

INSTRUCTIONS FOR SUBMITTING 2022 INSTITUTIONAL SIX-YEAR PLAN

PLEASE READ INSTRUCTIONS CAREFULLY

Due Date: July 1, 2022

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 2022 General Assembly session, a joint resolution approved by the House and Senate (SJR53) 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. Since this is an even-numbered year, it is an update/affirm year for the plans that were developed in 2021.

2022 Six-year Plan

The 2022 Six-Year Plans are due July 1, 2022. The review group (referred to as Op Six) as outlined in § 23.1-306 (B) - see Legislative Reference section below - will meet in August to review the submissions and provide comments by September 1. Final plans are due to SCHEV by October 1 or immediately following an institution's Fall Board of Visitors' meeting, if it is later than October 1. (Reminder: A final copy of the 2022 plan must be sent by the institution to DLAS no later than December 1).

The six-year plan consists of an Excel workbook (Part I) and an accompanying narrative (Part II). The workbook has an Instructions page, Institution ID page and five parts/worksheets: In-state undergraduate Tuition and Fee Increase Rate, Tuition and Other Nongeneral Fund Revenue, Academic-Financial, General Fund (GF) Request, and Financial Aid. **Note: Shaded cells contain formulas.** The narrative (Part II) should be updated as needed due to corresponding changes in Part I or with any information requests from the Op Six.

INSTRUCTIONS FOR PART 1 (EXCEL WORKBOOK)

General Instructions

1. Update T122 with actual revenue. Adjust T123 in light of actual F&R and General Fund resources and T124 with estimated F&R and known General Fund resources.

2. Re-assess strategies/initiatives (including making changes to reflect legislative action) in the Academic-Financial Worksheet. Deletions, additions or revisions to strategies/initiatives should be indicated by using codes in the Priority Ranking column. For deletions, change the PR number to a 'D'; for additions, add an 'A' before the PR number; and for revisions, add an 'R' before the PR number. Provide specifics about deletions, additions or revisions to strategies/initiatives in the corresponding Narrative fields on the worksheet (columns P and Q) and modify cost information as appropriate. Strategies/initiatives that the institution considers important, but were not funded, can be included, but there is an assumption that these items do not have General Fund support. Please remember to also update the narrative sections in Part II as needed.

3. Board approval of the updated 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 as fall board meetings are held) 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 the final plans to SCHEV's website.

4. All files need to be checked for accessibility prior to submitting them. Information on accessibility is provided at this link:

<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.

Instructions by Section

1. In-state Undergraduate Tuition and Fee Increase Rate Plan

Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors with the assumption of no new state general fund support.

2. Tuition and Other Nongeneral Fund Revenue

Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, **provide total collected or projected to collect revenues (after discounts and waivers)** by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. DO NOT INCLUDE STIMULUS FUNDS.

3. Academic-Financial Plan

The Academic Plan, (3A), of this worksheet should contain academic, 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 2024 through 2028 in column K. **All salary information must be provided in 3B. No salary information should be included in 3A. 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. IF ANY STRATEGIES WILL BE FUNDED WITH STIMULUS FUNDS, PLEASE INCLUDE THOSE FUNDS IN THE REALLOCATION COLUMNS.**

Pathways to Opportunity: The Virginia Plan for Higher Education. 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, or 3). The three VP goals are listed below. In the Narrative document (Section B), institutions should provide more detailed information

The Virginia Plan has three major goals (please refer to the Plan at <https://www.schev.edu/index/statewide-strategic-plan/virginia-plan-overview> for more information about the strategies under each goal):

GOAL 1 EQUITABLE: CLOSE ACCESS AND COMPLETION GAPS.

GOAL 2 AFFORDABLE: LOWER COSTS TO STUDENTS.

GOAL 3 TRANSFORMATIVE: EXPAND PROSPERITY.

The Financial Plan, 3B, of this worksheet pertains to the 2022-24 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. **All salary information is included in this section, 3B. There should be no salary information included in section 3A.**

4. General Fund (GF) Request

Indicate items for which you anticipate making a request for state general fund support in the 2022-24 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, use the same title used in Part 3 and place it in bold print to draw attention to its connection to Part 3. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

5. Financial Aid

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.) **"Other Discounts and Waiver"** means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens Tuition Waiver. Do not include the tuition differential for the tuition exceptions. **Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.**

Contacts for Questions:

General Questions - Tom Allison (tomallison@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)

Legislative Reference:

§ 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 ABLI 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.

Six-Year Plans - Part I (2022): 2022-23 through 2027-28

Due: July 1, 2022

Institution:

Institution UNITID:

Individual responsible for plan

Name:

Email address:

Telephone number:

**Part 1: In-State Undergraduate Tuition and Mandatory Fee Increase Plans in 2022-24 Biennium
Radford University**

Instructions: Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors with the assumption of no new state general fund support.

In-State Undergraduate Tuition and Mandatory E&G Fees

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
\$8,018	\$8,499	6.0%	\$9,009	6.0%

In-State Undergraduate Mandatory Non-E&G Fees

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
\$3,524	\$3,630	3.0%	\$3,739	3.0%

In-State Undergraduate Tuition and Mandatory E&G Fees

2022-23 (Revised)		2023-24 (Revised)	
Planned Charge	% Increase	Planned Charge	% Increase
\$8,252	-2.9%	\$8,497	3.0%

In-State Undergraduate Mandatory Non-E&G Fees

2022-23 (Revised)		2023-24 (Revised)	
Planned Charge	% Increase	Planned Charge	% Increase
\$3,664	0.9%	\$3,811	4.0%

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

Instructions: Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, provide total collected or projected to collect revenues (after discounts and waivers) by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. DO NOT INCLUDE STIMULUS FUNDS.					Revised		
Items	2020-2021 (Actual)	2021-2022 (Estimated)	2022-2023 (Planned)	2023-2024 (Planned)	2021-22 (Est.)	2022-23 (Est.)	2023-24 (Planned)
	Total Collected Tuition Revenue	Total Collected Tuition Revenue	Total Projected Tuition Revenue	Total Projected Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue
E&G Programs							
Undergraduate, In-State	\$57,151,732	\$46,079,041	\$46,906,336	\$50,513,366	\$47,159,743	\$46,095,493	\$46,258,146
Undergraduate, Out-of-State	\$7,137,710	\$6,302,280	\$6,096,109	\$6,427,604	\$6,980,100	\$6,767,110	\$7,488,859
Graduate, In-State	\$13,568,199	\$10,990,318	\$11,776,354	\$12,807,612	\$10,735,740	\$11,234,409	\$11,725,930
Graduate, Out-of-State	\$4,452,524	\$3,018,249	\$3,124,819	\$3,249,426	\$3,167,131	\$2,930,076	\$3,191,649
Law, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Law, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Medicine, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Medicine, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Dentistry, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PharmD, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PharmD, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other NGF	\$1,925,951	\$2,232,780	\$2,232,780	\$2,232,780	\$2,259,349	\$3,359,349	\$2,259,349
Total E&G Revenue	\$84,236,117	\$68,622,668	\$70,136,398	\$75,230,788	\$70,302,062	\$70,386,437	\$70,923,932

Non-E&G Fee Revenue	2020-2021 (Actual)	2021-2022 (Estimated)	2022-2023 (Planned)	2023-2024 (Planned)	2021-22 (Est.)	2022-23 (Est.)	2023-24 (Planned)
	Total Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue	Total Fee Revenue	Total Fee Revenue	Total Fee Revenue
In-State undergraduates	\$20,842,746	\$22,930,741	\$23,181,346	\$24,311,762	\$21,585,927	\$22,227,284	\$22,811,588
All Other students	\$3,415,901	\$3,745,033	\$3,642,531	\$3,715,446	\$3,783,324	\$4,448,512	\$4,931,240
Total non-E&G fee revenue	\$24,258,647	\$26,675,774	\$26,823,877	\$28,027,208	\$25,369,251	\$26,675,796	\$27,742,828
Total Auxiliary Revenue	\$64,109,769	\$69,371,374	\$70,523,505	\$72,719,603	\$70,507,690	\$69,012,895	\$71,773,411

Part 3: ACADEMIC-FINANCIAL PLAN
Radford University

3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2022-2028)

Instructions for 3A: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies. 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 2024-2028 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. **All salary information must be provided in section 3B. No salary information should be included in 3A.** Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Please update total cost formulas if necessary. **Institutions should assume no general fund (GF) support in this worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support. IF ANY STRATEGIES WILL BE FUNDED WITH STIMULUS FUNDS, PLEASE INCLUDE THOSE FUNDS IN THE REALLOCATION COLUMNS.**

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2022-2028)													Description of Strategy	Two Additional Biennia	
	Biennium 2022-2024 (7/1/22-6/30/24)															
	Strategies (Short Title)	VP Goal	2022-2023			2023-2024			2022-2023 (Revised)			2023-2024 (Revised)				
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation			Amount From Tuition Revenue
Concise Information for Each Strategy													Information for 2024- 2028			

3B: Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2022-2024 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. **All salary information should be included in this section. No salary information should be included in 3A.**

Assuming No Additional General Fund													
Items	2022-2023			2023-2024			2022-2023 (Revised)			2023-2024 (Revised)			
	Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue	
Total Incremental Cost from Academic Plan¹	\$2,833,358	\$2,181,636	\$651,722	\$5,578,282	\$4,124,838	\$1,453,444	\$2,833,358	\$2,833,358	\$0	\$5,578,282	\$5,578,282	\$0	
Increase T&R Faculty Salaries (\$)	\$0	\$0	\$0	\$1,539,608	\$0	\$1,539,608	\$2,437,696	\$975,078	\$0	\$4,997,423	\$1,960,869	\$38,101	
T&R Faculty Salary Increase Rate (%) ²	0.00%		0.00%	3.00%		3.00%	5.00%		5.00%	5.00%		5.00%	
Increase Admin. Faculty Salaries (\$)	\$0	\$0	\$0	\$760,946	\$0	\$760,946	\$1,315,114	\$526,045	\$0	\$2,695,961	\$1,057,830	\$20,554	
Admin. Faculty Salary Increase Rate (%) ²	0.00%		0.00%	3.00%		3.00%	5.00%		5.00%	5.00%		5.00%	
Increase Classified Staff Salaries (\$)	\$0	\$0	\$0	\$635,260	\$0	\$635,260	\$1,098,339	\$439,336	\$0	\$2,251,568	\$883,461	\$17,166	
Classified Salary Increase Rate (%) ²	0.00%		0.00%	3.00%		3.00%	5.00%		5.00%	5.00%		5.00%	
Increase University Staff Salaries (\$)	\$0	\$0	N/A	\$0	\$0	N/A	\$0	\$0	N/A	\$0	\$0	N/A	
University Staff Salary Increase Rate (%) ²	N/A		N/A	N/A		N/A	N/A		N/A	N/A		N/A	
Increase Number of Full-Time T&R Faculty(\$) ³	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Bonus	N/A		N/A	N/A		N/A	\$978,053	\$412,936	\$0	\$978,053	\$412,936	\$0	
O&M for New Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$471,768	\$178,329	\$0	
Add'l In-State Student Financial Aid from Tuition Rev	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Add'l Out-of-State Student Financial Aid from Tuition Rev	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Anticipated Nongeneral Fund Carryover	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Nongeneral Fund for Current Operations (Safety & Security, Fringe)	\$607,733	\$0	\$607,733	\$1,701,127	\$0	\$1,701,127	\$566,600	\$482,225	\$84,375	\$953,535	\$482,225	\$471,310	
Library Enhancement	\$122,733	\$0	\$122,733	\$250,705	\$0	\$250,705	\$122,733	\$122,733	\$0	\$197,472	\$122,733	\$74,739	
Utility Cost Increase	\$131,542	\$0	\$131,542	\$267,031	\$0	\$267,031	\$0	\$0	\$0	\$135,489	\$135,489	\$0	
Total Additional Funding Need	\$3,695,366	\$2,181,636	\$1,513,730	\$10,732,959	\$4,124,838	\$6,608,121	\$9,351,892	\$5,791,711	\$84,375	\$18,259,552	\$10,812,154	\$621,870	

- 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.
(3) If planned, enter the cost of additional FTE faculty.

Auto Check (Match = \$0)			
Match Incremental Tuit Rev in Part 2		If not matched, please provide explanation in these fields.	
2022-2023 (rev)	2023-2024 (rev)	2022-2023	2023-2024
\$0	\$0		

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

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2022-24 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, use the same title used in Part 3 and place it in bold print to draw attention to its connection to Part 3. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

Priority Ranking	Initiatives Requiring General Fund Support										Notes
	Biennium 2022-2024 (7/1/22-6/30/24)										
	Strategies (Match Academic-Financial Worksheet Short Title)	VP Goal	2022-2023		2023-2024		2022-2023 (Revised)		2023-2024 (Revised)		
			Total Amount	GF Support	Total Amount	GF Support	Total Amount	GF Support	Total Amount	GF Support	
1	Need-Based Student Financial Aid Increase	2	\$1,667,260	\$1,417,260	\$3,476,246	\$2,976,246	\$1,667,260	\$1,417,260	\$2,167,260	\$0	Additional FY2024 general fund support from Chapter 2 2022 Special Session I Virginia Acts of Assembly covers requested FY2024 SFA needs.
2	Re-establish Base Operations Support	2	\$2,000,750	\$1,800,750	\$4,486,500	\$3,601,500	\$2,000,750	\$1,800,750	\$4,486,500	\$3,601,500	Additional general fund support of essential University operations. Details for FY2024 on page 15 of the narrative. This request is in addition to affordable access funding provided for in Chapter 2 2022 Special Session I Virginia Acts of Assembly.
3	O&M for New Facilities	2							\$471,768	\$293,439	Additional general fund support of new Center for Adaptive and Innovative Creative, a 60,000 sf space coming online January 2024.
			\$3,668,010	\$3,218,010	\$7,962,746	\$6,577,746	\$3,668,010	\$3,218,010	\$7,125,528	\$3,894,939	

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

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.)

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

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

Allocation of Tuition Revenue Used for Student Financial Aid

*2020-21 (Actual) Please see footnote below								Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	
Undergraduate, In-State	\$57,151,732	\$0	%	\$1,428,372	\$3,089,222	\$1,115,970	\$61,356,924	-\$1,428,372 Compliant
Undergraduate, Out-of-State	\$7,137,710	\$1,907,471	26.7%	\$479,099	\$385,848	\$6,258	\$7,529,816	
Graduate, In-State	\$13,568,199	\$0	%	\$0	\$408,818	\$107,182	\$14,084,199	
Graduate, Out-of-State	\$4,452,524	\$0	%	\$0	\$46,543	\$0	\$4,499,067	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$82,310,166	\$1,907,471	2.3%	\$1,907,471	\$3,930,431	\$1,229,410	\$87,470,007	

2021-22 (Estimated)								Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	
Undergraduate, In-State	\$46,079,041	\$0	%	\$1,716,724	\$3,444,809	\$1,115,970	\$50,639,820	-\$1,716,724 Compliant
Undergraduate, Out-of-State	\$6,302,280	\$1,907,471	30.3%	\$190,747	\$430,261	\$6,258	\$6,738,799	
Graduate, In-State	\$10,990,318	\$0	%	\$0	\$408,818	\$107,182	\$11,506,318	
Graduate, Out-of-State	\$3,018,249	\$0	%	\$0	\$46,543	\$0	\$3,064,792	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$66,389,888	\$1,907,471	2.9%	\$1,907,471	\$4,330,431	\$1,229,410	\$71,949,729	

2022-23 (Planned)								Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	
Undergraduate, In-State	\$46,906,336	\$0	%	\$1,716,724	\$3,667,050	\$1,115,970	\$51,689,356	-\$1,716,724 Compliant
Undergraduate, Out-of-State	\$6,096,109	\$1,907,471	31.3%	\$190,747	\$458,020	\$6,258	\$6,560,387	
Graduate, In-State	\$11,776,354	\$0	%	\$0	\$408,818	\$107,182	\$12,292,354	
Graduate, Out-of-State	\$3,124,819	\$0	%	\$0	\$46,543	\$0	\$3,171,362	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$67,903,618	\$1,907,471	2.8%	\$1,907,471	\$4,580,431	\$1,229,410	\$73,713,459	

2023-24 (Planned)								Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	
Undergraduate, In-State	\$50,513,366	\$0	%	\$1,716,724	\$4,111,534	\$1,115,970	\$55,740,870	-\$1,716,724 Compliant
Undergraduate, Out-of-State	\$6,427,604	\$1,907,471	29.7%	\$190,747	\$513,536	\$6,258	\$6,947,398	
Graduate, In-State	\$12,807,612	\$0	%	\$0	\$408,818	\$107,182	\$13,323,612	
Graduate, Out-of-State	\$3,249,426	\$0	%	\$0	\$46,543	\$0	\$3,295,969	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$72,998,008	\$1,907,471	2.6%	\$1,907,471	\$5,080,431	\$1,229,410	\$79,307,849	

2021-22 (Actual)								Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	
Undergraduate	\$47,159,743	\$0	%	\$1,323,449	\$3,711,084	\$1,286,802	\$52,157,630	-\$1,323,449 Compliant
Undergraduate	\$6,980,100	\$1,907,471	27.3%	\$394,461	\$1,399,650	\$0	\$8,379,750	
Graduate, In-St	\$10,735,740	\$0	%	\$0	\$428,043	\$110,831	\$11,274,613	
Graduate, Out-t	\$3,167,131	\$0	%	\$0	\$47,089	\$0	\$3,214,220	
First Profession	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Profession	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$68,042,714	\$1,907,471	2.8%	\$1,717,910	\$5,585,866	\$1,397,632	\$75,026,212	

2022-23 (Estimate)								Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	
Undergraduate	\$46,095,493	\$0	%	\$1,716,724	\$3,933,326	\$1,286,802	\$51,315,621	-\$1,716,724 Compliant
Undergraduate	\$6,767,110	\$1,907,471	28.2%	\$190,747	\$1,427,408	\$0	\$8,194,519	
Graduate, In-St	\$11,234,409	\$0	%	\$0	\$428,043	\$110,831	\$11,773,282	
Graduate, Out-t	\$2,930,076	\$0	%	\$0	\$47,089	\$0	\$2,977,165	
First Profession	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Profession	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$67,027,089	\$1,907,471	2.8%	\$1,907,471	\$5,835,866	\$1,397,632	\$74,260,587	

2023-24 (Estimate)								Compliance with § 4-5.1.a.i
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	
Undergraduate	\$46,258,146	\$0	%	\$1,716,724	\$4,155,568	\$1,286,802	\$51,700,515	-\$1,716,724 Compliant
Undergraduate	\$7,488,859	\$1,907,471	25.5%	\$190,747	\$1,455,167	\$0	\$8,944,025	
Graduate, In-St	\$11,725,930	\$0	%	\$0	\$428,043	\$110,831	\$12,264,803	
Graduate, Out-t	\$3,191,649	\$0	%	\$0	\$47,089	\$0	\$3,238,738	
First Profession	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Profession	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$68,664,584	\$1,907,471	2.8%	\$1,907,471	\$6,085,866	\$1,397,632	\$76,148,082	

** 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.*

2022 SIX-YEAR PLAN NARRATIVE - UPDATE (Part II)

INSTITUTION: Radford University

July 11, 2022

OVERVIEW

The totality of the six-year plan should describe the institution's goals as they relate to state goals found in the *Pathways to Opportunity: 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, in particular related to equity, affordability and transformative outcomes. 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.***

SECTIONS

Section A. Pandemic Impact: Briefly discuss, in one to two paragraphs, how the pandemic has impacted your institution. What things did your institution already have in place that proved helpful? What lessons were learned? What short-term changes have been made? What long-term changes will be made? What are the concerns moving forward?

RESPONSE:

As any institution could attest, the impact of COVID-19 on higher education was unexpected and unprecedented. The swift and vast changes that have occurred over the last 15 months have been a true testament of the commitment and resiliency of our students, faculty, staff, and administrators. The largest initial and longstanding impacts to the University relate to shifts in course modality and enrollment. While the University was well positioned to adapt to the necessary changes in course delivery as a result of existing online technologies and experience in modifying delivery methods, the time in which it was conducted was no small feat. Additional resources were realigned and dedicated to assist faculty in transitioning all in-person course content to a virtual format. The University's Strategic Plan called for growth in the number of online/hybrid course offerings from a baseline of 10 percent to 20 percent by 2023. During the pandemic the target was surpassed, however it is expected to stabilize around the 20 percent level.

Like most Universities, Radford University experienced lower than normal attendance for the fully remote summer 2020 sessions, but higher than anticipated fall and spring attendance given the hybrid environment and continued uncertainty related to the pandemic. While enrollment for 2020-21 was below pre-pandemic estimates, the University continues to make strides in diversifying program offerings to mitigate an

already declining undergraduate student population. The University must remain resilient, adaptable, and responsive to the evolving needs of the Commonwealth and nation as a whole. While the institution returns to a 'new normal', much attention will be given to expectations established from the pandemic and ensure strategies of the University align with the changes higher education has incurred. The strategies provided within this narrative are reflective of the impacts of the pandemic and the focal points necessary to remain a premier, innovative, student-centered university in the Commonwealth and beyond.

Section B. 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 state themes and goals:

- **Equitable:** Close access and completion gaps. Remove barriers to access and attainment especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.
- **Affordable:** Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.
- **Transformative:** Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions. This goal includes efforts to diversify staff and faculty pools.

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. If federal stimulus funds will fund activities and are included in Part 3 as reallocations, please note how they will be used.

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 were temporarily transferred to Radford University in order to appropriately teach out and then transfer the programs to Virginia Western Community College upon their attainment of regional and program accreditation. There are no plans to alter the mission of the University at this time.

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.

Radford University 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.

Radford University 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.*

Strategy 1: Need-Based Student Financial Aid Increase.

SSP Alignment: 2 – Affordable

The increasing cost of higher education continues to be a concern for University leadership, students, and their parents as well as representatives in Richmond. Providing additional need-based financial aid has proven to be the most prudent approach to offsetting this cost. This is especially critical at Radford University where over 64% of students apply and are eligible for financial aid.

According to SCHEV data, the partnership funding model indicates a need of \$32,890,008 in state support for the University in 2021-22; however, the actual support is anticipated at \$14,172,602 or 43.1% of total need. The State has continued to invest in programs such as the Commonwealth Grant supporting 1,872 students in 2021-22 at a cost of \$8,176,207 and the Virginia Guaranteed Assistance Grant (VGAP) supporting 447 students at a cost of \$2,539,248. Additionally, given the increases in enrollment from traditionally underserved populations, the University anticipates calculated need under the partnership funding model, or whatever model will replace the existing model, will continue to grow for the foreseeable future.

Radford University has historically relied on a low cost and low institutional aid model; however, in recent years the University has made significant investment in the amount of institutional aid provided to students. This investment allows the University to remain market competitive as well as to make strategic investments in the most financially disadvantaged students. This is done by providing 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 2020). However, the University 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. Established in 2020-21, the Highlander Distinction Program infused an additional \$3.2 million in institutional aid for students demonstrating strong need and ability. This has been a difficult but necessary investment in students in light of tuition realignment limitations. Maintaining student affordability and investing in students to ensure financial access is not a barrier in achieving their higher education goals is of utmost importance to the University. The general fund request included in this submission will be impactful in ensuring financial accessibility for Virginia students.

Strategy 2: Elevate Student Success, Engagement, and Retention.

SSP Alignment: 1 – Equitable
 3 – Transformational

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 decline in fall to fall retention reflective of the challenging environment during the COVID-19 pandemic. It is of critical importance that the University ensures appropriate support services are available to all students in order to bolster their success, strengthen engagement, and increase overall retention.

The institution has identified four areas of focus for the Six-Year Plan to improve retention, engagement, and academic success.

a. REAL Curriculum General Education Model:

In fall 2021, the University will embark on a shift in approach to general education that focuses on increased student autonomy and choice, credentialing of student expertise and skill, and transference of knowledge. The program is the outcome of a faculty-driven, multi-year planning effort to re-envision general education. The program recognizes that study in any area builds competencies students need for lifelong learning and success and gives students general education credit for those competencies. With this in mind, the REAL Curriculum incorporates general education seamlessly and invisibly into the entirety of a student's career at Radford University.

The four fundamental learning areas of the REAL model address: scientific and quantitative **R**easoning, humanistic or artistic **E**xpression, cultural or behavioral **A**nalysis, and applied **L**earning. In this model, students develop a four-year program of study that combines majors and minors that develop learning in those four areas. Foundational requirements in writing and math are added to ensure academic success. Existing degree programs at Radford University thoroughly cover at least one of the fundamental learning areas although most cover two. This level of flexibility increases student choice, ensures depth of knowledge, and credentials the learning students engage in.

The University is excited to unveil this engaging program that strives to not only increase student success, but also student satisfaction. REAL fulfills general education requirements within a traditional 120 credit hour bachelor's degree. Rather than a menu of courses, students fulfill REAL requirements as they complete majors and minors in the four fundamental learning areas. Given the additional flexibility to the student and the ability to have course credit count in multiple areas it is expected that time to degree completion and the associated costs can be reduced as well.

b. Academic Success Center Operation:

Historically, academic advising at Radford University has utilized a decentralized model where most students are advised by a mix of professional and faculty advisors in their respective college advising centers and only a few special

populations, such as undeclared students, are advised in the Pre-major Advising Center. This approach has led to a need for increased consistency, uniformity, and intentionality in the advising process across all of the University's academic colleges.

In the fall of 2020, in response to the University's Strategic Plan goal of intentionally leading "students from their transition into Radford University through graduation toward their unique path in life", the Academic Success Center opened with the mission of providing students with a centralized, holistic suite of services to support their academic success, enhance their engagement across the campus and within the community, and facilitate a sense of belonging as a member of the Highlander family. The creation of the Center demonstrated the University's strengthened commitment to the engagement and retention of students by focusing on the areas of re-enrollment and first-year student success through the utilization of a case management approach to enhance service delivery and expand program offerings.

The Center is charged to review and analyze predictive data related to first-year retention and persistence; utilize data to inform program development, outreach and intervention; share best practices while collaborating with stakeholders and partners across campus; and identify barriers to first-year student success as well as make recommendations and implement solutions for future improvements. This cross-divisional, unique approach to advising assigns dedicated resources to enhance student engagement and success with a formalized "one-stop shop" configuration to more effectively serve students. While the Center was opened in the fall of 2020 on a limited basis, the complete phase in and scale up of this University wide initiative will take several years. With increased investment, the University's advising approach will have a personal touch with the appropriate level of resources and a centralized channel of communication. The University will continue to identify operating needs of the Academic Success Center ensuring optimal student support services are provided to increase student success, engagement, and retention.

c. Academic Leadership Fellowship Program:

The Academic Leadership Fellowship Program was designed to strategically and intentionally connect faculty within academic units to other departments and divisions that are directly tied to student recruiting, retention and success. Faculty currently operate within silos dedicating all of their attention and energy into their specific academic demands. This program breaks down these silos by expanding the level of support faculty traditionally provide. The program supports the ongoing need to foster student success in order to ensure persistence and retention while building and maintaining a culture of faculty engagement and collaboration. The program identifies faculty fellows to serve as representatives for undergraduate academic disciplines supporting student recruitment, new student onboarding, and ongoing student persistence and success. A central part of the program involves

these fellows facilitating effective student engagement with students as they navigate the REAL Curriculum (as noted above) as well as supporting and serving in an advisory role within the Academic Success Center.

This program will directly benefit enrollment growth through increased student success and retention. Engaging with and developing individual faculty as leaders in all academic programs, enables the recruiting staff to create intentional connections and relationships through the fellows as liaisons with whom prospective students can connect to and communicate with about program opportunities. These faculty are intended to be the most first-year student friendly faculty, committed to student success and support, who can share opportunities with students and help Admissions highlight the outstanding academic opportunities offered at the University. Connecting a faculty liaison from each undergraduate program at the University is the first step to ensure enrolled students have a consistent and readily available link between their academic interests, goals and opportunities to increase engagement. This program fosters a culture of collaboration where academic departments can rally around the goal of retention and make a difference on at the campus-wide level.

d. Center for Opportunity and Social Mobility:

At Radford University, 30% of main campus undergraduates self-identify as first-generation students, meaning the student is among the first in their family to attend college. First-generation students have a well-documented need for enhanced support, guidance, and mentorship. A structure for success targeting 30% of the student body will certainly have an impact on the overall retention and completion rates for this population. Additionally, the pandemic and “enrollment cliff” have highlighted that this group needs a compelling reason to choose college.

A comprehensive approach to first-generation student support will include creation of the Center for Opportunity and Social Mobility, the first of its kind for the University. The Center will provide staffing, peer mentoring, faculty engagement, and programming dedicated solely for the University’s first-generation population. In fall 2021, the Center will launch a structured, integrated plan for first-generation student success. This plan will integrate events and interventions already in place and will amplify support, faculty engagement, and student connections. These measures directly support the Strategic Plan Key Performance Indicators of enrollment growth and student success.

With first-generation students making up one-third of every academic college and representing 45% of all students with a GPA from 1.00 to 1.99, it is critical to provide specialized programming and enhanced engagement opportunities to ensure their academic success. Through tailored student focused events (e.g. welcome events, educational programming, National First Gen Celebration, and college connections with Deans and faculty) as well as specific family events (e.g.

family weekend luncheons, tours, faculty engagement, and online family courses) the University will be well-positioned to further serve this important segment of campus.

Strategy 3: Further Health Sciences Degree Offerings.

SSP Alignment: 3 – Transformative

The University strives to continually advance the opportunities for allied health programs in the Commonwealth. The establishment of Radford University Carilion (RUC) created a platform to accelerate high-demand health sciences degree program offerings and provides an opportunity for substantial growth in graduates.

The institution is focused on expanding allied health offerings at RUC by focusing on three fields that have projected growth for the Commonwealth between 17% and 20% by 2029. Each program has the potential to produce additional graduates in these high-demand fields with minimal investment of time and resources.

a. Occupational Therapy Assistant (OTA) to Master of Occupational Therapy (MOT) Bridge Program:

The development of an Occupational Therapy Assistant to Master of Occupational Therapy Weekend Bridge Program (OTA-MOT Bridge) will allow licensed Occupational Therapy Assistants (OTA/L) who wish to advance their career in the field of Occupational Therapy to obtain a Master of Occupational Therapy (MOT) degree and become a licensed Occupational Therapist (OT/L). OTAs graduate with a two-year Associate's degree from a community college or technical school. After several years of industry practice, many wish to further their education and career opportunities to become Occupational Therapists.

There are currently only 15 OTA-MOT Bridge Programs located across the country. Thirteen of these programs are at private universities with significantly higher cost than Radford University. There are no OTA-MOT Bridge programs in Virginia, which will make Radford University's OTA-MOT Bridge program the program of choice for Occupational Therapy Assistants in the Commonwealth.. The average salary for an OTA in Virginia is \$53,000, whereas an Occupational Therapist with a graduate degree makes \$74,500 and has greater opportunities for career advancement and stability. Also notable is that the Bureau of Labor Statistics reports that the national demand for Occupational Therapists is expected to grow 16 percent by 2029. The financial and professional potential growth makes returning to college desirable for many OTAs; however, there are currently limited opportunities to do so.

The OTA-MOT Bridge program at RUC will be a non-traditional, full-time weekend program that will target practicing OTAs who wish to continue to work full-time during the week and attend graduate school on the weekends.

b. Respiratory Therapy Program (RETH) Online Degree Advancement:

The development of an online Degree Advancement program in Respiratory Therapy will allow individuals with an Associate Degree in Respiratory Therapy (ASRT) to obtain a Bachelor's Degree in Respiratory Therapy (BSRT) utilizing a totally online platform. The Respiratory Therapy Program located at RUC is one of only two baccalaureate programs in the Commonwealth. Each year over 6,000 students graduate from Committee on Accreditation of Respiratory Care (CoARC) accredited programs from across the United States. These graduates include approximately 100 graduates annually from the five Virginia Community College System (VCCS) programs and the two baccalaureate programs.

Associate Degree programs have served as the backbone for the Respiratory Therapy (RT) professions for many years and make up the majority of programs across the country at just over 340 accredited schools. However, between 2014 and 2017 the American Association for Respiratory Care (AARC), CoARC, and the Coalition for Baccalaureate and Graduate Respiratory Therapy Education (CoBGRTE) recognized the need to elevate the entry level for the profession. Effective January 1, 2018, CoARC made the policy decision to not accept any new associate degree programs for accreditation. The intention behind this policy is to move to a baccalaureate degree for entry to the profession.

Currently, there are 70 entry level baccalaureate programs in the United States, two in Virginia, including Radford University Carilion. Additionally, there are 23 respiratory therapy associate degree to baccalaureate degree online programs (degree advancement) nationally with only one in Virginia, at Liberty University. These baccalaureate degree completion programs are accredited for 50 – 200+ students per year. Accreditation is not required for degree completion programs; however, it is advantageous from a marketing perspective. It is estimated that demand will increase by 19% for Respiratory Therapist by 2029, and could be even higher given the uncertainties surrounding the COVID-19 pandemic and long-term care of survivors. There are currently 135,800 employees in the profession with projected annual job openings of 9,200 nationally.

Degree Advancement programs are designed specifically for Respiratory Therapists who have already completed an accredited Respiratory Therapy Care program, hold the Registered Respiratory Therapy (RRT) credential, and wish to obtain advanced education in Respiratory Care. Radford University is uniquely positioned to fill this need for the Commonwealth and beyond.

c. Public Health and Healthcare Leadership Online Graduate Programs:

According to the Bureau of Labor Statistics, "Employment in healthcare occupations is projected to grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs." In response to

the ever growing demand for healthcare, professional degree programs at Radford University Carilion (RUC) must be maximized to full capacity.

At RUC, the Department of Public Health and Healthcare Leadership (PHHL) has significant opportunity to seize increased growth. PHHL is one of the newest departments at RUC, as it was created just before the merger. Currently, the department offers three online, in-demand graduate programs. In order to promote enrollment growth, investment will be made to provide additional operating support for three programs: the Master of Healthcare Administration; the new Master of Science in Health Sciences with a concentration in Clinical Research Administration; and the Doctor of Health Sciences with concentrations in Healthcare Administration, Community and Public Health, and Education and Academia. Enhanced promotion and marketing of these offerings at a program level creates an opportunity to increase enrollments in these highly sought-after programs.

Each program also offers new dual-degree tracks where students are able to complete degree programs at an accelerated pace while being offered entirely online, flexible and convenient formats with no residency requirements. These programs are targeted for adult learners and working health professionals. There are approximately 47,000 Healthcare Administration jobs currently open nationally. These RUC programs are well poised to fulfill the need for the increased national demand

Strategy 4: Broaden University Outreach and Engagement.

SSP Alignment: 1 – Equitable
2 – Transformative

The University has a rich history of Highlander Spirit as reflected in the institutional values of being Responsive, Resilient, and Real. In the current climate, it is more important than ever to effectively communicate those values to the surrounding community and prospective students. It is also imperative that students are encouraged to engage in opportunities that bridge student learning with real world experience.

The institution has identified three areas of focus for the Six-Year Plan to expand the University's outreach and engagement.

a. **Virtual Campus Visits:**

Historically, on-campus visits for parents and students have been a hallmark of the University's recruiting activities. However, the onset of COVID-19 in spring 2020 dramatically restricted the University's ability to host prospective students and their families to showcase the campus and offerings. The unforeseen changes that had to be made in traditional recruiting efforts had the potential to significantly impact

incoming freshman enrollment. Additionally, the population shifts away from Southwest Virginia have only increased the University's need to attract students from the northern and eastern parts of the state. While the University did have an existing virtual student tour, it was found to be ineffective and outdated. During the pandemic, the University's marketing and enrollment management teams moved quickly to deploy an internally developed tour for prospective students and families. Although the effort was successful, and the end product certainly met the immediate need, it was not a long-term solution for the University.

It is critical to provide an effective virtual campus experience in the current and projected post pandemic environment. Therefore, the University will be partnering with an external provider to routinely compile and update virtual imagery and experiences to ensure an up-to-date modernized virtual tour is maintained by the University. The initial photography and videography efforts were completed in 2020-21. While on-campus tours have resumed and remain central to attracting new and transfer students, a sustained investment in virtual experiences will be important moving forward to enhance recruiting activities.

b. Program Marketing Expansion:

Over the last five years, University-wide branding has been a strong strategic focus. Initiating, creating, and implementing a comprehensive brand guide that accurately reflects the mission of the University has laid a strong foundation that properly markets the University as a whole. Within this foundation, the University has identified an expanded marketing need at the academic program level.

For the 2020-21 recruitment cycle (new students starting in Fall 2021), the divisions of Enrollment Management, Academic Affairs, and University Relations partnered in developing customized recruiting initiatives related to academic programs. Marketing expansion at the academic program level will help in bringing awareness to University programs in the current challenging and competitive student recruitment environment. This strategy is directly integrated with the Academic Leadership Fellowship Program as faculty engagement in student recruiting is a primary focus of that initiative. Faculty assistance in the recruitment and marketing efforts is needed and crucial to attract potential students to their programs and to the institution itself. The University will continue to build and enhance program marketing capabilities to further engage prospective students at the academic program level.

c. Venture Lab:

Founded in 2019, the Venture Lab (Lab), is the new home for student entrepreneurship at Radford University. The Lab was made possible through the conversion of a previously unfinished and unoccupied space on the lower level of the Davis College of Business and Economics. The Venture Lab operates as the institutional home of all student-based entrepreneurship activities and a bridge

between idea formations to concept launch. The Lab was recently assigned to the leadership of the Davis College Dean but is designed to work with students from all disciplines who have an interest in entrepreneurship. This is accomplished through the oversight of the Entrepreneurship Living Learning Community, the Truist Innovation Challenge and other student-focused programming that enable them to map and facilitate the pathway from initial thoughts to market fruition.

With the growth of a MakerSpace ecosystem and entrepreneurial activity by students, the goal is to provide students with a way to discover and grow "Value in Their Ideas." The Venture Lab is designed to counsel students as they formalize, develop, and strengthen innovation efforts and thus foster an entrepreneurial mindset among Radford students. The University continues to invest resources, both personnel and non-personnel (i.e., operating expenses), to further develop this student-centric space and further experiential entrepreneurship opportunities to students across all academic disciplines.

Strategy 5: Enhancement and Expansion of Online Academic Programs.

SSP Alignment: 2 – Affordability
3 – Transformative

In January 2021, the University launched a new initiative to expand and enhance delivery of three highly sought-after, accelerated (fast-track), and affordable online degree programs to meet current market needs in the Commonwealth and nationally. Partnering with an external vendor, the initiative supports delivery of existing high capacity programs in an expanded online format, beginning with Bachelor of Science in Nursing (RN to BSN), Master of Science in Nursing Administration, and Master of Business Administration degrees. These programs were selected due to the capacity for program expansion as well as market demand. Given the demand, initial planning suggests that each program has the ability to more than triple enrollment within the first five years of the reconfigured fast-track structure. In addition to the revised program structure of eight-week rolling terms, the initiative focuses on providing an integrated marketing approach, dedicated enrollment management, robust student services, and precise academic support services.

Additionally, under this initiative the University will also expand its outreach of the Vinod Chachra IMPACT Lab by offering the cybersecurity and geospatial intelligence certificates to new markets. The IMPACT Lab has functioned exclusively on a business-to-business (B2B) model, but is now also incorporating a business-to-consumer (B2C) model due to increasing success and demand. This allows these certificates to be offered more broadly and supports the IMPACT Lab's ability to assist individuals in accelerating their careers in technology.

Additional certificate programs are planned in the future to meet the expanding workforce demands of Virginia.

The expanded programs will also help combat the impact of COVID-19 on the economy by providing working adults with affordable and easily accessible degree programs in critical, high-growth fields. These programs are designed to meet the demands of an adult online learner such as the desire to have a 100% online and asynchronous delivery, an accelerated path for completion, and frequent and multiple program start dates. The enhancement and expansion of these programs directly supports the University's strategic plan enrollment goals by attracting adult learners through enhanced programs and innovative pathways.

Section C. In-state Undergraduate Tuition and Fee Increase Plans: Provide information about the assumptions used to develop tuition and fee information the institution provided in the Excel workbook 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.**

RESPONSE:

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

In addition, before any institutional programmatic initiatives can be entertained for funding as are contained within the six-year plan, the University must address unavoidable cost increases. These costs include sharing in the financial burden of state employee salary increases, mandated fringe benefit and health insurance rate changes, promotion and tenure compensation adjustments, safety and security, contractual escalators, technology support, and the operating and maintenance facilities. In past years, these factors have had a significant impact on the decision to increase tuition and are expected to continue. Projected tuition and fee rate increases may change in order to cover state operational mandates and the amount of funding available to address programmatic strategies will be reevaluated as required.

Section D. Tuition and Other Nongeneral Fund (NGF) Revenue: Provide information about factors that went into the calculations of projected revenue, including how stimulus funds may mitigate tuition increases.

RESPONSE:

Revenue projections utilize estimated enrollment for FY2023 and FY2024 to calculate projected tuition revenue. The FY2024 modeled tuition rate, which includes an increase for in-state undergraduate tuition, is reflective of a planning scenario only and has neither been recommended to nor approved by the board.

Stimulus funds have served, and continue to serve, a vital role in assisting in offsetting unexpected costs, providing additional student financial need, and supplementing lost revenue incurred as a result of the pandemic. Given the time requirements in which to utilize the available funds, the University is hesitant to plan to rely on such funding in FY2023 and beyond. Therefore, stimulus funds were not considered in the calculation, but would be used to fill the gap and offset tuition increases in FY2023 and FY2024 if available and allowable.

Section E. 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:

The University has included a five percent salary increase and a \$1,000 per employee bonus for FY2023. There is also a five percent increase included in FY2024. 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. Within the McConnell Library, the University has invested in repurposed 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:

Increases in nongeneral fund costs associated with current operations relate to contractual escalations in 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.

Re-establish Base Operations Support: The University has worked diligently over the last decade to position the institution for continued success in providing a low-cost, high-quality education option for Southwest Virginia. Part of that roadmap plotted an anticipated change in overall student demographics for the University. With the predicted “enrollment cliff” coming into frame, a decrease in the pool of undergraduate students is clearly in sight. To offset any potential future enrollment declines, the university expanded its non-traditional offerings through the Competency Based Education programs (IMPACT Lab), initiated the merger with Jefferson College of Health Sciences that created Radford University Carilion (RUC), and invested in additional graduate offerings both on main campus and at RUC. While those measures have been successful in preserving the overall University enrollment, the decline in in-state undergraduate students has changed the overall structural enrollment composition.

While the University is extremely grateful for the generous investments made by the Commonwealth in support of lowering tuition and fees at RUC, the University is still challenged to meet the continued demands created by inflationary factors and mandatory cost increases. In reviewing the University’s general funds per in-state undergraduate FTE, the University ranked 10th out of 15 four-year institutions in the Commonwealth in 2010-11 at \$6,772 per FTE. Unfortunately, even with the change in demographics and less in-state undergraduate students, the University’s ranking slipped to 11th out of 15 in 2018-19 at \$8,738 per FTE, which is the latest information available from IPEDS. It is important to maintain the current buying power of the University’s general fund E&G base budget, which provides a stable resource to allow for effective resource planning and implementation of strategic initiatives. It is also important to have adequate resources to effectively hire and maintain high quality staff in the local area. The University has felt increasing pressure of wage competitiveness for several years given the limited pool of skilled employees and higher compensated positions in the immediate area.

This current funding level for Radford University has proved challenging as the University focuses on maintaining low-cost options. The general fund request included in this submission will help offset potential future tuition increases and ensures the University remains a strong higher education provider for the Commonwealth.

Section F. Enrollment Projections: Include in this section information about how your institution developed its enrollment projections, whether your institution is concerned about future enrollment trends, and, if so, what planning is underway to address this concern. How have enrollment plans been impacted by the pandemic? For example, does your institution plan on enrolling more online students?

RESPONSE:

Radford University develops enrollment projections through analysis of previous year's enrollment data, engaging enrollment management administrators on emerging application trends, and thoughtful consideration of the overall higher education landscape. Retention data is examined for each cohort to identify patterns of returning students (by class level) registering for the upcoming fall term. Retention leadership is consulted to compare the estimates of returning students with what the support staff have been hearing from students regarding fall registration. Graduate enrollments for prior years are analyzed by program because graduate education can vary greatly between colleges and departments. Feedback provided from graduate administrators is beneficial to confirm or adjust the preliminary estimates.

Any nontraditional programs such as online courses and programs for workforce competency based micro-credentials, are also included in the process. Budget and financial planning officers review the preliminary estimates and advise on any areas for adjustment to ensure the enrollment projections and budgeting schedules are aligned.

For several years, the University has been looking ahead to the anticipated enrollment cliff expected in the mid to late 2020s. In addition to looming population changes, growing concern about the cost of higher education, and high school graduates' bypassing college and entering straight into the workforce, the pandemic has also impacted current and future enrollment trends. Historically, the foundation of University enrollment has been the traditional population of students entering college directly from high school. While this still represents the majority of students, Radford is growing other categories of students through expansion and generating more online learners. In recent years these strategies have included the merger with Jefferson College of Health Sciences and the establishment of the Vinod Chachra IMPACT Lab to offer competency based education. Additional strategies being pursued this cycle include the online program expansion through the enhanced collaboration with Academic Partnerships (AP) and the Community College Bridge Program. At the core of the AP relationship is the market expertise that will help the University to recruit and retain more online students in selected traditional and competency based programs. The Community College Bridge program between New River Community College (NRCC) and Radford University has been developed to allow students, whose academic performance falls below the criteria for admission to Radford University, to take classes at NRCC while living on campus at Radford. Following a year-long period, these Bridge students may transfer from NRCC into Radford's academic programs. This opportunity yields a new pipeline of enrollment for students who may have otherwise attended elsewhere or nowhere at all.

Section G. Programs and Instructional Sites: Provide information on any new academic programs, including credentials and certificates, new instructional sites, new schools, or mergers 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:

Following Radford University's merger with Jefferson College of Health Sciences, Radford University and Radford University Carilion are positioned to meet the goal of increasing Health Science graduates in the Commonwealth, specifically increasing nursing graduates by 35% over the next five years.

The University is developing degree programs and certificates that serve a variety of business and industry in the Commonwealth, the nation, and the world. The primary focus will be in the area of health science and other industry related needs. Programs will be versatile and responsive to job market trends and professional needs including delivery mode. Radford University is working with Carilion Clinic to ensure the current slate of offerings is sufficient to meet current demands.

Programs under consideration:

BS in Respiratory Therapy (online degree advancement)

OTA to MOT bridge program for Occupational Therapy (online/hybrid)

MS in Health Sciences in Population Health

Certificate in Health Science Education

BS in Sonography

DMSc in Physician Assistant Studies

MFA in Graphic Design

BFA in Musical Theater

BS in Creative Media Studies

BS in Economics (online degree completion track)

Post graduate certificate in nursing education

Post graduate certificate in nursing informatics

Post graduate certificate in health science education

Section H. Financial Aid: Discuss plans for providing financial aid, not including stimulus funds, to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans. Virginia's definitions of low-income and middle-income 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. As one of the most affordable Universities in the Commonwealth, Radford 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 190 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 \$17.5 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.

Effective for the fall 2020 class, Radford University also introduced the Highlander Distinction Program (HDP). The HDP is a comprehensive award program that will provide an additional \$14 million over each cohort of students in their four years, thereby greatly reducing out-of-pocket costs. For the 2020-21 school year, approximately 547 needy students received \$1.67 million in aid under the HDP.

As a result of the passage of Coronavirus Aid, Relief and Economic Security (CARES) Act, a funding source was established for the Higher Education Emergency Relief Fund. Radford University awarded over \$2.47 million to approximately 2,700 Pell Eligible students in 2019-20.

Finally, 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 2020), the University continues to be heavily reliant upon state support to assist with low- and middle-income populations.

Section I. Capital Outlay: Discuss the impact, if any, that the pandemic has had on capital planning, such as decreasing the need for space or other aspects. Provide information on your institution's main 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. *Special Note: The requested information is for discussion purposes only and inclusion of this information in the plans does not signify approval of the projects.*

RESPONSE:

The capital planning process during the last year included significant emphasis on the requirement for flexibility of existing and repurposed spaces for both academic and administrative needs. This need for flexibility was highlighted by the pandemic, through the requirement for more robust information technology delivery equipment and components, and the necessity for multiple uses of many conventional spaces and furnishings. Existing building program spaces and infrastructure are severely lacking in the ability to easily transform to accommodate these needs, as historic planning and construction was typically based on specific use scenarios.

The capital plan includes an emphasis on existing building renovations as opposed to new footprint. These renovations will be designed to create more efficient and flexible use of existing spaces and allow the University to reduce the use of leased spaces and remove end-of-life support spaces from the campus inventory.

McConnell Library Renovation:

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. Both the 1965 addition and the 1995 addition, which represent approximately 90 percent of the library's square footage and operations, remain in their original configuration with building systems and equipment that have far exceeded their expected useful life. Building security systems are inconsistent and not in line with current technology, and the outdated HVAC system requires full replacement to provide proper ventilation for the structure.

The remaining existing mechanical components do not operate with current efficiencies such that energy consumption in the building is well above the campus average. The electrical secondary distribution systems and components are original in many parts of the building, which does not provide adequate support for today's academic power needs, and data systems and components have likewise been inconsistently assembled over time. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions.

The building in its current state also does not provide proper accessibility systems and components. The various additions have brought a confusing layout and inefficient overall footprint. There are also portions of the building that contain hazardous materials, such as asbestos and lead-based paint, that will require remediation. These areas have been mitigated in a somewhat piecemeal fashion as projects have been undertaken over the decades. Last, the renovation will allow a complete replacement of the overall building fire alarm system and components to be consistent with the overall campus fire alarm environment.

The renovation will also incorporate repurposing and space changes to provide amenities found and expected within modern libraries. With the increasing move to electronic resources and culling of print collections, the University plans to repurpose print storage space for alternative configurations. Spaces targeted for repurposing are home to some of the library's print collection along with Archives and Special Collections. The print collection located in these areas is in the process of being thinned and the remaining books moved to compact storage.

The culling and relocation of existing collections will also create the necessary space for the Radford University Innovation Lab (RU iLab). Reflective of current library trends, this space will include learning commons, breakout rooms, interdisciplinary presentation spaces and classrooms, and multiple maker-spaces. This move will rebrand the library as a hub for innovation and productivity. In particular, the RU iLab will create the infrastructure for students to engage in collaborative, interdisciplinary thinking to confront present-day needs and pressing future problems. The renovated space will also include student support areas for group study, provide technology-emphasized rooms for both instruction and information retrieval, incorporate student service functions such as tutoring and writing instruction, and incorporate the Innovation Learning Lab space.

Health Sciences Space:

Radford University's 2019 merger with the Jefferson College of Health Sciences, Virginia created Radford University Carilion (RUC). RUC's operations are housed in Carilion Roanoke Community Hospital (CRCH), an active health care facility, which is part of the Carilion Clinic, a not-for-profit health care provider in southwest Virginia. CRCH is a 10-story, 408,000 square-foot hospital, providing a variety of health care services. RUC leases approximately 171,000 square feet in CRCH, including administrative, academic, laboratory, and other associated activities.

In today's environment, both RUC and Carilion have identified the need for expanded facilities to provide for both anticipated academic program growth and increased need for regional health care services. RUC's enrollment has grown over the last two years, and the demand for nursing and health sciences program graduates is very strong. RUC's current space in CRCH allows little to no flexibility to serve potential academic program growth, while future Carilion health care capital demands will likely require reclaiming of current RUC space. RUC's current programs benefit greatly from the immersive nature of the academic spaces within a working hospital; however, there are some basic

academic and administrative needs which might be better served in a more flexible environment outside of the hospital proper.

The continued growth of health sciences initiatives in Roanoke offers unique opportunities to provide students with classroom, research, and real-world clinical education settings only a few steps away from one another. Along with the increased concentration of educational offerings will come the need for various student services. In January 2021, a Master Planning Committee was established that consists of members from both Carilion Clinic and Radford University and will work collaboratively with the Virginia Tech Carilion (VTC) Master Planning Committee to ensure potentially mutually beneficial approaches are identified to define desired growth areas of education and research offerings, the layout of Roanoke health sciences campus, and facility needs both now and in the next 3 to 5 years. Initial findings highlight the shared desire for increased academic space, expansion of student health and wellness space, as well as providing additional student housing and dining options. Additional priorities also include the need for expanded research and innovation space to support the cross pollination and collaboration of evolving activities and needs supported by Carilion Clinic, RUC, and VTC.

Section J. 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 K. 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. Improve Student Outcomes through the Reimagined First-Year Experience:

The Development of the REAL Curriculum: Radford University initiated a thorough review regarding the general education curriculum that led to the development of a refined model that allows for each student to have personalized educational possibilities. The program was designed to recognize 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. The newly developed model incorporates

general education seamlessly into the entirety of the student's educational career. Students are able to meet area requirements through majors and minors and foundation requirements are added to promote academic success. The model turns from the antiquated process of selecting from a menu of courses and instead allows the student to fulfill REAL requirements as they complete credentials in four areas of knowledge (reasoning, expression, analysis, and applied learning). Over the last year, academic programs have reviewed courses to meet REAL requirements as well as derived program level assessment of learning goals and outcomes. As stated previously, the REAL curriculum will be implemented in fall 2021.

The Creation of the Academic Success Center: The starting formation of the Academic Success Center was initiated on fall 2020. This center designed to co-locate academic advising, new student and family programs, and student success and retention. The Center is designed to strengthen the University's commitment to engagement and retention of students by focusing on the areas of re-enrollment management and first-year student success management through the utilization of a case management approach to enhance service delivery and expand program offerings. As further documented above, the Center is continuing to implement its strategic objectives and finalize the complete co-location of all related staff to formalize the one-stop shop configuration to best serve students as efficiently and effectively as possible.

2. Improve Affordability through Additional Student Financial Aid:

Radford University received an additional \$2.5 million in state-supported financial aid for low- and middle-income students over the 2020-22 biennium. The aid has been used to reduce the impact of previous tuition and fee increases. The University maintains its commitment as a low-cost institution; however, the University recognizes the need for additional aid for low- and middle-income students. The University also continues to offer the Highlander Grant at \$1.9 million annually. In addition, with the federal GEERF funding received for the 2020-21 school year, 498 students were awarded need-based aid.

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

On July 1, 2019, Jefferson College of Health Sciences became an integrated part of Radford University with the establishment of Radford University Carilion. The merger followed more than 18 months of collaboration and planning. The merger would not have been possible without support from the Commonwealth and the expertise and support of Carilion Clinic. Carilion officials continue to be collaborative and strategic partners in healthcare education and research efforts. 2019-2020 marked the first academic year with an official one-year anniversary on July 1, 2020. RUC is nearing completion of its second academic year.

From Fall 2019 to Fall 2020, overall enrollment at RUC increased from 1,046 students to 1,101 students. This 6.3 percent increase is especially important given the global health

pandemic, which had adverse impacts on many institutions with regard to enrollment. Currently, RUC is on track for another year of enrollment growth based on applications, admissions, and confirmations for the 2021-2022 academic year. As part of the 2021-22 budget, the University received a \$10 million investment to support affordability for essential allied health programs by enabling the University to align in-state undergraduate tuition and fee rates between Radford main campus and RUC.

At RUC, there is a bold commitment to ensure there are capable and dedicated healthcare workers to fill the jobs of both today and tomorrow. Southwest Virginia is currently experiencing a healthcare workforce crisis, which will continue in the coming years. Over the last five years, approximately 86% of RUC nursing students accepted placements to work in Southwest Virginia hospital and healthcare settings after graduation. The University remains sharply focused on growing the pipeline of nursing graduates to serve the employment needs in the local region, the Commonwealth of Virginia, and beyond.

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

A unique partnership between New River Community College and Radford University, the Bridge Program is a rigorous and supportive residential program that provides an opportunity for participants to enhance their academic preparedness before fully enrolling at Radford University. Bridge students live at Radford and engage in all aspects of campus life, but take classes at New River Community College. The inaugural class of 54 students in the Bridge Program was welcomed in fall 2020, surpassing the goal of 50 students. For the second class, in the fall 2021, the University has already surpassed last year's incoming class with 60 current student commitments for fall 2021. While inaugural enrollment in this innovative program was impacted by the COVID-19 pandemic, it was clearly successful with 20 students from the initial cohort transferring into Radford University for the fall 2021 semester.

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

Radford University has seen significant enrollment growth since the launch of IMPACT, a competency-based education, or CBE, program targeting the adult student population with an initial focus on cybersecurity and geospatial intelligence, which was later expanded to include K-12 professional development. This unique learning platform has allowed the University to diversify its program offerings in light of declining undergraduate enrollment trends.

The growth and success of the Vinod Chachra IMPACT Lab is directly tied to strong relationships built with a diverse cross section of business and industry companies and leaders. To date, the lab has a total of 32 corporate partners and enrollment has grown from 488 in Fall 2018 to 2,062 in Fall 2020. The IMPACT Lab's business model in FY2020 and FY2021 functioned on a business-to-business (B2B) model, but starting in FY2022

it will incorporate a business-to-consumer (B2C) component due to increasing success and demand. The future of the Vinod Chachra IMPACT Lab will be made possible through further expansion in both programmatic and delivery approaches as discussed within Strategy 5: Enhancement and Expansion of Online Academic Programs.

6. Enhance Student Experiential Learning Opportunities:

Venture Lab Initial Opening and On-Going Operation: In fall 2019, the Venture Lab was unveiled as a renovated and dedicated space for would-be student entrepreneurs, from any discipline, to develop and test business concepts, to breathe life into them and construct a bridge that will connect developed ideas of value to the first sale of their product or service. The creation of the space was only the first step in providing students with the necessary resources to learn, discover, adjust, test and pivot from idea generation to providing value. Continued investment in the lab is further discussed as part of Strategy 4: Broaden University Outreach and Engagement.

7. Strengthen Workforce and Economic Development Efforts:

Creation of Highlander Hotel and Conference Center: Over the last 15 years, Radford University has struggled with the lack of lodging and conference space available in the local area given the aging facilities of local providers. As part of the 2020 Master Space Plan, meeting space was identified as a critical need for the University. The University partnered with the Radford University Foundation to identify a solution, and in collaboration with the City of Radford, is bringing an upscale, full-service hotel to the area. Following more than a year of planning, construction has officially begun to make way for The Highlander that will be located in close proximity to the University's main campus.

The Highlander, with 125 rooms, is designed to reflect the local region and its rich history, as well as Radford University's tradition of hard work. In addition, it will provide amenities not available at current area hotels, such as a rooftop steakhouse that will overlook campus with a backdrop of the Blue Ridge Mountains. A highlight of the \$31 million structure will be a 4,000-square-foot conference space that will accommodate 250-300 people, allowing the University to host large-scale events, such as business expos and conferences.

The hotel will provide around 32 full-time jobs and bring in 46,000 visitors to the area annually, adding approximately \$410,000 in new city room and meals tax to Radford City in its first year of operation and \$35.5 million over the next 50 years. The new hotel will also benefit Radford University through internship opportunities with the Recreation, Parks and Tourism program (RCPT), and will provide a Radford University Visitor's Center within the hotel. The Highlander is expected to open in late 2022.

Section L. Diversity, Equity and Inclusion (DEI) Strategic Plan: Provide an update on the completion status of your institution's plan that is being coordinated with the Governor's Director of Diversity, Equity and Inclusion. If a copy of the plan is available, please include it when your institution submits its initial plan. If a copy of the plan is not available for July 1 or if changes are made, please provide a copy with your institution's final plan submission on October 1.

RESPONSE:

Please see accompanying DEI submission document.

Section M. Economic Development Annual Report: Provide a copy of any report your institution has produced about its economic development contributions.

RESPONSE:

Please see accompanying Strategic Plan update document.