2019 Six-Year Plan
Executive Summary
July 1, 2019

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

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

RESPONSE:
Radford University’s mission statement was originally approved by the Board of Visitors on May 10, 1991, and then revised by the Board of Visitors on May 7, 1999. As part of the University’s recent strategic planning efforts, a mission, vision and core values team was assembled and worked to review and update these important institutional elements. On December 8, 2017, based on this group’s yearlong effort, the Board of Visitors approved an update to the mission statement along with the University’s 2018-2023 strategic plan, Embracing the Tradition and Envisioning the Future. The mission statement was again updated by the Board of Visitors on October 3, 2018, in light of the University’s proposed merger with Jefferson College of Health Sciences. Prior to this change, the mission statement indicated that Radford University empowered students “...from the baccalaureate to the doctoral level...” The Board of Visitors agreed that changing the wording from “baccalaureate” to “undergraduate” would allow the mission to encompass the students from Jefferson College of Health Sciences’ three associate degree programs. These programs will move to Radford University temporarily in order to appropriately teach out and then transfer the programs to Virginia Western Community College upon their attainment of regional and program accreditation.

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

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

**Core Values:**

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

Radford University has the privilege to serve a unique student population. For Fall 2018, 35.9 percent of undergraduate students were first-generation learners, 38.7 percent of undergraduate students were Pell Grant eligible and 31.2 percent of undergraduate students are from ethnically diverse backgrounds. To fulfill the University’s commitment to the Commonwealth and effectively educate our student population, Radford University remains mindful of the needs of our students and has envisioned strategies that remove barriers to their success and afford opportunities in high demand careers.

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

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

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

**SSP Alignment:**

1. **Provide affordable access for all.**
2. **Optimize student success for work and life.**

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

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

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

From the inaugural Retention Summit, four overarching themes containing a multitude of recommendations emerged. The themes are: expanding the first-year experience; creating the sophomore experience; embracing case management through the advising process and procedures that unnecessarily, and often unintentionally, hinder student success. The opportunity here is to review those policies and ensure they are all consistent, clear, equitable and most importantly, in the best interest of the student. Faculty and staff are known to work collaboratively with students to assist them in navigating the required tasks of persisting through their academic careers. At Radford University, retention is everyone’s business. Individuals from across the campus make a daily effort to enable and encourage student success.

a. **Removing Barriers:** There are a number of policies, processes and procedures that unnecessarily, and often unintentionally, hinder student success. The faculty and staff are known to work collaboratively with students to assist them in navigating the required tasks of persisting through their academic careers. At Radford University, retention is everyone’s business. Individuals from across the campus make a daily effort to enable and encourage student success.
b. Expand the First-Year Experience: The University is embarking on an innovative alternative to the traditional delivery of general education courses. The REAL Education Model promises to engage students from the first semester in their degree programs. This should help with retention by allowing students to make connections with degrees, programs and faculty that facilitate the students’ investment in Radford.

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

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

As part of the University’s Retention Summit, both faculty and students alike voiced resounding support of the University’s one-credit UNIV 100 courses, which are taught to new freshmen in their first semester and are designed to actively assist students through their transition into University culture and overall college life. This program has long been viewed as a positive experience for new students with successful outcomes. Retention rates of students in enrolling in this elective course exceed that of those who do not by 4.4 percentage points. The University is seeking to expand on the current offerings to ensure a variety of content is available to attract more students into the program.

c. Effective and Efficient Advising: Academic advisors are often responsible for championing student success; therefore, it is vital that the broader administrative system in which they operate adequately supports their efforts. This includes training and development, hiring professional advisors, incentivizing faculty members and developing a peer-mentoring program. All factors of which must cohesively encourage student support.

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

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

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

**Strategy 2: Improve Affordability through Additional Student Financial Aid.**

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

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

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

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

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

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

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

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

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

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

**SSP Alignment:**

1. **Provide affordable access for all.**

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

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

**SSP Alignment:**

4. **Advance the economic and cultural prosperity of the Commonwealth and its regions.**

This initiative continues the University’s commitment to the Innovative Mobile Personalized Accelerated Competency Training (IMPACT) program established in FY2017 as a Competency-Based Education (CBE) program. In FY2018, the program was awarded a historic three-year, $13.9 million grant by the U.S. Department of Education’s Supporting Effective Educator Development (SEED) Grant Program. The SEED grant expanded IMPACT to include Appalachian Support for Specialized Education Training (ASSET), which includes the development, implementation and evaluation of online, self-paced, for-credit CBE training designed to increase teacher effectiveness and workforce capacity in underserved rural communities in Appalachia. The IMPACT program started with eight learners in FY2018 and jumped to 488 in FY2019. With fully developed content, the University is anticipating 1,550 learners by the end of FY2020. The program has quickly become financially stable and is able to fully support its operating cost. To keep this initiative moving forward, the University will need to invest in additional program offerings in the Health Sciences. There is a demonstrated need for CBE programming, particularly in nursing. These new programs will enable the University to fill this critical need and further its efforts to support providing health sciences graduates in the Commonwealth.
Strategy 6: Enhance Student Experiential Learning Opportunities.

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

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

Strategy 7: Strengthen Workforce Development Efforts.

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

Radford University recognizes the need for workforce development programs in the Commonwealth. The University will contribute to the overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in the health education, arts and culture, natural resources and infrastructure sectors. The University will continue to develop strategic corporate partnerships to enhance career talent development opportunities.

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

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

Scenario One of tab 1B shows the change in in-state undergraduate tuition from FY2021 through FY2023 for the Majority First-Year Students with no additional general fund support. In this scenario, the University has included a 6 percent increase in Radford University tuition and fee rates as an estimation only of what would be necessary to cover the costs outlined in the Six-Year Plan, while sustaining current operations under the 2B enrollment plan. The scenario does not take into account any state-mandated initiatives such as healthcare premium or retirement contribution increases, which would need to be cost-shared with the Commonwealth.

The All First-Year Students percentages show lower increases at 2.5 percent, 3.1 percent and 4.5 percent, respectively. The weighted average tuition and fee calculation includes Radford University at a 6 percent increase each year; however, Radford University Carilion
has declining tuition and fees over the same period. This is due to Radford’s tuition reduction strategies related to the new division. When averaged with the Radford University tuition increases, the reduction in Radford University Carilion rates serves to temper the effect on the overall weighted average.

**Scenario Two** of tab 1B shows the change in in-state undergraduate tuition from FY2021 through FY2023 for *Majority First-Year Students* if additional general funds of $2.4 million, $2.7 million and $3.0 million, respectively, are appropriated to Radford University. This infusion of general funds effectively buys down the percentage tuition and fee increase needed each year from 6 percent to 2 percent under the aforementioned assumptions of Scenario One.

The *All First-Year Students* percentages show changes of -0.7 percent, -0.2 percent and 1.1 percent, respectively. The weighted average tuition and fee calculation includes Radford University at a 2 percent increase each year; however, Radford University Carilion has declining tuition and fees over the same period. The effect serves to lower the overall average impact on the combined rates.

**Scenario Three** of tab 1B shows the change in in-state undergraduate tuition from FY2021 through FY2023 for *Majority First-Year Students* if additional general funds of $2.4 million, $2.7 million and $3.0 million, respectively, are appropriated to Radford University. This information is the same as in Scenario Two.

The *All First-Year Students* percentages show changes of -5.6 percent, -4.8 percent and 2 percent, respectively. The weighted average tuition and fee calculation includes Radford University at a 2 percent increase each year and Radford University Carilion at substantially lower rates, with a $5 million general fund appropriation in FY2021 and a $5 million general fund appropriation in FY2022. This $10 million investment would enable Radford University Carilion tuition and fee rates to closely mirror Radford University main campus tuition and fee rates by FY2022. With the rates equal, Radford University Carilion would project a 2 percent tuition increase in FY2023 equal to that of Radford University.

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

**RESPONSE:**

**Increase Faculty and Staff Salaries:**
Radford University anticipates the state will review compensation during the 2020-22 biennium; therefore, the University has included a conservative 3 percent salary increase estimate for all employees in the Six-Year Plan. The 3 percent increase is divided between FY2021 and FY2022 in anticipation of a mid-year increase. Given the institution’s reliance on general funds, the illustrated increase will require a significant investment from the University without state support.

**Library Enhancement:**
Academic libraries play a critical role in the educational experience both on- and off-campus. Unfortunately, the costs associated with providing these resources continue to increase as the University reframes the support offered by the library. While it is still necessary to fund traditional print media, the focus has turned to digital technology and increased student learning resource support. Radford University has invested in student support through a
new writing center, the Harvey Knowledge Center and an assessment resource center. The University must continue to evaluate student resources offered by the library and be ready to invest in areas that improve student success.

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

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

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

**RESPONSE:**
Through Radford University’s merger with Jefferson College of Health Sciences, Radford University Carilion will acquire 20 new Health Sciences degree programs and increase offerings for other programs currently offered at the Radford main campus. This merger will position Radford to meet its goal of increasing Health Science graduates in the Commonwealth, specifically increasing nursing graduates by 35 percent over the next five years.

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

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

**RESPONSE:**
Radford University strives to maintain affordability and access for low- and middle-income students through many different avenues. The University strives to set reasonable tuition and fee rates to lessen the impact on students, while employing the use of state general funds and institutional resources to provide student financial assistance to need-based undergraduates. The University also provides work opportunity programs through the institutionally funded Work Scholarship Program that employs restrictions similar to the Federal Work Study program. The Work Scholarship Program provides students with employment opportunities to help defray the cost of their education. Currently, the University has just under 700 positions available for students to gain real-world experience, while earning wages to assist with their educational costs. Additionally, the University’s dining and bookstore contractors offer over 275 permanent and seasonal positions for which students can apply.

Another way to support student financial need is through private support. The University recently increased efforts...
related to private giving and has received over $14 million in pledged contributions over the last 24 months earmarked to support student scholarships.

The University’s engaged faculty continue to openly support the use of Open Educational Resources (OER) and have increased offerings of electronic materials for use in the University’s general education curriculum at no charge to students. In addition, a number of major-specific courses have offered alternatives to traditional textbooks with open-sourced materials. These are distributed in print, e-book or audio formats and may be purchased at little or no cost. Decisions like these can significantly reduce students’ cost of supplies and other course materials.

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

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

RESPONSE:

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

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

The CAIC will address an array of significant existing programmatic and building deficiencies across a number of academic colleges. The multi-story building will include state-of-the-art instruction; laboratory, maker, studio, computer and collaborative spaces that integrate the arts and health sciences; and office and other academic support functions. Specialty spaces will include an instructional auditorium and support spaces, health science clinical lab spaces, painting and drawing studio spaces and music and dance studio spaces. The project will be located in a prominent area of campus directly adjacent to East Main Street and will respond aesthetically to the existing buildings along this important campus.
The project scope provides for demolition of the existing Porterfield (East and West) and McGuffey Halls, with construction of the new building and building systems and components, including HVAC, plumbing, electrical, fire alarm and detection, fire suppression, lightning protection and elevators. The project will replace existing facilities and building systems, nearly 50 years old, that are inadequate for today’s learning environment and technologies.

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

**McConnell Library Renovation:**
The second highest E&G capital priority for Radford University’s main campus is the renovation of McConnell Library. The footprint that forms the McConnell Library consists of an original 14,000-square-foot building built in 1931, a 47,500-square-foot addition built in 1965 and a 46,444-square-foot addition built in 1995. This project seizes the opportunity to repurpose 40 percent of the existing library through renovation of the 1965 addition, which contains approximately half of the library’s operation and remains in its original configuration, with building systems and equipment that have far exceeded their expected useful life. The proposed renovation will include complete replacement and upgrading of mechanical, electrical and HVAC systems; improved plumbing, fire alarm and life safety systems; and new IT and AV systems. The mechanical and compliance issues associated with this building are second only to those that are currently found at Porterfield and McGuffey Halls. This renovation is expected to serve the University for 30 to 40 years.

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

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

**Section H. Performance Pilots (optional):**
For this topic, any institution that wishes to include a Performance Pilot and provided notification by April 1 to relevant parties, should select one or more of the strategies presented in the institution’s Academic and Financial plan (PART 3) and General Fund Request (PART 4) that constitute(s) “one innovative proposal” as defined in subsection F of § 231.1-306. Describe the proposal, the proposed performance measures and the requested authority or support from the Commonwealth.

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

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

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

Radford University’s partnership with RNL was intended to increase retention through a focus on three primary areas. The first included use of two key RNL persistence tools: Student Retention Prediction score (SRP) and the College Student Inventory (CSI). The second area of the partnership was assistance in developing a first-year student advising model. The final major outcome/goal of the RNL partnership was development of an overall student success/re-enrollment plan resulting in an overall timeline that captures all major communications and initiatives to mitigate melt and manage re-enrollment/retention.

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

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

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

**Ensure Access for Low- and Middle-Income Families through Need-Based Financial Aid to Undergraduate Students:**

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

**Appalachian Community Outreach:**

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

**Further Educational Opportunities for Healthcare Professions in the Roanoke Valley:**

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

**Enhance K-12 Educational Leadership:**

Radford University adds its fourth professional doctoral degree program, the Doctor of Education (Ed.D.), effective Fall 2019. This expansion serves as a capstone program for the College of Education and Human Development. Students in the program will collaborate with school and community leaders to research, plan, implement and evaluate responsive and innovative approaches to academic achievement. This program seeks to offer solutions to major problems facing many school districts and communities across the Commonwealth.
Improve Occupational Therapy Training in the Commonwealth:

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

Strategic Plan Implementation:

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

1. Radford University will contribute to the overall economic growth and increased employment opportunities in the region through both indirect and direct development activities in the health, education, arts and culture, natural resources and infrastructure sectors.

2. Radford University will facilitate and support the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.

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

Increase Faculty and Staff Salaries:

The University was required to generate non-general funds sufficient to cover the University’s share of the 5 percent classified salary increase and the 3 percent faculty salary increase effective June 10, 2019. Radford University was able to fund these mandatory increases without raising tuition through its acceptance of the Tuition Moderation funding offered by the Commonwealth as a base funding increase in FY2020. The institution was not able to increase salaries more than the state-mandated amount.

Library Enhancement:

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

Technology Enhancement:

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

Utility Cost Increases:

The University has been able to successfully manage cost increases through both energy efficiency and sustainability efforts.
NGF Share of State Authorized Salary Increases/Bonus:
The University was required to generate non-general funds sufficient to cover the University’s share of the 5 percent classified salary increase and the 3 percent faculty salary increase effective June 10, 2019. Radford University was able to fund these mandatory increases without raising tuition through its acceptance of the Tuition Moderation funding offered by the State as a base funding increase in FY2020.

Other – Safety and Security Enhancement:
The University continues to invest in safety campus-wide, including fire safety and suppression systems and other life safety enhancements.

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

1. University-led or public-private partnerships in real estate and/or community redevelopment;
2. State industries to which the institution’s research efforts have direct relevance;
3. High-impact programs designed to meet the needs of local families, community partners and businesses; and

RESPONSE:
Per instructions for the Economic Development section, this information will be submitted by the October 1, 2019 deadline.