

Six-Year Plans (2011) 2012-14 through 2016-18

Due: July 1, 2011

Institution:

Radford University

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Six-Year Plans (2011)
Radford University
ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2012-2018)," please provide 2-3 sentences detailing strategies (for the three biennia of this six-year period) associated with each objective of the "Preparing for the Top Jobs of the 21st Century: The Virginia Higher Education Opportunity Act of 2011." The information provided should be macro-level information with sufficient detail for the reader to understand your general approach.

Priority Ranking	Within Tuition Increase	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2012-2018)								
		Biennium 2012-2014 (7/1/12-6/30/14)				Biennium 2014-2016 (7/1/14-6/30/16)				
		Strategies	TJ21 Objectives	Cost: Incremental, Savings, Reallocation				Strategies	Strategies	
				2012-2013		2013-2014				
Amount	Within Increase			Amount	Within Increase					
2	Yes	Increase In-State Undergraduate Enrollment by more than 1,400 students: The University has implemented result-oriented recruitment efforts and is projecting an enrollment growth of more than 1,400 in-state undergraduates over the next six years which aligns with the objectives of TJ21. The University aims to use additional resources to: 1) Hire 29.00 FTE faculty positions in fast-growing programs to maintain current student to faculty ratio (18:1) using state appropriated average plus benefits (\$2.8 million) 2) Increase graduate financial aid and hire additional graduate assistants to teach core curriculum courses total request over biennium totaling (\$395,000) 3) Increase undergraduate financial aid (refer to strategy below and line 83 in the Academic-Financial tab) 4) Increase academic instructional support (\$300,000) 5) Address staffing and programmatic needs in student support services (21 FTE positions/\$1.25 million) (Amounts in narrative reflect biennium total)	A, D, E1, E5, E7, E12	Incremental:	\$1,708,118	\$649,090	\$4,745,701	\$1,803,385	Increasing In-State Undergraduate Enrollment by more than 1,400 students will continue through the next two biennia. Radford is projecting an enrollment growth of more than 1,400 in-state undergraduates over the next six years which aligns with the objectives of TJ21. Resources will be needed to support financial aid, faculty positions, academic instructional support and student support services.	Increasing In-State Undergraduate Enrollment by more than 1,400 students will continue through this biennium. Radford is projecting an enrollment growth of more than 1,400 in-state undergraduates over the next six years which aligns with the objectives of TJ21. Resources will be needed to support financial aid, faculty positions, academic instructional support and student support services.
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$400,000	\$400,000	\$400,000	\$400,000		
3	Yes	Improve Retention and Graduation Rates: To reflect an ongoing commitment to the success of our student body and graduating professionals that will contribute to the economic impact of the Commonwealth, the University will implement initiatives focused on improving retention and graduation rates that: 1) Reaffirms the University's Southern Association of Colleges and Schools (SACS) accreditation by implementing a Quality Enhancement Plan (QEP) centered on developing "Scholars - Citizen". The QEP is required by SACS and is used to assess institutional and student outcomes and productivity over the next five years (\$550,000). 2) Support retention, advising and assessment through increased support staff and programming initiatives. Positions will provide essential student support services towards improving retention and graduations rates, especially for the University's large first-generation (26%) population (\$300,000) 3) Enhance student leadership programs and learning communities (\$90,000) 4) Focus on career preparation and enrichment by engaging students early on with career assessment tools, developing internship opportunities, and through additional counseling and support services (\$250,000). 5) Emphasize research and collaboration between student and faculty. These engaging activities serve to retain students and faculty by providing educational opportunities in fields of study that foster relationships and produce measurable outcomes (\$150,000) 6) Enhance existing and create new student engagement programs to increase successful degree progression and completion (\$75,000) (Amounts in narrative reflect biennium total)	D, E3, E5, E6, E7, E8	Incremental:	\$818,924	\$311,193	\$1,413,892	\$537,282	Continue implementation of retention and graduation strategies that contribute to our students' success during their college careers, target increasing retention and graduation rates, and meet SACS accreditation requirements.	Continue implementation of retention and graduation strategies that contribute to our students' success during their college careers, target increasing retention and graduation rates, and meet SACS accreditation requirements.
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$290,888	\$290,888	\$290,888	\$290,888		
4	Yes	<u>Address egregious faculty salary inequities</u> Radford University must address egregious faculty salary inequities that impact morale and could negatively influence future efforts to retain new, talented faculty members. Within the university, there are a number of tenured faculty members with over 15 years of teaching experience from 25 different disciplines, including STEM, who are earning below the 10th percentile of the institution's peer group in their particular discipline. In most cases, the salaries of these same faculty members are compressed. Some new untenured faculty members are necessarily being hired at salaries that are close to those of tenured faculty members who have served the university for decades. SCHEV reported that the RU faculty salary average is at the 22nd percentile of our peer group which is one of the lowest in the state. To move toward the state goal of the 60th percentile of our peer group , an average 5 percent faculty salary increase would be required each of the next six years. This estimate assumes a minimal incremental peer growth ranging from 1 to 3 percent over this period. The proposed increase is also in line with SCHEV's recommendation this fall. **Refer to line 68 (Increase Faculty Salaries) in the Academic-Financial tab for incremental amount.	D, E1, E5, E6, E13	Incremental:	\$0	\$0	\$0	\$0	Continue to address faculty salary compensation issues in an effort to attract and retain a highly qualified workforce and move faculty salaries towards the state goal of the 60th percentile.	Continue to address faculty salary compensation issues in an effort to attract and retain a highly qualified workforce and move faculty salaries towards the state goal of the 60th percentile.
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		

Six-Year Plans (2011)
Radford University
ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2012-2018)," please provide 2-3 sentences detailing strategies (for the three biennia of this six-year period) associated with each objective of the "Preparing for the Top Jobs of the 21st Century: The Virginia Higher Education Opportunity Act of 2011." The information provided should be macro-level information with sufficient detail for the reader to understand your general approach.

Priority Ranking	Within Tuition Increase	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2012-2018)								
		Biennium 2012-2014 (7/1/12-6/30/14)				Biennium 2014-2016 (7/1/14-6/30/16)				
		Strategies	TJ21 Objectives	Cost: Incremental, Savings, Reallocation				Strategies	Strategies	
				2012-2013		2013-2014				
Amount	Within Increase			Amount	Within Increase					
5	Yes	<p>Increase Student Financial Aid to mitigate the impact of tuition and fees on low and middle-income students and their families. The University intends to:</p> <ol style="list-style-type: none"> 1) Assist our most needy students by earmarking a portion of new revenue for in-state, undergraduate, need-based financial aid 2) Enhance self-help programs by establishing additional on-campus work and internship opportunities for students to earn money and support campus operations resulting in increased productivity 3) Support low and middle-income families as one of the lowest total cost providers among four-year institutions in the state <p>**Refer to line 83 on the Academic-Financial tab (Add'l In-State Student Financial Aid From Tuition Revenue) for incremental amount.</p>	A, E1, E2, E3, E5	Incremental:	\$0	\$0	\$0	\$0	<p>Continue to identify financial aid strategies that align with state policies to mitigate the impact on tuition and fees on low and middle-income students and their families.</p>	<p>Continue to identify financial aid strategies that align with state policies to mitigate the impact on tuition and fees on low and middle-income students and their families.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
8	Yes	<p>Focus on initiatives that will ensure continuous quality improvement for high-demand programs, currently insufficiently resourced due to budget reductions and expected to be further strained by projected enrollment growth. The University will focus additional resources on:</p> <ol style="list-style-type: none"> 1) Funding critical faculty positions in high-demand programs and the Core Curriculum based upon SCHEV's BBA model faculty need calculation using 2011-12 enrollment projections and the state appropriated salary average plus benefits. The BBA model identifies that current enrollment should support an additional 20 FTE faculty positions. This initiative proposes phasing-in 6 FTE faculty positions each year over the next three years. (12 FTE positions/\$1.1 million) 2) Base operations for essential instructional, student support services, and operation and maintenance of plant (\$1.3 million) 3) Supporting student scholarly and creative programs (\$425,000) 4) Implementing efficiency reforms and increasing productivity that will provide a high return on investment such as expanding enterprise system functionality and utilizing technology resources (\$600,000) <p>(Amounts in narrative reflect biennium total)</p>	B, D, E1, E2, E13	Incremental:	\$911,788	\$346,479	\$3,425,326	\$1,301,623	<p>Continue to focus on quality improvement initiatives and investigate emerging technologies to create efficiencies and increase productivity resulting in improved institutional effectiveness.</p>	<p>Continue to focus on quality improvement initiatives and investigate emerging technologies to create efficiencies and increase productivity resulting in improved institutional effectiveness.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
9	Yes	<p>Establish Accelerated Degree Options through the Radford Engaged Learning All Year (RELAY) Program. Keeping the needs of students and the concerns of parents in mind, the university will implement early-start, equal-start and re-start, RELAY programs to:</p> <ol style="list-style-type: none"> 1) Focus on developing accelerated degree options 2) Expand distance education and online course delivery and investigate collaborative delivery through public-private partnerships 3) Target residents of the Commonwealth with partial degrees 4) Partner with school districts on STEM-H related disciplines 5) Coordinate student engagement programs for literacy and learning tutoring services for PK-12 students 6) Mitigate impact on family budgets 	B, C, D, E1, E2, E3, E5, E6, E7, E10, E12	Incremental:	\$855,821	\$0	\$1,461,255	\$230,065	<p>Continue to develop, deploy, and expand year-round learning opportunities using technology based course delivery to reduce time to graduation and improve graduation rates and degree completions.</p>	<p>Continue to develop, deploy, and expand year-round learning opportunities using technology based course delivery to reduce time to graduation and improve graduation rates and degree completions.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
10	Yes	<p>Increase STEM-H degree production by expanding state-wide, the initiative to provide Phase II pilot funding for the Master of Science in Education with a concentration in Mathematics degree program into major markets across the Commonwealth. This initiative will provide a return on investment and benefit the Commonwealth by:</p> <ol style="list-style-type: none"> 1) Increasing STEM/Healthcare degree production by training math teachers and encouraging student interest in mathematics 2) Enhancing teacher preparation in STEM/Healthcare-related fields 3) Establishing instructional resource sharing programs through collaboration with Virginia's public and private institutions of higher education thus reaching multiple regions simultaneously 4) Employing all distance education technologies for greatest efficiency of course delivery at multiple sites 5) Ensuring the most cost-effective and efficient way to educate teachers who can continue to work full-time and remain in their local community 	B, C, D, E1, E6, E7, E10, E12	Incremental:	\$0	\$0	\$0	\$0	<p>Continue to investigate additional collaborative markets to expand this STEM-H program footprint through technology delivered solutions.</p>	<p>Continue to investigate additional collaborative markets to expand this STEM-H program footprint through technology delivered solutions.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$64,000	\$64,000	\$64,000	\$64,000		
11	No	<p>Increase STEM-H degree production and expand science subject knowledge state-wide by launching a Master of Science in Education with a concentration in Environmental Science degree program which would mirror the sister program for Mathematics. This initiative will benefit the Commonwealth by:</p> <ol style="list-style-type: none"> 1) Increasing STEM-H degree production by training science teachers who in turn will encourage student interest in the sciences 2) Enhancing teacher preparation in STEM-H related fields 3) Establishing instructional resource sharing programs through collaboration with Virginia's public and private institutions of higher education thus reaching multiple regions simultaneously 4) Employing all distance education technologies for greatest efficiency of course delivery at multiple sites 5) Ensuring the most cost-effective and efficient way to educate teachers who can continue to work full-time and remain in their local community 	B, C, D, E1, E6, E7, E10, E12	Incremental:	\$328,839	\$0	\$535,563	\$0	<p>Continue to investigate additional collaborative markets to expand this STEM-H program footprint through technology delivered solutions.</p>	<p>Continue to investigate additional collaborative markets to expand this STEM-H program footprint through technology delivered solutions.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		

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ACADEMIC AND FINANCIAL PLAN**

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		Biennium 2012-2014 (7/1/12-6/30/14)				Biennium 2014-2016 (7/1/14-6/30/16)				
		Strategies	TJ21 Objectives	Cost: Incremental, Savings, Reallocation				Strategies	Strategies	
				2012-2013		2013-2014				
Amount	Within Increase			Amount	Within Increase					
12	No	<p>Expand STEM-H programs and degree production through technology training for Virginia educators (PK-12 teachers and community college faculty) to strengthen their ability to infuse instructional technology course delivery. This program will provide a return on investment and benefit the Commonwealth by:</p> <ol style="list-style-type: none"> 1) Improving teacher preparedness who in turn will encourage student interest in STEM-H disciplines 2) Optimizing year-round utilization of facilities and instructional resources 3) Promoting collaboration with community colleges and school districts to enhance the use of technology 4) Developing applications for hand-held devices and online training modules to enhance PK-12 learning 5) Expanding research opportunities 6) Providing students opportunities to collaborate with faculty on emerging technology projects and research 	B, C, D, E6, E7, E10, E12	Incremental:	\$520,103	\$0	\$520,103	\$0	<p>Continue expanding programs geared toward implementing STEM/Healthcare and emerging technologies, increasing collaboration with community colleges and school districts, and broadening our outreach efforts by improving the delivery of course information to students who are technologically savvy.</p>	<p>Continue expanding programs geared toward implementing STEM/Healthcare and emerging technologies, increasing collaboration with community colleges and school districts, and broadening our outreach efforts by improving the delivery of course information to students who are technologically savvy.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
13	No	<p>Increase STEM-H degree production through the Autism Treatment and Research Center: The University plans to create a student learning environment with affordable clinical options that will have a direct economic impact on the region and provide a return on investment and benefit the Commonwealth by:</p> <ol style="list-style-type: none"> 1) Providing clinical experiential opportunities for our students 2) Expanding treatment, diagnostic, and research opportunities for Virginia residents with Autism Spectrum Disorders (ASD) 3) Incorporating a network of existing instructional programs and services to provide cross-discipline training 4) Collaborating with PK-12 personnel to improve services to students with ASD 5) Building partnerships with local school districts 6) Producing higher trained clinicians and special education professionals to address the growing demands of ASD in the Commonwealth 	B, D, E3, E5, E6, E7, E8, E9, E11, E12	Incremental:	\$167,000	\$0	\$685,000	\$0	<p>Continue to expand program offerings for the Autism Treatment and Research Center to meet the needs of our students and community.</p>	<p>Continue to expand program offerings for the Autism Treatment and Research Center to meet the needs of our students and community.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
16	Yes	<p>Expand STEM-H graduate programs and degree production: The University plans to establish new academic programs in STEM/Healthcare-related disciplines that serve to:</p> <ol style="list-style-type: none"> 1) Increase STEM/Healthcare degree production 2) Stimulate economic growth by producing graduates who will attract high paying employers 3) Meet critical healthcare needs of the residents of the Commonwealth 4) Recruit high school students and community college transfers to pursue advanced degrees, especially in STEM-H related disciplines 5) Address shortfalls in an employment market that demands healthcare professionals 	D, E1, E4, E5, E6	Incremental:	\$0	\$0	\$0	\$0	<p>Continue to build upon STEM/Healthcare programs that will increase degree production in high-demand disciplines, provide highly sought after healthcare providers thus enhancing the economic impact of the region and state, expand RU's healthcare brand recognition, and further the Commonwealth's objectives.</p>	<p>Continue to build upon STEM/Healthcare programs that will increase degree production in high-demand disciplines, provide highly sought after healthcare providers thus enhancing the economic impact of the region and state, expand RU's healthcare brand recognition, and further the Commonwealth's objectives.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
17	Yes	<p>Increase STEM-H degree production through the Integrated Health and Education Initiative: The University plans to launch an initiative to:</p> <ol style="list-style-type: none"> 1) Provide students training by integrating program curriculums across multiple university disciplines such as education, counseling, and healthcare to provide a more comprehensive educational experience 2) Provide opportunities to participate in cutting-edge research by implementing best practices from each discipline 3) Coordinate services to communities through combined health service and educational programs 4) Develop more resource sharing programs with other institutions of higher education, especially in STEM-H areas 	B, D, E5, E9, E12	Incremental:	\$0	\$0	\$0	\$0	<p>Continue to increase STEM/Healthcare degree production and expand program offerings for the Integrated Health and Education Initiative to provide our students hands-on educational experiences while addressing the needs of the region.</p>	<p>Continue to increase STEM/Healthcare degree production and expand program offerings for the Integrated Health and Education Initiative to provide our students hands-on educational experiences while addressing the needs of the region.</p>
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
				Incremental:	\$0	\$0	\$0	\$0		
				Savings:	\$0	\$0	\$0	\$0		
				Reallocation:	\$0	\$0	\$0	\$0		
Total 2012-2014 Costs										
Incremental (Included in Financial Plan line 17)						\$5,310,593	\$1,306,762	\$12,786,840	\$3,872,355	
Savings						\$0	\$0	\$0	\$0	
Reallocation						\$754,888	\$754,888	\$754,888	\$754,888	
<p>The tuition and fee rates shown on the Finance T&F template assumes general fund support using the University's current fund split of 62% GF/38% NGF as calculated by SCHEV. The proposed strategies and tuition and fee rates are subject to change if additional general fund support is not received as projected.</p>										
<p>Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need</p>										

Six-Year Plans (2011)
Radford University
FINANCIAL AID PLAN

Instructions: Complete the table for the Actual 2010-11 and Estimate 2011-12 distribution of financial aid by category. The planned distributions for 2012-13 and 2013-14 will be automatically calculated based on the estimated 2011-12 distribution. Adjust the 2012-13 and 2013-14 distributions, as necessary, by entering values instead of using the formulas.

2010-11 (Actual)			
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid¹	Distribution of Financial Aid
In-State Undergraduate	\$37,477,158	\$2,546,329	\$2,756,485
Out-of-State Undergraduate	\$6,676,451	\$440,704	\$396,963
In-State Graduate	\$4,013,237	\$232,984	\$93,035
Out-of-State Graduate	\$1,756,257	\$87,018	\$60,552
In-State 1st Professional	\$0	\$0	\$0
Out-of-State 1st Professional	\$0	\$0	\$0
Total	\$49,923,103	\$3,307,035	\$3,307,035
In-State Sub-Total	\$41,490,395	\$2,779,313	\$2,849,520

2011-12 (Estimated)			
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid¹	Distribution of Financial Aid
In-State Undergraduate	\$43,410,813	\$1,638,011	\$1,752,008
Out-of-State Undergraduate	\$7,165,013	\$245,086	\$155,463
In-State Graduate	\$4,816,437	\$129,568	\$93,035
Out-of-State Graduate	\$1,796,147	\$48,393	\$60,552
In-State 1st Professional	\$0	\$0	\$0
Out-of-State 1st Professional	\$0	\$0	\$0
Total	\$57,188,410	\$2,061,058	\$2,061,058
In-State Sub-Total	\$48,227,250	\$1,767,579	\$1,845,043

2012-13 (Planned)			
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid¹	Distribution of Financial Aid
In-State Undergraduate	\$47,889,070	\$1,638,011	\$1,752,008
Out-of-State Undergraduate	\$8,106,974	\$245,086	\$155,463
In-State Graduate	\$5,555,570	\$129,568	\$93,035
Out-of-State Graduate	\$2,193,387	\$48,393	\$60,552
In-State 1st Professional	\$0	\$0	\$0
Out-of-State 1st Professional	\$0	\$0	\$0
Total	\$63,745,001	\$2,061,058	\$2,061,058
In-State Sub-Total	\$53,444,640	\$1,767,579	\$1,845,043
Additional In-State	\$5,217,390	\$0	\$0
Additional In-State from Fin Plan		\$0	

2013-14 (Planned)			
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid¹	Distribution of Financial Aid
In-State Undergraduate	\$52,766,501	\$2,106,445	\$2,302,008
Out-of-State Undergraduate	\$9,187,934	\$326,652	\$155,463
In-State Graduate	\$6,252,919	\$129,568	\$93,035
Out-of-State Graduate	\$2,409,633	\$48,393	\$60,552
In-State 1st Professional	\$0	\$0	\$0
Out-of-State 1st Professional	\$0	\$0	\$0
Total	\$70,616,987	\$2,611,058	\$2,611,058
In-State Sub-Total	\$59,019,420	\$2,236,013	\$2,395,043
Additional In-State ²	\$5,574,780	\$468,434	\$550,000
Additional In-State from Fin Plan ²		\$550,000	

Footnotes:

¹ Tuition revenue for financial aid has historically been allocated on a pro-rata basis across all student classifications with the exception of one year. In March 2007, using the Tuition Incentive Funding authority (Chap. 847, Item 463.10.c), the RU Board of Visitors approved an in-state undergraduate (ISUG) tuition increase and earmarked the funds (\$500,000) for ISUG need-based financial aid. The amounts recorded above reflect this action. Nonresident students cover 100 percent of the average cost of education, as required in appropriation language, along with student financial aid.

² The 2013-14 (Planned) additional financial aid of \$550,000 is proposed to be funded from undergraduate tuition based on the proportionate in-state/out-of-state split. Since 100 percent of the increase is not funded from ISUGs, line 60, column C is reflected in "red"; however, the distribution of the aid is 100 percent to ISUGs which is reflected on line 59, column D and balances to the Academic-Finance tab line 82.

Six-Year Plans (2011)

Radford University

Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates (Projected)

Items	2011-2012		2012-2013			2013-2014			2014-2015	2015-2016	2016-2017	2017-2018
	Student Charge	Total Revenue	Student Charge	Rate Increase ¹	Total Revenue	Student Charge	Rate Increase ¹	Total Revenue	Total Revenue	Total Revenue	Total Revenue	Total Revenue
E&G Programs												
In-State Undergraduate	\$5,556	\$41,884,767	\$6,095	9.7%	\$46,363,024	\$6,519	7.0%	\$51,240,455				
Out-Of-State Undergraduate	\$16,714	\$6,944,040	\$17,906	7.1%	\$7,886,001	\$18,822	5.1%	\$8,966,961				
In-State Graduate	\$6,310	\$4,699,617	\$6,922	9.7%	\$5,438,750	\$7,404	7.0%	\$6,136,099				
Out-Of-State Graduate	\$14,997	\$1,752,515	\$16,063	7.1%	\$2,149,755	\$16,882	5.1%	\$2,366,001				
In-State Law	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State Law	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
In-State Medicine	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State Medicine	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
In-State Dentistry	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State Dentistry	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
In-State PharmD	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State PharmD	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
In-State Veterinary Medicine	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Out-Of-State Veterinary Medicine	\$0	\$0	\$0	%	\$0	\$0	%	\$0				
Other NGF (includes ARRA carry forward)		\$3,305,533			\$3,422,044			\$3,456,937				
Total E&G Revenue		\$58,586,472			\$65,259,574			\$72,166,453	\$77,570,897	\$82,710,401	\$88,101,489	\$92,289,716
Auxiliary Program												
Undergraduate Mandatory Fees	\$2,764		\$2,902	5.0%		\$3,047	5.0%					
Graduate Mandatory Fees	\$2,764		\$2,902	5.0%		\$3,047	5.0%					
Law	\$0		\$0	%		\$0	%					
Medicine	\$0		\$0	%		\$0	%					
Dentistry	\$0		\$0	%		\$0	%					
PharmD	\$0		\$0	%		\$0	%					
Veterinary Medicine	\$0		\$0	%		\$0	%					
Total Auxiliary Revenue		\$57,945,754			\$60,438,173			\$63,364,923	\$66,520,374	\$69,324,243	\$72,319,023	\$74,925,475
Total Tuition and Fees												
In-State Undergraduate	\$8,320		\$8,997	8.1%		\$9,566	6.3%					
Out-Of-State Undergraduate	\$19,478		\$20,808	6.8%		\$21,869	5.1%					
In-State Graduate	\$9,074		\$9,824	8.3%		\$10,451	6.4%					
Out-Of-State Graduate	\$17,761		\$18,965	6.8%		\$19,929	5.1%					
In-State Law	\$0		\$0	%		\$0	%					
Out-Of-State Law	\$0		\$0	%		\$0	%					
In-State Medicine	\$0		\$0	%		\$0	%					
Out-Of-State Medicine	\$0		\$0	%		\$0	%					
In-State Dentistry	\$0		\$0	%		\$0	%					
Out-Of-State Dentistry	\$0		\$0	%		\$0	%					
In-State PharmD	\$0		\$0	%		\$0	%					
Out-Of-State PharmD	\$0		\$0	%		\$0	%					
In-State Veterinary Medicine	\$0		\$0	%		\$0	%					
Out-Of-State Veterinary Medicine	\$0		\$0	%		\$0	%					
Student Financial Aid (Program 108)		\$1,907,471			\$1,907,471			\$1,907,471	\$1,907,471	\$1,907,471	\$1,907,471	\$1,907,471
Sponsored Programs (Program 110)		\$7,643,901			\$7,643,901			\$7,643,901	\$7,643,901	\$7,643,901	\$7,643,901	\$7,643,901
Unique Military Activities		\$0			\$0			\$0	\$0	\$0	\$0	\$0
Workforce Development		\$0			\$0			\$0	\$0	\$0	\$0	\$0
Other (Specify)		\$0			\$0			\$0	\$0	\$0	\$0	\$0

¹ The tuition and fee rates shown on the Finance T&F template assumes general fund support using the University's current fund split of 62% GF/38% NGF as calculated by SCHEV. The proposed strategies and tuition and fee rates are subject to change if additional general fund support is not received as projected.

Six-Year Plans (2011) Radford University

Foregone Tuition Revenue As A Result of Tuition Waivers Educational and General Programs

(Please provide information and add programs to the list as appropriate)

Program	2012-13 (Projected)					2013-14 (Projected)				
	In-State Undergraduates	In-State Graduates	Out-of-State Undergraduates	Out-of-State Graduates	Total	In-State Undergraduates	In-State Graduates	Out-of-State Undergraduates	Out-of-State Graduates	Total
Academic Common Market	\$0	\$0	\$892,060	\$23,890	\$915,950	\$0	\$0	\$939,800	\$24,730	\$964,530
Graduate Student Waiver	\$0	\$0	\$0	\$204,974	\$204,974	\$0	\$0	\$0	\$217,272	\$217,272
VMSDEP	\$80,000	\$15,000	\$0	\$7,500	\$102,500	\$80,000	\$15,000	\$0	\$7,500	\$102,500
Military Members	\$0	\$0	\$6,110	\$0	\$6,110	\$0	\$0	\$6,350	\$0	\$6,350
Military Dependents	\$0	\$0	\$800,410	\$0	\$800,410	\$0	\$0	\$844,550	\$0	\$844,550
Employee Tuition Waiver	\$29,484	\$41,756	\$9,672	\$18,009	\$98,921	\$32,130	\$45,594	\$10,166	\$18,927	\$106,817
Virginia Educator	\$0	\$205,920	\$0	\$22,232	\$228,152	\$0	\$225,120	\$0	\$23,144	\$248,264
Senior Citizen Waiver	\$6,048	\$6,864	\$0	\$0	\$12,912	\$6,480	\$7,344	\$0	\$0	\$13,824
IS Non-resident employed in VA	\$0	\$0	\$6,110	\$0	\$6,110	\$0	\$0	\$6,350	\$0	\$6,350
					\$0					\$0
Total	\$115,532	\$269,540	\$1,714,362	\$276,605	\$2,376,039	\$118,610	\$293,058	\$1,807,216	\$291,573	\$2,510,457

Description of Programs

Academic Common Market:	The Academic Common Market (ACM), is an arrangement among Southern states allowing students to pay in-state tuition rates for select programs COV: 1. Any person enrolled in one of the institution's programs designated by the State Council of Higher Education who is domiciled in and is entitled to reduced tuition charges in the institutions of higher learning in any state which is a party to the Southern Regional Education Compact which has similar reciprocal provisions for persons domiciled in Virginia; (Source: SCHEV website, Code of Virginia § 23-7.4:2.C.1).
Graduate Student Waiver:	Nonresident graduate students employed by an institution as teaching assistants, research assistants, or graduate assistants and paid at an annual contract rate of \$4,000 or more may be considered resident students for the purposes of charging tuition and fees (source: Virginia Acts of Assembly, Chapter 890, 4-2.01.b.6).
Virginia Military Survivors and Dependent Education Program (VMSDEP)	The purpose of the Virginia Military Survivors and Dependent Education Program (VMSDEP) is to provide eligible students enrolled in a Virginia public college or university with certain education benefits in acknowledgement of the military service and sacrifice of their military parent or spouse (source: SCHEV website).
Military Members:	G. Any active duty members, activated guard or reservist members, or guard or reservist members mobilized or on temporary active orders for six months or more, that are either stationed or assigned by their military service to a work location in Virginia, and residing in Virginia, shall pay tuition, to the public institution of higher education in which they are enrolled, in an amount no more than the institution's in-state tuition rate. (Source: SCHEV website, Code of Virginia § 23-7.4:2.G)
Military Dependents:	E. Notwithstanding any other provision of law, all dependents, as defined by 37 U.S.C. § 401, of active duty military personnel, or activated or temporarily mobilized reservists or guard members, assigned to a permanent duty station or workplace geographically located in Virginia, or in a state contiguous to Virginia or the District of Columbia, who reside in Virginia shall be deemed to be domiciled in Virginia for purposes of eligibility for in-state tuition and shall be eligible to receive in-state tuition in Virginia in accordance with this section. All such dependents shall be afforded the same educational benefits as any other individual receiving in-state tuition pursuant to this section. Such benefits and in-state tuition status shall continue so long as they are continuously enrolled in an institution of higher education in Virginia or are transferring between Virginia institutions of higher education or from an undergraduate degree program to a graduate degree program, regardless of any change of duty station or residence of the military service member. (Source: SCHEV website, Code of Virginia § 23-7.4.E).
Employee Tuition Waiver:	For eligible Radford University employees, tuition and fees may be waived for one course (up to four credit hours) taken at Radford University for each semester or summers session in which they are employed (source: Radford University Human Resources website).
Virginia Educator:	The Virginia Educator rate is a reduced tuition rate for Virginia elementary and secondary school personnel, regardless of residency status, to assist with maintaining certification and to support continued improvement to the quality of education provided to the citizens of the Commonwealth. This policy was implemented by the university as recognition of the importance for Virginia educators to enhance their professional knowledge and skills. To be eligible for the reduced tuition rate, educators (including teachers, administrators, counselors, librarians, coaches and other instructional support staff) must be a full-time contractual employee in a K-12 public or private school in the Commonwealth of Virginia. The courses must be for professional development (e.g. graduate degree, additional endorsements, or for re-licensure), not for planned career changes outside of education. (source: Radford University 2011-12 Approved Tuition and Fees document)

<p>Senior Citizen Waiver:</p>	<p>This program provides tuition waivers for credit courses for Virginia residents aged 60 and older who have not exceeded income guidelines.</p> <p>COV § 23-38.56. Attendance at state institutions; conditions. A senior citizen shall be permitted, under regulations as may be prescribed by the State Council of Higher Education:</p> <p>(i) To register for and enroll in courses as a full-time or part-time student for academic credit if such senior citizen had a taxable individual income not exceeding \$15,000 for Virginia income tax purposes for the year preceding the year in which enrollment is sought;</p> <p>(ii) To register for and audit courses offered for academic credit; and</p> <p>(iii) To register for and enroll in courses not offered for academic credit in any state institution of higher education in this Commonwealth.</p> <p>Such senior citizen shall pay no tuition or fees except fees established for the purpose of paying for course materials, such as laboratory fees, but shall be subject to the admission requirements of the institution and a determination by the institution of its ability to offer the course or courses for which the senior citizen registers. The State Council of Higher Education shall establish procedures to ensure that tuition-paying students are accommodated in courses before senior citizens participating in this program are enrolled. However, the state institutions of higher education may make individual exceptions to these procedures when the senior citizen has completed seventy-five percent of the requirements for a degree.</p> <p>(Source: SCHEV website, Code of Virginia § 23-38.56).</p>
<p>IS Non-resident employed in VA:</p>	<p>A. Students who live outside this Commonwealth and have been employed full time inside Virginia for at least one year immediately prior to the date of the alleged entitlement for in-state tuition shall be eligible for in-state tuition charges if such student has paid Virginia income taxes on all taxable income earned in this Commonwealth for the tax year prior to the date of the alleged entitlement. Students claimed as dependents for federal and Virginia income tax purposes who live outside this Commonwealth shall become eligible for in-state tuition charges if the nonresident parents claiming them as dependents have been employed full time inside Virginia for at least one year immediately prior to the date of the alleged entitlement and paid Virginia income taxes on all taxable income earned in this Commonwealth for the tax year prior to the date of the alleged entitlement. Such students shall continue to be eligible for in-state tuition charges for so long as they or their qualifying parent is employed full time in Virginia, paying Virginia income taxes on all taxable income earned in this Commonwealth and the student is claimed as a dependent for Virginia and federal income tax purposes. (source: SCHEV website, Code of Virginia § 23-7.4:2.A)</p>

Radford University
2011 Six-Year Plans
Response to Review Groups Comments
October 7, 2011

Institution-Specific Comments:

- 1. Please explain how the ARRA funds were spent and the impact on areas that did not have ARRA funds.**

University Response:

Radford University (RU) utilized federal stimulus (ARRA) funds for full-time T&R faculty salaries and fringe benefits as identified in the ARRA application submitted to the Department of Planning and Budget (DPB). The ARRA application and the 2010-2012 Spending Plan submitted in June 2010 identified the University's intent to split the 2010-11 ARRA allocation between FY 2011 and the first quarter of FY 2012. This decision was essential to sustain core instructional programmatic needs without compromising quality and to minimally begin preparing for the institution's projected enrollment growth.

Carrying forward ARRA funds in FY 2012 allowed the University to moderate tuition increases over a two-year period. This phased-in approach allowed the University to restore essential T&R faculty positions in high-need programs to meet enrollment demand. Additionally, one-time savings generated from positions that were not immediately filled were used to provide student financial assistance to need-based undergraduate students.

Using the ARRA allocation as described assisted all areas across the institution by not having to endure additional budget reductions to uphold critical programmatic needs. Instructional and student support services are the University's highest priorities and this decision allowed the institution to sustain basic operations while also mitigating the impact on tuition.

- 2. Please review and adjust, as appropriate, revised tuition increases since the numbers for the second-year do not correspond to proposed tuition and fee increases.**

University Response:

The Six-Year Plan has been modified to balance with proposed tuition and fee increases. The difference was due to reporting the one-time federal stimulus (ARRA) carry forward allocation in FY 2011-12. This one-time allocation has been adjusted so the plan balances.

3. Please include proposed NCI strategies in the plan.

University Response:

The partnership between the New College Institute (NCI) and Radford University (RU) is currently under development and will be close to the affiliation RU and other schools have had with this group over the last few years. RU is working with NCI staff to identify specific teacher education programs that should be offered at the Martinsville site. Over the next year, programs will be developed to initiate a Fall 2012 cohort.

The agreed upon programs will be budget neutral for RU. NCI and the Harvest Foundation have agreed to cover all costs associated with program delivery, less actual tuition collected from NCI students, through existing state appropriation and private sources. If an education initiative is developed in response to an expressed need that would not be covered by the tuition from NCI students, the NCI Board would determine feasibility for funding and implementation. If adequate funding sources are not available, RU will not pursue these initiatives.

RU's partnership with NCI will provide a valuable service and a positive economic impact to the region. For the targeted programs of study, a student cohort typically matriculates within two-years (since students would have completed the first two years at a community college or are pursuing an advanced degree). Program enrollment, assessment, and outcomes will be evaluated prior to starting a new cohort. If enrollment levels are not adequate to sustain the program, NCI and RU will determine if the program should continue to be offered prior to initiating a new student cohort. As stated earlier, the programs offered will be budget neutral to RU.

General Comments:

1. **Reasonable tuition increases** – the University's Six-Year Plan has been modified to reflect a reasonable tuition increase based on University priorities and the current general fund/nongeneral fund split as calculated by SCHEV.
2. **Priorities** - the University's Six-Year Plan has been modified to include the information requested.
3. **Salary increases** - the University's Six-Year Plan identifies the funding needed to move faculty salaries towards the state goal of the 60th percentile over the next six years; however, the amount funded through tuition increases reflects the proportionate nongeneral fund share the institution typically covers using the current general fund/nongeneral split as calculated by SCHEV. The University's Six-Year Plan does not incorporate salary increases for classified and administrative professional (AP) positions as these decisions have historically been authorized at the state level. The University would like to acknowledge the importance of salary increases to attract and retain the best and brightest workforce.

4. **Clarification of strategies** – As requested, additional information has been incorporated in each strategy to provide more detail and further explanation. Most strategies will be accomplished through collaborative efforts and across programmatic units. The decision package submissions to the Department of Planning and Budget (DPB) provide the personal service and nonpersonal service subobject detail.
5. **Second-year costs** – The University’s July 1, 2011, submission reflected the second year costs as requested (e.g. FY 2014 reflects FY 2013 ongoing costs in addition to FY 2014 incremental costs).
6. **Tuition waivers** - the University’s Six-Year Plan has been modified to include the information requested.
7. **Financial Aid** - the University’s Six-Year Plan has been modified to include the information requested.