IMPACT to include Appalachian Support for Specialized Education Training (ASSET), which includes the development, implementation and evaluation of online, self-paced, for-credit CBE training designed to increase teacher effectiveness and workforce capacity in underserved rural communities in Appalachia. The IMPACT program started with eight learners in FY2018 and jumped to 488 in FY2019.

3. Ensure access for Low- and Middle-Income Families through Need-based Financial Aid to Undergraduate Students:

Radford University received an additional \$1.5 million in state supported financial aid for low- and middle-income students over the 2018-20 biennium. The aid has been used to reduce the impact of previous tuition and fee increases and is greatly appreciated by the institution, The University maintains its commitment as a low cost and low aid institution; however, the University recognizes the need for additional aid for low- and middle-income students. The University continues to offer the Highlander Grant at \$1.9 million annually and also invested \$944,000 over the biennium to increase financial aid to need based students also demonstrating high levels of ability.

4. Appalachian Community Outreach:

Investments made in Southwest Virginia through other institutions have provided much of the programming that Radford University sought to contribute to the region. While the University is still exploring ways to compliment the programs that are already in place, the University does not feel the region needs multiple institutions offering similar programs and content.

5. Further educational opportunities for Healthcare professions in the Roanoke Valley:

The University sought to further education opportunities for healthcare professions in the Roanoke Valley through its merger with Jefferson College of Health Sciences. The merger took 18 months and will be complete July 10, 2019. This effort involved a large team consisting of employees from Radford University, Jefferson College of Health Sciences and Carilion Clinic. The University is very thankful for the support of leaders across the state to make this merger successful.

6. Enhance K-12 Educational Leadership:

Radford University adds its fourth professional doctoral degree program, the Doctor of Education (Ed.D.), effective Fall 2019. This expansion 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:

Through the merger of Jefferson College of Health Sciences into Radford University, the newly established Radford University Carilion will offer a Doctor of Occupational Therapy. The University is excited to increase its degree offerings in this high need program area.

8. Strategic Plan Implementation:

In January 2018, Radford University launched the 2018-2023 Strategic Plan: *Embracing the Tradition and Envisioning the Future*. The strategic plan was the culmination of more than one year of effort by committees of faculty, staff, students, alumni, entrepreneurs, and civic and industry leaders through economic development and community partnerships as defined in the strategic plan. Two goals stated therein are:

- (1) Radford University will contribute to the overall economic growth and increased employment opportunities in the region through both indirect and direct development activities in the health, education, arts and culture, natural resources and infrastructure sectors.
- (2) Radford University will facilitate and support the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.

The University has made investments this past year toward our strategic plan goals, specifically in the areas of branding and student success and retention.

9. Increase Faculty and Staff Salaries:

The University was required to generate nongeneral funds sufficient to cover the University's share of the five percent classified salary increase and the three percent faculty salary increase effective June 10, 2019. Radford University was able to fund these mandatory increases without raising tuition through its acceptance of the Tuition Moderation funding offered by the Commonwealth as a base funding increase in FY2020. The institution was not able to increase salaries more than the state mandated amount.

10. Library Enhancement:

Additional support has been provided for contract escalators related to digital subscription services and ongoing efforts associated with the digitalization of the University's archive collections. The University also made investments in learning resources, such as the newly created Harvey Knowledge Center.

11. Technology Enhancement:

Funding was successfully used for enhanced technology and infrastructure and to replace equipment exceeding its useful life.

12. Utility Cost Increases:

The University has been able to successfully manage cost increases through both energy efficiency and sustainability efforts.

13. NGF Share of State Authorized Salary Increases/Bonus:

The University was required to generate nongeneral funds sufficient to cover the University's share of the five percent classified salary increase and the three percent faculty salary increase effective June 10, 2019. Radford University was able to fund these mandatory increases without raising tuition through its acceptance of the Tuition Moderation funding offered by the State as a base funding increase in FY2020.

14. Other – Safety and Security Enhancement:

The University continues to invest in safety campus-wide, including fire safety and suppression systems and other life safety enhancements.

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

1. University-led or public-private partnerships in real estate and/or community redevelopment.
2. State industries to which the institution's research efforts have direct relevance.

3. High-impact programs designed to meet the needs of local families, community partners and businesses.
4. Business management/consulting assistance.

RESPONSE:

Radford University has continued to contribute to economic development at local, regional and statewide levels. One recent endeavor that just opened Fall 2019 is the Radford University Student Venture Lab. The lab is intended to serve as an incubator for business ideas among students. The University also became home to the Small Business Development Center (SBDC) in Spring 2019. The center is devoted to providing business assistance to small and medium-size businesses in the region, and is supported by Small Business Administration.

Radford University's Davis College of Business and Economics has been on the forefront of driving economic development in the region. The college has sponsored various events, with several examples highlighted below.

- The second annual Southwest Virginia Economics Teacher Conference was organized by Drs. T. Duncan and D. Farhat. The conference serves as a summer activity for secondary school economics teachers with financial support from a grant. This conference fosters stronger connections between the Radford University Department of Economics and local teachers in the hopes of attracting students (through teacher recommendations) and improving student outcomes in their college principles of economics courses.
- The Department of Economics organized and held an event for World Food Day with participants from the University and community. Approximately 65 people attended the session hosted by 4 panelists on food insecurity.
- The Davis College Dean conducted 60 visits with external stakeholders throughout Virginia. These included meetings with donors, senior executives from companies (such as Foti, Flynn, Lowen, Foot Levelers, Hendrick Auto Group, Wize Solutions, etc.) and representatives from professional associations (such as Onward NRV, Opportunity SWVA, Valley Innovation Council, Roanoke Regional Partnership, etc.) to investigate and initiate partnerships with the College.
- The Department of Accounting, Finance and Business Law hosted the annual Firm Night in Fall 2018 where 30 accounting and finance firms participated and met with approximately 75 students in accounting and finance for internship and job placements.
- The Davis College hosted the BB&T Global Capitalism Lecture Series twice in 2018-19. Attendees included faculty and students, as well as invited members from the community.

- Fall 2018, Speaker: Cheryl Anderson, Senior Deputy Administrator, Bureau for Africa, United States Agency for International Development. Topics: Economic Development in Africa. Approximately 150 attendees
- Spring 2019, Sonya Ravindranath Waddell - Vice President and Economist, Regional and Community Analysis, Research Dept., The Federal Reserve Bank of Richmond. Topic: Economic Growth in Virginia
- Davis College faculty are currently working with a large credit union in the region to conduct an analytics project for them in Spring 2020. This project will be conducted as a part of a course offered by the College.
- 42 Students in the Internet Marketing course offered by the Davis College participated in the Google Ad Grants Online Marketing Challenge in Fall 2018 and Spring 2019. Students developed and ran 4-week paid search campaigns using Google Ads for non-profits who participate in the Google Ad Grants program. The teams were given a \$10,000 budget. One team was recognized as a Google Ads Top Marketer.
- Mr. Vic Foti, co-founder of Foti, Flynn, Lowen & Co., served as an Innovation Executive in Residence in Spring 2019. He provided a presentation to students interested in entrepreneurship and starting a business. This was attended by 40 students.
- Radford alumnus, and founder-owner of Cassaday & Company, Mr. Steve Cassaday, was a guest speaker in MGNT 450, New Venture Creation and MGNT 440, Project & Event Management. 60 students attended.
- Davis College alumna, and founder-owner of AOC Key Solutions, Ms. Gina Gallagher, spoke to students during the Davis College Spring 2019 Honors & Awards Banquet on skills and strategies required to succeed in business. Approximately 50 students, faculty and staff were in attendance.
- Davis College hosted an annual breakfast of the Roanoke-Blacksburg Technology Council, featuring Dr. James Lollar as a keynote speaker for "Building High Performance Sales Teams". Approximately 15 companies of this professional Association attended.
- 2018 RU Women's Entrepreneurship Week Celebration. The Division of Innovation in the CIA co-planned and hosted the Davis College contribution: She Started It! documentary and panel discussion (10/17/18) attended by over 180 students and faculty.

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

Due: July 1, 2019

Institution:

Institution UNITID:

Individual responsible for plan

Name:

Email address:

Telephone number:

INSTRUCTIONS FOR SUBMITTING 2019 INSTITUTIONAL SIX-YEAR PLAN

Due Date: July 1, 2019

PLEASE READ INSTRUCTIONS CAREFULLY

Six-year Plan Requirement

The Higher Education Opportunity Act of 2011 (TJ21) requires Virginia's public institutions of higher education to prepare and submit six-year plans. (See below for complete code reference.) During the 2015 General Assembly session, joint resolutions approved by the House (HJR 555) and Senate (SJ 228) also require that the mission, vision, goals, and strategies expressed in the Virginia Plan, the statewide strategic plan, guide the development of the strategic plan and six-year plan at each public institution of higher education, as well as the agency plan for SCHEV, and that SCHEV report annually on the Commonwealth's progress toward achieving these goals and targets to the Governor, General Assembly, institutions of higher education and the public.

2019 Six-year Plan Format

The 2019 Six-Year Plan consists of a workbook and an accompanying narrative. The workbook has an Institution ID page, Instructions page and six parts/worksheets: Tuition and Fee Predictability Plan, Tuition and Other Nongeneral Fund Revenue, Academic-Financial, General Fund (GF) Request, Financial Aid, and Economic Development. **Note: Shaded cells contain formulas.** Instructions for the narrative are provided in a separate attachment. The Enrollment/Degree Projections are being developed in a separate process, but will be incorporated into the six-year plan review.

The 2019 Six-Year Plans are due July 1, 2019. The review group (referred to as Op Six) as outlined in § 23.1-306 - see section B below - will meet with each institution during the months of July and August to review the institution's plan and provide comments. If changes to the plans are recommended, revised institutional submissions are due no later than October 1 or immediately following an institution's Board of Visitors' meeting, if it is later than October 1.

INSTRUCTIONS FOR PARTS

1. Tuition and Fees Predictability Plan

There are two worksheets, Part 1A and Part 1B. Part 1A is for institutions without undergraduate tuition differentials. Part 1B is for institutions with undergraduate tuition differentials. Provide no less than three years (each worksheet allows for four years based on the biennial budget structure) of planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors. Plans shall include a range of tuitions based on available state resources, but must contain a scenario that includes the assumption of no new state general fund support (SCENARIO 1). Add scenarios and tables, if more are needed, and provide brief information about the assumptions for each scenario. Include more detailed information about assumptions used to calculate increases in Section B of the Narrative document. Include anticipated tuition and fee charges affecting first-year students. For institutions that have differential tuition and fee charges by program or level, provide (a) anticipated tuition and fee charges for majority students; (b) a weighted average charge of all first-year students (with detailed worksheet as attachment); and (c) additional spreadsheets with associated anticipated charges for all undergraduate students by program and level. (Please do not alter the shaded cells that contain formulas.)

2. Tuition and Other Nongeneral Fund Revenue

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

3. Academic-Financial Plan

The Academic Plan, (3A), of this worksheet should contain academic (including faculty), finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. Information related to the Virginia Plan and more specific state priorities is provided below. Provide a short title for each strategy. Indicate the total amount for the strategy, any internal reallocation to support the strategy and the amount of tuition revenue that will be used to support the strategy. Provide a short description of the strategy, including a specific reference as to where more detailed information about the strategy can be found in the Narrative document, in column J. Provide any pertinent information for consideration in 2022 through 2026 in column K. **Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4 of the plan, General Fund Request.** Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Institutions that submit strategies that reflect incremental amounts in both years will have their plans returned for revision. If you add rows for additional strategies, please update the total cost formulas. **Institutions should assume no general fund (GF) support in the Academic-Financial Worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support.** *Special Notes: If an institution wishes to include any information about FTEs or fringe benefit adjustments (using DPB's FY2020 start-up instructions available by the end of May), it should list them as strategies in the Academic Plan not the Financial Plan.*

The Virginia Plan: In the column labeled "VP Goal," identify the goal of the The Virginia Plan (VP) that applies to each institutional strategy using the appropriate number (i.e., 1, 2, 3, or 4). The four VP goals are listed below. An institution must still submit strategies for TJ21 Objectives A through D (now § 23.1-306 D3, D5, D6, and D8 - please see code reference below) as per the Code of Virginia, but the corresponding VP goal is identified, not the TJ21 objective (please see the special note below). In the Narrative document (Section A), institutions should provide more detailed information.

The Virginia Plan has four major goals (more specific state priorities are included with the goals below):

1. Provide affordable access for all. (Access and enrollment, particularly for underrepresented students.)
2. Optimize student success for work and life. (Retention, completion and time to degree.)
3. Drive change and improvement through innovation and investment. (Affordability and funding.)
4. Advance the economic and cultural prosperity of the Commonwealth and its regions. (Workforce alignment, retention of graduates, and, if applicable, research.)

Special Note: Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included.

Additional Objectives (D3, D5, D6, and D8)

D3. 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 as described in subdivision 9, including the projected mix of grants and loans.

D5. Plans for optimal year-round use of the institution's facilities and instructional resources.

D6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education.

D8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307.

Special Note: We recommend that any strategy related to D3 be coded as Goal 1 of the VP and strategies related to D5, D6 and D8 be coded as Goal 3 of the VP.

The Financial Plan,3B, of this worksheet pertains to the 2020-22 biennium. Complete the lines appropriate to your institution. **As completely as possible, the items in the academic plan and financial plan should represent a complete picture of the institution's anticipated use of projected tuition revenues. For every strategy in 3A and every item in 3B of the plan, the total amount and the sum of the reallocation and tuition revenue should equal one another.** Two additional rows, "Anticipated Nongeneral Fund Carryover" and "Nongeneral Fund for Current Operations" are available for an institution's use, if an institution cannot allocate all of its tuition revenue to specific strategies in the plan. 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.

4. GF (General Fund) Request

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

5. Financial Aid

The Financial Aid worksheet is similar to previous versions, but it now collects four years instead of five years of data. Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid. To ensure compliance with the state prohibition that in-state students should not subsidize out-of-state students and to provide the review group with the 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.)

6. Economic Development Annual Report for 2018-2019 (See below for complete code references.)

This worksheet and the narrative piece serve as the required annual report. The reporting period is FY19. **THE REPORT IS NOT DUE UNTIL OCTOBER 1.** This worksheet contains a menu of items. Each institution is asked to provide information as it can and when applicable. There is also a separate narrative portion. The combination of the metrics and narrative portion captures report information as required by § 23.1-102 subdivision 2 and § 23.1-306 (A) of the Code of Virginia. In 2018 the Intellectual Property (IP) Worksheet data elements were integrated into the Economic Development Contributions Worksheet. Assignment of intellectual property interests to persons and nongovernmental entities and the value of funds from persons or nongovernmental entities to support intellectual property research, for the most recently ended fiscal year, are captured in the worksheet. 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. The IP information is required by § 23.1-102 subdivision 2 of the Code of Virginia.

Special Notes:

Enrollment/Degree Projections: Detailed six-year enrollment/degree projections are being collected through a separate process. These projections will be incorporated in the Six-Year Plan as part of the July and August institutional meetings with the Op Six.

BOV Approval: Final board approval of the Six-Year Plan should be done at the earliest possible fall meeting. HB 897 (2018) specified that initial plans do not get posted on the General Assembly's website and that final plans should be submitted to DLAS no later than December 1. However, we are requesting that institutions submit final plans with their responses to Op Six Comments on October 1 (or as soon after fall board meetings as possible) as has been done in the past. We post the responses and final plans for review by the Op Six for a period of time prior to posting to SCHEV's website.

Accessibility: All files need to be checked for accessibility prior to submitting them. Information on accessibility is provided at this link on SCHEV's website: <http://schev.edu/index/accessibility/creating-accessible-content>. The first link, "How to Make Your MS Office Documents Accessible" can be used to learn how to check documents. Only errors, not warnings, must be addressed.

Contacts for Questions:

General Questions - Jean Huskey (jeanmottley@schev.edu)

Academic - Beverly Rebar (beverlyrebar@schev.edu)

Finance - Yan Zheng (yanzheng@schev.edu)

Financial Aid - Lee Andes (leeandes@schev.edu)

Enrollment/Degree Projections - Tod Massa (todmassa@schev.edu)

Economic Development - Lynn Seuffert (lynnseuffert@schev.edu)

Legislative References:

§ 23.1 - 306. Institutional Six-Year Plans.

A. 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, 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 to the Council, 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. 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.

B. The Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of the Council, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance, or their designees, shall review each institution's plan or amendments and provide comments to the institution on that plan by September 1 of the relevant year. Each institution shall respond to any such comments by October 1 of that year.

C. Each plan shall be structured in accordance with, and be consistent with, the objective and purposes of this chapter set forth in § 23.1-301 and the criteria developed pursuant to § 23.1-309 and shall be in a form and manner prescribed by the Council, in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Director of the Council, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance, or their designees.

D. Each six-year plan shall (i) address the institution's academic, financial, and enrollment plans, including the number of Virginia and non-Virginia students, for the six-year period; (ii) indicate the planned use of any projected increase in general fund, tuition, or other nongeneral fund revenues; (iii) be based upon any assumptions provided by the Council, following consultation with the Department of Planning and Budget and the staffs of the House Committee on Appropriations and the Senate Committee on Finance, for funding relating to state general fund support pursuant to §§ 23.1-303, 23.1-304, and 23.1-305 and subdivision 9; (iv) be aligned with the institution's six-year enrollment projections; and (v) include:

1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium;
2. The institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23.1-307;
3. 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 as described in subdivision 9, including the projected mix of grants and loans;
4. Degree conferral targets for undergraduate Virginia students;
5. Plans for optimal year-round use of the institution's facilities and instructional resources;
6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education;
7. Plans with regard to any other incentives set forth in § 23.1-305 or any other matters the institution deems appropriate;
8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307; and
9. An institutional student financial aid commitment that, in conjunction with general funds appropriated for that purpose, provides assistance to students from both low-income and middle-income families and takes into account the information and recommendations resulting from the review of federal and state financial aid programs and institutional practices conducted pursuant to subdivisions B 2 and C 1 of § 23.1-309.

E. In developing such plans, each public institution of higher education shall consider potential future impacts of tuition increases on the Virginia College Savings Plan and ABLE Savings Trust Accounts (§ 23.1-700 et seq.) and shall discuss such potential impacts with the Virginia College Savings Plan. The chief executive officer of the Virginia College Savings Plan shall provide to each institution the Plan's assumptions underlying the contract pricing of the program.

F. 1. In conjunction with the plans included in the six-year plan as set forth in subsection D, each public institution of higher education, Richard Bland College, and the Virginia Community College System may submit one innovative proposal with clearly defined performance measures, including any request for necessary authority or support from the Commonwealth, for a performance pilot. If the General Assembly approves the proposed performance pilot, it shall include approval language in the general appropriation act. A performance pilot shall advance the objectives of this chapter by addressing innovative requests related to college access, affordability, cost predictability, enrollment management subject to specified commitments regarding undergraduate in-state student enrollment, alternative tuition and fee structures and affordable pathways to degree attainment, internships and work study, employment pathways for undergraduate Virginia students, strategic talent development, state or regional economic development, pathways to increase timely degree completion, or other priorities set out in the general appropriation act.

2. A performance pilot may include or constitute an institutional partnership performance agreement, which shall be set forth in a memorandum of understanding that includes mutually dependent commitments by the institution, the Commonwealth, and identified partners, if any, related to one or more of the priorities set forth in subdivision 1 or set forth in a general appropriation act. No such institutional partnership performance agreement shall create a legally enforceable obligation of the Commonwealth.

3. No more than six performance pilots shall be approved in a single session of the General Assembly.

4. Development and approval of any performance pilot proposal shall proceed in tandem with consideration of the institution's six-year plan, as follows:

a. An institution that intends to propose a performance pilot shall communicate that intention as early as practicable, but not later than April 1 of the year in which the performance pilot will be proposed, to the reviewers listed in subsection B, the co-chairmen of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education, and the Governor. In developing a proposed performance pilot, the institution shall consider the Commonwealth's educational and economic policies and priorities, including those reflected in the Virginia Plan for Higher Education issued by the Council, the economic development policy developed pursuant to § 2.2-205, the strategic plan developed pursuant to § 2.2-2237.1, relevant regional economic growth and diversification plans prepared by regional councils pursuant to the Virginia Growth and Opportunity Act (§ 2.2-2484 et seq.), and any additional guidance provided by the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education and the Governor.

b. An institution that submits a performance pilot shall include the one innovative proposal with clearly defined performance measures, and any corresponding authority and support requested from the Commonwealth, with its submission of the preliminary version of its six-year plan pursuant to clause (ii) of subsection A or with its preliminary amendment or affirmation submission pursuant to clause (iii) of subsection A.

c. The reviewers listed in subsection B, or their designees, shall review and comment on any proposed performance pilot in accordance with the six-year plan review and comment process established in subsection B and may expedite such review and comment process to facilitate the executive and legislative budget process or for other reasons. No later than October 15 of the relevant year, the reviewers shall communicate to the Governor and the Chairmen of the House Committee on Appropriations and the Senate Committee on Finance their recommendations regarding each performance pilot proposal. Such recommendations shall include the reviewers' comments regarding how the proposed performance pilots, individually and collectively, support the strategic educational and economic policies of the Commonwealth.

d. Each performance pilot proposal shall include evidence of its approval by the institution's governing board and, if accepted, shall be referenced in the general appropriation act.

§ 23-4.4 (B). Intellectual Property and Externally Sponsored Research

B. The president of each state-supported institution of higher education, including the chancellor of the Virginia Community College System, shall beginning with the fiscal year 2016, include in its six-year plan adopted pursuant to § 23-38.87:17 the following for the most recently ended fiscal year: (i) the assignment during the year of any intellectual property interests to a person or nongovernmental entity by the institution, any foundation supporting the intellectual property research performed by the institution, or any entity affiliated with the institution; (ii) the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the intellectual property research performed by the institution, or any entity affiliated with the institution; and (iii) the number and types of patents awarded during the year to the institution, any foundation supporting the intellectual property research funded by the institution, or any entity affiliated with the institution that were developed in whole or part from externally sponsored research provided by a person or nongovernmental entity. The plan shall report separate aggregate data on (a) those persons or nongovernmental entities that have a principal place of business in Virginia as reflected in the assignment agreement or awarding documents and (b) those persons or nongovernmental entities that do not have a principal place of business in Virginia as reflected in the assignment agreement or awarding documents.

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

In-State Undergraduate Tuition and Fees Predictability Plans

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

In-State Undergraduate Tuition and Mandatory E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1: No new GF									
Majority First-Year Students	7,980	8,458	6.0%	8,966	6.0%	9,504	6.0%	N/A	#VALUE!
All First-Year Students	9,245	9,474	2.5%	9,771	3.1%	10,211	4.5%	N/A	#VALUE!
Scenario 2:									
Majority First-Year Students	7,980	8,139	2.0%	8,302	2.0%	8,468	2.0%	N/A	#VALUE!
All First-Year Students	9,245	9,181	-0.7%	9,159	-0.2%	9,260	1.1%	N/A	#VALUE!
Scenario 3:									
Majority First-Year Students	7,980	8,139	2.0%	8,302	2.0%	8,468	2.0%	N/A	#VALUE!
All First-Year Students	9,245	8,725	-5.6%	8,302	-4.8%	8,468	2.0%	N/A	#VALUE!

Assumptions for:

Scenario 2	GF increase of \$2.1M, \$2.4M, and \$2.8M, respectively - RU only
Scenario 3	Assumptions from Scenario 2 plus GF increase of \$5.0M, \$5.0M, and \$0M, respectively - RUC only

In-State Undergraduate Mandatory Non-E&G Fees

	2019-20	2020-21		2021-22		2022-23		2023-24	
	Charge	Charge	% Increase	Charge	% Increase	Charge	% Increase	Charge	% Increase
Scenario 1:	3,370	3,468	2.9%	3,569	2.9%	3,673	2.9%	N/A	#VALUE!
Scenario 2:	3,370	3,454	2.5%	3,540	2.5%	3,629	2.5%	N/A	#VALUE!

Assumptions for:

Scenario 1	Increase equal to Consumer Price Index (1.9%) plus one percent, includes funding for 3% salary increase.
Scenario 2	Increase equal to Consumer Price Index (1.5%) plus one percent, includes funding for 3% salary increase.

Weighted Average Calculations for 1B-T&F Predictability Plan

Scenario 1	2019-20	2020-21	2021-22	2022-23
RU IS UG Enrollment (A)	6,719	6,626	6,696	6,819
Planned RU Tuition	\$ 7,980	\$ 7,980	\$ 7,980	\$ 7,980
6% Increase YOY		478	986	1,524
Revised Tuition @ 6% Increase (B)	\$ 7,980	\$ 8,458	\$ 8,966	\$ 9,504
RUC IS UG Enrollment (C)	569	597	564	604
Planned RUC Tuition	\$ 24,187	\$ 20,748	\$ 19,329	\$ 18,197
0% Increase YOY		-	-	-
Revised RUC Tuition @ 0% Increase (D)	\$ 24,187	\$ 20,748	\$ 19,329	\$ 18,197
Total RU/RUC IS UG Enrollment (E)	7,288	7,223	7,260	7,423
Weighted Avg (BxA)+(DxC)/E	\$ 9,245	\$ 9,474	\$ 9,771	\$ 10,211

Scenario 2	2019-20	2020-21	2021-22	2022-23
RU IS UG Enrollment (A)	6,719	6,626	6,696	6,819
Planned RU Tuition	\$ 7,980	\$ 7,980	\$ 7,980	\$ 7,980
2% Increase YOY		159	322	488
Revised Tuition @ 2% Increase (B)	\$ 7,980	\$ 8,139	\$ 8,302	\$ 8,468
RUC IS UG Enrollment (C)	569	597	564	604
Planned RUC Tuition	\$ 24,187	\$ 20,748	\$ 19,329	\$ 18,197
0% Increase YOY		-	-	-
Revised RUC Tuition @ 0% Increase (D)	\$ 24,187	\$ 20,748	\$ 19,329	\$ 18,197
Total RU/RUC IS UG Enrollment (E)	7,288	7,223	7,260	7,423
Weighted Avg (BxA)+(DxC)/E	\$ 9,245	\$ 9,181	\$ 9,159	\$ 9,260

Scenario 3	2019-20	2020-21	2021-22	2022-23
RU IS UG Enrollment (A)	6,719	6,626	6,696	6,819
Planned RU Tuition	\$ 7,980	\$ 7,980	\$ 7,980	\$ 7,980
2% Increase YOY		159	322	488
Revised Tuition @ 2% Increase (B)	\$ 7,980	\$ 8,139	\$ 8,302	\$ 8,468
RUC IS UG Enrollment (C)	569	597	564	604
Planned RUC Tuition	\$ 24,187	\$ 20,748	\$ 19,329	\$ 18,197
22.8% decrease YOY FY21 and FY22, 2% incr FY23	0	(5,515)	(11,027)	(9,729)
Revised RUC Tuition @ 0% Increase (D)	\$ 24,187	\$ 15,233	\$ 8,302	\$ 8,468
Total RU/RUC IS UG Enrollment (E)	7,288	7,223	7,260	7,423
Weighted Avg (BxA)+(DxC)/E	\$ 9,245	\$ 8,725	\$ 8,302	\$ 8,468

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

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

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

Items	2018-2019 (Estimated)	2019-2020 (Estimated)	2020-2021 (Planned)	2021-2022 (Planned)
	Total Revenue	Total Revenue	Total Revenue	Total Revenue
E&G Programs				
Undergraduate, In-State	\$57,539,218	\$69,048,788	\$71,253,307	\$73,840,422
Undergraduate, Out-of-State	\$9,855,737	\$11,174,797	\$11,532,220	\$11,780,372
Graduate, In-State	\$7,348,591	\$11,422,251	\$11,691,919	\$12,154,891
Graduate, Out-of-State	\$1,582,611	\$3,869,906	\$3,753,972	\$3,715,962
Law, In-State	\$0	\$0	\$0	\$0
Law, Out-of-State	\$0	\$0	\$0	\$0
Medicine, In-State	\$0	\$0	\$0	\$0
Medicine, Out-of-State	\$0	\$0	\$0	\$0
Dentistry, In-State	\$0	\$0	\$0	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	\$0
PharmD, In-State	\$0	\$0	\$0	\$0
PharmD, Out-of-State	\$0	\$0	\$0	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	\$0
Other NGF	\$2,619,138	\$2,277,921	\$2,346,259	\$2,416,646
Total E&G Revenue - Gross	\$78,945,295	\$97,793,663	\$100,577,677	\$103,908,293
Total E&G Revenue - Net of Financial Aid	\$77,037,824	\$95,886,192	\$98,670,206	\$102,000,822

Tuition used for Financial Aid (Pgm 108)	\$1,907,471	\$1,907,471	\$1,907,471	\$1,907,471
Sponsored Programs (Program 110)	\$0	\$0	\$0	\$0
Unique Military Activities	\$0	\$0	\$0	\$0
Workforce Development	\$0	\$0	\$0	\$0
Other (Specify)	\$0	\$0	\$0	\$0

Non-E&G Fee Revenue				
In-State undergraduates	\$60,576,430	\$63,820,702	\$65,130,075	\$66,953,660
All Other students	\$12,495,259	\$14,104,453	\$14,393,826	\$14,796,840
Total non-E&G fee revenue	\$73,071,689	\$77,925,155	\$79,523,901	\$81,750,500

Part 3: ACADEMIC-FINANCIAL PLAN
Radford University

Academic and Financial Plan

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

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

SECTION A: ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2020-2026)												
Priority Ranking	Strategies (Short Title)	VP Goal	Biennium 2020-2022 (7/1/20-6/30/22)						Description of Strategy	Two Additional Biennia		
			2020-2021			2021-2022						
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue			Concise Information for Each Strategy	Information for 2022- 2026
1	Improve Student Outcomes through the Reimagined First Year Experience	1,2	\$886,965	\$0	\$886,965	\$1,778,562	\$0	\$1,778,562	Improve success and retention by removing barriers, expanding 1st and 2nd year experiences, reframe advising, and outlining student timeline to graduate. (Narrative page 3)	Continue to enhance student success, retention, and graduation rates by enhancing experiences and removing barriers.		
2	Improve Affordability through Additional Student Financial Aid	1,2	\$255,550	\$0	\$255,550	\$925,550	\$0	\$925,550	Continued investment in Financial Aid from the State and University to address access and affordability. (Narrative page 6)	Continue to address affordability through strategic investments in financial aid.		
3	Further Educational Opportunities for Healthcare Professions and the Roanoke Valley through Radford University Carilion	1,3	-\$813,842	\$0	-\$813,842	-\$1,879,674	\$0	-\$1,879,674	Grow number of health professional graduates to address regional healthcare workforce needs while implementing strategic cost reduction measures to capture efficiencies related to the merger and address affordability at Radford University Carilion. (Narrative page 6)	Continue to explore opportunities for expansion of health sciences Programming.		
4	Establish an Innovative Transfer Partnership with New River Community College	1	\$159,791	\$0	\$159,791	\$414,582	\$0	\$414,582	Innovative transfer pathway that provides Radford University residential experience while attending NRCC in anticipation of transfer. (Narrative page 7)	Continue to enhance the University's transfer partnerships with the Virginia Community College System.		
5	Increase Degree Completion and Adult Learners Through Competency Based Education (CBE)	4	\$1,450,000	\$1,450,000	\$0	\$2,900,000	\$2,900,000	\$0	Expand on successful IMPACT program to deliver high demand healthcare profession CBE. (Narrative page 8)	Continue to expand Competency Based Education program offerings and partnerships.		
6	Enhance Student Experiential Learning Opportunities	2	\$62,353	\$0	\$62,353	\$209,763	\$0	\$209,763	Increase low cost opportunities for student internships and co-ops through strategic partnerships. (Narrative page 8)	Continue to explore pathways for experiential learning opportunities for students.		
7	Strengthen Workforce Development Efforts	4	\$128,500	\$0	\$128,500	\$421,327	\$0	\$421,327	Expand corporate partnerships, and offer new program offerings for non-traditional adult learners. (Narrative page 8)	Continue to enhance offerings for Workforce Development.		
			\$0	\$0	\$0	\$0	\$0	\$0				
Total 2020-2022 Costs (Included in Financial Plan 'Total Additional Funding Need')			\$2,129,317	\$1,450,000	\$679,317	\$4,770,110	\$2,900,000	\$1,870,110				

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

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

Assuming No Additional General Fund	2020-2021	2021-2022
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Part 3: ACADEMIC-FINANCIAL PLAN
Radford University

Academic and Financial Plan

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

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

SECTION A: ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2020-2026)										
Priority Ranking	Strategies (Short Title)	VP Goal	Biennium 2020-2022 (7/1/20-6/30/22)						Description of Strategy	Two Additional Biennia
			2020-2021			2021-2022				
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue		
			Concise Information for Each Strategy			Information for 2022- 2026				
	Items		Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue		
	Total Incremental Cost from Academic Plan¹		\$2,129,317	\$1,450,000	\$679,317	\$4,770,110	\$2,900,000	\$1,870,110		
	Increase T&R Faculty Salaries (\$)		\$788,846	\$0	\$788,846	\$1,577,692	\$0	\$1,577,692	Narrative page 10	
	T&R Faculty Salary Increase Rate(%) ²		1.50%		1.50%	1.50%		1.50%		
	Increase Admin. Faculty Salaries (\$)		\$357,783	\$0	\$357,783	\$715,566	\$0	\$715,566	Narrative page 10	
	Admin. Faculty Salary Increase Rate (%) ²		1.50%		1.50%	1.50%		1.50%		
	Increase Classified Staff Salaries (\$)		\$331,902	\$0	\$331,902	\$663,804	\$0	\$663,804	Narrative page 10	
	Classified Salary Increase Rate (%) ²		1.50%		1.50%	1.50%		1.50%		
	Increase University Staff Salaries (\$)		\$0	N/A	N/A	\$0	N/A	N/A		
	University Staff Salary Increase Rate (%) ²		N/A		N/A	N/A		N/A		
	O&M for New Facilities		\$0	\$0	\$0	\$0	\$0	\$0		
	Add'l In-State Student Financial Aid from Tuition Rev		\$0	\$0	\$0	\$0	\$0	\$0		
	Add'l Out-of-State Student Financial Aid from Tuition Rev		\$0	\$0	\$0	\$0	\$0	\$0		
	Anticipated Nongeneral Fund Carryover		\$0	\$0	\$0	\$0	\$0	\$0		
	Nongeneral Fund for Current Operations		\$421,536	\$0	\$421,536	\$875,109	\$0	\$875,109	Narrative page 11	
	Library Enhancement		\$80,010	\$0	\$80,010	\$160,020	\$0	\$160,020	Narrative page 10	
	Utility Cost Increase		\$124,620	\$0	\$124,620	\$252,331	\$0	\$252,331	Narrative page 11	
	Total Additional Funding Need		\$4,234,014	\$1,450,000	\$2,784,014	\$9,014,632	\$2,900,000	\$6,114,632		

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

**Part 4: General Fund (GF) Request
Radford University**

Requesting General Fund Support

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

Priority Ranking	Initiatives Requiring General Fund Support						Notes
	Biennium 2020-2022 (7/1/20-6/30/22)						
	Strategies (Match Academic-Financial Worksheet Short Title)	VP Goal	2020-2021		2021-2022		
			Total Amount	GF Support	Total Amount	GF Support	
1	Improve Affordability : Increase Student Financial Aid	1,2	\$1,062,835	\$807,335	\$3,108,742	\$2,183,192	Increased investment in need based financial aid from the Commonwealth to address access and affordability. (Narrative page 6)
2	Accelerate RUC Development	1,2	\$5,000,000	\$5,000,000	\$10,000,000	\$10,000,000	Increased investment from the Commonwealth to accelerate the decrease in RUC In-State Tuition and Fee Rates. (Narrative page 6)
			\$6,062,835	\$5,807,335	\$13,108,742	\$12,183,192	

**Part 5: Financial Aid Plan
Radford University**

FINANCIAL AID PLAN

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

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

Allocation of Tuition Revenue Used for Student Financial Aid

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

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$57,539,218	\$1,526,046	2.7%	\$1,598,690
Undergraduate, Out-of-State	\$9,855,737	\$220,973	2.2%	\$308,781
Graduate, In-State	\$7,348,591	\$116,820	1.6%	\$0
Graduate, Out-of-State	\$1,582,611	\$43,632	2.8%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$76,326,157	\$1,907,471	2.5%	\$1,907,471
Total from Tuition & Other NGF Revenue worksheet	\$78,945,295	\$1,907,471	2.4%	
In-State Sub-Total	\$64,887,809	\$1,642,866	2.5%	\$1,598,690

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	\$69,048,788	\$1,526,046	2.2%	\$1,716,724
Undergraduate, Out-of-State	\$11,174,797	\$220,973	2.0%	\$190,747
Graduate, In-State	\$11,422,251	\$116,820	1.0%	\$0
Graduate, Out-of-State	\$3,869,906	\$43,632	1.1%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$95,515,742	\$1,907,471	2.0%	\$1,907,471
Total from Tuition & Other NGF Revenue worksheet	\$97,793,663	\$1,907,471	2.0%	
In-State Sub-Total	\$80,471,039	\$1,642,866	2.0%	\$1,716,724
Additional In-State	\$15,583,230	\$0	%	\$118,034

2020-21 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$71,253,307	\$1,526,046	2.1%	\$1,716,724
Undergraduate, Out-of-State	\$11,532,220	\$220,973	1.9%	\$190,747
Graduate, In-State	\$11,691,919	\$116,820	1.0%	\$0
Graduate, Out-of-State	\$3,753,972	\$43,632	1.2%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$98,231,418	\$1,907,471	1.9%	\$1,907,471
Total from Tuition & Other NGF Revenue worksheet	\$100,577,677	\$1,907,471	1.9%	
In-State Sub-Total	\$82,945,226	\$1,642,866	2.0%	\$1,716,724
Additional In-State	\$2,474,187	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

2021-22 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$73,840,422	\$1,526,046	2.1%	\$1,716,724
Undergraduate, Out-of-State	\$11,780,372	\$220,973	1.9%	\$190,747
Graduate, In-State	\$12,154,891	\$116,820	1.0%	\$0
Graduate, Out-of-State	\$3,715,962	\$43,632	1.2%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$101,491,647	\$1,907,471	1.9%	\$1,907,471
Total from Tuition & Other NGF Revenue worksheet	\$103,908,293	\$1,907,471	1.8%	
In-State Sub-Total	\$85,995,313	\$1,642,866	1.9%	\$1,716,724
Additional In-State	\$3,050,087	\$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.

**Part 6: Economic Development Annual Report for 2018-19
Radford University**

ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515; which was enacted as Chapter 149, Virginia Acts of Assembly, 2016 Session)

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.

Instructions: The reporting period is FY19. **THE REPORT IS NOT DUE UNTIL OCTOBER 1.** The metrics serve as a menu of items that institutions should respond to as applicable and when information is available to them. Leave fields blank, if information is unavailable. (Please do not alter shaded cells that contain formulas.) Please note the narrative question at the bottom of the page. The response should be provided in the separate Narrative document, Section J.

6A: Provide information for research and development (R&D) expenditures through June 30, 2019 by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E. (Definition: The response is an unaudited version of the data to be submitted to the NSF Higher Education R&D [HERD] Survey in early 2020.)

VA PLAN Strategy Reference	6A: Research and Development (R&D) Expenditures by Source of Fund	*S&E	Non S&E	Total
	Source of Funds			
4.3	Federal Government	\$367,459	\$4,256	\$371,715
	State and Local Government	\$53,714	\$0	\$53,714
	Institution Funds	\$55,817	\$32,062	\$87,879
	Business	\$0	\$0	\$0
	Nonprofit Organizations	\$343,163	\$22,843	\$366,006
	All Other Sources			\$0
	Total	\$820,153	\$59,161	\$879,314
	* S&E - Science and Engineering			

6B: 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	6B: General Questions	Yes	No	Number/Amount	Comments
4.1	1. Does your institution offer an innovation- or entrepreneurship-themed student living-learning community (student housing)?	X			Launched fall 2012, the Radford University Entrepreneurship Living-Learning Community (ELC) is a learning community designed to help incoming freshmen learn about, live the life of, and become successful entrepreneurs. The ELC encourages innovation and entrepreneurship in students from diverse majors and backgrounds. Participants will live with other students interested in entrepreneurship, develop entrepreneurial competencies, develop and implement a business idea, register for classes reserved for ELC members, form relationships with faculty and entrepreneurs, and learn how to start and run a business from experts. In FY 2018-19, 18 students were part of the community.
4.1	2. Does your institution offer startup incubation/accelerator programs? If yes, please comment if people/companies external to the institution can access them and, if so, how. (Definition: Incubation or accelerator programs are structured multi-week or multi-month programs for which a cohort of start-up companies are chosen; includes mentoring and connections to investors)	X			Radford University provides incubation/accelerator opportunities through two avenues: (1) Radford Venture Lab intended to incubate business ideas among students and (2) hosting the New River Valley office of Small Business Development Center funded by SBA.
4.2	3. Does your institution have an entrepreneurship center? If yes, please comment if people/companies external to the institution can access it and, if so, how.	X			Entrepreneurship activities are supported by the two offices mentioned above in 4.1
4.2	4. Does your institution use Entrepreneur(s)-in-Residence? (Definition: EIRS are usually experienced founders of high-growth start-up companies who partner with a university to explore active research projects and seek out opportunities to commercialize the products of research; alternatively, an EIR could be a grad student, post-doc, business major, etc., who assists to evaluate IP and provide assessments of market pull potential, business planning, etc.)		X		The University does not offer Entrepreneur(s)-in-Residence, however, the Davis College hosts Executive in Residence speakers who founded their own businesses to stimulate entrepreneurship and innovation among students. In 2018-19, 3 such speakers spoke at Davis College to a combined audience of approximately 150 students.
4.1	5. Number of students paid through externally funded research grants or contracts.				
4.1	6. Please answer Yes if (i) your institution's written tenure policy specifically mentions the development of intellectual property and/or the commercialization of research; or (ii) the policies of any schools or other divisions mention IP and/or commercialization as a consideration for promotion and tenure; or (iii) the instructions for compiling a P&T portfolio include providing information about patents, licenses, and other commercialization activities? If Yes, please provide a brief explanation in the comments field. If No, use the comments field to describe other ways a promotion and tenure committee might value those contributions, if any.				
4.2	7. Does your institution or an affiliated entity offer translational research and/or proof of concept funding? If yes, please provide the dollar amount awarded in FY19 in the number/amount field. In the comments field, please provide the number of grants awarded; additional comments can also be entered if needed.				
4.2	8. Does your institution or an affiliated entity offer a seed fund or venture capital fund that awards money to start-ups? If yes, please comment on whether it awards funding only to university-based start-ups or to the general public as well? If yes, please provide dollar amount awarded in FY19 in the number/amount field and the number of awards made in the comments field.	X			The Davis College annually hosts the BB&T Innovation Challenge with over 80 student teams participating. Students pitch business ideas that are judged by a panel of external judges from the business community. In 2018-19, a total of \$5,000 was awarded to 8 winning teams to facilitate their business startups.

6C: Provide information for federal research and commercialization grants by type, number, and dollar value with a breakdown by college and department. If additional rows are needed, please contact Jean Mottley (jeanmottley@schev.edu) for assistance.

VA PLAN Strategy Reference	6C: Research and Commercialization Grants	No.	\$ Value	College	Department
4.3	SBIR - Small Business Innovation Research				
	STTR - Small Technology Transfer Research				

6D: The Intellectual Property (IP) section captures information on disclosure, patent, and licensing activities. It is divided into three tables. Tables 1 and 2 capture information regardless of source of funds or nature of entity to whom IP is transferred. Table 3 is required by § 23.1-102 subdivision 2 of the Code of Virginia. It details 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. 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. Tables 2 and 3 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.

VA PLAN Strategy Reference	6D: Table 1 - All Activity for FY 2018-19	No.
4.2	1. Number of Intellectual Property disclosures received	0
	2. Number of Provisional Patent Applications filed during the year	0
	3. Number of Patent Applications filed during the year (by type)	
	Design	0
	Plant	0
	Utility	0

	Total	0
	4. Total number of Patent Applications pending (by type)	
	Design	0
	Plant	0
	Utility	0
	Total	0
	5. Number of Patents awarded during the year (by type)	
	Design	0
	Plant	0
	Utility	0
	Total	0

VA PLAN Strategy Reference	6D: Table 2 - All Activity for FY 2018-19	Principal Place of Business in VA	Principal Place of Business Outside VA
4.2	1. Total number of intellectual property licenses executed in FY18-19	0	0
	2. Number of start-ups created through IP licensing in FY18-19	0	0
	3. Amount of licensing revenue in FY18-19 resulting from all intellectual property licenses	\$0	\$0
	4. Number of jobs created as a result of university start-ups	0	0

VA PLAN Strategy Reference	6D: Table 3 - Research Supported by Persons or Nongovernmental Entities	Principal Place of Business in VA	Principal Place of Business Outside VA
4.2	1. Value of funds received (not expended) from persons or nongovernmental entities to support research	\$0	\$0
	2. Number of patents awarded during the year (by type) developed in whole or part from research projects funded by persons or nongovernmental entities:	This is a subset of Table 1, #5.	
	a. Design Patent	0	0
	b. Plant Patent	0	0
	c. Utility Patent	0	0
	d. Total	0	0
	3. Number of assignments of intellectual property interests to persons or nongovernmental entities (definition: "assignment" is the outright conveyance, sale and transfer of the IP, in contrast to "license" of IP rights, which is the contractual permission given to another party to use the IP)	0	0

6E: 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	6E: General Questions - VCCS Specific	Number	Comments
4.1	1. Number of training programs leading to workforce certifications and licensures.		
	2. Number of students who earned industry recognized credentials stemming from training programs.		
	3. Number of industry-recognized credentials obtained, including certifications and licenses.		
	4. Number of Career/Technical Education certificates, diplomas and degrees awarded that meet regional workforce needs.		

NARRATIVE REQUIREMENT (Section J):

Contributions 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.