2018-2023 Strategic Planning Subgroup Submission

Submitted by: Economic Development & Community Partnerships

Date: 6/20/17

Goal: Contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in health, education, arts and culture, natural resources, and infrastructure sectors.

Strategy: Consolidate, build, and promote a comprehensive economic development, outreach, and continuing education office, ACCESS Radford.

Key Performance Indicator

- Baseline: No existing baseline data; baseline would need to be established in year 1 by conducting an inventory of the total number of CE offerings with connection to industry, participation in CE offerings with connection to industry, number of public and private university partnerships with connection to industry, and number of clients served via these partnerships.

- Target
  - Annual: Growth in the number of CE offerings; growth in the total participation in CE offerings; growth in the number of public and private university partnerships with connection to industry, and growth in the number of clients served via these partnerships.
  - Comprehensive: Be financially self-sustaining by year 3, including by obtaining grant funding to support economic development.

Responsible Party: Director of the new office, once established. If that position is not approved, responsible party may vary based upon implementation; e.g., Provost, Vice Provost for Academic Operations, Vice President for University Relations, Dean of the Graduate College

Timeline: Variable depending upon resourcing and staffing

Budget: A small-scale Continuing Education Office could be initiated with a minimum of one full-time director position ($45,000-$60,000 + benefits) and one full-time program coordinator ($30,000-$35,000 + benefits), as well as $10,000 for marketing, and $7,500 for professional development and networking.
Minimum annual cost $122,500-$142,500 (funded through 3 years of one-time funds, with the program self-sustaining within 3 years). See budget model addendum for a more aggressive, larger-scale option.

A comprehensive ACCESS Radford office is outward-facing toward the community, region, commonwealth, and beyond—guided in mission to provide educational opportunities and to foster mutually beneficial partnerships that strengthen communities, strengthen the regional and state economy, grow and bolster our University, and help all learners and citizens realize their personal and professional goals. By providing support services, such as for economic development, community partnerships, outreach programs and a community calendar, adult degree completion programs, professional certifications and endorsements, flexible competency-based modules and certificates, and test preparation services (e.g., SAT, GRE, GMAT), ACCESS Radford enables the university to serve as a hub for advanced learning, economic growth, and personal and professional development. ACCESS Radford will be a central office for community engagement, helping to organize and facilitate existing and potential partnerships.

**Sub-strategy:** Offer Competency-Based Education (CBE) to non-traditional markets of adult learners in the Commonwealth of Virginia and beyond to prepare them for current and future job markets.

**Sub-strategy:** Create and operate a university research consortium that lends technical assistance and expertise to local and regional governments and to economic development groups and alliances.

**Sub-strategy:** Partner with local and state agencies to harness state and federal funds for economic and workforce development.

**Sub-strategy:** Engage the university community in supporting downtown revitalization, business development, workforce development, community support programs, and recreation and tourism opportunities.

*NOTE: Per Task Force approval, conduct a market analysis with more exploration on field research and business plan.*
ACCESS Radford
Proposal to create
Radford University's Office of Outreach and Advanced Learning
Submitted by Laura Jacobsen, Acting Dean, Graduate College, and Continuing Education Administrator

Outreach = Community hub sharing “access” to opportunities between the university and community
Continuing Education = “Adult, Corporate, and Community Education Services (ACCESS)"

Radford University needs to be on the cutting edge of education in the 21st century and beyond. In order to attract millennial students as well as their parents, grandparents, siblings, and coworkers, Radford University will need a hub for outreach and continuing education. The ACCESS Radford office will meet the needs of current students, returning students, and community members who benefit from a seamless process to gain access to educational and state resources at Radford University. We recognize that we have a diverse, changing workforce which needs Radford University’s dynamic faculty and programs to help educate.

An Office of Outreach and Continuing Education at Radford University has the opportunity to pool educational services and programs to provide valuable resources to citizens in our local and global communities. With cutting edge online programming as well as offerings such as youth camps, citizen learner programs, endorsements, and certificate programs, Radford University’s Office of Outreach and Continuing Education will coordinate the university’s efforts to meet the global learner where they are now and to seamlessly facilitate university and community partnerships that ultimately enhance the economy.

The Virginia Plan for Higher Education notes that by 2030, Virginia should be the most educated state in the United States. With competency-based models, we will have the ability to offer credit to students with prior, real-life experience; interdisciplinary programs will tear down borders between currently siloed programs. The Radford University model will provide flexible opportunities to help prepare people with the knowledge and skills that are sought after for today and for the future.

In addition to helping Virginia become the most educated state, there are incentives for our local students, staff, faculty, and Radford community. Students will have a diversified learning experience by interacting with professionals with not only life, but corporate, experience. Faculty and staff at Radford University will benefit from additional monetary gains as well as enriching their faculty portfolios with a more diverse teaching landscape. The City of Radford at large will benefit from cutting-edge, faculty-taught classes and workshops, enhanced economic development, a shared university and community calendar, and diverse, cross-cultural community interactions.

Mission Statement for ACCESS Radford
To provide educational opportunities and to foster partnerships that strengthen communities, strengthen the regional and state economy, and help all learners realize their personal and professional dreams.¹

¹ Associating an economic development representative with this office may help create a collaborative, rather than a competitive, environment for serving communities and learners. This likewise may facilitate ease of communication and alignment of goals while increasing possibilities for funding and limiting redundancy of efforts.
Vision Statement for ACCESS Radford
To serve as a community partnership and community learning hub that uses the knowledge resources and human capital at Radford University to transform the lives of citizens of the region, the Commonwealth, and beyond.

Opportunities made more easily accessible through ACCESS Radford (e.g., website information):

<table>
<thead>
<tr>
<th>Earn a Degree</th>
<th>Pursue a Certificate</th>
<th>Seek Professional Development or Credentials</th>
</tr>
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<tbody>
<tr>
<td>(e.g., graduate programs, adult degree completion, flexible interdisciplinary studies in learning major, interdisciplinary degree programs)</td>
<td>(e.g., graduate certificates, interdisciplinary certificate programs, competency-based certificates and offerings, online certificate programs)</td>
<td>(e.g., competency-based options, CEUs, non-credit and for-credit courses, endorsements, institutes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Outreach</th>
<th>Prepare for a Test</th>
<th>Explore Youth Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., community partnerships, economic development, community calendar, retirement planning, elder scholars, lecture series, wellness programs, community-hosted programs, workforce development)</td>
<td>(e.g., SAT, GRE, ACT, GMAT, and LSAT test prep)</td>
<td>(e.g., educational camps, Summer Bridge, Governor’s School, Boys State)</td>
</tr>
</tbody>
</table>

Additional Justification
All major public institutions in Virginia have an office dedicated to continuing education and/or university outreach. Links to these offices are provided below. Radford University and the College of William and Mary are the only large Virginia public institutions that do not have a dedicated office for this purpose. The absence of such an office at Radford University is unusual for an institution of our size and stature. See Appendix A, Virginia Institutions’ Program Data

George Mason University  
Norfolk State University  
University of Virginia  
Virginia Military Institute  
James Madison University  
Old Dominion University  
UVA at Wise  
Virginia State University  
Longwood University  
University of Mary Washington  
Virginia Commonwealth University  
Virginia Tech

How to Get Started

Many of these operations are ongoing in some form and need leadership to coordinate community outreach and opportunity development. Among needed operational support is support for website development and maintenance, marketing of opportunities, advocacy internally and externally leading to additional new opportunities, and improved support for registration, payment processing, and event management. See Appendix B for a draft of startup cost needs. These offices on other campuses are generally started through several years’ commitment of one-time funds, with additional costs generated through revenue creation.

\(^2\) Adult Degree Completion only. Also see [http://dahlgren.umw.edu/](http://dahlgren.umw.edu/).
Example revenues supporting ACCESS Radford:
- Tuition for all non-degree courses, minus 30% overhead (including tuition paid by grants)
- Tuition for all interdisciplinary programs
- Tuition for adult degree completion program
- Profits from continuing education programs, institutes, camps, test prep courses, etc.
Appendix A:
Virginia Institutions' Program Data

Breadth of programs: Community outreach programs (C), Continuing education/conferences for specific degree programs (CE), Certificate programs (CP), Youth (Y), For credit (FC), Not-for credit (NC)

Peer institutions:

Virginia Tech:
Staff members: 37
Programs: (CE), (CP), (Y); 200+ programs
Online offerings: Y

Virginia Commonwealth University:
Staff members: 15
Programs: (C), (CE), (CP), (FC), (NC); 100+ programs
Online offerings: Y

University of Mary Washington: [http://www.umw.edu/admissions/graduate/degrees/endorsements/](http://www.umw.edu/admissions/graduate/degrees/endorsements/)
[http://publications.umw.edu/academicproceduresdirectory/continuing-education-units-ceus/](http://publications.umw.edu/academicproceduresdirectory/continuing-education-units-ceus/)
Staff member:
Programs: (C), (CE), (CP), (Y), (CM), (FC), (NC); 2 programs
Online offerings:

Appalachian State University:
Staff member:
Programs: (C), (CE), (Y), (FC), 28 programs
Online offerings: Y

Longwood University:
Staff member: 1.5
Programs: (C), (CE), (CP), (Y), (FC), (NC); programs – large due to graduate programs included
Online offerings: Y

Virginia State University:
Staff member: 3
Programs: (FC), (NC) *Mainly focused on students and non-degree seeking students... no clear program listings*
Online offerings: (Y), (OLC)

University of Virginia – Wise:
Staff member: 4
Programs: (C), (CE), (CP), (Y), (FC); 55+ programs
Online offerings: Y
Old Dominion University:
Staff member: 13
Programs: (C), (CE), (CP); 29+ programs
Online offerings: Y

James Madison University:
Staff member: 15
Programs: (C), (CE), (CP), (Y), (FC), (NC); 53+ programs
Online offerings: Y

Virginia Military Institute:
Staff member: 10
Programs: (CE), (CP); 20+ programs
Online offerings: N

University of Virginia:
Staff members: 17 (Faculty ~83)
Programs: (CE), (CP), (FC); 20 programs 522 courses
Online offerings: Y

George Mason University:
Staff members: 22
Programs: (CE), (CP); 39 programs
Online offerings: Y

Norfolk State University:
Staff members: 6
Programs: (C), (CE), (CP), (FC), (NC); 74 programs
Online offerings: Y (ed2go)
Appendix B
Start-Up Cost Estimates

Year 1:
Assistance from the University:
Director of Outreach and Continuing Education: $45,000-$60,000
ACCESS Coordinator $30,000-$35,000
Benefits for both positions $30,000
Marketing of Opportunities $10,000
Institutional membership to UPCEA: $2,500
Travel to UPCEA conference: $5,000
Total: $122,500-$142,500

Year 2:
Same as year 1

Year 3:
Same as year 1

Year 4 and beyond:
Self sufficient
2018-2023 Strategic Planning Subgroup Submission

Definition of economic development (used by APLU, CICEP, and UEDA): In higher education, economic development means proactive institutional engagement, with partners and stakeholders, in sustainable growth of the competitive capacities that contribute to the advancement of society through the realization of individual, firm, community, and regional-to global economic and social potential.

Submitted by: Economic Development & Community Partnerships

Date: 6/19/17

Goal: Contribute to overall economic growth and increased employment opportunities in the region through development of health, education, natural resources, arts/culture, and infrastructure sectors.

Strategy: Establish an Appalachian Community Outreach Institute to improve the health, vitality, and economic sustainability of Southwest Virginia communities (see proposal below for full details).

The Radford University Appalachian Community Outreach Institute will partner with existing organizations as the Radford presence in the Virginia counties of Appalachia, bringing to bear the expertise of Radford’s faculty and programs in a coordinated, holistic effort to achieve the broad strategic goal stated above. The strategy will be accomplished through the following sub-strategies, each with specific KPIs.
Sub-strategies and Key Performance Indicators:

1. Education: literacy programs, adult education, competency-based education, online options, interdisciplinary team-teaching, degree and certificate options in a variety of disciplines. KPI: Number of adult literacy programs established in communities. KPI: Number of both traditional and nontraditional SWVA students enrolled in degree programs offered at Abingdon Higher Education Center. KPI: Number of veterans served in degree programs.

2. Economic development/diversification: entrepreneurial support, incubator formation and partnerships, tech support, cooperatives, internships; overall workforce development; micro-lending; investment strategies and funds; contribute to replication of the Nest initiative at UVA-Wise. KPI: Number of new businesses/entrepreneurs supported through business development planning, technical assistance, financial assistance, etc. KPI: Number of internships in social-profit organizations. KPI: Number of RU students serving on social-profit boards.

3. Health and wellness, including physical, oral, and behavioral health prevention and treatment: assist with drug abuse issues; homecare for aging population; childcare; diet and nutrition; contribute to efforts of Healthy Appalachia Institute. KPI: Number of internships to assist with healthcare prevention and treatment in underserved areas. KPI: Number of veterans served in direct physical and mental health services.

4. Think tank/research hub/archive, grant development and funding: GIS work; health; community-based research; needs assessments; grant development; oral history archive. KPI: Number of community meetings for needs assessments. KPI: Number of community-based research initiatives. KPI: Number of direct contact hours in community capacity building, i.e. assisting communities in the identification of assets, visioning, and planning.
KPI: Number of grant applications submitted (e.g., GO Virginia, ARC, ATC, etc.).

**Responsible Party:** Director (if hired), Director, Appalachian Studies Program (if director not hired)

**Timeline:** Launch Institute and hire personnel (year 1), implement proposal (years 1-5)

Budget: $630,000 per year (see proposal below)
Appalachian Community Outreach Institute

Location: Abingdon Higher Education Center

Mission Statement: To serve and support communities in Southwest Virginia through multidisciplinary efforts.

Vision Statement: To maintain the health, vitality, and economic sustainability of Southwest Virginia communities.

Need: As communities throughout Southwest Virginia transition to a post-coal economy and seek to diversify their economies for a healthy, sustainable future (see appendix A for ARC economically distressed county map), Radford University is uniquely positioned to assist these communities in their efforts through many degree programs across the university, as well as faculty/student community-based outreach and research initiatives.

Needs Assessment: In order to effectively and accurately address the challenges and bolster the strengths of Southwest Virginian communities, Institute faculty and staff would conduct needs assessments throughout the region. Not only would high profile stakeholders, such as elected officials and government agency representatives, be part of this process, but also non-governmental organizations, such as nonprofits and churches, as well as community members would be included in focus groups, surveys, and other types of data gathering.

Community Advisory Board: Given the nature of the Institute, we believe it vital to create a community advisory board consisting of diverse stakeholders.

Goals: Overall we want to assist in creating healthy, sustainable communities, which includes human and nonhuman environments.
   1. Community outreach with health (physical, oral, and behavioral), entrepreneurial/business support, education and career preparation.
   2. Research and reports; needs assessments.

Initiatives:
   1. Outdoor recreation tourism: promote natural resources, such as rivers and mountains, to attract fishers, paddlers, hikers, runners, bikers, etc.
   2. Community development and capacity-building: partner with community action agencies.
   3. Economic development/diversification: entrepreneurial support, incubator formation and partnerships, tech support, cooperatives, internships; overall workforce development; micro-lending; investment strategies and funds; contribute to replication of the Nest initiative at UVA-Wise.
   4. Health and wellness, including physical, oral, and behavioral health prevention and treatment: assist with drug abuse issues; homecare for aging population; childcare; diet and nutrition; contribute to efforts of Healthy Appalachia Institute.
5. Education: literacy programs, adult education, competency-based education, online options, interdisciplinary team-teaching, degree and certificate options in a variety of disciplines.
6. Agriculture and agro-tourism.
7. Arts and Culture: “original” maker-spaces for artists in residence; writing workshops for diverse audiences; support of Crooked Road, ‘Round the Mountain, and Birthplace of Country Music Museum, etc.
8. Veterans’ support.
9. Grants/grant writing to seek financial support for the Institute.
10. Think tank/research hub/archive: GIS work; health; community-based research; needs assessments; oral history archive.
11. Policy work.
12. Housing issues: e.g., tiny house construction.

Impact on Radford University Students: internships; work co-ops; experiential and community-based education; on-site consultants; quantitative, qualitative, and mixed methods research; NGO board membership; needs assessments; opportunities to serve as leaders in their own communities.

Positions and estimated annual salaries for initial launch of the Institute:
Director (12-month position): $110,000 + $44,000 (benefits)
Administrative Assistant (12-month position): $32,000 + $12,800 (benefits)
Associate Director, Community Liaison (12-month position): $95,000 + $38,000 (benefits)
Grant Writer and Coordinator (12-month position): $65,000 + $26,000 (benefits)
Faculty Member (Assistant/Associate level, 9-month position): $65,000* + $26K (benefits)
Faculty Member (Assistant/Associate level, 9-month position): $65,000* + $26K (benefits)

*Dependent upon discipline, so this is only an estimate.

Initial Operating Budget:
Travel: $10,000
Supplies & Materials: $4,000
Telecommunication: $3,000
Contractual Services: $5,200
Printing & Postage: $3,000

Budget Grand Total: $630,000
Appendix A
ARC Economically Distressed Appalachian Counties Map

Created by the Appalachian Regional Commission, March 2016
Data Sources:
Income data: U.S. Bureau of Economic Analysis, REIS, 2014
Poverty data: U.S. Census Bureau, American Community Survey, 2010–2014

Effective October 1, 2016 through September 30, 2017
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Definition of economic development (used by APLU, CICEP, and UEDA): In higher education, economic development means proactive institutional engagement, with partners and stakeholders, in sustainable growth of the competitive capacities that contribute to the advancement of society through the realization of individual, firm, community, and regional-to global economic and social potential.

Submitted by: Economic Development & Community Partnerships

Date: 6/19/17

Goal: Facilitate and support establishment of the City of Radford and the New River Valley as focal points for business, social, tourism, and cultural activities.

Strategy: Establish and operate a business incubator, Student Venture Lab, to promote new startups. (see proposal below for full details).

The Radford University Student Venture Lab will be the heart of a new entrepreneurship ecosystem that will give students the opportunity to commercialize their ideas and encourage the creation of new business ventures that will promote job creation and economic growth in the region. The strategy will be accomplished through the following sub-strategies, each with specific KPIs.
**Sub-strategies and Key Performance Indicators:**

1. The Venture Lab is designed to integrate external stakeholders to the RU innovation ecosystem, serve as a vehicle for student, faculty, and stakeholder interaction, and provide a vehicle for economic growth in the region. KPI: # of new businesses created per year.

2. Create, fund, and design systems to operate the Highlander Venture Fund (HVF). The HVF is to take on the identity of an Angel Investor in student ventures. The Fund is envisioned to be managed by the Student Managed Investment Portfolio Organization SMIPO: an award-winning student finance organization. The HVF serves to provide critical start-up funds to vetted student initiatives, while providing SMIPO members experience of making real-life investment decisions. KPI: private investment $ raised and invested in student ventures per year.

**Responsible Party:** Student Venture Lab Director (if hired), Innovation Director, Center for Innovation and Analytics (if no person hired)

**Timeline:** Hire personnel and launch SVL (year 1), track businesses created and private investment (subsequent years)

**Budget:** $87,825 (annual operating) $350,000 (one-time capital) (see proposal below)
The COBE Student Venture Lab

Building Ideas that Matter

The first step in winning the future is encouraging American innovation.
In America, innovation doesn’t just change our lives. It is how we make our living.

President Obama, 2011 State of the Union Address

**Vision:** a bridge between idea and market. The Student Venture Lab (SVL or The Lab), developed and administered by the Center for Innovation and Analytics, will work with students, faculty, and community partners to walk the pathway between idea and organization launch. The Lab serves as a mechanism to integrate Radford University (RU) faculty, staff, and external partners into the RU Entrepreneurship and Innovation ecosystem.

**Rationale:** With the increased attention on maker spaces, entrepreneurship curriculum, and innovative activity at Radford University, there is a need to provide a way to discover and grow value in ideas. Currently, many of the entrepreneurship and innovation efforts at RU are not connected to a full overarching ecosystem. This leads to incomplete and unrealized student visions and ideas, a lack of vehicle for the university to interact with external stakeholders, and
an inability for faculty and community members to fully explore innovative projects and share their talents.

Beyond fostering an entrepreneurial ecosystem, the Student Venture Lab is timely in that it aligns with pressures for innovation in higher education. Education experts are calling for more active learning opportunities for students and increased collaboration between traditionally siloed academic units. President Hemphill recognized this in his 2016 Inaugural Address for Radford University when he called for “meaningful conversation[s] regarding delivery models, interdisciplinary programs, and student success in bold and new ways!” An example of this type of thinking can be found in a 2014 *Harvard Business Review* article calling for a Bridging of Health Care’s Innovation-Education Gap. The authors state “at too many programs, curricula focus on isolated subjects—such as health policy, analytics, and quantitative problem solving—that are taught primarily through lectures and theoretical settings.” The authors’ solutions to accelerate innovation in health care included field projects, mentoring with industry professionals, and team teaching experiences that include an innovator. The SVL and its planned innovation ecosystem is designed to integrate such approaches and would facilitate innovative pedagogy and outreach at RU.

Why is the Center for Innovation and Analytics proposing the Student Venture Lab in the College of Business and Economics (COBE)? Because it fits. COBE’s unique set of faculty skills and experience in innovation and entrepreneurship—coupled with its focus on innovation and analytics—makes it the natural home to such a venture. Further, COBE needs such a center to fulfill its mission and remain viable. According to a 2016 article in AACSB’s BizEd magazine, disruptions in business and business education mean that business schools must adjust traditional practices to be a part of the new “learning environment.” Specifically, the AACSB article instructs business schools to:

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be catalysts for innovation: drive economic development and support innovation and business creation... They’re launching incubators that support and commercialize inventions; they’re creating multidisciplinary programs that give students the broad skill sets they need to turn ideas into reality;

- be hubs for lifelong learning: Business schools need to position themselves as institutions that will support students throughout their careers;

- be co-creators of knowledge: In the future, business school research must be as focused on practice as it is on theory. And schools themselves must reach out to industry to become conveners and partners in knowledge creation, rather than simply being suppliers;

- cultivate positions at the intersection of academia and practice: they need to be partners with industry as they co-educate managers, co-create ideas, and co-found new businesses;

- measure their success by a different set of metrics. Media rankings that prioritize graduates’ salaries will be supplemented by metrics that consider the number of jobs schools help create or the number of new businesses they help launch.

COBE is well down the path to achieve these AACSB directives. For example, as a “catalyst of innovation,” COBE reached out to academic units in 2006 when it created the Entrepreneurship Task Force. This group included faculty from Information Technology, Nursing, Interior Design, and led to the creation of the Entrepreneurship concentration and minor offered for the first time in the Fall of 2008. As a “co-creator of knowledge,” COBE helped plan, launch, and execute the Interprofessional Graduate Certificate in Gerontology. Finally, to “cultivate positions at the intersection of academia and knowledge,” COBE is currently collaborating with CSAT and CHBS to work on applied projects for Engineering Solutions & Products, LLC (ESP).

While COBE is in a position to achieve the challenges presented by the AACSB, the Lab will help it complete its mission as we work to build innovation (ideas that matter) that cross discipline lines. The goal of building ideas that matter is possible! For example, the top prize awarded at a 2015 hackathon sponsored by James Madison University went to a student that coded a working database and a smartphone app to allow the crowdsourcing of health
information within a community to follow, for instance, the spread of the flu virus. This type of accomplishment is exciting, as it demonstrates what one can accomplish through “data driven” entrepreneurship: a main tenant of the SVL approach to developing ideas. Guided by vetted business development models, such as design thinking and the business model canvas, we will teach students how to determine their information needs so that they can test their business model hypotheses. We will then assist them in conducting experiments and gathering data that can be used to test business model hypotheses. Finally, we will help them pivot their initial ideas, if needed, and retest. Acquiring and interpreting data are core tenants to the data driven innovation ecosystem. Through its ties with the Center for Innovation and Analytics, the SVL is in a unique position to tie both the innovation and analytical approaches into an innovation ecosystem to benefit the RU community.

The students of Radford University need the Student Venture Lab…So do our stakeholders—whether they be alumni wishing to connect or the community in need of economic development…So do our RU faculty and community members.

**Operationalization for Student Value:** The Lab is designed to counsel students as they formalize, develop, and strengthen innovation efforts. Free of charge to faculty and students, no equity is taken by the Center, College, nor Radford University.

**Key Student Benefits**

- Vehicle to practice and extend innovation and entrepreneurship skills;
- Guidance and instruction on how to test hypotheses. Graduate students, interns, Collegiate Entrepreneurs student organization available to help students in this process;
- A platform to continue projects developed in entrepreneurship and innovation curriculum;
- Training and seminars on entrepreneurial topics;
- A platform to allow like-minded student innovators and entrepreneurs to build a cohort. This will create a competitive environment in which students can strive and thrive;

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Micro grant availability...a competitive process which will require a completed proposal, pitch and results presentation. Provides funding to student ventures for research and experimentation. Grant fund set up as a Foundation Account;

Access to SVL Faculty Fellows to get direction and feedback on innovation efforts;

SVL Mentors to provide advice for vetted projects in the areas of:

- Analytics
- Market Research
- Social Media
- Legal
- Financial
- Accounting
- Operations
- etc;

Opportunity to have products offered for sale through an envisioned “COBE Main Street” retail shop near Outtakes in Kyle Hall;

Creation of an internship for students to provide guidance and assistance to Lab members on their innovation and entrepreneurship projects;

Ability to “graduate” ideas to the Roanoke SBDC, based upon a cooperative agreement with that entity.

Opportunity to acquire start-up funds through the Highlander Venture Fund

Opportunity for vetted ideas to be pitched to investors

Implementation

Operationalization components lend themselves to external funding support. Friend-raising can be focused on multiple opportunities to include the SVL physical space (each area is fundable); Director endowment; Venture Grant fund development; Highlander Venture Fund, Faculty Fellow program, and more. Workshops and programs offered to the public will lead to revenues that can be used to offset the costs of the SVL program.

Creation of 3,000 ft² facility in the basement of COBE. Partially completed space already exists behind the walls of the basement and first floor of COBE. According to Mike Biscotte, RU Director of Facilities Planning and Construction, this is the cheapest expansion space on campus.
The vision of the physical space is industrial: exposed duct work with functional furnishings. The facilities will be designed for work, interaction, and support of student venture testing.

Membership will be offered to students that complete an application and demonstrate interest in investigating an innovation concept. Members will have access to the Lab 18 hours/day. This will be possible by eliminating the functionality of the elevator to upper floors and allowing entering members into the adjacent door by utilizing the card swipe that already exists on the outside door next to the basement space.

Planned features of the Lab include member lockers; supply wall for parts used to construct product concepts; several computers with multiple monitors for CAD and technical drawing; small “quiet rooms” for private phone conversations; several reservable glass enclosed breakout spaces and meeting rooms; small “pitch room,” office space for Development Lab Director and student staff support.

- An SVL Director will be hired from the COBE faculty. This position is envisioned to be full-time endowed faculty position: SVL Director, Endowed Chair of Entrepreneurship. The Director will be awarded the endowment stipend, and be responsible running the SVL, teaching one course per semester, directing the SVL staff of students, and controlling the SVL budget. The SVL Director will be responsible for organizing resources, maintaining control of the Lab, and exploring outreach goals for the Lab.

- Work with RU Dining Services to place a shelf in Outtakes where student product ideas can be sold. COBE Main Street will be an opportunity to test student product ideas.

- Create, fund, and design systems to operate the Highlander Venture Fund (HVF). The HVF is to take on the identity of an Angel Investor in student ventures. The Fund is envisioned to be managed by the Student Managed Investment Portfolio Organization (SMIPO): an award-winning student finance organization. The HVF serves to provide critical start-up funds to vetted student initiatives, while providing SMIPO members experience of making real-life investment decisions.

- Faculty Fellows consortium created with representation from strategic parties across RU Colleges and Departments. Faculty Fellows will be invited by the SVL Director and be
awarded stipend for duties and representation. The Fellows will serve as student recruiters, idea stewards, connectors, and promoters of the SVL and innovation efforts of Radford University.

**Operationalization for Stakeholder Value**: The Venture Lab is designed to integrate external stakeholders to the RU innovation ecosystem, serve as a vehicle for student, faculty, and stakeholder interaction, and provide a vehicle for economic growth in the region. *Business schools can drive economic development around the world by doing all they can to support innovation and new business creation. That includes contributing to the body of knowledge about the processes, practices, and environments that spark innovation.*

**Key Stakeholder Benefits**

- Training and seminars on entrepreneurial topics;
- SVL Mentoring opportunities for friends of RU and supporters of student education;
- A catalyst for new product and service innovation launches in our region;
- Catalyst to keep RU graduates in the New River Valley after graduation as they find support to grow entrepreneurial ventures.

**Implementation**

- Network and involve local business leaders in the education and development of RU students.
- Build and deepen or relationship with alumni, local business leaders, and regional support centers through use of the SVL Mentor program. This program will connect student entrepreneurs with experts to complete crucial tasks in developing and growing their innovation ideas. Connections will be controlled by the SVL Director, to ensure Mentors are not inundated with requests for assistance. This reduces the chances of our Mentors being over-burdened and acquiring support fatigue.
- Continue and further develop key strategic entrepreneurship relationships and integrate the Lab into the local, regional, and national innovation and entrepreneurship network.

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Gaining legitimacy for the program and place in the macro innovation ecosystem is of crucial importance. The SVL Director is to be provided time and resources to participate in regional and greater organizations to support this effort.

- Provide resources to ensure that the SVL Director can appropriately market and brand the center to gain attention and awareness for the Lab. Strong branding increase the status and impact of the Lab.

**Operationalization for RU/Faculty Value:** The Student Venture Lab and its associated connections will not only give faculty a mechanism to implement their ideas, but also serve as a tool that will connect faculty and stakeholders. In addition, it will help faculty build, hone, and deploy their unique skills sets. The SVL innovation ecosystem will act as a bridge between faculty disciplines, fostering greater collaboration between colleges and departments. With the SVL as its catalyst, RU will truly become a linchpin between the RU campus and its community that fosters creativity, innovation, and entrepreneurial spirit.

**Key RU/Faculty Benefits**

- A “draw” for high school, transfer, and continuing education students;
- An opportunity to retain talented students and reduce transfers, as we will be better able to provide the resources for them to fulfill their learning, development, and career goals;
- Opportunity, through the SVL Faculty Fellow program, for faculty to interact with innovation efforts on campus and the surrounding community;
- Competitive pedagogy and research grants for faculty;
- Create a Summer Camp for Entrepreneurship and Innovation targeting regional high school students;
- Vehicle to launch for-profit workshops that will bring innovation and entrepreneurship knowledge and skills to a wider audience;
- Increase the reputation and prestige of the RU brand.
Implementation

- Gain support from COBE and RU leadership;
- Share vision and opportunity with RU friends and supporters;
- Gain resources to fund and begin construction;
- Understand value provided by SVL will be beyond revenue, but also in learning, relationships, and status.

Work to be Done

Completed to Date

- Fall 2016: COBE BB&T Innovation Challenge held. Over 400 students competed.
- Spring 2017: Student Venture Lab “soft opening.” Counsel provided to several student entrepreneurs to help assess the viability of their innovation ideas.

Next Tasks

- Gain support for the Student Venture Lab from RU.
- Acquire initial funding for launch and programmatic efforts.
- Hire an SVL Director.
- Create structure, gain legal status, identify and grow capital fund, and launch the Highlander Venture Fund.
- Announce Lab and open. While Lab construction is completed, initial activities can be held in the space of the existing Center for Innovation and Analytics.
- Build relationships and launch Mentor program.
- Establish and fund initial SVL Fellows and create RFP for faculty-lead workshops.
- Offer Summer 2018 Innovation & Entrepreneurship camp.
### Start-Up Costs & Budget (estimate based upon walk-through with Mr. Biscotte)

#### One-Time Costs

SVL Construction cost projections

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,000 Square Ft</td>
<td></td>
</tr>
<tr>
<td>Concrete slab</td>
<td>25,000</td>
</tr>
<tr>
<td>Construction</td>
<td>50,000</td>
</tr>
<tr>
<td>HVAC (finish, move)</td>
<td>50,000</td>
</tr>
<tr>
<td>ADA External Door Adjustment</td>
<td>75,000</td>
</tr>
<tr>
<td>Furniture, fixtures, etc</td>
<td>50,000</td>
</tr>
<tr>
<td>Contingency</td>
<td>100,000</td>
</tr>
</tbody>
</table>

SVL Construction Cost Estimate 350,000.00

#### Ongoing Costs

SVL Director

- Stipend 15,000
- Course Release (4/yr) 15,000

30,000

SVL Faculty Fellows (2,500/yr ech) 20,000

Stipend, course release, and Fellows fringe 3,825

SVL Student Grant Funding 10,000

Faculty Grant (workshop, research, etc) 10,000

Promotion 5,000

Travel 5,000

Copier/equip fund 3,000

Supplies 1,000

Yearly Budget Costs 87,825.00

#### Total Costs

$437,825.00
Diagram of proposed Student Venture Lab Innovation Ecosystem
2018-2023 Strategic Planning Subgroup Submission

**Definition of economic development** (used by APLU, CICEP, and UEDA): In higher education, economic development means proactive institutional engagement, with partners and stakeholders, in sustainable growth of the competitive capacities that contribute to the advancement of society through the realization of individual, firm, community, and regional-to global economic and social potential.

**Submitted by:** Economic Development & Community Partnerships

**Date:** 6/19/17

**Goal:** Facilitate and support establishment of the City of Radford and the New River Valley as focal points for business, social, tourism, and cultural activities.

**Strategy:** Develop a Tourism Resource Lab to engage students and faculty in collaborative community projects to promote tourism to Radford and the New River Valley. (see proposal below for full details).

The Tourism Resource Lab will engage Radford faculty and students with the local community to promote and develop the tourism opportunities in the region, contributing to job creation and economic growth in this industry sector. The strategy will be accomplished through the following sub-strategies, each with specific KPIs.
Sub-strategies and Key Performance Indicators:

1. Facilitate student involvement with Radford City Tourism department by directly channeling students into areas of need for the design, promotion, and implementation of special events in the community. KPI: number of students taking active roles with the local and regional tourism projects.

2. Apply for grants through the Virginia Tourism Corporation to seek funding for tourism promotion in the Radford region. KPI: grant dollars raised per year.

3. Create a Tourism Certificate Program for adult or professional learners. KPI: number of adult learners enrolled per year.

Responsible Party: Professor Josh Carroll

Timeline: Launch Tourism Lab and Phase 1 (year 1), Phase 1+2 (subsequent years)

Budget: $10,892 per year (annual operating) See details below.
Recreation, Parks, and Tourism – Tourism Resource Lab
Creating Tourism Professionals

Overview: The Tourism Resource Lab is designed to facilitate student involvement with community and economic development opportunities throughout the area such as the City of Radford and surrounding communities. This proposal has two phases, where Phase 1 utilizes current Recreation, Parks, and Tourism faculty, and Phase 2 can be implemented with the upcoming hire within the department. Specifically, the Tourism Resource Lab is a partner in regional projects including community tourism assessments and evaluations; providing students with research materials and equipment; promoting regional tourism attractions; offering resource materials for area tourism professionals; developing and facilitating training programs for regional tourism industry employees; and offering heritage interpretation programs for community members. Additionally, the Tourism Resource Lab will allow students the chance to become certified in Tourism and Special Events Planning and Implementation, with a self-paced online module that the students will complete to prepare for this certificate. The certificate program is proposed in Phase 2 of this proposal.

Phase 1: The Tourism Resource Lab facilitates student involvement with Radford City Tourism department by directly channeling students into areas of need for the design, promotion, and implementation of special events in the community. The Tourism Resource Lab becomes an extension of the Tourism and Special Events curriculum at Radford University by requiring student engagement in tourism projects and events that facilitate mentoring and learning experiences alongside professionals in the field, while providing resources and expertise for those partnering entities.
Phase 2: Phase 2 is designed to create a Tourism Certificate Program for adult or professional learners. This program will provide learning modules (mostly online) that help students prepare to be certified by Radford University Recreation, Parks, and Tourism in Tourism and Special Event Planning and Implementation. This program will likely be supported and recognized by the Resort and Commercial Recreation Association (RCRA). This will bring non-traditional learners into the Radford community, spread the reach of the department and University, and increase enrollment.

Key Performance Indicators: One performance indicator will be the number of students taking active roles with the local and regional tourism projects. It is expected that 30 or more students will be actively engaged with tourism planning and promotion throughout the region each year. Another performance indicator will be the number or value of outside grants secured through engagement in these projects. The Virginia Tourism Corporation provides granting opportunities for tourism promotion, and the Tourism Resource Lab will be seeking out these types of grants yearly. Another key performance indicator will be the number of adult or professional learners who are enrolling in the degree certificate program. It is expected that this type of program could attract learners from within the US and beyond. It is feasible to expect a small following initially, but steady increase in enrollment from there.

Budget:

**Ongoing Costs**

Tourism Resource Lab

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stipend</td>
<td>$5,000</td>
</tr>
<tr>
<td>Course Release</td>
<td>$2,750</td>
</tr>
<tr>
<td><strong>Total Faculty Costs:</strong></td>
<td>$7,750</td>
</tr>
</tbody>
</table>

Travel (1/year Director & Students) $1,000

Basic development/ Promotion Materials $1,000

Fringe Benefits for stipends and releases $1,142

**Total Yearly Costs:** $10,892
Additionally, a second tourism faculty member is to be hired spring 2018. The Second faculty member is expected to take on a future role within the lab as a contributing member, mentor, and collaborator.