

## 2023 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Radford University

### OVERVIEW

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

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

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

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

### SECTION A: MISSION & PRIORITIES

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

**A1. What is your institutional mission? Please share any plans you have to change your mission over the six-year period.**

Current Mission Statement: *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's current strategic plan, 2018-2023 Strategic Plan: *Embracing the Tradition and Envisioning the Future*, is concluding in December 2023. While there are many successes to celebrate stemming from the initiatives taken under the plan, there are new challenges to address and opportunities to take advantage of moving forward. To that end, the University is preparing a two-year strategic plan (2024-2025) to guide operations and programs, taking advantage of proven high-impact practices across divisions. While the University has a lot to

be proud of, including a diverse student population, strong academic programs, solid infrastructure and dedicated faculty and staff, there are obvious challenges that must be addressed ahead. The most critical issue of declining enrollment mirrors what many small, regional universities are experiencing across the country. The new two-year plan will focus on this critical issue as the University seeks to understand the cause and find solutions to the enrollment shifts.

During the last two years, the University has also experienced significant administrative transition. Key roles such as Vice President for Economic Development and Corporate Education, Vice President for Finance and Administration and Chief Financial Officer, Provost and Senior Vice President for Academic Affairs, Vice President for Enrollment Management and Strategic Communications and General Counsel have been recently filled. This transition constitutes a 70 percent change in senior leadership positions. The new administration is acutely aware of the challenges facing the University and is prepared to move forward in a strategic direction to bolster enrollment and continue to be a robust economic driver for the region and Commonwealth.

As a new two-year plan is carried out, a comprehensive five-year strategic plan will be developed in parallel to guide the University from 2026-2030. With an outcome-driven focus, the University will ensure students are recruited and retained to be successful in and outside the classroom. The University's top priority is to remain affordable and accessible to students while offering high quality academic programs and educational experiences.

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

**Greatest Strengths/Areas of Distinctiveness**

<b>Access</b>	The University prides itself on providing quality educational opportunities for students across the Commonwealth: 91% of undergraduate students are Virginia residents, 32% are first-generation, 35% are Pell Grant recipients, and 31% are ethnic minorities. Of the undergraduate student population, 13% represent all three categories.
<b>Affordability</b>	The University is currently the third most affordable four-year public institution and is often recognized nationally for its affordability. In addition to overall affordable rates, the University leverages multiple financial awards to ensure students' ability to meet their academic potential is not impacted by lack of financial resources.
<b>Engaged Learning Opportunities</b>	Radford University has a long history of faculty and students working side-by-side advancing their disciplines and collaborating with community partners to hone the skills, knowledge and dispositions needed to advance into successful careers of meaning and purpose. Radford University is committed to the accessibility of transformative learning experiences for all our students. To this end, we are increasingly embedding engaged learning (including

	<p>undergraduate research, case studies, simulations, civic engagement, and project-based learning) into our ongoing class level activities. Students in teaching and health care fields participate in high-quality practices with partners statewide. Many students also demonstrate engagement through the Honors College and Highlander Research Rookies Program that are further described below.</p>
<b>Geographic Location</b>	<p>Radford University is an economic engine within the Southwest Virginia region. The University leverages its natural resources to provide an environment where students can thrive as they live and learn. Committed to enhancing outdoor recreation and incorporating engaged learning, the University has backyard access to hiking, rock climbing, kayaking, paddle boarding, horseback riding, caving, backpacking and white-water rafting. The University strives to provide outdoor adventures, promote healthy self-discovery, and unlock student leadership potential all within the Southwest Virginia region.</p>
<b>Distinctive Programs meet workforce demands</b>	<p>Across all academic offerings, the University ensures students are focused on developing, honing, and communicating their career readiness skills so they can demonstrate and articulate these work-based competencies in ways that recruiters will understand and value. The NACE (National Association of College and Employers) competencies are embedded in undergraduate research programs, mapped to learning outcomes in a civic engagement program, infused in the signature Honors College course, and threaded through faculty development programming. Radford University has the only Competency-Based Education (CBE) offerings at a public university in the Commonwealth; this delivery format is specifically geared towards working professionals seeking a highly flexible learning modality. The CBE programs will continue to expand to support workforce development.</p>
<b>Fiscal and Plant Stewardship</b>	<p>The University is a financially sound institution that maximizes its available resources and operates within its means. The University manages resources effectively, as seen in the low debt burden ratio of the institution. Furthermore, the University places great emphasis on the proper maintenance and efficient management of its facilities, while recognizing the paramount importance of LEED (Leadership in Energy and Environmental Design) in promoting sustainability. With a current LEED-certified square footage of 34%, the University demonstrates its commitment to environmentally responsible practices. The institution strategically undertakes new construction projects based on evolving needs and priorities. The University strives to create more energy-efficient, and environmentally responsible spaces for our campus community, contributing to a sustainable future.</p>

<b>Greatest Opportunities for Improvement</b>	
<b>Stabilizing Enrollment</b>	Stabilizing undergraduate enrollment at main campus is a top priority for the administration as well as a direct focus for the new Vice President for Enrollment Management and Strategic Communications. Undergraduate main campus enrollment has shown the most significant decline. As a result, the University will define the student profile, implement a comprehensive segmentation strategy, redefine the recruiting strategies, align the organizational structure, and increase investment in marketing and recruiting experiences. The Highlander Success Center, a collaborative unit that brings together advising, retention, first-year programs, and career and talent development services, has also developed a retention improvement plan. The University is implementing the Realizing Inclusive Student Excellence (RISE) Quality Enhancement Plan to improve student success in lower-division courses. Furthermore, the University is actively working with Virginia community colleges and other Virginia universities to create pathways and reciprocal partnerships that will attract and retain students in our strong academic programs.
<b>Defining Brand Identity</b>	Radford University finds itself in a unique situation where generally viewed favorably, the University lacks a discernible market position. Consequently, the institution has embarked on a project to redefine Radford University's brand identity and refine its visual marks. The final branding and marketing recommendations are anticipated to be completed in fall 2023.
<b>Broadening External Outreach</b>	Radford University, through the newly founded Economic Development and Corporate Education division, is committed to cultivating relationships with industry partners, engaging in collaborative initiatives, and serving the community. Serving community partners by fostering connections to the programs, services, and networks will support innovation and economic growth, both within and outside the University.
<b>Developing the Internal Workforce</b>	The Education and General expenses of the University are predominately related to personnel cost. The faculty and staff are one of the University's greatest assets and being a destination workplace in Southwest Virginia is an important aspiration for the University. The University is currently reviewing the compensation structure, enhancing flexible work options, and dedicating resources to professional development and career laddering to retain the high quality of our instructional and administrative talent.

**A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the strengths and/or opportunities for improvement mentioned above and will ultimately drive better outcomes for students.**

<b>Defining the University's Distinctive Nature</b>	Defining our distinctive nature will 1) clearly demarcate our value to the higher education system of the Commonwealth as well as the economic region 2) promote our strength around a highly engaged student experience, 3) promote the natural resources of our campus location, and by doing so 4) recruit students that will be academically successful in obtaining their educational goals.
<b>Stabilizing Enrollment</b>	By stabilizing enrollment, the University becomes a dependable structure to leverage economic development, attract and retain students, faculty/staff talent, and appropriately utilizes the existing academic infrastructure of our campuses.
<b>Enhancing Economic Development &amp; Outreach</b>	Strategically partnering on economic development with the surrounding region will leverage the resources of both and create an array of internship, apprenticeship, and employment opportunities for students. These opportunities will also enhance the likelihood of graduates remaining in the Commonwealth.
<b>Maintaining Affordability</b>	Increasing efficiency and effectiveness will ensure the University remains affordable. This includes aligning staffing levels with the impact of the enrollment decline. Remaining affordable increases access to higher education for many families and may aid with stabilizing enrollment.

**A4. What support can OpSix provide to help you achieve those strategies? Please include both budget and policy requests and reference Part I of your submission where appropriate.**

Boosting Undergraduate Enrollment through Access to Higher Education

Like many institutions nationwide, Radford University has seen a significant decrease in undergraduate student enrollment in recent years. There are programs utilized by other states that the General Assembly and administration could establish to address declining enrollment at certain public colleges and universities. Successful implementation can increase educational attainment for Virginians, cultivate a homegrown workforce that raises the state's economic competitiveness and can lower financial barriers to college. Examples include:

- [NC Promise Tuition Plan](#) - In-state undergraduate students enrolling at select North Carolina system institutions pay \$500 per semester, with the state buying down the amount of any financial obligation resulting from the established tuition rate.

- [North Star Promise Scholarship](#) - Offers free tuition at Minnesota's public colleges to in-state students whose families earn less than \$80,000 annually. The program covers tuition costs left after state and federal grants and institutional scholarships have been applied.

Authority to Offer Reduced Tuition to Out-of-State Students

Radford University has the capacity to increase its enrollment of out-of-state students. The Commonwealth of Virginia could grant Radford (and other Level II institutions) the authority to offer a reduced tuition rate to out-of-state students in neighboring states.

#### Continue Investment in Need-Based Financial Aid

Providing additional need-based financial aid has proven to be the most prudent approach to offsetting increasing costs of higher education. This is especially critical at Radford University, where the proportion of undergraduate students eligible for need-based aid has grown from 50% to 62% in the last decade. During the same time, the percentage of unmet need for undergraduates has grown from 19% to 28%. The University requests continuing support from the state and an additional 10% (\$5 million) in funding for need-based aid over the 2024 – 2026 biennium.

#### Support of Well-being Internships to Provide Career Development and Fulfill Critical Needs

Radford University understands overall well-being is a critical element of enhancing productivity and ensuring students are successful in the classroom, graduate and begin a career in their chosen field. To bolster support resources and provide career preparation for students, funding is sought to create well-being internships for aspiring professionals in the wellness field. Well-being internships will provide skill development and real-world exposure while creating greater access for students to services such as collegiate recovery, first-generation and military resource centers. Details on specific funding requests for related initiatives can be found in section C3 and C4.

## **SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION**

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

**B1. What do you see as the primary drivers of recent enrollment trends for your institution? Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant.**

The University's enrollment decline can be attributable to many factors, many of which align with national rhetoric. Factors such as the declining high school population and questioning the value proposition of a college education has a more direct impact for the institution given who the University has traditionally served. The growth of freshman class size, which includes students from the Commonwealth, at other institutions is directly impacting the pipeline of students traditionally served by Radford University. This is especially impactful as other public institutions expand to serve more Pell eligible and underrepresented populations. Several universities in surrounding states and proximate to Southwest Virginia are offering out-of-state (Virginia) students their in-state tuition rate or even less, including ETSU and WCU, making their institutions more affordable. Other factors such as free community college in the surrounding areas have impacted student's first destination in selecting colleges. While these factors were predicted to impact enrollment, the COVID-19 pandemic expedited and continues to impact the decline.

The University has seen undergraduate enrollment growth in allied health programs over the past five years, with gains in high demand areas of nursing, biomedical science, healthcare administration, medical laboratory science, and respiratory therapy. There have been increases in enrollment in the professional-oriented master's program in education (special education and literacy), business administration, and nursing administration. The growth in healthcare and master's education-related programs is attributable to several factors. First, they demonstrate the historic strength of these programs in the identity of Radford University. Secondly, healthcare and education are some of the largest reliable employment areas for Southwest Virginia. Finally, our expanded footprint at Radford University Carilion in Roanoke allowed us to produce more graduates in health professions.

Many of our undergraduate programs have seen declining enrollment, including biology, health and human performance, bachelor's teacher education, criminal justice, and communications. Graduate programs with the most significant decline were healthcare administration (M.H.A.), psychology (M.S.), Nursing Practice (D.N.P.), education (M.S.), and social work (M.S.W.).

The decline in undergraduate enrollment reflects our overall loss of traditional first year students and is most pronounced in the disciplines that have been the strongest liberal arts and science majors. These percentage losses are proportionate to our overall decrease in enrollment. Graduate enrollment dropped during and after the pandemic in intensive in-person programs. The University is seeking to add additional online expedited asynchronous programs to meet working adults' needs.

**B2. Please summarize your enrollment management strategy moving forward and the specific actions (if any) you are taking to implement that strategy.**

Recruitment:

A strategic priority for fiscal year 2024 is the development of a formalized recruitment planning model. This model will be focused on actionable steps and accountability measures for immediate and mid-term effects on new student enrollment. The model will include the below points of focus:

- Segmented Recruitment Communication Strategy – delivering impactful messages in a voice that resonates with our diverse student populations.
- Re-envisioned Recruitment Outreach – redefining our presence in areas where the University has declined in market share by enhancing our presence.
- Re-defined Campus Involvement - developing opportunities where campus partners can actively be involved in the recruitment process.
- Tailored Student Search Strategy – building effective pipelines and pathways to connect with prospective students.
- Controlled Admissions Processes – transitioning from outsourced admissions applications and communications to internally managed processes that allow for more customized and meaningful communications and connections.
- Revitalized Transfer Opportunities - increasing participation in Transfer Virginia and enhancing Virginia Community College System major pathways to make transferring more accessible to students

Moving forward with a renewed focus based on the cornerstones noted above will allow the University to have intentional connections with prospective students and highlight how the University will meet their educational aspirations.

Retention:

The University is actively working on multiple short and long-term initiatives to increase student engagement, retention, and completion. Some are aimed at individual student success, while others seek to evaluate and update our degree portfolio to better meet the needs of students and the Commonwealth. Some examples include:

- The Highlanders (Realizing Inclusive Student Excellence) RISE Together Quality Enhancement Plan seeks to improve teaching and learning in 100 and 200 level classes, with the goal of increasing course success and decreasing achievement gaps.
- The general education program is being refined to ensure that students have a broad-based liberal arts experience that complements their career-focused majors and exposes students to a wider range of options. The refined general education program will also facilitate transfer from VCCS (Virginia Community College System) to the University.
- The Highlander Success Center was recently formed by merging academic advising, retention, orientation and first-year programs, and career and talent development. The University is implementing a coordinated retention and completion plan to support student success.
- The University is working on a series of “pathway programs” to put Radford University at the center of students’ educational experience. We have a series of “accelerated” bachelor’s and master’s programs to encourage students to complete their professional education either in-person or on-line. The University will develop stronger partnerships with local community colleges to attract undergraduate transfer students, and to develop more graduate pathway agreements for students who want to continue their education in fields not served by University graduate programs.



**B3. How ambitious/realistic/conservative are the enrollment projections you most recently submitted to SCHEV? What are the greatest unknowns or risks that could lead enrollment to differ significantly from your projections? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.**

The most recently submitted 2B enrollment projections have been adjusted as we look to implement restructured enrollment strategies. In developing the new undergraduate student enrollment projections, current loss of market share was acknowledged, along with the decreases that have occurred in Pell eligible and underrepresented minority populations. Enrollment targets were defined to help us return to our fall 2022 new student enrollment goals within six years.

- The greatest unknown are changes anticipated at other Virginia institutions that can significantly impact our applicant funnel. Small enrollment increases at large institutions across the state (GMU, JMU, VCU, and VT) due to admitting more students from their admissions funnels can negatively impact the University's entering class sizes. This decrease in new freshman cohorts would in turn lead to fewer in-state students attending Radford University.
- Additionally, due to the mobility of students who live in the Northern Virginia region and the presence of regional admissions recruiters from large flagship institutions across the nation, students continue to have more options to enroll at institutions in and outside of the Commonwealth.

**B4. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).**

Radford University is a tuition-dependent institution with tuition and fees comprising almost 50% of the E&G operating revenue. The impact of enrollment shifts is felt throughout the institution as ongoing operating budgets are adjusted to account for changes year-to-year and opportunities for growth are only available as funding and enrollment grows. As student headcount declines, investments in ongoing initiatives must be adjusted as well and the University is limited in its pursuit of select strategic initiatives. For FY2024, the University is projecting a \$5.2 million reduction in tuition revenue due to a decline in enrollment. In future years, the impact could continue if enrollment is not stabilized. The impact of a loss of 100 undergraduate students is \$1 million in tuition and \$370,000 in auxiliary comprehensive fees to the University.

Anticipating potential enrollment declines, the University identified several strategic savings strategies in the FY2024 budget development process that reduced total expenses by \$9 million. While the stewardship of all funds will remain a priority and savings opportunities will continue to be realized, the University cannot continue to offer high quality programs or build new opportunities by cutting at the core of the University.

The decline in enrollment has primarily occurred over the past eight years. There are several opportunities being explored to address the loss of revenue if the decline continues, including:

- Right sizing the University to operate with a smaller workforce. Personnel expenses make up the largest cost category to the University and downsizing could result in significant savings but may also impact services provided.
- Condensing the footprint of the University and taking advantage of partnerships or consolidation of targeted properties for additional cost savings.
- Stabilizing enrollment through both internal efforts and external opportunities, including developing a state-wide strategy to address the anticipated shortfall of high school graduates in the commonwealth.

To mitigate further enrollment declines, the University has employed strategies to include:

- Review and revision of our enrollment strategy has been a focus for the undergraduate admissions leadership team. In recent work with Ruffalo Noel Levitz (RNL), it was affirmed that students are actively seeking out information regarding colleges and universities through a variety of channels. According to the RNL 2022 High School Planning Report, there are ten influential sources of information that students utilize in the college search process. Based on this ranking we are working to address opportunities in the following areas: a new institution website, creation of videos and photography to showcase campus facilities, a comprehensive communication strategy, and enhanced social media presence.

In the most recent recruitment cycle the following initiatives were implemented to support new undergraduate enrollment:

- Hired a Social Media Coordinator (SMC) to implement a holistic social media plan for the recruitment cycle. The SMC developed a working plan during the summer of 2022 and has been refining and updating the strategy quarterly based on positive impressions. Additionally, the SMC implemented a social media intern program that integrated current student content into the social media plan. In a to-date year-over-year comparison the undergraduate admissions social media channels have increased our posting frequency by 124%, our engagements by 678%, and our video views by 339%.
- Implemented a comprehensive call campaign to all admitted students. The Office of Admissions and Office of Financial Aid supported call initiatives to answer student questions, assist with registering for campus visits, or filing the FAFSA. This spring we saw a 13% increase in attendance at our admitted student events. Additionally, the number of students who have submitted a FAFSA has increased by 3%.
- Developed a student employment pilot program to support incoming students through the enrollment process. This peer-to-peer initiative connects current students with incoming students who are missing the necessary requirements to enroll in the fall semester. The student employees inform and assist incoming students to complete pre-enrollment requirements.

For the upcoming recruitment cycle the following tactics are being implemented:

- Increasing outreach at high schools and community colleges where we have seen fewer students enroll in the last three cycles and implement a revised communication and partnership strategy for working with school counselors.
- Realigning the recruitment team to provide additional staff in regions showing greatest declines (Northern Virginia and Tidewater regions).
- Implementing a segmented communication strategy to provide more specific information by student type throughout the enrollment experience. Specifically, the

University is analyzing how to communicate with first-generation students, parents of high school students, transfer students, and military affiliated students most effectively.

- Launching new marketing and branding initiatives that will help elevate awareness about Radford University within the extremely competitive Virginia higher education landscape.

In fall 2021, two online programs (RN-BSN and MBA) were launched in an accelerated format to meet market needs in the Commonwealth and nationally. As of spring 2023, enrollment has grown 347% in the RN-BSN program and 484% in the MBA program. Specifically, RN-BSN had 47 students at launch to 223 currently enrolled and MBA had 19 students at launch to 111 students currently enrolled.

The Vinod Chachra Innovative Mobile Personalized Accelerated Competency Training (IMPACT) Lab was launched to help meet the growing needs of industry and help working adults to upskill their talents in an innovative competency-based online format. The lab is also an opportunity to expand enrollment and diversify student profile by targeting adult learners. With certificates, credentials and micro-credentials in education, cybersecurity, data science, and geospatial intelligence, the IMPACT Lab gives adult learners flexible, affordable stackable credentials to meet their training and development needs.

**SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE**

**COMPLETION OUTCOMES**

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

**C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030).**

Please see the following outcome targets:

<b>Population</b>	<b>Current outcome</b>	<b>Aspirational target</b>	<b>Expected target</b>	<b>Goal timeline</b>
Undergraduate population 6-year graduation rate	54.0% (Fall 2016 entering class)	60%	57%	2029-2030 (2023-2024 entering class)
Undergraduate Pell student 6-year graduation rate	51% (Fall 2016 entering class)	60%	55%	2029-2030 (2023-2024 entering class)
First-generation students 6-year graduation rate	48% (Fall 2016 entering class)	60%	54%	2029-2030 (2023-2024 entering class)
Undergraduate transfer with associate degree, time to degree	2.7 years (Graduating class 2021-2022)	2.4 years	2.5 years	2029-2030
Graduate master's degree population 3-year graduation rate	82.0% (2013-14 entering class)	90%	86%	2029-30 (2025-26 entering class)

**C2. What specific strategies/actions are you planning to take to achieve those goals? How will you draw on successes/challenges from your prior completion outcome improvement strategies?**

The University has a priority of increasing student retention and completion, as shown by several of the following initiatives focused on undergraduate and graduate student success.

Undergraduate initiatives include:

- Redesigned New Student Orientation Program (Quest) - Adding a new three-day orientation at the beginning of the fall semester, to highlight academic engagement, build skills, and to create a sense of belonging for new students when they move in and prior to classes starting.
- Collaboration and cohesive student support services – Creation of the Highlander Success Center as previously described.
- Enhance student learning and success - The University is implementing the RISE program to improve student success in lower-division courses and to reduce unequal outcomes.
- Promotion of Honors College - The College offers high-achieving students an enriched academic environment through a living-learning community, cohort-based courses, and robust co-curricular programming. Freshmen have a high retention rate (~91% long-term average) and demonstrate a strong four-year graduation rate for our student population -- 70% (four-year average).
- Increase student employment opportunities - Increasing the number of paid work-based learning experiences, including internships, apprenticeships, and co-ops.
- Promotion of living-learning communities - Aligned with national data, students participating in our living-learning communities (LLC) achieve higher first-semester GPAs (3.08 vs. 2.69) and are retained at higher rates (81% three-year average) than their non-LLC counterparts (71% three-year average).
- Dedication of resources to the Highlander Research Rookies program – This program provides research experiences to select high-achieving incoming first year and transfer students to Radford University. Selected students take a 3-credit hour class to develop career skills employers want and are then paired with a faculty mentor after exploring their options in research and creative works. Students in the program work alongside their faculty mentor on average for five hours a week for three semesters, thereby maximizing opportunities for research-based engagement and learning. This program is an exemplar of student success outcomes with a 95% retention rate and an 88% four-year “success rate” of students who have either graduated or are continuing their undergraduate careers. (Please note the program has not been in place long enough to calculate the six-year graduation rate.)

Graduate initiatives include:

- Enrollment growth previously mentioned in the MBA program is attributable to the transition to a 100% online and asynchronous delivery, an accelerated path for completion, and frequent and multiple program start dates. Retention and persistence rates for these professional programs are above the national average of like partner programs.
- Based on Graduate Student Needs Assessment and Graduate Teaching Assistant surveys, the University has increased training workshops and seminars to assist students with teaching, research, writing, and presentation skills, as well providing more student engagement activities to increase their sense of belonging and wellness.

- The University increased the number of summer graduate assistantships significantly from 30 to nearly 200 positions in 2023. In addition to the practical learning, research and professional training opportunities these assistantships create, they also provide financial support and help ease the financial burden for students.

The Graduate College has updated policies to provide relief for students who have experienced significant hardships and prevent them from completing their degree. The standards for graduate students on academic probation were adjusted in 2022 to provide more time for students to recover from probation, increasing the likelihood for students to continue and complete their graduate degrees. A new academic forgiveness policy will provide a second chance for students who might not have been able to recover academically from a significant life event (illness or serious family issue).

While many of these programs have been successful at increasing student success in specific populations, their impact on completion rates will continue to be monitored and tracked. Over the next two years, the University will be assessing each initiative, and investing in the infrastructure to create a cohesive program to increase overall student completion rates.

#### New/Continuing Opportunities:

To ensure all students have the support they need to be successful and matriculate in a timely manner, it is imperative to understand our unique student population and their individual needs. Radford University has historically served a broad range of students from varying backgrounds, with a high percentage identifying as first-generation and/or from underrepresented backgrounds. The following initiatives are proposed for funding.

#### First-Gen Center

The First-Gen Center (formerly the Center for Opportunity and Social Mobility) opened in fall 2021. Continuing this initiative requires an annual investment of \$375,000. The First-Gen Center is currently focused on:

- Improving the educational journey of first-generation students.
- Decreasing the gap in retention and graduation rates between first generation students and their peers from families of college graduates.
- Aligning student support with principles of diversity and inclusion
- Ensuring students find a sense of belonging and support

#### Dedicated Well-Being Internships

Multi-dimensional (holistic) well-being is a critical element of enhancing productivity and ensuring students are successful in the classroom, graduate and begin a career in their chosen field. Through internships, training, and peer-to-peer programs access to support becomes available where sense of belonging and community exists such as collegiate recovery, first-generation and military resource centers among others while at the same time career focused skill building occurs. An investment of \$275,000 would fund 10 undergraduate and 10 graduate opportunities.

#### Student Engagement and Peer Mentoring

Engaging in campus activities, whether joining a student organization, attending an athletic event, working on campus, conducting research with a faculty member, or playing intramural sports is part of creating a sense of belonging and building one's community or finding peers with similar interests. The earlier a new student gets involved can ease the transition to college. Radford University will enhance student engagement through innovative programming, student

outreach initiatives and campus traditions. The location of campus in Southwest Virginia also provides a distinctive backdrop for expanded outdoor programs, events, and trips.

An additional approach to building connections and helping students engage is peer mentoring. Connecting peers-to-peers offers shared experience, coaching and mentoring, reduced stigma, empowerment and autonomy, enhanced resource usage and treatment engagement and community building. A study of a mentoring program at Stanford indicated that students who received coaching and mentoring were five percentage points more likely to persist in college resulting in a nine-12 percent increase in retention (Bettinger & Baker, 2011). Implementing a consistent set of training components across mentor groups supports the accuracy of information disseminated and builds confidence and a support network within the mentors. Mentors are also better equipped to more effectively care for themselves. An investment of \$350,000 would fund approximately 60 student mentors, two graduate assistants, and operating costs.

**C3. How will you use existing/recently provided resources to execute those strategies? Will you be requesting incremental state resources? Please state the request and rationale and explicitly tie to Part I of your planning template.**

The University is committed to programs in support of student health, well-being, and success. To that end, University funding has been directed to programs mentioned above through strategic allocation and savings strategies in other areas (see D5).

The First-Gen Center was initially funded through strategic start-up funds beginning in 2021 through 2024. Due to the success of the center and its outcomes, the University requests incremental state support of \$375,000 to continue the program, focusing on the success of first-generation students. The funding would provide staffing and operating resources necessary to continue this much needed support into the future. Data collected over the last two years indicate that, since opening, awareness of the center has more than doubled (60% increase reported by survey respondents) and the number of visits to the center by students has increased 89%. The First-Gen Center has doubled the number of programs offered to students since opening and has seen a steady increase in the number of program attendees over the past two years. While only two years of data exist, every data point indicates a positive impact on first-gen students and a steady increase in the use and demand for the unique support offered through the center's programs, services, and resources.

Well-Being Internships would be a new initiative, previously unfunded. The University requests \$275,000 of incremental state support to build the infrastructure and fund staffing necessary to implement this program in support of mental health and student learning opportunities. This would allow for paid internships focused on well-being, to provide interns with skill development, real-world exposure, networking opportunities, resume enhancement, financial support, and contribute to student retention and recruitment efforts. Simultaneously, the University would benefit by attracting and nurturing talented individuals, cultivating a positive brand image, and gaining fresh perspectives from aspiring professionals in the wellness field.

The Student Engagement and Peer Mentoring program would serve to strengthen retention across the institution and ease the transition for many students as they acclimate to the University. Incremental state support in the amount of \$350,000 would adequately fund the personnel and operating costs associated with this important initiative.

As a rural institution, Radford University students often need to relocate to larger population centers for internship opportunities. This creates a differential challenge for students due to their need to pay for housing for a semester, which compounds the financial challenges of our typical student profile. The University plans to explore opportunities to support these students by assisting with housing costs for an internship, making such work-based learning opportunities much more practical for our students.

## POST-COMPLETION OUTCOMES

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

**C4. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What do the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program.**

The University has traditionally used the First-Destination Survey from the Career and Talent Development office to track students after graduation. Additionally, graduate student enrollment is tracked through Clearinghouse reports. Over the next year, the University will define the career-ready outcomes for degree programs and experiential learning data and track employment or post-graduation education. The data revealed that most alumni are employed or attending post-graduate programs, with success across all majors. These data sources will be used to enhance the understanding of industries that employ the University's alumni.

The University has also recently used data from the Clearinghouse to track alumni enrollment in post-graduate programs showing that over 2500 graduates since 2012 have enrolled nationally in graduate and professional programs. The results show that the majority of alumni who enroll in graduate programs are pursuing further education in professional degrees and are enrolled in competing institutions (public and private) in Virginia. Using this data, there are opportunities to encourage more students to matriculate to University offered professional graduate programs through clear accelerated pathways. The University also plans to create partnerships with sister public institutions for guaranteed admission pathways for graduate programs not offered at Radford.



**C5. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships) during their time at your institution? How will you draw on successes/challenges from prior initiatives?**

The University will advance strategies in three areas to maximize career readiness and job attainment. These areas include curricular updates, infrastructure modifications, and partner development.

**Curricular Updates:**

- Modernize Academic Curriculum Lifecycle Process to include a cadence for the inception, establishment, maintenance, expansion, monitoring, and closing of academic programs that aligns with the strategic mission, enrollment trends, and needs of the Commonwealth.
- Refine general education curriculum to align with the NACE career readiness competencies more intentionally. This includes building faculty awareness and providing tools in understanding how to align course and project learning outcomes to NACE competencies in visible, transparent, and consumable ways for our students. Offering concrete examples, peer exchanges and grounding the work in the student success literature are all lessons learned.
- Further expand course-based, work-based, and work-integrated learning opportunities for our students.

**Infrastructure Modifications:**

- Increase support for unpaid internship opportunities.
- Seeking funds to support student housing costs during work-based learning opportunities.
- Revise campus student employment opportunities to align with developing NACE competencies, leveraging available VTOP resources.
- Ensures students receive necessary assistance in understanding their education as marketable and transferable skills and developing the ability to communicate their stories.
- Review academic calendar to increase term flexibility supportive of work-based experiences.

**Partner Development:**

- Merge initiatives of the Division of Economic Development and Corporate Education to expand the network of student internships and allied work-based learning experiences within Academic Affairs.
- Expand our co-op and apprenticeship opportunities. Internship and co-op preparation for students continues to evolve as we learn from our employer partners and student feedback. Tamson Six visited with Radford's Leadership Council to begin planning around Apprenticeship programs.
- Leverage University offerings, such as: The Hub, which is an economic development center focused on partnering with the community to support workforce development; The Venture Lab, which is an interdisciplinary learn-by-doing lab for innovation and entrepreneurship; and Alumni Affairs who partners to development and expand student opportunities.

As we move forward with these strategies, we build on successes and lessons learned from our efforts to institutionally infuse NACE career readiness competencies.

**C6. How do you intend to use existing/provided resources to execute those strategies? Will you be requesting incremental state resources? Please explicitly tie to Part I of your planning template.**

Many of these important academic initiatives include ongoing enhancements or are in exploration/evaluation stages. The University plans to strategically align funding resources to appropriately fund each priority as they are rolled out in the context of our two-year action plan and will not request specific state funding.

## **WORKFORCE ALIGNMENT**

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

**C7. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment?**

Radford University alumni have the ability to be successful in multiple industries, because the undergraduate programs we offer are based on a strong liberal arts foundation and include significant experiential education aligned with NACE outcomes. Specifically, health care, education, biotechnology, information technology, communications/creative arts/marketing, entrepreneurship, food/beverage/nutrition, and outdoor recreation are regional industries in which alumni of Radford's undergraduate and graduate programs are successful (based on data from the Virginia Economic Development Partnership).

**C8. What specific strategies/actions is your institution planning to take to better align your program offerings or degree conferrals to current and projected workforce needs? Please provide a list of specific programs you intend to sunset or grow in the next 6 years to increase alignment, partnerships/initiatives you intend to launch or deepen, etc. If you intend to launch any new programs, please explain why your institution is particularly well-suited to succeed in that area.**

Currently, academic departments are investigating the following new programs:

- Creative arts (B.A.): Creative arts is a popular minor that integrates arts with application. The new interdisciplinary major, building on the minor, combines courses from arts, business/marketing, and communication to prepare students for careers in social media, marketing, and design.
- Digital arts/illustration/animation (B.A.): The new digital arts undergraduate degree builds on our popular graphic design and e-sports minors; and design majors; to give students in-demand skills for game design, graphic design, and other commercial arts careers.
- Post-master's certificate in nursing education: Nursing education is a high demand area and will help us increase our ability to educate future nurses by increasing the number of nurses teaching and supervising in our programs.

Over the next six years, we expect to sunset the following programs:

- Associate of Applied Science in Occupational Therapy Assistant. This program was brought over in the merger with Jefferson College of Health Sciences and is being sunset with the last cohort being accepted in Fall 2022. Other associate degree programs related to the merger have been continued at Virginia Western Community College.

- Accelerated B.S. in nursing: Subsequent to Radford's merger with Jefferson College, we are merging the Accelerated program with the B.S. in nursing, creating one degree program with traditional and accelerated tracks.

Two additional education initiatives of note are being launched to address the teacher shortage in Southwest Virginia:

- The Virtual Academy for Provisionally Licensed Teachers: The online, self-paced courses allow provisionally licensed teachers to progress through the professional studies coursework required by the Virginia Department of Education to become fully licensed. Students can take the three credits courses at a reduced tuition rate, and courses can transfer to our master's in education degree program if students choose to complete that credential.
- Teacher Apprenticeship Program. This program will utilize online course delivery formats to support active teaching assistants (with some college credits or associate degrees), substitute teachers, community college students, and traditional University undergraduates complete required courses for a degree in Interdisciplinary Studies as well as teaching endorsements in Elementary Education (preK-6) and Elementary Special Education (K-6), in partnership with our local school districts.

Additionally, as stated in other areas of this document, we plan to create more academic pathways from the VCCS to our bachelor's programs; accelerated bachelors and master's programs for our professional programs, and partnerships with Virginia public R1s for access to graduate programs not offered at Radford.

Under the University's new executive leadership, we intend to do a comprehensive review of our portfolio of academic programs over the next year. Programs will be reviewed based on their student success rate, alignment with the mission of the institution, faculty expertise, use of our existing facilities, and the needs of the region and the state. Based on this assessment, some additional degree programs may merge, be re-designed, or be launched.

## **SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY**

### **AFFORDABILITY FOR STUDENTS & FAMILIES**

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

**D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc.**

Radford University remains committed to affordability, which is demonstrated by our ranking as the third lowest tuition and fee rate among Virginia's public institutions. As an institution that primarily serves Virginia residents, our goal has been to provide as much need-based financial aid as possible to in-state students. As our Program 108 allocations increase, we have increased our individual student awards annually. For the 2022-2023 academic year, awards increased by 4.7%. For the 2023-2024 academic year, awards are increasing by 38% for our students who demonstrate the highest need. Preliminary data shows that we will meet the full need of 53% of our student body in fall 2023 in comparison to 49% in fall 2022.

Private scholarship dollars are crucial in making Radford University more affordable by providing financial assistance to our students, reducing their reliance on student loans, and enabling them to pursue their educational goals. These scholarships alleviate the financial burden on students and their families, opening doors to higher education that might otherwise be out of reach. For the 2022-2023 academic year, \$2.4 million in private scholarships was awarded to more than 840 students. In addition, \$1.3 million was available to assist with programs directly impacting the student experience.

## REVENUE

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

**D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation?**

As the University considers tuition and fee increases, remaining a top affordable choice within the state continues to be one of the top priorities. However, other key factors are considered as well, including:

- Economic conditions locally, regionally, and nationally
- Upcoming legislative actions and funding directives
- Programmatic priorities
- Mandatory cost increases, contractual and other commitments
- Enrollment projections and trends

With these considerations in mind, the University attempts to balance affordability for students and their families with the need for resources to deliver on our mission and offer the highest quality academic programs and educational experiences. Where possible, the University also offers extensive financial aid opportunities to offset price increases to ensure access to a wide range of students.

Our comprehensive merit scholarship strategy, the Highlander Distinction Program, was implemented in fall 2020. The scholarship program has been a significant investment on behalf of the University, totaling \$11 million and serving 3,000 students since its inception. It has been funded using auxiliary funds and unfunded scholarships. The intent of the program is to support all qualified incoming new freshman with a scholarship that equates to a tuition and fee discount of 28-30%. Due to our significant decline in new student enrollment over the last three years, our discount rate for the program has been 30.2%, 31.1%, and 32.3%. A full analysis of the program is currently underway using three years of data to help us identify trends and opportunities.

The need-based aid strategy works within the guidelines of the VSFAP program rules with the intent to support the tuition and fee costs for as many eligible students as possible. An annual review of all recipients is completed to determine the feasibility of increasing individual awards. The target of the need-based aid analysis is to develop an award schedule that supports all qualifying students. (See D1).

**D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why?**

- The intent of our discounting strategy is to help stabilize traditional undergraduate enrollment and net tuition revenue.
  - The Division of Enrollment Management is committed to recruiting students that will be successful at Radford University and working intentionally to rebuild our new student undergraduate enrollment. The enrollment targets in our submission do not project aggressive growth but a realistic return to target a sustained undergraduate enrollment supporting stabilization of net tuition revenue.
  - Based on survey responses from students who applied but chose not to enroll at Radford University for fall 2023, we know that affordability is a consideration in the college selection process, but not always the final deciding factor. Of the 645 applicants who provided information about the University they are attending there are nine Virginia institutions where 47% of the respondents are attending that are more expensive than Radford University.
- The institution will continue to evaluate program opportunities to increase enrollment in non-traditional undergraduate students, such as our RN-BSN online program that was implemented in fall 2021.

**COST EFFECTIVENESS**

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

**D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data.**

As with most institutions, the University has been impacted by salary and fringe benefit increases mandated by the Commonwealth. The University has also been impacted by the dramatic increase in supplies and materials, especially after the COVID-19 pandemic. Operating costs increased over \$5 million between FY2020 and FY2022, with an increase of \$4.7 million in contractual services and \$600,000 in supplies.

**D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies.**

The University has and will continue to employ the following cost saving and containment initiatives:

- The Faculty Early Retirement Program (FERP) provides special benefits to tenured faculty who voluntarily retire from Radford University. This opportunity allows the University to capture salary and benefit savings. To date, this program has created salary savings and/or reallocation of over \$4 million.
- Saving strategy requests from each senior management area employed to eliminate non-mission critical costs have accounted for over \$13 million in savings and/or reallocations in the last three years and will continue to be a strategy moving forward. This process engages campus leaders in open discussion on strategic priorities and identifies programming that will support those priorities and encourages sun setting of those programs that no longer align with institutional goals and objectives.
- As stated in C8 above, Academic Affairs will be conducting a holistic review of our academic programs in relation to our mission and the needs of our students, the region, and the Commonwealth. Although no specific changes are planned yet, our expectation is that the alignment of programs with needs should result in cost-savings and/or increased revenue through enhance enrollment.

**D6. Provide information about your institution's highest-priority E&G capital projects and requests (including new construction as well as renovations) over the six-year plan period and how they align to your enrollment trajectory, student outcomes improvement plans, or other strategic priorities. Please also reflect on your current E&G facilities utilization (especially classrooms, labs and student service areas), particularly in light of any recent trends that might impact space needs (e.g., enrollment trends, shifting learning modalities). How has square footage per student changed over time and why? What efforts have you made to reassess and further optimize the use of your existing facilities, and what has been the impact of those efforts to date? What do you intend to do in the next six years to increase utilization?**

Over the next fiscal year, the University is strategically reviewing the current footprint of Radford and Roanoke campus space needs and requirements while maintaining the focus and commitment to the [University's 2020-2030 Master Plan](#).

For main campus, this review considers the Center for Adaptive Innovation and Creativity coming online in fall 2024 and the impact on academic departments and student support areas relocating from temporary placement due to the construction of the new facility. The University will use this opportunity to reduce leased space and ensure the current infrastructure is effectively and efficiently managed. Within the next six years, E&G priorities of main campus will be the renovation of current academic spaces to meet the academic demands of the spaces, proper accessibility requirements, and updating mechanical components as well as necessary safety and security infrastructure. The following projects currently fall within this need:

- Waldron Hall – Built in 2000 with approximately 60,000 square-feet, Waldron Hall currently houses high demand health sciences, healthcare, and human services programs.

These programs include social work, occupational therapy and nursing. This space includes integrated learning spaces, traditional classroom space, interdisciplinary clinics, and a Speech-Language-Hearing Clinic.

- Peters Hall – Last renovated in 2003, Peters Hall currently houses the academic programs within the College of Education and Human Development, to include counselor education, teacher education and leadership and health and human performance. Peters Hall houses the Teaching Resource Center that provides instructional, curricular, and technological support for students, faculty and K-12 teachings across the Commonwealth and a fitness lab that incorporates a corporate fitness center and a performance training facility.
- McConnell Library - The footprint that forms the McConnell Library consists of an original 14,000 square-foot building built in 1931, a 47,500 square-foot addition built in 1965, and a 46,444 square-foot addition built in 1995. Both the 1965 and 1995 additions, 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.
- Walker Hall - Built in 1935 as a dining facility, Walker Hall underwent expansion in 1964 and was partially renovated in 1992 and 2003. Walker Hall currently serves as our center for the University's Information Technology Services consisting of IT Infrastructure, Enterprise Systems, Technology Support Services, Electronic Engineering and Communication Services, Web Strategy, and Interactive Media and Printing Services. Additionally, student support services like computer labs and the technology assistance service are housed in this building. Walker Hall offers great possibilities to realign space needs and help the University reduce its leased space.

The academic and student support offerings in Roanoke are housed in the Carilion Roanoke Community Hospital (CRCH) and the Roanoke Higher Education Center. The CRCH is 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. The University leases approximately 171,000 square feet in CRCH, including administrative, academic, laboratory, and other associated activities as Radford University Carilion (RUC). 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 current space in CRCH allows little to no flexibility to serve potential academic program growth, while future Carilion health care capital demands will require reclaiming of current RUC space. Over the next year, the University will conduct an academic program planning study to determine the long-term space needs in Roanoke and will develop a long-term space plan to accommodate those needs.



## **SECTION E: BUDGET REQUESTS**

**E1. Provide additional information for any budget requests in Part I of your planning template that are not described elsewhere in your narrative.**

The Virginia Military Survivor and Dependents Educational Program (VMSDEP) offers a vital pathway forward to college degree completion for the Commonwealth's veterans and their families, with an estimated over 3,000 families now benefitting from the program. The related legislation mandates that each public institution provides a 100% waiver of tuition and mandatory fee costs for eight semesters. As highlighted in the past two years of SCHEV's system-wide budget recommendations, successful program marketing and student support has resulted in exceptional and deserved program growth, now estimated as almost doubling between FY2021 and the next biennium. Unfortunately, no direct funding to institutions has been provided to offset the cost of tuition and fee waivers, estimated to grow to \$78 million through FY2024.

The expected cost of this program for the University in FY2024 is \$1.3 million that includes tuition and E&G fee waivers. While the University fully supports the program and the intent to support veterans and their families in this way, it does represent an unfunded mandate that draws on current operating funds. The University requests incremental state support of \$1.3 million to cover this initiative.

## **SECTION F: ECONOMIC DEVELOPMENT ANNUAL REPORT**

**F1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment**

Partnering with the New River Commission, the University is currently finalizing an Economic Impact Study that highlights the ways in which the University has been a key economic driver within the New River Valley and greater southwest Virginia region. This study is a continuation from our 2016 report and will cover the period of 2018 – 2022. The University will share the final study with members of Op-Six at completion currently anticipated for August 2023.

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

**G1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.**

The University's Free Expression [Policy](#) provides a framework for a safe and supportive environment to promote free expression. This policy promotes and facilitates free expression, provides a secure environment for such expression, preserves order within the University community, and protects and preserves University property. President Danilowicz charged a campus-wide Task Force on Civil Discourse and Freedom of Expression in November 2022. An action plan (attached) for implementation was submitted to the President in April 2023. The Radford Board of Visitors considered the recommendations on June 9, 2023, and were supportive of the proposed efforts.

Radford University is one of the Constructive Dialogue Institute partners organized through SCHEV which will be used to develop faculty workshops for our UNIV 100 course (Introduction to Higher Education) which serves to orient students and sets them on track to be successful as students.

Tabletop exercises have been conducted on Freedom of Expression with the President and Board of Visitors during the livestreamed September 2022 and March 2023 Board meetings, as well with the University's Continuity of Operations Planning team in May 2023.

**SECTION H: NEW SCHOOLS, SITES, AND MERGERS**

**H1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.**

Radford University is not considering any new schools, sites, or mergers at this time.

The University is considering three different types of laboratory schools under the framework currently being advocated for by the Governor. We are exploring a SW Virginia Governor's School for the Arts and Humanities in partnership with five regional school systems, a nursing tracked school in partnership with the regional school systems and community colleges, and a cybersecurity school in partnership with regional school systems. Discussions are active, and it is anticipated that at least one of these will be moved forward as a planning grant over the next two-year period.

**[OPTIONAL] SECTION I: RESEARCH**

**I1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?**

Radford University is not submitting information related to this optional section on research at this time.

**[OPTIONAL] SECTION J: COLLABORATION**

**J1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?**

Radford University is not submitting information related to this optional section on collaboration at this time.

**[OPTIONAL] SECTION K: STATE POLICY**

**K1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.**

Radford University is not submitting information related to this optional section on state policy at this time.

**[OPTIONAL] SECTION L: ADDITIONAL INFORMATION**

**L1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.**

Radford University is not submitting information related to this optional section at this time.

# INSTRUCTIONS FOR SUBMITTING 2023 INSTITUTIONAL SIX-YEAR PLAN

**Due Date: July 17, 2023**

***PLEASE READ INSTRUCTIONS CAREFULLY***

## **Six-year Plan Requirement**

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

## **2023 Six-Year Plan Format**

The 2023 Six-Year Plan consists of a workbook and an accompanying narrative. The workbook has an Instructions page, Institution ID page and eight parts/worksheets: Enrollment, Undergraduate Tuition and Fee Increase Rates, Revenue, Financial Aid, Academic-Financial, General Fund (GF) Request, and Pro Forma. **Note: Shaded cells contain formulas.** Instructions for the narrative are provided in a separate attachment. Though the Enrollment/Degree Projections are being developed in a separate process, institutions are required to provide a summary of enrollment projections in Tab 1 so they can be considered as part of the six-year planning process alongside the financial projections and pro forma analysis.

The 2023 Six-Year Plans are due July 17, 2023. The review group (referred to as Op Six) as outlined in § 23.1-306 - see Legislative Reference section below - will meet with each institution in August to review the institution's plan and provide comments. If changes to the plans are recommended, revised institutional submissions are due no later than October 1 or immediately following an institution's Board of Visitors' meeting, if it is later than October 1.

## **INSTRUCTIONS FOR SECTIONS**

### **1. Undergraduate Tuition and Fee Increase Rate Plan**

Provide annual planned increases in undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees for both in-state and out-of-state students in 2024-26 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. Revenue**

For FY2023- FY2026: 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. In line 25, enter E&G GF revenues for the current bienium. The formulas will automatically hold that constant for the remaining years.

For 2027-FY2030: Provide a pro forma analysis of total tuition revenue in years 2026-2030 by holding T&F constant at the planned 2025-26 rate while incorporating your institution's submitted enrollment projections for each year through 2030. These columns are NOT meant to be a projection and do NOT make any assumption about GF support. The calculations will be used to support the pro forma analysis in tab 5.

### **3. 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.

### **4. Academic-Financial Plan**

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

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

Funding amounts in the first year should be incremental. However, if the costs continue into the second year and beyond, they should be reflected cumulatively (i.e. cost increases vs. 2023-24). Please update total cost formulas if necessary. Institutions should assume no general fund (GF) support in 2024-26 in this worksheet other than for salaries, health insurance and VITA charges per the instructions below. A separate worksheet (Part 6) is provided for institutions to request additional GF support for 2024-26. Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 6, General Fund Request, of the plan.

Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue.

Lines 5 and 6 are newly added to collect the estimated E&G expenditures of 2022-23 and 2023-24 as baselines for Tab 5 Pro Forma.

For the 2020-20 biennium and 2020-2030 biennium, total amounts should be provided as estimates of future expenditures on these items but delineation of reallocation vs. tuition revenue vs. GF does not need to be provided by the institution.

Funding amounts shall assume an annual 2% salary increase for each year from FY2025 to FY2030 for those employees eligible for the state-supported salary increases in the 2022-2024 biennium. Funding amounts shall also assume an annual 3% health insurance increase and a 5.36% VITA cost increase. Institutions shall calculate the GF portion of these increases in columns H and L using the appropriate fund share, which can be found in Tab 4b. If an institution plans to use its own funds to provide additional salary increases, add lines below the "increased fringe benefits costs" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

**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/research-publications/strategic-plan> 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.

## 5. Six-Year Pro Forma Calculations

Instructions: No new data needs to be added on this tab; it is entirely comprised by formulas. The top section pulls in data from the previous tabs to calculate a pro forma budget surplus/deficit for the 6 years. The following section calculates what T&F (price) and GF increases would theoretically need to occur each year in order to cover the deficit and maintain the 2022-23 GF/NGF split. At the bottom is a blended scenario calculator that a user can leverage to calculate custom "shared" scenarios where deficits can be covered by a combination of expenditure reduction, T&F increases, and GF increases. Cells D28:30 should be set by the user (so long as they add up to 100%) and the results will flow into the rows below that automatically. This analysis is intended to be directional and pro forma; it is not intended to be interpreted as a projection or plan/budget of any kind.

Note: this pro forma does not include any of the additional GF requests in the following tab; those requests would require GF funding on top of what is calculated in this tab. It does account for the salary/health insurance/VITA increases from tab 4, including the corresponding GF

## 6. General Fund (GF) Request

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2024-26 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, use the same title used in Part 4 and place it in bold print to draw attention to its connection to Part 6. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

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

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

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

### **Contacts for Questions:**

General Questions - Thomas Allison (tomallison@schev.edu)

Academic - Joe DeFilippo (joedefilippo@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 ABLE Savings Trust Accounts (§ 23.1-700 et seq.) and shall discuss such potential impacts with the Virginia College Savings Plan. The chief executive officer of the Virginia College Savings Plan shall provide to each institution the Plan's assumptions underlying the contract pricing of the program.

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

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

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

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

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

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

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

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

**Six-Year Plans (2023): 2024-25 through 2029-30**

**Due: July 15, 2023**

**Institution:**

**Institution UNITID:**

**Individual responsible for plan**

<b>Name(s) &amp; Title(s):</b>	Robert N. Hoover, Vice President for Finance and Administration
<b>Email address(es):</b>	<a href="mailto:rnhoover@radford.edu">rnhoover@radford.edu</a>
<b>Telephone number(s):</b>	(540) 831-5411

# Part 1: Undergraduate Tuition and Mandatory Fee Increase Plans in 2024-26 Biennium

## *Institution Name*

**Instructions:** Provide annual planned increases in undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees for both in-state and out-of-state students in 2024-26 biennium. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors with the assumption of no new state general fund support.

	Undergraduate Tuition and Mandatory Fees					
	2023-24 Charge (BOV approved)	2024-25		2025-26		
		Planned Charge	% Increase	Planned Charge	% Increase	
In-State UG Tuition	\$8,401	\$8,653	3.0%	8,913	3.0%	
In-State UG Mandatory E&G Fees	\$120	\$120	0.0%	120	0.0%	
In-State UG Mandatory non-E&G Fees	\$3,765	\$3,878	3.0%	3,994	3.0%	
<b>In-State UG Total</b>	<b>\$12,286</b>	<b>\$12,651</b>	<b>3.0%</b>	<b>13,027</b>	<b>3.0%</b>	
Out-of-State UG Tuition	\$20,853	\$21,479	3.0%	22,123	3.0%	
Out-of-State UG Mandatory E&G Fees	\$567	\$567	0.0%	567	0.0%	
Out-of-State UG Mandatory non-E&G Fees	\$3,765	\$3,878	3.0%	3,994	3.0%	
<b>Out-of-State UG Total</b>	<b>\$25,185</b>	<b>\$25,924</b>	<b>2.9%</b>	<b>26,684</b>	<b>2.9%</b>	

**Part 2: Revenue: 2022-23 through 2029-30**  
**Institution Name**

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. In line 25, enter E&G GF revenues for the current bienium. The formulas will automatically hold that constant for the remaining years.

NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

Instructions: Provide a pro forma analysis of total tuition revenue in years 2026-2030 by holding T&F constant at the planned 2025-26 rate while incorporating your institution's submitted enrollment projections for each year through 2030. These columns are NOT meant to be a projection and do NOT make any assumption about GF support. The calculations will be used to support the pro forma analysis in tab 5.

Items	2022-2023 (Actual)	2023-2024 (Estimated)	Chg	2024-2025 (Planned)	Chg	2025-2026 (Planned)	Chg	2026-2027 (Pro Forma)	Chg	2027-2028 (Pro Forma)	Chg	2028-2029 (Pro Forma)	Chg	2029-2030 (Pro Forma)	Chg	2022-2030 Chg	CAGR
	Total Collected Tuition Revenue	Total Collected Tuition Revenue		Total Projected Tuition Revenue		Total Projected Tuition Revenue		Total Calculated Tuition Revenue		Total Calculated Tuition Revenue		Total Calculated Tuition Revenue		Total Calculated Tuition Revenue			
<b>E&amp;G Programs</b>																	
Undergraduate, In-State	\$41,402,248	\$39,379,125	-4.9%	38,706,743	-1.7%	39,563,829	2.2%	\$39,933,242	0.9%	\$40,675,949	1.9%	\$41,623,823	2.3%	\$42,583,171	2.3%	%	0.4%
Undergraduate, Out-of-State	\$9,866,475	\$9,924,681	0.6%	10,236,236	3.1%	10,671,769	4.3%	\$10,834,726	1.5%	\$11,064,315	2.1%	\$11,305,334	2.2%	\$11,586,135	2.5%	%	2.3%
Graduate, In-State	\$10,286,255	\$11,333,592	10.2%	11,756,028	3.7%	12,352,567	5.1%	\$12,608,880	2.1%	\$12,863,298	2.0%	\$13,066,077	1.6%	\$13,268,854	1.6%	%	3.7%
Graduate, Out-of-State	\$3,606,340	\$3,472,851	-3.7%	3,565,318	2.7%	3,723,606	4.4%	\$3,803,036	2.1%	\$3,884,371	2.1%	\$3,937,912	1.4%	\$4,012,215	1.9%	%	1.5%
Law, In-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Law, Out-of-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Medicine, In-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Medicine, Out-of-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Dentistry, In-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Dentistry, Out-of-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
PharmD, In-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	65%	%
PharmD, Out-of-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	5%	%
Veterinary Medicine, In-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Veterinary Medicine, Out-of-State	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
First Professional, In-State (Total)	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
First Professional, Out-of-State (Total)	\$0	\$0	%	-	%	-	%	\$0	%	\$0	%	\$0	%	\$0	%	%	%
Other NGF	\$1,106,245	\$1,823,292	64.8%	1,823,292	0.0%	1,823,292	0.0%	\$1,823,292	0.0%	\$1,823,292	0.0%	\$1,823,292	0.0%	\$1,823,292	0.0%	%	7.4%
Total E&G NGF Revenue	\$66,267,563	\$65,933,541	-0.5%	66,087,617	0.2%	68,135,063	3.1%	\$69,003,176	1.3%	\$70,311,225	1.9%	\$71,756,438	2.1%	\$73,273,667	2.1%	%	1.4%
E&G GF Revenue (assume flat after 2024)	\$90,811,604	\$92,310,451	1.7%	92,310,451	0.0%	92,310,451	0.0%	\$92,310,451	0.0%	\$92,310,451	0.0%	\$92,310,451	0.0%	\$92,310,451	0.0%	%	0.2%
Total E&G Revenue	\$157,079,167	\$158,243,992	0.7%	158,398,068	0.1%	160,445,514	1.3%	\$161,313,627	0.5%	\$162,621,676	0.8%	\$164,066,889	0.9%	\$165,584,118	0.9%	%	0.8%

Auxiliary Revenue	2022-2023 (Actual)	2023-2024 (Estimated)	Chg	2024-2025 (Planned)	Chg	2025-2026 (Planned)	Chg
	Total Revenue	Total Revenue		Total Revenue		Total Revenue	
In-State undergraduates	17,135,364	18,156,191	6.0%	18,389,599	1.3%	18,779,628	2.1%
All Other students	5,856,063	6,704,517	14.5%	7,216,930	7.6%	7,595,097	5.2%
Total non-E&G fee revenue	22,991,427	24,860,708	8.1%	25,606,529	3.0%	26,374,725	3.0%
<b>Total Auxiliary Revenue</b>	60,018,097	63,031,181	5.0%	64,922,116	3.0%	66,869,780	3.0%

## Part 3: Financial Aid Plan: 2022-23 through 2029-30

### Institution Name

**Instructions:** Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid for the revenue numbers in Tab 2. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.)

**"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

*2022-23 (Actual) Please see footnote below									
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$41,402,248	\$0	%	\$1,612,758	\$1,491,630	\$2,455,682	\$45,349,560	8.7%	-\$1,612,758 <b>Compliant</b>
Undergraduate, Out-of-State	\$9,866,475	\$1,907,471	19.3%	\$480,481	\$504,318	\$252,071	\$10,622,864	7.1%	
Graduate, In-State	\$10,286,255	\$0	%	\$0	\$0	\$707,881	\$10,994,136	6.4%	
Graduate, Out-of-State	\$3,606,340	\$0	%	\$0	\$0	\$50,385	\$3,656,725	1.4%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
<b>Total</b>	<b>\$65,161,318</b>	<b>\$1,907,471</b>	<b>2.9%</b>	<b>\$2,093,239</b>	<b>\$1,995,948</b>	<b>\$3,466,019</b>	<b>\$70,623,285</b>	<b>7.7%</b>	

2023-24 (Estimated)									
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)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$39,379,125	\$0	%	\$1,469,631	\$1,270,459	\$1,413,817	\$42,063,401	6.4%	-\$1,469,631 <b>Compliant</b>
Undergraduate, Out-of-State	\$9,924,681	\$1,907,471	19.2%	\$437,840	\$429,541	\$252,071	\$10,606,293	6.4%	
Graduate, In-State	\$11,333,592	\$0	%	\$0	\$0	\$707,881	\$12,041,473	5.9%	

Graduate, Out-of-State	\$3,472,851	\$0	%	\$0	\$0	\$50,385	\$3,523,236	1.4%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
<b>Total</b>	<b>\$64,110,249</b>	<b>\$1,907,471</b>	<b>3.0%</b>	<b>\$1,907,471</b>	<b>\$1,700,000</b>	<b>\$2,424,154</b>	<b>\$68,234,403</b>	<b>6.0%</b>

2024-25 (Planned)									
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$38,706,743	\$0	%	\$1,469,631	\$1,270,459	\$1,413,817	\$41,391,019	6.5%	-\$1,469,631 <b>Compliant</b>
Undergraduate, Out-of-State	\$10,236,236	\$1,907,471	18.6%	\$437,840	\$429,541	\$252,071	\$10,917,848	6.2%	
Graduate, In-State	\$11,756,028	\$0	%	\$0	\$0	\$707,881	\$12,463,909	5.7%	
Graduate, Out-of-State	\$3,565,318	\$0	%	\$0	\$0	\$50,385	\$3,615,703	1.4%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
<b>Total</b>	<b>\$64,264,325</b>	<b>\$1,907,471</b>	<b>3.0%</b>	<b>\$1,907,471</b>	<b>\$1,700,000</b>	<b>\$2,424,154</b>	<b>\$68,388,479</b>	<b>6.0%</b>	

2025-26 (Planned)									
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$39,563,829	\$0	%	\$1,469,631	\$1,270,459	\$1,413,817	\$42,248,105	6.4%	-\$1,469,631 <b>Compliant</b>
Undergraduate, Out-of-State	\$10,671,769	\$1,907,471	17.9%	\$437,840	\$429,541	\$252,071	\$11,353,381	6.0%	
Graduate, In-State	\$12,352,567	\$0	%	\$0	\$0	\$707,881	\$13,060,448	5.4%	
Graduate, Out-of-State	\$3,723,606	\$0	%	\$0	\$0	\$50,385	\$3,773,991	1.3%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
<b>Total</b>	<b>\$66,311,771</b>	<b>\$1,907,471</b>	<b>2.9%</b>	<b>\$1,907,471</b>	<b>\$1,700,000</b>	<b>\$2,424,154</b>	<b>\$70,435,925</b>	<b>5.9%</b>	

2026-27 (Pro Forma)									
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts	Gross Tuition Revenue	Implied Discount Rate	Compliance



	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)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$39,933,242	\$0	%	\$1,469,631	\$1,270,459	\$1,413,817	\$42,617,518	6.3%	-\$1,469,631 <b>Compliant</b>
Undergraduate, Out-of-State	\$10,834,726	\$1,907,471	17.6%	\$437,840	\$429,541	\$252,071	\$11,516,338	5.9%	
Graduate, In-State	\$12,608,880	\$0	%	\$0	\$0	\$707,881	\$13,316,761	5.3%	
Graduate, Out-of-State	\$3,803,036	\$0	%	\$0	\$0	\$50,385	\$3,853,421	1.3%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
<b>Total</b>	<b>\$67,179,884</b>	<b>\$1,907,471</b>	<b>2.8%</b>	<b>\$1,907,471</b>	<b>\$1,700,000</b>	<b>\$2,424,154</b>	<b>\$71,304,038</b>	<b>5.8%</b>	

**2027-28 (Pro Forma)**

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$40,675,949	\$0	%	\$1,469,631	\$1,270,459	\$1,413,817	\$43,360,225	6.2%	-\$1,469,631 <b>Compliant</b>
Undergraduate, Out-of-State	\$11,064,315	\$1,907,471	17.2%	\$437,840	\$429,541	\$252,071	\$11,745,927	5.8%	
Graduate, In-State	\$12,863,298	\$0	%	\$0	\$0	\$707,881	\$13,571,179	5.2%	
Graduate, Out-of-State	\$3,884,371	\$0	%	\$0	\$0	\$50,385	\$3,934,756	1.3%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
<b>Total</b>	<b>\$68,487,933</b>	<b>\$1,907,471</b>	<b>2.8%</b>	<b>\$1,907,471</b>	<b>\$1,700,000</b>	<b>\$2,424,154</b>	<b>\$72,612,087</b>	<b>5.7%</b>	

**2028-29 (Pro Forma)**

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$41,623,823	\$0	%	\$1,469,631	\$1,270,459	\$1,413,817	\$44,308,099	6.1%	-\$1,469,631 <b>Compliant</b>
Undergraduate, Out-of-State	\$11,305,334	\$1,907,471	16.9%	\$437,840	\$429,541	\$252,071	\$11,986,946	5.7%	
Graduate, In-State	\$13,066,077	\$0	%	\$0	\$0	\$707,881	\$13,773,958	5.1%	
Graduate, Out-of-State	\$3,937,912	\$0	%	\$0	\$0	\$50,385	\$3,988,297	1.3%	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%	
<b>Total</b>	<b>\$69,933,146</b>	<b>\$1,907,471</b>	<b>2.7%</b>	<b>\$1,907,471</b>	<b>\$1,700,000</b>	<b>\$2,424,154</b>	<b>\$74,057,300</b>	<b>5.6%</b>	

2029-30 (Pro Forma)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Implied Discount Rate
Undergraduate, In-State	\$42,583,171	\$0	%	\$1,469,631	\$1,270,459	\$1,413,817	\$45,267,447	5.9%
Undergraduate, Out-of-State	\$11,586,135	\$1,907,471	16.5%	\$437,840	\$429,541	\$252,071	\$12,267,747	5.6%
Graduate, In-State	\$13,268,854	\$0	%	\$0	\$0	\$707,881	\$13,976,735	5.1%
Graduate, Out-of-State	\$4,012,215	\$0	%	\$0	\$0	\$50,385	\$4,062,600	1.2%
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	%
Total	\$71,450,375	\$1,907,471	2.7%	\$1,907,471	\$1,700,000	\$2,424,154	\$75,574,529	5.5%

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

**Part 4: ACADEMIC-FINANCIAL PLAN: 2024-25 through 2029-30**

**Institution Name**

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

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

Funding amounts in the first year should be incremental. However, if the costs continue into the second year and beyond, they should be reflected cumulatively (i.e. cost increases vs. 2023-24). Please update total cost formulas if necessary. Institutions should assume no general fund (GF) support in 2024-26 in this worksheet other than for salaries, health insurance and VITA charges per the instructions below. A separate worksheet (Part 6) is provided for institutions to request additional GF support for 2024-26. Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 6, General Fund Request, of the plan.

Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue.

Lines 5 and 6 are newly added to collect the estimated E&G expenditures of 2022-23 and 2023-24 as baselines for Tab 5 Pro Forma.

For the 2026-28 bienium and 2028-2030 bienium, total amounts should be provided as estimates of future expenditures on these items but delineation of reallocation vs. tuition revenue vs. GF does not need to be provided by the institution.

Funding amounts shall assume an annual 2% salary increase for each year from FY2025 to FY2030 for those employees eligible for the state-supported salary increases in the 2022-2024 biennium. Funding amounts shall also assume an annual 3% health insurance increase and a 5.36% VITA cost increase. Institutions shall calculate the GF portion of these increases in columns H and L using the appropriate fund share, which can be found in Tab 4b. If an institution plans to use its own funds to provide additional salary increases, add lines below the "increased fringe benefits costs" and specify salary amount by employee type and associated fringe benefit costs, but do not put any dollar amount in Columns H and L.

Please estimate total E&G expenditures for 2022-23 and 2023-24

<b>Total Estimated 2022-23 E&amp;G Expenditures</b>	\$150,771,838
<b>Total Estimated 2023-24 E&amp;G Expenditures</b>	\$158,243,992

<b>2024-2025 (Auto-calculated)</b>
<b>Implied GF share</b>
<b>59%</b>

<b>2025-2026 (Auto-calculated)</b>
<b>Implied GF share</b>
<b>59%</b>

Short Title	Incremental amounts relative to 2023-24 estimated baseline												Explanation Please be brief; reference specific
	2024-2025				2025-2026				2026-2027	2027-2028	2028-2029	2029-2030	
	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount	Reallocation	Amount from Tuition Revenue	Amount from GF (Salaries & benefits only)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	Total Amount (Pro Forma)	
<b>Salary &amp; benefit increases for existing employees</b>													
Increase T&R Faculty Salaries	\$1,049,969	\$276,412	\$154,076	\$619,481	\$2,120,937	\$0	\$869,584	\$1,251,353	\$3,213,324	\$4,327,559	\$5,464,079	\$6,623,329	2% incr annually
Increase Admin. Faculty Salaries	\$464,387	\$190,399	\$0	\$273,988	\$938,062	\$0	\$384,606	\$553,456	\$1,421,210	\$1,914,021	\$2,416,688	\$2,929,409	2% incr annually
Increase Classified Staff Salaries	\$445,794	\$182,775	\$0	\$263,019	\$900,504	\$0	\$369,207	\$531,297	\$1,364,308	\$1,837,389	\$2,319,931	\$2,812,124	2% incr annually
Increase University Staff Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Increase GTA Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Increase Adjunct Faculty Salaries	\$44,582	\$18,279	\$0	\$26,303	\$90,056	\$0	\$36,923	\$53,133	\$136,439	\$183,750	\$232,007	\$281,229	2% incr annually
3% Annual State Health Insurance Cost	\$455,743	\$186,855	\$0	\$268,888	\$925,158	\$0	\$379,315	\$545,843	\$1,408,655	\$1,906,657	\$2,419,599	\$2,947,930	3% incr annually
Faculty Promotion & Tenure	\$289,506	\$289,506	\$0		\$587,697	\$426,955	\$160,742		\$894,834	\$1,211,185	\$1,537,027	\$1,872,644	Contractual incr
Workforce Market Alignment	\$1,387,500	\$1,387,500	\$0		\$2,312,500	\$2,312,500	\$0		\$2,775,000	\$3,275,000	\$3,775,000	\$4,275,000	Salary adjustments
<b>Inflationary non-personnel cost increases</b>													
5.36% Annual VITA charge Increase	\$1,940	\$795	\$0	\$1,145	\$3,984	\$1,694	\$1,145	\$1,145	\$6,137	\$8,406	\$10,796	\$13,315	5.36% incr annually
Utilities and Facilities Operations	\$873,549	\$873,549	\$0		\$1,773,304	\$1,773,304	\$0		\$2,700,052	\$3,654,602	\$4,637,789	\$5,650,472	Est. annual cost incr
Technology	\$397,926	\$397,926	\$0		\$807,789	\$807,789	\$0		\$1,229,948	\$1,664,772	\$2,112,641	\$2,573,946	Est. annual cost incr
Safety & Security	\$408,383	\$408,383	\$0		\$829,018	\$829,018	\$0		\$1,262,272	\$1,708,523	\$2,168,162	\$2,641,590	Est. annual cost incr
Library	\$525,585	\$525,585	\$0		\$1,066,938	\$1,066,938	\$0		\$1,624,531	\$2,198,852	\$2,790,403	\$3,399,700	Est. annual cost incr
Other	\$341,019	\$341,019	\$0		\$692,269	\$692,269	\$0		\$1,054,056	\$1,426,697	\$1,810,517	\$2,205,852	Est. annual cost incr
<b>Financial aid expansion</b>													
Add'l In-State Student Financial Aid from Tuition Rev	\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	

**Part 4: ACADEMIC-FINANCIAL PLAN: 2024-25 through 2029-30**  
**Institution Name**

Add'l Out-of-State Student Financial Aid from Tuition Rev		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
<b>New/expanded academic programs</b>														
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
<b>Other academic &amp; student support strategies &amp; initiatives</b>														
Student Success & Engagement: First Gen Center		\$375,000	\$375,000	\$0		\$375,000	\$375,000	\$0		\$375,000	\$375,000	\$375,000	\$375,000	see GF request
Student Success & Engagement: Wellbeing Internships		\$275,000	\$275,000	\$0		\$275,000	\$275,000	\$0		\$275,000	\$275,000	\$275,000	\$275,000	see GF request
Student Success & Engagement: Peer Mentoring		\$350,000	\$350,000	\$0		\$350,000	\$350,000	\$0		\$350,000	\$350,000	\$350,000	\$350,000	see GF request
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
<b>Other non-academic strategies &amp; initiatives</b>														
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
[Add lines & descriptions here]		\$0	\$0	\$0		\$0	\$0	\$0		\$0	\$0	\$0	\$0	
<b>Total Additional Funding Need</b>		<b>\$7,685,883</b>	<b>\$6,078,983</b>	<b>\$154,076</b>	<b>\$1,452,824</b>	<b>\$14,048,216</b>	<b>\$8,910,467</b>	<b>\$2,201,522</b>	<b>\$2,936,227</b>	<b>\$20,090,766</b>	<b>\$26,317,413</b>	<b>\$32,694,639</b>	<b>\$39,226,540</b>	

**Part 4b General Fund Share in FY2022**

<b>Institution</b>	<b>GF Share FY2022</b>
Christopher Newport University	60.5%
George Mason University	49.7%
James Madison University	51.4%
Longwood University	60.3%
Norfolk State University	48.2%
Old Dominion University	56.3%
Radford University	59.0%
University of Mary Washington	59.4%
University of Virginia	31.3%
University of Virginia at Wise	56.9%
Virginia Commonwealth University	50.4%
Virginia Military Institute	42.1%
Virginia State University	47.1%
Virginia Tech	38.2%
William & Mary	38.2%
Richard Bland College	62.0%
Virginia Community College Sys	62.8%
Total, All Institutions	48.2%

Source: SCHEV 2022 Base Adequacy Calculation.

**Part 5: Six-year Pro Forma Calculations: 2022-23 through 2029-30**  
**Institution Name**

Instructions: No new data needs to be added on this tab; it is entirely comprised by formulas. The top section pulls in data from the previous tabs to calculate a pro forma budget surplus/deficit for the 6 years. The following section calculates what T&F (price) and GF increases would theoretically need to occur each year in order to cover the deficit and maintain the 2022-23 GF/NGF split. At the bottom is a blended scenario calculator that a user can leverage to calculate custom "shared" scenarios where deficits can be covered by a combination of expenditure reduction, T&F increases, and GF increases. Cells D28:30 should be set by the user (so long as they add up to 100%) and the results will flow into the rows below that automatically. This analysis is intended to be directional and pro forma; it is not intended to be interpreted as a projection or plan/budget of any kind.

Note: this pro forma does not include any of the additional GF requests in the following tab; those requests would require GF funding on top of what is calculated in this tab. It does account for the salary/health insurance/VITA increases from tab 4, including the corresponding GF increases.

Baseline Pro Forma Surplus/Deficit	2022-2023 (Actual)	2023-2024 (Estimated)	Chg	2024-2025	Chg	2025-2026	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	From FY23-FY30	
																Total Chg	Avg Annual Chg
<b>Total E&amp;G GF Revenue (includes tab 4, not tab 6)</b>	90,811,604	92,310,451	2%	93,763,275	2%	95,246,678	2%	96,763,164	2%	98,312,876	2%	99,896,563	2%	101,514,997	2%	12%	2%
Tuition discount rate	7.7%	6.0%	-1.69pt	6.0%	-0.014pt	5.9%	-0.175pt	5.8%	-0.071pt	5.7%	-0.104pt	5.6%	-0.111pt	5.5%	-0.112pt	-2.277pt	%
<b>Total E&amp;G NGF Revenue</b>	66,267,563	65,933,541	-1%	66,087,617	0%	68,135,063	3%	69,003,176	1%	70,311,225	2%	71,756,438	2%	73,273,667	2%	11%	2%
Incremental E&G NGF Revenue vs. prior yr		(334,022)		154,076	-146%	2,047,446	1229%	868,113	-58%	1,308,049	51%	1,445,213	10%	1,517,229	5%	-554%	
<b>Total E&amp;G Revenue</b>	157,079,167	158,243,992	1%	159,850,892	1%	163,381,741	2%	165,766,340	1%	168,624,101	2%	171,653,001	2%	174,788,664	2%	10%	1%
Implied GF % of E&G	57.8%	58.3%	0.5pt	58.7%	0.3pt	58.3%	-0.4pt	58.4%	0.1pt	58.3%	-0.1pt	58.2%	-0.1pt	58.1%	-0.1pt	0.3pt	%
<b>Total E&amp;G Expenditures</b>	150,771,838	158,243,992	5%	159,850,892	1%	163,381,741	2%	169,424,291	4%	175,650,938	4%	182,028,164	4%	188,560,065	4%	25%	4%
Incremental E&G Expenditures vs. 2023-24				7,685,883		14,048,216	83%	20,090,766	43%	26,317,413	31%	32,694,639	24%	39,226,540	20%	410%	
Reallocation of existing dollars (flat after 2025-26)				6,078,983		8,910,467	47%	8,910,467		8,910,467		8,910,467		8,910,467			
<b>Pro Forma Surplus/Deficit</b>	6,307,329	-	-100%	-	%	-	%	(3,657,951)	%	(7,026,837)	92%	(10,375,163)	48%	(13,771,401)	33%	%	%
<b>Incremental Surplus/Deficit</b>	6,307,329	(6,307,329)	-200%	-	-100%	-	%	(3,657,951)	%	(3,368,887)	-8%	(3,348,326)	-1%	(3,396,238)	1%	%	%

What would a constant GF/NGF ratio at 2022-23 levels imply for T&F and GF increases?																	
	2022-2023 (Actual)	2023-2024 (Estimated)	Chg	2024-2025	Chg	2025-2026	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	Total Chg	Avg Annual Chg
GF % of E&G	57.8%	57.8%	0pt	57.8%	0pt	57.8%	0pt	57.8%	0pt	57.8%	0pt	57.8%	0pt	57.8%	0pt	0pt	0pt
Implied incremental T&F increase (%)	-4.0%	4.0%	8.1pt	0.0%	-4pt	0.0%	%	2.2%	%	2.0%	-0.2pt	2.0%	-0.1pt	2.0%	0pt	6pt	0.9pt
Implied incremental GF Increase (%)	-4.0%	4.0%	8pt	0.0%	-4pt	0.0%	%	2.2%	%	2.0%	-0.2pt	1.9%	0pt	1.9%	0pt	5.9pt	0.8pt

Expenditure reductions	0%	<< Input percentages here															
T&F increases	0%																
GF increases	0%																
<b>TOTAL</b>	<b>0%</b>																

	2022-2023 (Actual)	2023-2024 (Estimated)	Chg	2024-2025	Chg	2025-2026	Chg	2026-2027	Chg	2027-2028	Chg	2028-2029	Chg	2029-2030	Chg	Total Chg	Avg Annual Chg
Implied E&G Expenditure Reduction (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental T&F increase (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied incremental GF Increase (%)	0.0%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	0.0%	%	%	%
Implied GF % of E&G	57.8%	58.3%	0.5pt	58.7%	0.3pt	58.3%	-0.4pt	58.4%	0.1pt	58.3%	-0.1pt	58.2%	-0.1pt	58.1%	-0.1pt	0.3pt	0pt

**Part 6: General Fund (GF) Request: 2024-2026 Biennium  
Institution Name**

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2024-26 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, use the same title used in Part 4 and place it in bold print to draw attention to its connection to Part 6. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

NOTE: In light of ongoing budget negotiations, please complete the template assuming only what has already been signed into law as the baseline 2022-23 and 2023-24 appropriation. In the event that a new budget results in additional funding for institutions in 2023-24, OpSix will provide guidance at that time on whether and how to modify or resubmit plans.

Priority Ranking	Initiatives Requiring General Fund Support						Notes/Explanation Please be brief; reference specific narrative question for more detail.
	Strategies (Match Academic-Financial Worksheet Short Title)	Category (Select best option from dropdown menu)	Biennium 2024-2026 (7/1/24-6/30/26)				
			2024-2025		2025-2026		
			Total Amount	GF Support	Total Amount	GF Support	
1	Undergraduate Financial Aid	Financial Aid	\$2,420,740	\$2,420,740	\$5,083,554	\$5,083,554	Continued support of undergraduate financial aid
2	Maintenance & Operations - New Building	General Operations Support	\$643,968	\$643,968	\$1,218,165	\$1,218,165	Support for the new Artis Center - E&G building to be completed August 2024
3	Student Success and Engagement	Enrollment management	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	Support for the First Gen Center, Wellbeing Internships, and Peer Mentoring
4	VMSDEP Full Funding	OTHER (Please specify in description)	\$1,300,000	\$1,300,000	\$1,300,000	\$1,300,000	Full funding of VMSDEP mandated tuition and E&G fee waivers
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$0	\$0	\$0	\$0	
			\$5,364,708	\$5,364,708	\$8,601,719	\$8,601,719	