

# Business Affairs and Audit Committee

September 2025



Radford  
UNIVERSITY



## **Business Affairs and Audit Committee**

**11:00 a.m. \*\***

**September 11, 2025**

**Kyle Hall, Room 340, Radford, VA**

**DRAFT**

### **Agenda**

- **Call to Order** Ms. Jeanne S. Armentrout, Chair
- **Approval of Agenda** Ms. Jeanne S. Armentrout, Chair
- **Approval of Minutes** Ms. Jeanne S. Armentrout, Chair
  - June 6, 2025
- **Audit and Advisory Services**
  - University Auditor's Report Ms. Margaret McManus, *University Auditor*
  - Recommendation to approve the 2025-2026 Audit Plan
- **Finance and Administration**
  - Capital Projects Update Mr. Jorge Coartney, *Associate Vice President for Facilities Management*
  - Recommendation to approve the 2024-30 Six-Year Capital Plan Mr. Jorge Coartney, *Associate Vice President for Facilities Management*
  - Recommendation to approve the 2024-26 Six-Year Plan Dr. Rob Hoover, *Vice President for Finance and Administration and Chief Financial Officer*
  - 2024-25 Financial Performance Report and Recommendation to approve Radford University's 2025-26 Operating Budget Dr. Rob Hoover, *Vice President for Finance and Administration and Chief Financial Officer*
  - Recommendation to approve A/P Faculty Handbook Revision Rob Hoover, Ed.D., *Vice President for Finance and Administration and Chief Financial Officer*
- **Other Business** Ms. Jeanne S. Armentrout, Chair
- **Adjournment** Ms. Jeanne S. Armentrout, Chair

**\*\* All start times for committees are approximate only. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.**

**COMMITTEE MEMBERS**

Ms. Jeanne S. Armentrout, Chair

Ms. Joann S. Craig, Vice Chair

Dr. Betty Jo Foster

Mr. George Mendiola, Jr.

Mr. Jonathan D. Sweet

Mr. James C. Turk

# Meeting Materials



Radford  
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<b>Policy Title: Internal Audit Charter</b>	<b>Effective Date: 2/22/2018</b>
<b>Policy Number: GEN-PO-1005</b>	<b>Date of Last Review: 12/6/2024</b>
<b>Oversight Department: Office of Audit and Advisory Services</b>	<b>Next Review Date: 12/5/2027</b>

### 1. PURPOSE

The Office of Audit and Advisory Services, serving as the internal audit function for Radford University (University), was established by the Board of Visitors (Board) and the President as an integral part of the overall internal control structure of the University. The *Internal Audit Charter* describes the general purpose, authority, and responsibility of the Office of Audit and Advisory Services.

### 2. APPLICABILITY

The *Internal Audit Charter* applies to all University employees, departments, and activities.

### 3. DEFINITIONS

**Business Affairs and Audit Committee:** Per the *Radford University Board of Visitors Board Manual*, a standing committee of the Board of Visitors. Among other responsibilities, this committee also oversees the internal audit function of the University, receives reports from external auditors, and performs studies of financial matters as directed by the Board.

**Internal Auditing:** An independent, objective assurance and advisory service designed to add value and improve the operations of an organization. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of governance, risk management, and control processes.

**Internal Control:** Based on the *Internal Control – Integrated Framework (2013)*, published by the Committee of Sponsoring Organizations of the Treadway Commission, internal control is a process, effected by the Board of Visitors, management, and other University employees designed to provide reasonable assurance regarding the achievement of objectives relating to operations, reporting, and compliance. Internal control consists of five major components: control environment, risk assessment, control activities, information and communication, and monitoring activities.

**Management:** The collective body of those who have the authority and responsibility to make decisions in order to manage or direct the various operations and business processes of the University. Management encompasses various levels of the organization including division heads, deans, directors, managers, and supervisors.

**University Auditor:** The senior position that is responsible for effectively managing the University's internal audit function in accordance with the *Internal Audit Charter* and the



mandatory elements of The Institute of Internal Auditors (IIA) International Professional Practices Framework. The University Auditor is the Chief Audit Executive.

**University Employee:** Any person employed as a teaching faculty, administrative or professional faculty, classified employee, part-time or wage employee, student employee, work/study employee, or any other person paid through the University's payroll process.

#### 4. POLICY

- A. The University's Board of Visitors and the President are dedicated to supporting the internal audit function (i.e. the Office of Audit and Advisory Services), an integral part of the overall internal control structure of the University (see [Internal Control Policy](#)).
- B. The Board of Visitors and the President recognize that the purpose of the internal audit function is to strengthen the University's ability to create, protect, and sustain value by providing the Board of Visitors and management with independent, risk-based, and objective assurance, advice, insight, and foresight. Accordingly, the internal audit function enhances the University's successful achievement of its objectives, its governance, risk management, and control processes, its decision-making and oversight, its reputation and credibility with its stakeholders, and its ability to serve the public interest.
- C. The Board of Visitors and the President recognize that the University's internal audit function is most effective when its work is performed by competent professionals in conformance with The Institute of Internal Auditors' Global Internal Audit Standards which are set in the public interest, when the internal audit function is independently positioned with direct accountability to the Board of Visitors, and when internal auditors are free from undue influence and committed to making objective assessments.
- D. This Internal Audit Charter Policy outlines the Mandate for the University's internal audit function, the Office of Audit and Advisory Services:
  - 1. Authority –
    - a. The internal audit function's authority is created by its direct reporting relationship to the Business Affairs and Audit Committee of the Board of Visitors. Such authority allows for unrestricted access to the Board of Visitors.
    - b. The Board of Visitors authorizes the University's internal audit function to:
      - i. Have full and unrestricted access to all functions, data, records, information, physical property, and University employees or personnel pertinent to carrying out internal audit responsibilities. Internal auditors are accountable for confidentiality and safeguarding records and information.
      - ii. Allocate resources, set frequencies, select subjects, determine scopes of work, apply techniques, and issue communications to accomplish the function's objectives.
      - iii. Obtain assistance from the necessary employees or personnel of the University and other specialized services from within or outside the University to complete internal audit services.
  - 2. Independence, Organizational Position, and Reporting Relationships
    - a. The University Auditor will be positioned at a level in the organization that enables internal audit services and responsibilities to be performed without interference from

management, thereby establishing the independence of the internal audit function. The Office of Audit and Advisory Services staff will report to the University Auditor, who will report functionally to the Board of Visitors through the Business Affairs and Audit Committee and administratively (e.g., day-to-day operations) to the President. This positioning provides the organizational authority and status to bring matters directly to senior management and escalate matters to the Board of Visitors, when necessary, without interference, and supports the internal auditors' ability to maintain objectivity. Any decision to remove the University Auditor must be approved by the Business Affairs and Audit Committee.

- b. The University Auditor will confirm to the Business Affairs and Audit Committee of the Board of Visitors, at least annually, the organizational independence of the internal audit function. If the governance structure does not support organizational independence, the University Auditor will document the characteristics of the governance structure limiting independence and any safeguards employed to achieve the principle of independence. The University Auditor will disclose to the Business Affairs and Audit Committee any interference that internal auditors encounter related to the scope, performance, or communication of internal audit work and results. The disclosure will include communicating the implications of such interference on the internal audit function's effectiveness and ability to fulfill its mandate.

### 3. Changes to the Mandate or Charter

- a. Circumstances may justify a follow-up discussion between the University Auditor, the Board of Visitors, and senior management on the internal audit mandate or other aspects of the audit charter. Such circumstances may include but are not limited to a significant change in the Global Internal Audit Standards, a significant reorganization within the organization, significant changes in the University Auditor, Board of Visitors, and/or senior management, significant changes to the organization's strategies, objectives, risk profile, or the environment in which the organization operates, or new laws or regulations that may affect the nature and/or scope of internal audit services.
- E. The Office of Audit and Advisory Services will adhere to the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework, which are the Global Internal Audit Standards and Topical Requirements. The University Auditor will report annually to senior management and the Business Affairs and Audit Committee regarding the internal audit function's conformance with these elements, which will be assessed through a quality assurance and improvement program.
  - F. University employees must cooperate with the Office of Audit and Advisory Services in accordance with its authority.
  - G. The Office of Audit and Advisory Services will not be authorized to:
    - 1. perform any operational duties for the University or its affiliates.
    - 2. initiate or approve transactions external to the Office of Audit and Advisory Services.
    - 3. direct the activities of any University employee not employed by the Office of Audit and Advisory Services, except to the extent that such employees have been appropriately assigned to auditing teams, or to otherwise assist the audit team.

4. develop or write policies or procedures that they may later be called upon to evaluate. Draft materials developed by management may be reviewed for propriety or completeness; however, ownership of, and responsibility for, these materials remain with management.

## **5. PROCEDURES**

### **A. Scope of Work**

1. The scope of work for the Office of Audit and Advisory Services covers the entire breadth of the organization, including all of the University's activities, assets, and employees. This scope of work also encompasses but is not limited to objective examinations of evidence to provide independent assurance and advisory services to the Board of Visitors and management on the adequacy and effectiveness of governance, risk management, and controls processes for the University.
2. The scope of work for the Office of Audit and Advisory Services may include evaluating whether
  - a. Risks relating to the achievement of the University's strategic objectives are appropriately identified and managed.
  - b. The actions of the University's officers, directors, management, employees, and contractors or other relevant parties comply with the University's policies, procedures, and applicable laws, regulations, and governance standards.
  - c. The results of operations and programs are consistent with established goals and objectives.
  - d. Operations and programs are carried out effectively, efficiently, ethically, and equitably.
  - e. Established processes and systems enable compliance with the policies, procedures, laws, and regulations that could significantly impact the University.
  - f. The integrity of information and the means used to identify, measure, analyze, classify, and report such information is reliable.
  - g. Resources and assets are acquired economically, used efficiently and sustainably, and protected adequately.
3. Reviews and evaluations of internal control are performed by the Office of Audit and Advisory Services; however, the University's management will continue to be responsible for establishing and maintaining an adequate internal control system.
4. The Office of Audit and Advisory Services may also perform advisory and consulting services, the nature and scope of which may be agreed with the party requesting the service, provided the Office of Audit and Advisory Services does not assume management responsibility. If opportunities for improving the efficiency of governance, risk management, and control processes are identified during advisory and consulting engagements, they will be communicated to the appropriate level of management.



## **B. Objectivity**

1. All work performed by the Office of Audit and Advisory Services will be conducted in an objective manner.
2. The University Auditor will ensure that the Office of Audit and Advisory Services remains free from all conditions that threaten to impair the ability of audit staff to carry out their responsibilities in an unbiased manner, including matters of engagement selection, scope, procedures, frequency, timing, and communication.
3. If the University Auditor determines that objectivity may be impaired, either in fact or in appearance, the University Auditor will take the appropriate action to address, and the details of the impairment will be disclosed to the appropriate parties.
4. The Office of Audit and Advisory Services staff will maintain an unbiased mental attitude that allows them to perform their work objectively and in such a manner that they will believe in their work product, that no quality compromises will be made, and that they will not subordinate their judgment on audit matters to others, either in fact or appearance.
5. The Office of Audit and Advisory Services staff will have no direct operational responsibility or authority over any of the activities that they audit or review, nor will they have had any within the previous year. This includes activities such as implementing internal controls, developing procedures, installing systems, or engaging in other activities that may impair their judgment.
6. The Office of Audit and Advisory Services staff will
  - a. Disclose impairments of independence or objectivity, in fact or appearance, at least annually to the University Auditor, who will determine if further disclosure is needed.
  - b. Exhibit professional objectivity in gathering, evaluating, and communicating information.
  - c. Make balanced assessments of all available and relevant facts and circumstances.
  - d. Take necessary precautions to avoid conflicts of interest, bias, and undue influence.

## **C. University Auditor Responsibility**

The University Auditor has the responsibility to:

1. develop a flexible risk-based annual audit plan, considering the input of senior management and the Business Affairs and Audit Committee. The plan will be discussed with senior management and the Business Affairs and Audit Committee and submitted to the Business Affairs and Audit Committee for review and approval.
2. communicate with senior management and the Business Affairs and Audit Committee the impact of resource limitations on the internal audit plan or if there are significant interim changes to the internal audit plan.
3. implement the annual audit plan and follow it to the extent possible, reviewing and adjusting it as necessary in response to changes in the University's business, risks, operations, programs, systems, and controls.

4. ensure that internal audit engagements are performed, documented, and communicated in accordance with the Global Internal Audit Standards and laws and/or regulations. This includes reporting to appropriate levels of management significant issues related to the processes for controlling the activities of the University, including potential improvements to those processes.
5. follow up with management to verify that corrective actions are taken on findings and recommendations, and communicate the results of internal audit services to senior management and the Business Affairs and Audit Committee and for each engagement as appropriate.
6. evaluate and assess significant merging/consolidating functions and new or changing systems, services, processes, operations, and control processes coincident with their development, implementation, and/or expansion.
7. perform special studies, reviews, or investigations requested by management.
8. perform consulting and advisory services related to governance, risk management, internal controls, or other areas of interest and concern.
9. conduct investigations of fraud, waste, and abuse, including those referred by the Office of the State Inspector General related to State Fraud, Waste, and Abuse Hotline cases. Results of these investigations will be communicated to management and the Business Affairs and Audit Committee, as appropriate.
10. coordinate activities and consider relying upon the work of other internal and external providers of assurance and advisory services, as appropriate. If the University Auditor cannot achieve an appropriate level of coordination, the issue must be communicated to senior management and, if necessary, to the Business Affairs and Audit Committee.
11. identify and consider trends and emerging issues that could impact the University are considered and communicated to senior management and the Business Affairs and Audit Committee, as appropriate.
12. ensure the internal audit function collectively possesses or obtains the knowledge, skills, and other competencies and qualifications needed to meet the requirements of the Global Internal Audit Standards and this *Internal Audit Charter*.
13. ensure emerging trends and successful practices in internal auditing are considered.
14. establish and ensure adherence to policies, procedures, and methodologies designed to guide the Office of Audit and Advisory Services.
15. ensure adherence to the University's relevant policies and procedures, unless such policies and procedures conflict with this *Internal Audit Charter* or the Global Internal Audit Standards. Any such conflicts will be resolved or otherwise communicated to senior management and the Business Affairs and Audit Committee, as appropriate.
16. report at least annually to the Business Affairs and Audit Committee and senior management regarding
  - a. The internal audit function's mandate.
  - b. The internal audit plan and performance relative to its plan.
  - c. Internal Audit budget.

- d. Significant revisions to the internal audit plan and budget.
- e. Potential impairments to independence, including relevant disclosures as applicable.
- f. Results from the quality assurance and improvement program, which include the internal audit function's conformance with The IIA's Global Internal Audit Standards and action plans to address the internal audit function's deficiencies and opportunities for improvement.
- g. Significant risk exposures and control issues, including fraud risks, governance issues, and other areas of focus for the Business Affairs and Audit Committee that could interfere with the achievement of the University's strategic objectives.
- h. Results of assurance services and other audit activities, as appropriate.
- i. Resource requirements.
- j. Management's responses to risk that the internal audit function determines may be unacceptable or acceptance of a risk that is beyond the University's risk appetite.

#### **D. Ethics and Professionalism**

The University Auditor will ensure that the Office of Audit and Advisory Services staff

- 1. Conforms with the Global Internal Audit Standards, including the principles of Ethics and Professionalism: integrity, objectivity, competency, due professional care, and confidentiality.
- 2. Understands, respects, meets, and contributes to the legitimate and ethical expectations of the organization and are able to recognize conduct that is contrary to those expectations.
- 3. Encourages and promotes an ethics-based culture in the organization.
- 4. Reports organizational behavior that is inconsistent with the organization's ethical expectations, as described in applicable policies and procedures.

#### **E. Quality Assurance and Improvement Program**

- 1. The University Auditor will develop, implement, and maintain a quality assurance and improvement program that covers all aspects of the internal audit function.
- 2. The quality assurance and improvement program will include both internal and external assessments of the internal audit function's conformance with the Global Internal Audit Standards, as well as performance measurement to assess the internal audit function's progress toward the achievement of its objectives and promotion of continuous improvement. The program also will assess, if applicable, compliance with laws and/or regulations relevant to internal auditing. Also, if applicable, the assessment will include plans to address the internal audit function's deficiencies and opportunities for improvement.
  - a. Internal assessments will include ongoing monitoring and periodic self-assessments of the internal audit function.
  - b. External assessments will be performed at least once every five years by a qualified, independent assessor or assessment team from outside the University; qualifications must include at least one assessor holding an active Certified Internal Auditor credential.

3. Annually, the University Auditor will communicate with senior management and the Business Affairs and Audit Committee about the internal audit function's quality assurance and improvement program, including the results of internal assessments and external assessments.

**F. Board of Visitors Oversight**

To establish, maintain, and ensure that the University's internal audit function has sufficient authority to fulfill its duties, the Business Affairs and Audit Committee will

1. Discuss with the University Auditor and senior management the appropriate authority, role, responsibilities, scope, and services of the internal audit function, and discuss whether there are any inappropriate scope or resource limitations.
2. Ensure the University Auditor has unrestricted access to communicate and interact directly with the Business Affairs and Audit Committee, including in private or closed meetings without senior management present, as long as such meetings comply with all state and federal laws including, but not limited to the [Code of Virginia §2.2-3711](#).
3. Participate in discussions about the "essential conditions," described in the Global Internal Audit Standards, which establish the foundation that enables an effective internal audit function.
4. Approve the internal audit function's charter, which includes the internal audit mandate and the scope and types of internal audit services.
5. Review the internal audit charter annually with the University Auditor to consider changes affecting the organization, such as the employment of a new University Auditor or changes in the type, severity, and interdependencies of risks to the organization; and approve substantive changes to the internal audit charter.
6. Approve the risk-based internal audit plan.
7. Receive communications from the University Auditor about the internal audit function including its personnel, budget, expenses, and performance relative to its plan, and provide input to senior management as appropriate.
8. Ensure a quality assurance and improvement program has been established.

**6. EXCLUSIONS**

None

**7. APPENDICES**

None

**8. REFERENCES**

[State Fraud, Waste, and Abuse Hotline](#)

[The Institute of Internal Auditors Global Internal Audit Standards](#)

[The Institute of Internal Auditors International Professional Practices Framework \(IPPF\)](#)

[Internal Control – Integrated Framework \(2013\)](#), Committee of Sponsoring Organizations of the Treadway Commission

## 9. INTERPRETATION


The authority to interpret this policy rests with the President of the University and is generally delegated to the University Auditor.

## 10. APPROVAL AND REVISIONS

The *Internal Audit Charter* replaces and expands upon the *Charter* last adopted by the Board of Visitors on September 19, 2014. The newly developed *Internal Audit Charter* was developed in the University Policy Template, and it was submitted to and approved by the President's Cabinet at the meeting held on January 8, 2018. The *Internal Audit Charter* was then submitted to and approved by the Radford University Board of Visitors at the meeting held on February 16, 2018. The President signed the *Internal Audit Charter* on February 22, 2018.

Effective July 2, 2021, the *Internal Audit Charter*, was reviewed by the oversight department and no substantive revisions were deemed necessary. Minor editorial changes were made that did not affect the substance or intent of the policy.

The *Internal Audit Charter* was revised to conform to changes outlined in the 2024 Institute of Internal Auditors Global Internal Audit Standards. The revised *Internal Audit Charter* was submitted to and approved by the President's Cabinet on November 25, 2024. The revised *Internal Audit Charter* was then submitted to and approved by the Radford University Board of Visitors at the meeting held on December 6, 2024. The President signed the revised *Internal Audit Charter* on December 17, 2024.

  
Bret Danilowicz, Ph.D., President (signature)

DATE: 12/17/24

For questions or guidance on a specific policy, contact the Oversight Department referenced in the policy.



**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Business Affairs and Audit Committee**  
**September 11, 2025**

**Information Item**

**Institute of Internal Auditors - Global Internal Audit Standards**

**The Essential Relationship Between the Board and the Internal Audit Function**

**Background:** The 2017 International Standards for the Professional Practice of Internal Auditing often stated or implied an expectation for the Board and senior management to take certain actions; however, they did not frame such actions as essential to the internal audit function's ability to fulfill the Purpose of Internal Auditing (\*). In 2024, the Institute of Internal Auditors (IIA) replaced the 2017 document with the Global Internal Audit Standards (Standards), which require the Chief Audit Executive (CAE) to discuss with the Board and senior management the roles and responsibilities of each party. The Standards outline those "essential conditions" which are necessary for an effective partnership between the Board, senior management, and the CAE in three principles, with the expectations of the Board outlined below.

**Principle 6 – Authorized by the Board**

**The Board establishes, approves, and supports the mandate of the internal audit function.**

1. Determine the appropriate authority, role, and responsibilities of the internal audit function (internal audit mandate).
2. Approve the internal audit charter, internal audit plan, budget, and resource plan.
3. Ensure that the CAE reports to a level within the organization that allows the internal audit function to fulfill the internal audit mandate.
4. Specify that the internal audit function should have unrestricted access to the data, records, information, personnel, and physical properties.
5. Inquire whether any restrictions on the internal audit function's scope, access, authority, or resources limit the function's ability to carry out its responsibilities.
6. Meet periodically with the CAE in private.

**Principle 7 – Positioned Independently**

**The Board establishes and protects the internal audit function's independence and qualifications.**

1. Establish a direct reporting relationship with the CAE and the internal audit function.
2. Authorize the appointment and removal of the CAE.
3. Engage with senior management to appoint a CAE with the qualifications and competencies necessary to manage the internal audit function.
4. Provide input to senior management to support the CAE's performance evaluation and remuneration.
5. Approve any roles or responsibilities for the CAE that are beyond the scope of internal auditing.
6. Engage with senior management and the CAE to establish appropriate safeguards if CAE roles and responsibilities impair the internal audit function's independence.

## **Principle 8 – Overseen by the Board**

**The Board oversees the internal audit function to ensure the function's effectiveness.**

1. Communicate the Board's perspective on the organization's strategies, objectives, and risks to assist the CAE with determining internal audit priorities.
2. Set expectations with the CAE for:
  - a. The frequency that the Board wants to receive communications from the CAE.
  - b. The criteria for determining which issues should be escalated to the Board.
  - c. The process for escalating matters of importance to the Board.
3. Discuss with the CAE any disagreements with senior management or other stakeholders.
4. Collaborate with senior management to ensure the internal audit function has sufficient resources, considering the impact of insufficient resources on the internal audit mandate and plan, and engaging with senior management and the CAE on a solution if resources are determined to be insufficient.
5. Discuss the quality assurance and improvement program with the CAE.
6. Approve the internal audit function's performance objectives at least annually.
7. Assess the effectiveness and efficiency of the internal audit function.
8. Discuss plans to have an external quality assessment (EQA) of the internal audit function conducted by an independent, qualified assessor or assessment team.
  - a. Collaborate with the CAE to determine the scope and frequency of the EQA.
  - b. Review and approve the CAE's plan for the performance of an EQA.
  - c. Receive the complete results of the EQA directly from the assessor.
  - d. Review and approve the CAE's action plans to address identified deficiencies and opportunities for improvement, if applicable.
  - e. Approve a timeline for completion of the action plans and monitor the CAE's progress.

*(\*) IIA Purpose of Internal Auditing –*

*Internal Auditing strengthens the organization's ability to create, protect, and sustain value by providing the board and management with independent, risk-based, and objective assurance, advice, insight, and foresight.*

*Internal Auditing enhances the organization's successful achievement of its objectives; governance, risk management, and control processes; decision-making and oversight; reputation and credibility with its stakeholders; and ability to serve the public interest.*

*Internal Auditing is most effective when it is performed by competent professionals in conformance with the Global Internal Audit Standards, which are set in the public interest; the internal audit function is independently positioned with direct accountability to the board; and internal auditors are free from undue influence and committed to making objective assessments.*



## Fiscal Year 2025 Activity Report

### Projects During Past Year

#### **AUDITS - Completed**

College Transition Audit - College of Nursing  
Information Technology - Building Infrastructure Systems Risk Assessment  
Information Technology - Titanium - Center for Assessment & Psychology Studies  
Information Technology - Titanium - Student Counseling Services  
Information Technology - Cloud Hosted Applications - ADP  
Information Technology - Key Information Security Roles  
IIA Standards Gap Analysis

#### **AUDITS - In Process**

Information Technology - Cloud-Hosted Applications  
College Transition Audit - College of Humanities & Behavioral Sciences  
College Transition Audit - College of Visual & Performing Arts  
College Transition Audit - Davis College of Business & Economics

**INVESTIGATIONS** - None for Fiscal Year 2025

#### **ANNUAL/ROUTINE AUDIT PROJECTS - Completed**

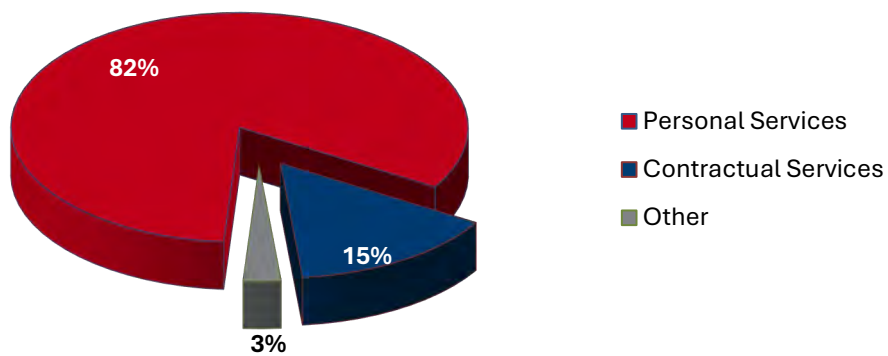
Cash Counts (10 funds)  
Fixed Asset Verifications (28 assets)  
Follow-up on Internal Audit Report Issues  
Follow-up on Auditor of Public Accounts (APA) Issues  
Follow-up on Office of State Inspector General (OSIG) Issues  
Inventory - June 30, 2024  
Payroll Reviews (20 employees over 24 pay periods)  
Quality Assurance & Improvement Program Review  
University Discretionary Fund Reviews (4 quarters)

#### **OTHER AUDIT PROJECTS - Completed**

Indirect Audit Activities  
Coordination of APA Audit  
Coordination of OSIG Cybersecurity Audit  
Over 90 Management Advisory Projects

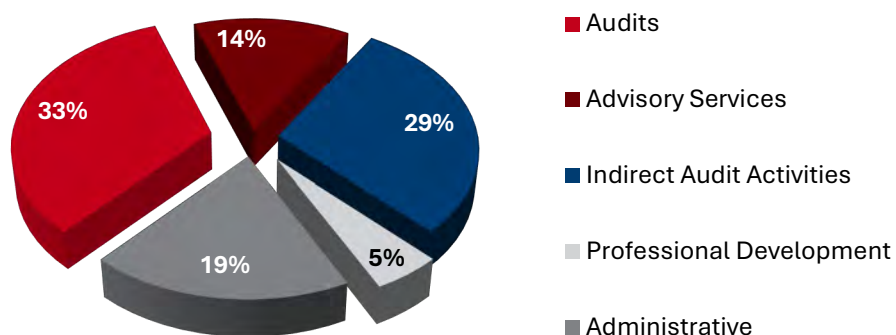


### Fiscal Year 2025 Expenditures - Actual



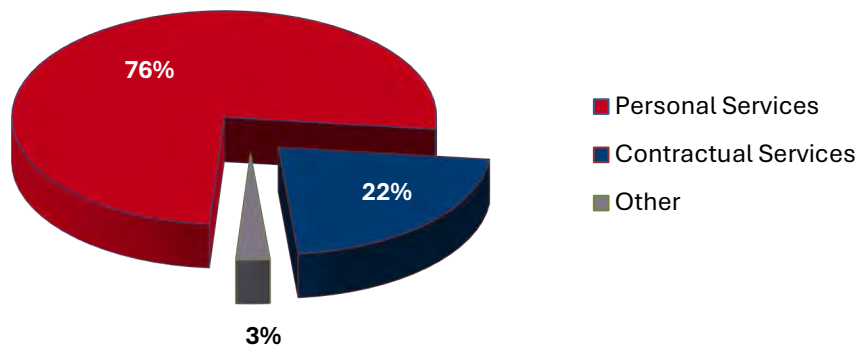
"Other" includes expenditures for travel, printing/postage/copier, telecommunications, and supplies & materials.

### Fiscal Year 2025 Hours - Actual



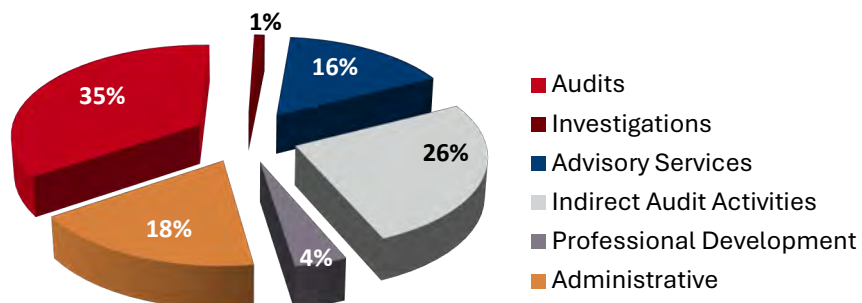


### Fiscal Year 2026 Expenditures - Projected



"Other" includes expenditures for travel, printing/postage/copier, telecommunications, and supplies & materials.

### Fiscal Year 2026 Hours - Projected







**BALANCED SCORECARD**  
**Fiscal Year 2025**

#	Measurement Goal/Criteria	Goal	Results
<b>Personnel</b>			
1.	Maintain acceptable percentage of audit staff (employees or contractors) with professional certifications or advanced degrees.	Between 75%-100%	100%
2.	Each staff member obtains an acceptable number of professional continuing education hours per calendar year.	Between 40-60 hours	69 hours
<b>Productivity</b>			
3.	Maintain an acceptable “administrative time” utilization ratio, based on hours worked.	25% or less	19%
<b>Reporting</b>			
4.	Provide the Business Affairs and Audit Committee with periodic status updates.	Between 3-4 times/year	4 times
<b>Quality and Effectiveness</b>			
5.	Maintain satisfactory results (“good” or ‘excellent”) on audit project customer satisfaction surveys.	Between 80%-100%	100%
6.	Maintain an acceptable percentage of business issues accepted by management.	Between 90%-100%	100%

## Status Updates on 2024-2025 Goals

1. Obtain acceptance by management for 90% of business issues identified in internal audits.

Status: 100% were accepted.

2. Help enhance the University's Information Technology (IT) posture by executing IT audit projects annually in accordance with the five-year IT Audit Plan (34%).

Status: 28% of the five-year plan completed.

3. The University will have no (0) repeat findings from the Auditor of Public Accounts (External Audits)

Status: 2 Repeat Findings from External Audits



Audit and Advisory Services



## Goals - FY 2025-2026

90%

Obtain acceptance by management for business issues identified in internal audits.

24%

Help enhance the University's Information Technology (IT) posture by executing IT audit projects annually in accordance with the five-year IT Audit Plan.

100%

Perform follow-up procedures on external audit findings to help the University achieve no repeat findings from the Auditor of Public Accounts

Audit and Advisory Services



**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Fixed Asset Verifications – President’s Home**  
**REVIEW PERIOD: Fiscal Year 2025**

**BACKGROUND**

The University’s Physical Inventory Policy requires a physical inventory of tagged assets once every two years to properly safeguard assets and maintain fiscal accountability. During fiscal year 2025, the Office of Audit & Advisory Services conducted fixed asset verifications for the tagged assets in the President’s Home (The Governor Tyler House at 915 Tyler Avenue) as well as in the designated storage area at 219 East Main Street. Those locations are known collectively as “Staff House” in the University’s fixed assets system (Banner).

**SCOPE AND OBJECTIVES**

The scope of the review was limited to tagged assets in the locations noted above. The objectives were to perform verifications of these assets and to provide the results to the Fixed Assets Accounting department to update the University’s records.

In accomplishing the objectives, we based our initial verifications on a list of 27 assets generated from Banner for organization code #25109 (“Staff House”). We accounted for each asset on the list, and we verified the location and accuracy of the asset’s description. Furthermore, any appropriate University-owned assets in the home that had not been previously tagged were assigned tag numbers. Tag assignments were made using the unique series of pre-numbered tags maintained by our office. The Equipment Liaison assisted us with our verifications, including identifying any assets that will no longer be used in the President’s Home and, thus, should be removed from the list.

**CONCLUSION**

Based upon this work, we verified 24 of the 27 assets (89%) in the original listing; three assets were missing. We also identified one asset to be added to and two assets to be removed from the list. An updated list of assets is attached. The information necessary to update the University’s records has been provided to the Fixed Assets Accounting department.

Staff House					
Listing of Tagged University Assets					
Fiscal Year 2025 Verification					
Asset ID	Asset Description	Serial Number	MFG	Model	Location
P0003	Dresser 9 Drawer W/ Mirror				Gov. Tyler House
P0006	Wallace Silverware-Knvs Frks Spns				Not Located
P0015	Chest Marble Top 2 Drawers, Green				Gov. Tyler House
P0041	Table & 4 Chairs Wrought Iron				Gov. Tyler House
P0081	Nesting Table Bamboo Look				Not Located
P0082	Tables (2)Nesting Style		Lane		Gov. Tyler House
P0084	Chair w arms-wood trim-paisley fabric				Gov. Tyler House
P0087	Table Lane Deed Box	2581250			Gov. Tyler House
P0091	Table Sofa Glass Top				Gov. Tyler House
P0154	Table Oval-Wood-Small				Gov. Tyler House
P0186	Silver Candle Holders (2)		Gorham		Gov. Tyler House
P0204	Wrought Iron Table, Rectangular				Gov. Tyler House
P0215	TV 46"	Z4TF3CXC501709L	Samsung	UN46ES6500FXZA	Not Located
P0216	TV	Z4TK3CV601547D	Samsung	UN40ES6100F	Gov. Tyler House
P0217	Golden Teak Outdoor Furniture				Gov. Tyler House
P0220	48" Samsung TV		Samsung		Gov. Tyler House
P0222	TV	03NL3CEH214257F	Samsung	UN32J5500AF	Gov. Tyler House
P0224	Sony Bravia 43" 4K Ultra HD TV	5085096	Sony	XBR43X830C	Gov. Tyler House
P0225	Sony Bravia 65" 4K Ultra HD TV		Sony	XBR65X900C	Gov. Tyler House
P0228	Washer w/ pedestal		Maytag	MHW8200FC	Gov. Tyler House
P0229	Dryer w/ pedestal		Maytag	MED8200FC	Gov. Tyler House
P0233	Fire Pit Table, Gas 42"		Outdoor GreatRoom	Uptown	Gov. Tyler House
P0234	Ice Maker, Undercounter	20201204004U	Grainger	ML15CRS1XS	Gov. Tyler House
P0236	Ice Maker	22011320015329	Scotsman	CU50GA-IC	Gov. Tyler House
P0244	Security Surveillance Recorder and Hard Drives	ST2148001820922B	Luma		Gov. Tyler House
P0245	Dishwasher, 24" Stainless Steel		KitchenAid		Gov. Tyler House

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Information Technology Audit – Cloud-Hosted Applications – Account Management**  
**Applicant Insight**  
**July 23, 2025**

**BACKGROUND**

Radford University uses applications that are both university-hosted as well as applications that are hosted by third-party providers in the cloud, called cloud-hosted applications. During our FY 2024 Information Technology (IT) risk assessment, we identified approximately 64 applications in the Radford University IT Audit Universe that were cloud-hosted applications, and which were classified as sensitive. Applications are classified as sensitive when it is imperative that (1) unauthorized access does not occur (confidentiality), (2) unauthorized alterations to the application or data do not occur (integrity), and/or (3) the application must be available for business purposes (availability). A ranking of “high” in any of these three classifications means that a failure to maintain the confidentiality, integrity, and/or availability of the application could have severe adverse effects on university operations, university assets, individuals, or the university’s reputation.

Based on our risk assessment and risk discussions with Information Technology Services (ITS), as well as ongoing risk analysis of IT Audit Universe changes, we determined that our audit of the account management controls of cloud-hosted applications would focus on 17 (27%) of the 64 applications. All the applications selected are classified as sensitive for the confidentiality of data and rated “high” for that classification due to the risk posed by access to highly sensitive data. Multiple audit reports are being issued to correspond to the applications audited.

This audit report is for the Applicant Insight component. The Applicant Insight application is used by the University’s Human Resources department to conduct pre-employment criminal background checks. The application is accessed through the vendor’s portal on the Internet.

**SCOPE AND OBJECTIVE**

All sensitive applications must comply with the Radford University Information Technology Security Standard 5003s-01 (Standard).

The scope of this audit was limited to key controls related to account management that existed in the Applicant Insight application. The objective of this audit was to determine if those controls were in place and operating effectively for the account management of the Applicant Insight application. The audit procedures were based on the Standard to determine compliance with that Standard.

This audit was conducted in accordance with the Global Internal Audit Standards.

**CONCLUSION**

At the time of the audit and relative to the controls and processes reviewed, they appeared adequate to provide reasonable assurance that the objective noted above is being met. However, the following business issues were identified.

**BUSINESS ISSUES**

The following issues were identified in this audit. Pages 2-4 contain information on planned actions and completion dates and, accordingly, those pages are an integral part of this report.

1. Process improvements for managing inactive accounts are needed.
2. Password management practices need improvement.
3. Improvements are needed in account management practices.



**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Information Technology Audit – Cloud-Hosted Applications – Account Management**  
**Applicant Insight**  
**July 23, 2025**

BUSINESS ISSUE		PLANNED ACTION		COMPLETION DATE
1.	<p>Process improvements for managing inactive accounts are needed.</p> <p>The Standard requires that accounts be locked, or passwords be expired if an account is not used for 180 days. We were unable to determine, through inquiry of Human Resources (HR) or the vendor, whether system configurations are in place to comply with the Standard. The vendor advised that this configuration would have been set up by the University upon implementation. We also noted that there is not a periodic inactivity review performed, which could help mitigate the risk if the system does not have the configuration.</p> <p>When inactive user accounts are not effectively managed, they can serve as potential entry points for security breaches. Thus, failure to lock those accounts or expire passwords after they have been inactive for a predefined period increases the risk of unauthorized account access.</p>	1.	<p>The System Owner, in collaboration with IT Security, will contact the vendor to determine whether the system is configured to automatically lock accounts or expire passwords after 180 days of inactivity and, if not, request that this feature be enabled.</p>	October 17, 2025
2.	<p>Password management practices need improvement.</p> <p>Details of this issue were communicated to management in a separate document marked Freedom of Information Act exempt under §2.2-3705.2(2) of the <u>Code of Virginia</u> due to it containing descriptions of security mechanisms.</p>	2.	<p>Management provided a planned action under the same public disclosure exemption as noted in the business issue.</p>	October 17, 2025

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Information Technology Audit – Cloud-Hosted Applications – Account Management**  
**Applicant Insight**  
**July 23, 2025**

BUSINESS ISSUE		PLANNED ACTION		COMPLETION DATE
3.	Improvements are needed in account management practices. Specifically,			
3.1	Although access to the system is approved before being granted, approval is not always documented, and/or documentation is not always retained.	3.1	The System Owner will implement and document a standardized process for system access approval. An access request form will record the names of the requestor and approver as well as the dates of request and approval. Access will only be granted upon receipt of the documented approval, and all access approval records will be retained.	October 17, 2025
3.2	When a user's access needs to be removed, Human Resources requests that the vendor remove that user from the system. However, confirmation that the user has been removed is not obtained and/or documented. We noted one user who separated employment, and over a week later, there was no confirmation of the access removal.	3.2	HR will implement a formal process for access termination requests. HR will submit a documented access removal request immediately upon an employee's departure or role change. The System Owner will then confirm access removal with the vendor and retain written confirmation, which must include the date access was revoked. A log of all removal confirmations will be maintained.	October 17, 2025
3.3	Although user accounts are occasionally reviewed to determine if access is still needed and the level of access is still appropriate, an annual review is not documented as required by the Standard.	3.3	HR will develop a procedure requiring the System Owner to conduct and document an annual access review to verify that access remains appropriate. This review will include verifying role appropriateness for all active users and the date completed. Records of the review will be retained.	October 17, 2025
3.4	There are no documented procedures that address approving, granting, modifying, removing, or reviewing access.	3.4	HR will develop written departmental procedures to address requesting, approving, granting, modifying, and removing user access, along with obtaining vendor confirmation of access removal.	October 17, 2025

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Information Technology Audit – Cloud-Hosted Applications – Account Management**  
**Applicant Insight**  
**July 23, 2025**

<b>BUSINESS ISSUE</b>		<b>PLANNED ACTION</b>		<b>COMPLETION DATE</b>
3.5	<p>Although it is not documented, it appears that only one person can request adding or removing users from the system, creating a potential single point of failure.</p> <p>Not having consistent practices and/or not documenting those practices increases the risk that key control steps may not be performed, especially when there is employee turnover. This could increase the risk of unauthorized access to the system and data.</p>	3.5	<p>HR will document the individuals authorized to request user account additions, modifications, and removals. This list of authorized requestors will be shared with the vendor. A designated backup will also be identified and trained to perform these functions. Both the primary and backup contacts will be documented in the departmental procedures.</p>	October 17, 2025

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Information Technology Audit – Cloud-Hosted Applications – Account Management**  
**I-9 HQ**  
**July 23, 2025**

**BACKGROUND**

Radford University uses applications that are both university-hosted as well as applications that are hosted by third-party providers in the cloud, called cloud-hosted applications. During our FY 2024 Information Technology (IT) risk assessment, we identified approximately 64 applications in the Radford University IT Audit Universe that were cloud-hosted applications, and which were classified as sensitive. Applications are classified as sensitive when it is imperative that (1) unauthorized access does not occur (confidentiality), (2) unauthorized alterations to the application or data do not occur (integrity), and/or (3) the application must be available for business purposes (availability). A ranking of “high” in any of these three classifications means that a failure to maintain the confidentiality, integrity, and/or availability of the application could have severe adverse effects on university operations, university assets, individuals, or the university’s reputation.

Based on our risk assessment and risk discussions with Information Technology Services (ITS), as well as ongoing risk analysis of IT Audit Universe changes, we determined that our audit of the account management controls of cloud-hosted applications would focus on 17 (27%) of the 64 applications. All the applications selected are classified as sensitive for the confidentiality of data and rated “high” for that classification due to the risk posed by access to highly sensitive data. Multiple audit reports are being issued to correspond to the applications audited.

This audit report is for the I-9 HQ component. The I-9 HQ application, which transitioned from the I-9 Advantage platform during our audit, is used by the University’s Human Resources department for completion of Form I-9 - Employment Eligibility Verification for new employees. The application also creates cases in E-Verify for new employees. The application is accessed through the vendor’s portal on the Internet.

**SCOPE AND OBJECTIVE**

All sensitive applications must comply with the Radford University Information Technology Security Standard 5003s-01 (Standard).

The scope of this audit was limited to key controls related to account management that existed in the Applicant Insight application. The objective of this audit was to determine if those controls were in place and operating effectively for the account management of the Applicant Insight application. The audit procedures were based on the Standard to determine compliance with that Standard.

This audit was conducted in accordance with the Global Internal Audit Standards.

**CONCLUSION**

At the time of the audit and relative to the controls and processes reviewed, they appeared adequate to provide reasonable assurance that the objective noted above is being met. However, the following business issues were identified.

**BUSINESS ISSUES**

The following issues were identified in this audit. Pages 2-4 contain information on planned actions and completion dates and, accordingly, those pages are an integral part of this report.

1. Improvements are needed related to user access and roles.
2. Process improvements for managing inactive accounts are needed.
3. The delivery of access credentials needs improvement.
4. Improvements are needed in account management practices.

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Information Technology Audit – Cloud-Hosted Applications – Account Management**  
**I-9 HQ**  
**July 23, 2025**

BUSINESS ISSUE		PLANNED ACTION		COMPLETION DATE
1.	Improvements are needed related to user access and roles. Specifically,			
1.1	<p>The Standard requires user access to be granted based on the principle of least privilege. However, our testing found access that was not in accordance with that principle. Out of 19 users who can access the system, 14 (74%) have “I-9 HR Admin” access to manage business processes and organization settings, including the ability to add, modify, or remove users. Only one of those users has been authorized to perform those functions, which should be limited to Application Administrators.</p> <p>Allowing users to have access to data, functions, or capabilities beyond what is necessary for their roles can increase security risks. This may result in users accidentally or intentionally using their privileges in ways that could add unauthorized accounts to the system, remove users from the system, cause disruptions, lead to data breaches, and create other security vulnerabilities.</p>	1.1	Human Resources (HR) will conduct a review of all user roles and access levels in the system, working with the vendor to fully understand the capabilities of each access level. Based on this review, HR will revise user roles to ensure they align with the principle of least privilege—granting only the minimum access necessary for users to perform their job responsibilities.	October 17, 2025
1.2	<p>A lack of separation of duties was identified due to the one user who has been authorized to add, modify, and remove access also being the Data Owner for the system. The Standard prohibits a Data Owner from performing these functions, which are duties of an Application Administrator, to prevent conflicts of interest. The system does not have an assigned Application Administrator(s).</p> <p>This lack of separation of duties increases the risks of conflicts of interest and lack of accountability.</p>	1.2	The System Owner will identify and designate individuals for the roles of Data Owner and Application Administrator, ensuring they are held by different individuals. Once designated, these roles will be communicated to the Chief Information Security Officer, and any required role-based training will be arranged accordingly.	October 17, 2025
2.	Process improvements for managing inactive accounts are needed.			
2.1	The Standard requires that accounts be locked, or passwords be expired if an account is not used for 180 days. We were unable to determine whether system configurations are in place to comply with the Standard. We also noted that there is not a periodic inactivity review performed, which could help mitigate the risk if the system does not have the configuration.	2.1	The Data Owner and System Owner will work with the vendor to determine whether a configuration exists to automatically lock accounts or expire passwords after 180 days of inactivity and, if it exists, request that it be enabled.	October 17, 2025



**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Information Technology Audit – Cloud-Hosted Applications – Account Management**  
**I-9 HQ**  
**July 23, 2025**

BUSINESS ISSUE		PLANNED ACTION		COMPLETION DATE
2.2	<p>The Standard also requires that unneeded accounts be disabled. At the time of the audit there were six accounts which appeared to have not been claimed (they were in a “created” or “invitation sent” status). There was no data to support how long the accounts had been unclaimed.</p> <p>When inactive or unclaimed user accounts are not effectively managed, they can serve as potential entry points for security breaches. Thus, failure to lock those accounts or expire passwords after they have been inactive for a predefined period increases the risk of unauthorized account access.</p>	2.2	The Data Owner will document and implement procedures to conduct an annual review of all unclaimed or inactive accounts.	October 17, 2025
3.	<p>The delivery of access credentials needs improvement.</p> <p>Details of this issue were communicated to management in a separate document marked Freedom of Information Act exempt under §2.2-3705.2(2) of the <u>Code of Virginia</u> due to it containing descriptions of security mechanisms.</p>	3.1	Management provided a planned action under the same public disclosure exemption as noted in the business issue.	October 17, 2025
		3.2	Management provided a planned action under the same public disclosure exemption as noted in the business issue.	October 17, 2025

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**Information Technology Audit – Cloud-Hosted Applications – Account Management**  
**I-9 HQ**  
**July 23, 2025**

BUSINESS ISSUE		PLANNED ACTION		COMPLETION DATE
4.	Improvements are needed in account management practices. Specifically,			
4.1	Although access to the system is approved before being granted, approval is not always documented, and/or documentation is not always retained.	4.1	HR will establish a consistent and formal process for documenting system access approvals. This process will include maintaining records that clearly show the date of approval and the date access was granted.	October 17, 2025
4.2	Although user accounts are occasionally reviewed to determine if access is still needed and the level of access is still appropriate, an annual review is not documented as required by the Standard.	4.2.1	Formal procedures for performing an annual user account review will be implemented.	October 17, 2025
		4.2.2	The first documented review will be completed within this calendar year.	December 31, 2025
4.3	There are no documented procedures that address approving, granting, modifying, removing, or reviewing access.  Not having consistent practices and/or not documenting those practices increases the risk that key control steps may not be performed, especially when there is employee turnover. This could increase the risk of unauthorized access to the system and data.	4.3	Desktop procedures outlining the process for approving, granting, modifying, and removing user access will be developed. These procedures will also detail how access changes are communicated to the vendor, and how confirmations are obtained and tracked.	October 17, 2025

# **RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**

## **Inventory Audit As of June 30, 2025**

### **BACKGROUND**

The University's Inventory asset on the Statement of Net Position is composed of warehouse supplies inventory and fuel inventory. The inventory totaled \$674,294 as of June 30, 2025, and was composed of the following amounts:

Warehouse supplies inventory	\$413,037
Fuel inventory	<u>261,257</u>
Total	<u>\$674,294</u>

The University's inventory is managed by the Facilities Finance and Administration unit of Facilities Management.

### **SCOPE AND OBJECTIVES**

The scope of the audit was the University's warehouse supplies inventory and fuel inventory. The objectives were to determine if the inventory appeared to be accurately counted and recorded as of June 30, 2025, and to provide the results to the Financial Reporting department for updating the University's records.

In accomplishing the objectives, our procedures included inventory observations, performing test counts of the physical inventory taken, tracing test counts to the inventory listing, and verifying the accuracy of the final listings as to quantity and total cost. Verifying the accuracy of inventory unit costs was outside of the scope of our procedures.

### **CONCLUSION**

Based upon this work, we concluded that the June 30, 2025 inventory appeared to be accurately counted, recorded, extended, and totaled in all material respects. The information necessary to update the University's records has been provided to the Financial Reporting department.

### **BUSINESS ISSUES**

The following issue was identified in this audit. Page 2 contains information on the planned action and action completion date and accordingly, that page is an integral part of this report.

1. Improvements are needed in the Facilities Management warehouse supplies inventory process related to recounts.

# **RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**

## **Inventory Audit As of June 30, 2025**

<b>BUSINESS ISSUE</b>	<b>PLANNED ACTION</b>	<b>COMPLETION DATE</b>
<p>1. Improvements are needed in the Facilities Management warehouse supplies inventory process related to recounts. During the FY 2025 year-end physical inventory, adjustments were made for items although they were not recounted until two quantities matched, as required by the inventory process procedures. We noted the following:</p> <p>1.1 Inventory adjustments were made before ensuring that inventoried items either matched the inventory system of record (AiM) quantity after Count 1 or had at least two counts that matched.</p> <p>1.2 If the Inventory Coordinator failed to manually check the “Recount” checkbox, the inventory item was adjusted and was not recounted although there were not two matching counts.</p> <p>1.3 If Count 1 of an inventory item did not match the quantity in AiM, and it was not recounted as it should have been, the Excel formula in the spreadsheet used erroneously concluded that Counts 2 and 3 (which were blank) matched.</p>	<p>1. Facilities Management will review the inventory process and investigate whether automation exists in AiM to determine if a recount is necessary. If automation does not exist, Facilities Management will work to identify improvements that will be implemented for the FY 2026 inventory process.</p>	<p>June 30, 2026</p>

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**College Transition Audit – College of Humanities and Behavioral Sciences**  
**August 11, 2025**

**BACKGROUND**

In August 2024, leadership of Radford University's College of Humanities and Behavioral Sciences (College) transitioned to an interim dean. This audit was requested as a resource for the incoming dean to provide a high-level overview of the College's compliance with key University and State policies and procedures.

The College's mission is to support programs that develop a broad range of discipline specific and professional competencies, and the College contributes to the larger liberal arts and general education goals at Radford University. Through traditional course work and a variety of experiential learning opportunities, students learn to think critically, to write effectively, to speak compellingly, and to explore issues and problems from a variety of well-informed perspectives, for academic and professional success, as well as active and productive citizenship. The College is committed to faculty that provide excellent teaching, exemplary mentorship, high quality scholarship and creative work, and service to their disciplines and to the communities in which they live.

The audit encompassed transactions from FY 2024 (July 2023 – June 2024). For FY 2024, total expenditures were approximately \$14,741,675; \$13,711,775 (93%) were personnel-related costs and \$1,029,900 (7%) were non-personnel costs. Total revenue for this period was approximately \$942,606, including revenue from the Center for Assessment and Psychological Services (CAPS), revenue related to Sponsored Programs, and funds received from the Radford University Foundation.

**SCOPE AND OBJECTIVES**

The scope of this audit was limited to organizational units within the College of Humanities and Behavioral Sciences and to selected aspects of the following policy areas:

- Employment (including one-time payments and separations)
- Expenditures (including general, small purchase charge card (SPCC), and travel)
- Fixed Assets (including inventory timeliness and safeguarding of assets)

The objective of the audit was to determine whether the College is materially compliant with selected University and State policies and procedures and to determine if key controls in the selected organizational units are adequate. For transactional testing, the review period was fiscal year 2024. Pages 2-3 of this report provide an overview of the areas in which the College had activity/transactions and identify the areas that were tested.

This review was conducted in accordance with the International Standards for the Professional Practice of Internal Auditing.

**CONCLUSION**

At the time of the review, and relative to the processes and transactions reviewed, the internal control structure appeared adequate to provide reasonable assurance that the objectives noted above are being met. However, the following business issues were identified.

**BUSINESS ISSUES**

The following issues were identified in this audit. Page 4 contains information on planned actions and completion dates and, accordingly, that page is an integral part of this report.

1. Compliance with University employee separation checklist requirements needs improvement.
2. Improvements are needed in addressing missing assets.

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**College Transition Audit – College of Humanities and Behavioral Sciences**  
**August 11, 2025**

**SCOPE CARD – COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES**

This Scope Card provides an overview of the areas in which the College of Humanities and Behavioral Sciences had activity/transactions and identifies which areas the Office of Audit and Advisory Services tested:

Organizational Unit		Org #	University Policies and Procedures in Scope					
			Revenue	Fixed Assets	Employment	Expenditures		
						General	SPCC	Travel
1	Humanities/Behavioral Sciences, College of	11101	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Communication, School of	11102	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Criminal Justice, Dept of	11104	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	English, Dept of	11105	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Foreign Language & Lit, Dept of	11106	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	History, Dept of	11108	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Philosophy & Religion, Dept of	11109	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Political Science, Dept of	11110	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Psychology, Dept of	11111	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Sociology, Dept of	11112	None	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Military Science/ROTC	11113	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None	None
12	CHBS Instructional Support	11115	None	<input checked="" type="checkbox"/>	None	None	None	<input type="checkbox"/>
13	IDSL-Interdisciplinary Studies	11116	None	None	<input type="checkbox"/>	None	None	None
14	Women's Studies	11118	None	None	<input type="checkbox"/>	<input type="checkbox"/>	None	<input type="checkbox"/>
15	Humanities/Behavioral Sciences Advising	11121	None	<input checked="" type="checkbox"/>	None	<input type="checkbox"/>	None	None
16	Psychology Vivarium	11122	None	None	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	None
17	RUC - Philosophy & Religious, Dept of	11124	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	None
18	RUC - English, Dept of	11125	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	RUC - Psychology, Dept of	11126	None	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	RUC - Sociology, Dept of	11127	None	None	<input type="checkbox"/>	None	None	None
21	Wicked Studies Minor	11128	None	None	None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	African American Studies Minor	11129	None	None	<input type="checkbox"/>	<input checked="" type="checkbox"/>	None	<input type="checkbox"/>
23	CHBS Intersessions	11179	None	None	None	None	None	None



**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**College Transition Audit – College of Humanities and Behavioral Sciences**  
**August 11, 2025**

Organizational Unit		Org #	University Policies and Procedures in Scope					
			Revenue	Fixed Assets	Employment	Expenditures		
						General	SPCC	Travel
24	CAPS: Center for Assessment & Psychological Services	11193	<input type="checkbox"/> (A)	None	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Peace Studies Minor	11317	None	None	None	None	None	None
26	Humanities Behavioral Sciences-Grants/Contracts	12601	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27	Humanities Behavioral Sciences-Foundation Grants	12602	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Humanities & Interdisciplinary Research, Center	13673	None	<input checked="" type="checkbox"/>	None	<input type="checkbox"/>	None	None

**Tickmark/Legend:**

- None - No Activity
- ☒ - Activity tested during audit
- ☐ - Activity not tested during audit
- (A) - Revenue testing is being broken out into a separate Revenue Collection Audit

**RADFORD UNIVERSITY – OFFICE OF AUDIT & ADVISORY SERVICES**  
**College Transition Audit – College of Humanities and Behavioral Sciences**  
**August 11, 2025**

BUSINESS ISSUE	PLANNED ACTION	COMPLETION DATE
<p>1. Compliance with University employee separation checklist requirements needs improvement. We tested ten separations from five organizations within the College. Six out of the ten (60%) were not in compliance, and all five (100%) of the organizations had at least one exception.</p> <p>Radford University requires supervisors to complete a separation checklist for all employees who are transferring or separating from the University on or before the last day in their position. Failure to do so increases risks such as former employees retaining inappropriate access to systems, data, buildings, and assets or former employees purchasing or charging items on behalf of the University without authorization.</p>	<p>1. Management will share the audit report and findings with department chairs in the College. A review of separation procedures will be included in the College's Leadership Retreat.</p>	<p>Complete</p>
<p>2. Improvements are needed in addressing missing assets, particularly those missing for two or more inventory cycles. Specifically,</p> <p>In April 2024, Financial Reporting provided the Department of Psychology with a list of 17 assets recorded as missing in the May 2024 physical inventory. Seven of those assets had been missing for two or more inventory cycles; four of those were resolved, but three assets have not been addressed.</p> <p>Promptly addressing the status of missing assets is necessary to properly safeguard assets and to maintain fiscal accountability. Additionally, the longer that an IT asset is missing, the greater the risk that sensitive data on that asset may be compromised.</p>	<p>2. Management has reviewed the results of the audit with the Department of Psychology, and the Department of Psychology will provide the status of the listed items to Financial Reporting.</p>	<p>Complete</p>

BUSINESS ISSUE	PLANNED ACTION	COMPLETION DATE
<p>1. Compliance with University employee separation checklist requirements needs improvement. We tested ten separations from five organizations within the College. Six out of the ten (60%) were not in compliance, and all five (100%) of the organizations had at least one exception.</p> <p>Radford University requires supervisors to complete a separation checklist for all employees who are transferring or separating from the University on or before the last day in their position. Failure to do so increases risks such as former employees retaining inappropriate access to systems, data, buildings, and assets or former employees purchasing or charging items on behalf of the University without authorization.</p>	<p>1. Management will share the audit report and findings with department chairs in the College. A review of separation procedures will be included in the College's Leadership Retreat.</p>	<p>Complete</p>
<p>2. Improvements are needed in addressing missing assets, particularly those missing for two or more inventory cycles. Specifically,</p> <p>In April 2024, Financial Reporting provided the Department of Psychology with a list of 17 assets recorded as missing in the May 2024 physical inventory. Seven of those assets had been missing for two or more inventory cycles; four of those were resolved, but three assets have not been addressed.</p> <p>Promptly addressing the status of missing assets is necessary to properly safeguard assets and to maintain fiscal accountability. Additionally, the longer that an IT asset is missing, the greater the risk that sensitive data on that asset may be compromised.</p>	<p>2. Management has reviewed the results of the audit with the Department of Psychology, and the Department of Psychology will provide the status of the listed items to Financial Reporting.</p>	<p>Complete</p>



**FOLLOW-UP AUDIT STATUS REPORT  
BUSINESS AFFAIRS AND AUDIT COMMITTEE  
SEPTEMBER 2025**

<b>Audit: Sponsored Programs and Grants Management</b>			
Business Issue	Planned Action	Completion Date	Status
<p>1.2 The University lacks a policy(ies) to define institutional base salary (IBS) and supplemental/extra-service pay. Such policy(ies) are required by the Uniform Guidance. Not having the required policy(ies) could result in unallowable compensation costs charged to Federal grants.</p> <p>One employee's supplemental pay amount was required to be revised after the original amount had been fully approved. The revision was required because the approved supplemental pay amount would violate a Federal requirement that the employee's total supplemental pay could not exceed the allowable percentage of the employee's normal salary. However, lack of University documentation outlining this requirement has led to confusion.</p>	<p>1.2 Human Resources, after consultation with SPGM and the Controller's Office, will develop a policy to address any restrictions that apply, such as the one noted on supplemental pay, in accordance with 2CFR§200.430 - Compensation - personal services.</p> <p>NOTE: The campus-wide communication of the Supplemental Pay Policy has been split into a separate planned action due to the need to coordinate with the development and communication of a new policy regarding the teaching of courses by employees who are not Teaching and Research Faculty.</p>	<p>October 31, 2021 Revised to May 1, 2022 Revised to June 30, 2023 Revised to January 31, 2024 Revised to May 31, 2024 Revised to November 30, 2024 Revised to May 1, 2025 Revised to August 1, 2025</p>	<p>Complete</p>

<b>Audit: IT – Data Centers</b>			
Business Issue	Planned Action	Completion Date	Status
<p>3.2 The University has a Memorandum of Understanding (MOU) with Virginia Tech for space in the Andrews Information Systems Building (AISB) Data Center to serve as an offsite data center/data storage location to support backup and recovery operations. However, the MOU contains outdated and/or incorrect information. Having outdated information could result in delays during service interruption events.</p>	<p>3.2 ITS will also implement and document an annual review of the MOU.</p>	<p>July 15, 2025</p>	<p>Complete</p>



**FOLLOW-UP AUDIT STATUS REPORT  
BUSINESS AFFAIRS AND AUDIT COMMITTEE  
SEPTEMBER 2025**

Audit: IT-Titanium-CAPS				
Business Issue		Planned Action	Completion Date	Status
1.1	Review of the December 2024 SSP indicated that the document contained outdated and/or incorrect information. The SSP, which is required by the Radford University Information Technology Security Standard (Standard), documents the security controls required to demonstrate adequate protection of information systems against security risks. Having an outdated SSP could result in an ineffective or untimely response to a security event.	1.1 Information Technology Services (ITS) will collaborate with the System Owner to ensure that the SSP is updated. Once the SSP is updated, it will be submitted to the Chief Information Security Officer for review and approval, in accordance with the Standard.	August 15, 2025	Follow-up is in process
1.2	The SSP's System and Data Classification section regarding the federal law HIPAA (Health Insurance Portability and Accountability Act) is marked "False"; however, there appears to be no documentation of the legal guidance regarding that determination. Not having documentation of that legal determination increases the risk that the applicability of HIPAA to CAPS has not been fully analyzed and, if it is applicable, increases the University's risk of noncompliance.	1.2 The System Owner will seek a legal determination from University Counsel regarding the applicability of HIPAA to CAPS. CAPS will retain a copy of this determination to inform future practices, and the results of that review will be shared with ITS to help determine if any changes need to be made to ensure compliance with technology standards. Additionally, the CAPS Director will ensure that any changes to forms, practices, and/or documents will be made based on the legal determination.	August 1, 2025	Complete



**FOLLOW-UP AUDIT STATUS REPORT  
BUSINESS AFFAIRS AND AUDIT COMMITTEE  
SEPTEMBER 2025**

Audit: IT-Titanium-SCS			
Business Issue	Planned Action	Completion Date	Status
1.1 Review of the December 2024 SSP indicated that the document contained outdated and/or incorrect information. The SSP, which is required by the Radford University Information Technology Security Standard (Standard), documents the security controls required to demonstrate adequate protection of information systems against security risks. Having an outdated SSP could result in an ineffective or untimely response to a security event.	1.1 Information Technology Services (ITS) will collaborate with the System Owner to ensure that the SSP is updated. Once the SSP is updated, it will be submitted to the Chief Information Security Officer for review and approval, in accordance with the Standard.	August 15, 2025	Follow-up is in process
2.1 Although system access is approved by the Data Owner before being granted, the approval is not documented.  Not having consistent practices and/or not documenting those practices increases the risk that key control steps may not be performed, especially when there is employee turnover. This could increase the risk of unauthorized or unwarranted access to the system and data.	2.1 SCS will develop a form that documents the date Titanium permission is granted and the date that Titanium permission is removed. The form will be retained in office files.	July 1, 2025	Complete
2.2 Although it appears that user accounts are reviewed at least annually for continued need to access the system, the reviews are not documented as required by the Standard.  Not having consistent practices and/or not documenting those practices increases the risk that key control steps may not be performed, especially when there is employee turnover. This could increase the risk of unauthorized or unwarranted access to the system and data.	2.2 SCS will create a procedures document explaining the purpose of the review of user accounts, the time period for the review, and the staff position(s) assigned/allowed to complete the review. A tracking form that documents the review will be retained. Review of Titanium access will occur at the end of each fiscal year.	July 1, 2025	Complete





**FOLLOW-UP AUDIT STATUS REPORT  
BUSINESS AFFAIRS AND AUDIT COMMITTEE  
SEPTEMBER 2025**

Audit: APA Student Financial Assistance Programs Cluster 06/30/2024			
Business Issue	Planned Action	Completion Date	Status
<p>2.0 Radford University (Radford) personnel did not report accurate and timely enrollment data to NSLDS for students that had graduated, withdrawn, or had an enrollment level change. The discrepancies noted were primarily attributable to a staffing transition and the time required to become proficient in their responsibilities. From our review of 43 students, we noted the following instances of noncompliance:</p> <ul style="list-style-type: none"> <li>• The enrollment status was inaccurate for one student (2%);</li> <li>• The effective date was inaccurate for three students (7%);</li> <li>• Radford did not report enrollment status changes timely for 10 students (23%);</li> <li>• At least one campus or program level field deemed critical was inaccurate for three students (7%);</li> <li>• For one student (2%), approval for one student could not be verified since the student had no record in NSLDS.</li> </ul> <p>In accordance with 34 CFR § 690.83(b)(2) an institution shall submit, in accordance with deadline dates established by the Secretary, other reports and information the Secretary requires and shall comply with the procedures the Secretary finds necessary to ensure the reports are correct. As further outlined in the NSLDS Enrollment Guide, published by the Federal Department of Education (ED), at a minimum, institutions are required to certify enrollment every 60 days. The accuracy of Title IV enrollment data depends heavily on information reported by institutions. Radford's inaccurate and untimely enrollment data submissions to the NSLDS can affect ED's reliance on the system for monitoring purposes. Noncompliance may also impact an institution's participation in Title IV programs.</p> <p><i>OAAS Note: The instances of noncompliance noted above represented 11 unique students.</i></p>	<p>2.4 The Registrar's Office will complete catching up on the Fast Track enrollment reporting backlog. (2 students)</p>	<p>May 8, 2025 Revised to August 15, 2025 Revised to October 30, 2025</p>	<p>In Process</p>



## Fiscal Year 2026 Audit Plan

### **AUDITS & INVESTIGATIONS**

#### **Audit Projects from Prior Year (In Progress)**

IT Audit - Cloud-Hosted Applications - Account Management  
College Transition Audit - College of Humanities & Behavioral Sciences  
College Transition Audit - College of Visual & Performing Arts  
College Transition Audit - Davis College of Business & Economics

#### **New Audit Projects**

IT Audit - CBORD Door Access  
IT Audit - Global Facilities Management Software  
IT Audit - Intelligent Video Systems  
IT Audit - Milestone Video Surveillance  
IT Audit - Southern System  
Protection of Minors on Campus  
Revenue Collection Audit

#### **Investigations**

State Hotline Investigations (if any)  
Other Investigations (if any)

### **ANNUAL/ROUTINE AUDIT PROJECTS**

Follow-up on Internal Audit Report Issues  
Follow-up on Auditor of Public Accounts (APA) Issues  
Inventory  
Payroll Reviews  
Quality Assurance & Improvement Program Review  
University Discretionary Fund Reviews

### **OTHER PROJECTS**

Indirect Audit Activities  
Auditor of Public Accounts Audit Coordination  
Office of State Inspector General Audit Coordination  
Management Advisory Services Projects

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Business Affairs and Audit Committee**  
**September 11, 2025**

**Action Item**

**Approval of Fiscal Year (FY) 2026 Office of Audit and Advisory Services Audit Plan**

**Item:**

Board of Visitors approval of the FY 2026 Office of Audit and Advisory Services Audit Plan.

**Background:**

The Office of Audit and Advisory Services, the internal audit function for Radford University (University), was established by the Board of Visitors (Board) as an integral part of the overall internal control structure of the University.

The Board-approved *Internal Audit Charter* (University Policy GEN-PO-1005) describes the general purpose, authority, and responsibility of the Office of Audit and Advisory Services. The *Internal Audit Charter* designates the University Auditor as the Chief Audit Executive, which is the senior position that is responsible for effectively managing the internal audit function. The University Auditor is responsible for ensuring that the internal audit function conforms with the *Internal Audit Charter* as well as with the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework (IPPF).

The University Auditor is also responsible for developing an annual audit plan, considering the input of senior management and the Business Affairs and Audit Committee (BAAC). Prior to FY 2026, the University Auditor presented the annual audit plan to the BAAC as an information item. However, in FY 2025, The Institute of Internal Auditors implemented significant revisions to the IPPF, one of which was to require the annual audit plan to be approved by the Board. Therefore, approval of the FY 2026 Audit Plan is needed to assist with compliance with The Institute of Internal Auditors' requirements.

**Action:**

Radford University Board of Visitors approval of FY 2026 Audit Plan.

## **RADFORD UNIVERSITY BOARD OF VISITORS**

### **RESOLUTION**

**September 12, 2025**

#### **Approval of Fiscal Year (FY) 2026 Office of Audit and Advisory Services Audit Plan**

**WHEREAS**, the Office of Audit and Advisory Services, the internal audit function for Radford University (University), was established by the Board of Visitors as an integral part of the overall internal control structure of the University; and

**WHEREAS**, the Board-approved *Internal Audit Charter* describes the general purpose, authority, and responsibility of the Office of Audit and Advisory Services; and

**WHEREAS**, the *Internal Audit Charter* designates the University Auditor as the Chief Audit Executive, which is the senior position that is responsible for effectively managing the internal audit function; and

**WHEREAS**, the University Auditor is responsible for ensuring that the internal audit function conforms with the *Internal Audit Charter* as well as with the mandatory elements of The Institute of Internal Auditors' International Professional Practices Framework (IPPF); and

**WHEREAS**, the University Auditor is also responsible for developing an annual audit plan, considering the input of senior management and the Business Affairs and Audit Committee (BAAC); and

**WHEREAS**, prior to FY 2026, the University Auditor presented the annual audit plan to the BAAC as an information item; however, in FY 2025, The Institute of Internal Auditors implemented significant revisions to the IPPF, one of which was to require the annual audit plan to be approved by the Board; and

**WHEREAS**, approval of the FY 2026 Audit Plan is needed to assist with compliance with The Institute of Internal Auditors' requirements;

**NOW THEREFORE BE IT RESOLVED**, the Radford University Board of Visitors approves the FY 2026 Office of Audit and Advisory Services Audit Plan as presented.

**RADFORD UNIVERSITY BOARD OF VISITORS  
Business Affairs and Audit Committee  
September 11, 2025**

**Information Item  
Capital Projects and Information Technology Services Update**

**Item 1:** Facilities /Planning and Construction update on capital projects.

**Artis Center for Adaptive Innovation and Creativity**

Project Budget ----- \$126,631,000

Architect/Engineer Firm----- Hord Coplan and Macht

Construction Manager----- Skanska

The Artis Center, an approximately 178,000-square-foot multi-story building, includes state-of-the-art instruction, laboratory, maker, studio, computer, and collaborative spaces that integrate the arts and health sciences, along with office and other academic support functions. Specialty spaces include an instructional auditorium and support spaces, health science clinical lab spaces, painting and drawing studio spaces, and music and dance studio spaces. The building hosts a beautiful 500-seat proscenium theatre. The project is currently in line to receive LEED Silver certification through the US Green Building Council's Leadership in Energy and Environmental Design (LEED).

The Artis Center for Adaptive Innovation and Creativity construction was substantially complete on August 2, 2024, and a temporary certificate of occupancy was received from the State Building Official. Classes were held in the building with the start of the fall semester. The contractor continues to work on Punchlist items, which are expected to be completed in November 2025.

**Renovation of Tyler and Norwood Halls**

Project Budget ----- \$38,500,000

Architect/Engineer Firm----- Hanbury

**Contractor----- Avis Construction**

Norwood Hall and Tyler Hall are currently undergoing substantial interior renovations. The renovation includes the replacement of plumbing piping, fixtures, HVAC systems, fire alarm systems, electrical upgrades, accessibility improvements, and asbestos abatement; similar to the renovation scopes completed for the Moffett Quad residence halls in 2016. The renovations also include improvements to the first-floor building entries, and student support areas (i.e. lounges, kitchen, study spaces), along with activating the porch areas for student gathering space. These renovations will give vibrant new life to these buildings built in the early 1900's.

Phase 1 of the project consisted of non-structural selective demolition of the interior of the buildings and was completed in the last quarter of 2023. The demolition revealed deficiencies in the existing floor structure in both

buildings that were not anticipated in the design. Repairing the floors included structural support and fireproofing.

The project entered Phase 2 (Construction) of the project in June 2024. Avis Construction, from Roanoke, Virginia, was awarded the contract. Structural repairs to concrete floors are complete in Norwood. New interior walls and ceilings are being finished and prepped for painting. Mechanical, electrical, and plumbing work is nearing completion and being made ready for testing and balancing. The Norwood Hall renovation is scheduled for completion in October 2025. Extensive repairs to concrete floors, columns and beams in Tyler Hall are ongoing due to significant structural deficiencies that were discovered, causing the project completion of Tyler Hall to be delayed. A firm project delivery date will be established after deficiencies have been addressed.

**Combined Heat and Power/Co-Generation Facility**

Project Budget ----- \$23,000,000

Architect/Engineer Firm----- Trane

The Combined Heat and Power/Co-Generation Facility project that converts an existing building (the Art Annex) into a combined heat and power (CHP) facility for the campus has begun. The conversion of the facility to CHP consists of installing two 3.3-megawatt natural gas-fired reciprocating engines. The engines will generate electricity for campus utilization while the waste heat generated from the equipment will supplement the University steam plant generation.

The overall project cost for construction is approximately \$23 million. The project is estimated to save the University \$2.0 million in annual operating costs. The approved 2022-24 Biennial Budget included \$11.2 million in general funds and \$4.8 million in non-general funds for this project. Due to the escalation of construction costs for mechanical and electrical installation projects, the university has requested approval to infuse \$7.0 million in non-general funds into the project. The project qualifies for funding from the Investment Recovery Act and the university is working to meet the criteria to receive \$7 million on completion of the project. Negotiations with the City continue concerning the Interconnection Agreement terms.

The early phase interior demolition and foundation package work is underway. The foundations have been poured for the two reciprocating engines and the other interior foundations; the interior demolition is complete, and the structural steel is 60% complete. Exterior demolition and other site work are ongoing. The preliminary (60%) drawings for the project were submitted to the Division of Engineering and Buildings (DEB) in December 2024 and approved in February 2025. The 100% working design drawings were submitted to DEB in April and the CO-17 Building Permit was received in July 2025.

The University has executed a contract to purchase the equipment from the manufacturer’s supplier NESWES. Anticipate arrival of the engines and supporting equipment fall 2025.

**Improve Campus Utilities Infrastructure**

Project Budget ----- \$15,425,000

The Improve Campus Utilities Infrastructure project will provide improvements to campus utility infrastructure, including upgrades and enhancements to basic utilities and overall building safety and security. The project will



address infrastructure concerns in advance of planned future facility needs and will enhance the resiliency and redundancy of the campus enterprise to mitigate the increased impacts of various weather, economic, and other external events, and factors. The approved 2022-24 Biennial Budget included \$15.4 million in general funds for this project.

The project will allow for significant campus utility improvements and upgrades for the safety and security of students, employees, and guests, as well as for the efficiency and effectiveness of the infrastructure future needs. Many of the basic campus utilities were originally installed between 75 and 100 years ago, as part of the City of Radford. As the campus has grown and the facility footprint has increased, these original utility systems and components have reached end of life. As resources have been available, various utility improvement and upgrade projects have been undertaken across campus. This approach has been partially successful, but only a small portion of the campus, at the most critical locations, have been updated.

The existing infrastructure systems and components included in the construction portion of the umbrella project include water, stormwater, sanitary, steam, electrical, chilled water, information technology, fire alarm, access control and security, and accessibility.

University planning and evaluation of the access control and security systems have begun with the intent to select a future direction for the University's card access and security systems.

The infrastructure work will be completed in phases. The first phase (electrical medium voltage phase) began with the development of a Medium Voltage Electrical Master Plan, which included an evaluation of the existing underground medium voltage distribution system. This phase has now moved into design with an award of the design contract to Wiley and Wilson in April. Construction is planned to begin this fall.

The design phase for the Improve Campus Infrastructure – Electrical project design is in progress. Responses to an RFP for long-lead-time equipment have been received, and vendors have been selected. Contract and bonding execution are anticipated to be finished by mid-September 2025. The initial equipment package was submitted in July 2025. Additionally, the Request for Qualifications process has started to pre-qualify general contractors interested in submitting bids for the project.

The next planned phase of the project is evaluation and improvements to the campus stormwater system. The overall scope for the remaining phase of the Improved Campus Infrastructure project is being developed.

## **Dalton Hall**

Dalton Hall constructed in 1991 with approximately 74,000 square feet, serves as the primary hub for the University's main dining facility, post office, and bookstore. In 1996, a substantial exterior modification expanded the main entrance by approximately 4,000 square feet. Over its 33-year lifespan, Dalton Hall has undergone minimal renovation, limited to repairs, interior updates, and mechanical equipment replacements.

The proposed renovation is targeted to support the University by enhancing the facility to meet the needs and preferences of today's students. Fully renovating the building will maximize the impact of funds, ensuring an enhanced dining experience, increased flexibility in dining choices, and improved pedestrian flow across and between floors. While the primary focus is on interior spaces, the renovation project will also streamline ADA access, facilitate upgrades to mechanical and electrical systems, and ensure compliance with current building codes for all modified components.

The University submitted the Capital Funding Request to the Department of Planning and Budget for approval to move forward with the design for this project and received approval in the Governor's 2026 budget.

The Request for Proposal was submitted to the Department of General Services and the Office of the Attorney General for "High Risk" approval. Approval was received from both offices in August. The Request for Proposals (RFP) for Architectural Engineering services was advertised in August, and proposals are due in September 2025. A contract is anticipated to be awarded in October 2025.

### **Roanoke Academic Health Sciences Building**

The University submitted the Capital Funding Request to conduct pre-planning work for the proposed construction of a new medical art building at the Roanoke Campus to the Department of Planning and Budget for approval. The project received approval to proceed through detailed planning in the Governor's 2026 budget.

The building will provide state-of-the-art medical education space, including academic classrooms, laboratories, and administrative spaces to support the Roanoke operations.

RRMM from Roanoke, Virginia, has been selected to provide a site selection study on two locations in the Roanoke Innovation Corridor. The study will complete early due diligence on the two locations, evaluating soils, building massing/volume study, site survey, and evaluating the utility infrastructure capacity at both locations. The study is to be completed by early October. The study being performed by RRMM will provide the University with a matrix for senior leadership decision-making and final site selection. Simultaneously, the University is contracting for the completion of the Title work and a Phase I Environmental Site assessment. Following the completion of the feasibility study and site selection, the University will request funding to select an Architect to begin schematic design.

The Request for Proposal "RFP" for AE services has been submitted to the Department of General Services and Office of the Attorney General for "High-Risk" review. It is anticipated that the RFP will be advertised in September with proposals due in October 2025. A contract is anticipated to be awarded in November 2025.

Paul Ely has been selected as the new Director of Facilities Planning and Construction and is scheduled to begin serving in this role on September 10, 2025.

### **River Campus**

The Master Plan identified opportunities for the development of a River Campus on University and City of Radford (City) properties adjacent to the New River.

The overall River Campus plan included zones for higher density public activities such as an amphitheater, event space, food and beverage areas, and associated support spaces; for quieter academic and passive recreation spaces; and for highly active recreation and student engagement areas.

An initial project was completed in Summer 2021 that included the greenway extension on university property adjacent to parking Lot Z and the New River. In coordination with the City, a second phase of the project to link the University greenway to the City greenway was completed in June 2022. Outdoor seating and spaces designed to accommodate small informal gatherings were recently added.

More recently, the university has focused specifically on the development of an amphitheater to serve as an event

space and music venue to attract local and regional talent to the area. An architect-engineer firm, hired by the University, performed a feasibility study for the preferred location for the project and a site has been selected. Cost studies and preliminary renderings are currently being evaluated for next steps. The university has hired a consultant with experience in both music venues and related programming to support the project and advise during the planning process as well.

**Item 2:** Information Technology Services (ITS) update on information technology projects.

### **IT Security Operational Update**

#### ***Security Awareness Training Update***

This summer, we have transitioned to a user-friendly security awareness training platform designed to provide better engagement and ensure our faculty and staff are better informed. The new solution offers interactive, up-to-date content tailored to emerging threats, helping staff stay vigilant in a rapidly evolving cyber landscape. This upgrade enhances our ability to educate faculty and staff, reduce risk, and foster a proactive approach to information security across the University. New employees are required to complete this training within 30 days, and all existing faculty and staff will use this platform for their annual security awareness training in the spring.

### **Human Resources Applicant and Performance Management System Implementation**

Human Resources and Information Technology Services (ITS) are in the final stage of the transition from PeopleAdmin to PageUp. The second phase of this transition launched in June with the implementation of the applicant tracking module, providing an improved system for recruiting and hiring faculty and staff across the University. Additional work continues, with the integration of new hire data into Banner being the final part of the implementation.

### **Data Management & Business Intelligence**

#### ***Ellucian Insights & Experience Portal Transition Update***

With the recent adoption of Ellucian Insights and the Ellucian Experience Portal, we've successfully migrated most institutional Banner data to flow into the Insights data warehouse. This marks a major initial step toward retiring the Banner ODS database, which will reduce maintenance and improve system efficiency.

Key Updates:

- **Data Migration:** Most operational tables are now available in Insights data warehouse, enabling faster queries and more consistent data.
- **System Transition:** Work is underway to phase out Banner ODS for data warehousing, simplifying our environment and reducing reliance on legacy systems
- **Staff Training:** Reporting staff are actively training on the Insights platform to ensure a smooth transition to the new analytics tools.

## **Navigate 360 Student Success System Implementation**

We have selected EAB's Navigate 360 to replace Starfish as the university's new student success platform. Contract negotiations are complete, and following an initial kickoff in July, implementation will begin with a planned Spring 2026 go-live. Navigate 360 provides faculty, advisors, and student support staff with a coordinated platform for proactive outreach, early alerts, appointment scheduling, and case management.

## **IT Infrastructure**

### ***Residential Halls Wi-Fi Upgrades***

This summer, Radford University completed a major upgrade to the wireless infrastructure in campus residence halls, replacing over 319 end-of-life access points with modern, high-performance devices. These new access points are essential to providing students with fast, reliable, and secure Wi-Fi that supports the growing number of connected devices—from laptops and phones to smart home technology. The upgraded system will improve speed, coverage, and overall user experience, while also enhancing network security and reducing support issues.

### ***Norwood Hall Technology Infrastructure***

As part of the renovation of Norwood Hall, the Infrastructure team is continuing to work closely with the contractor and facilities management teams to coordinate and install the IT infrastructure for the building. This includes deploying new fiber connectivity, network switches, WiFi access points, door access controls, security cameras, and CableTV service.

## **Technology Support**

### ***Technology Upgrades to Classrooms, Labs, and Conference Rooms***

Information Technology Services (ITS) has completed a series of technology upgrades across Radford University's main and RUC campuses to enhance teaching and collaboration spaces. These efforts include AV upgrades in five classrooms on the main campus, three classrooms at RUC, and 12 conference rooms, along with a major AV upgrade in Kyle Hall 340. In addition, 85 computers in five labs and 30 computers in teaching spaces were replaced to improve performance and reliability. Five classrooms in the ARTIS building were updated with enhanced audio capabilities to support the instructional needs and provide an improved learning experience.

### ***Faculty and Staff Computer Refresh***

The Division of Information Technology is concluding its annual computer lifecycle replacement process. This year, approximately 264 faculty and staff computers are being refreshed to ensure access to modern, reliable technology that supports teaching, research, and administrative work. Regular upgrades help maintain optimal performance, enhance security, and ensure compatibility with evolving campus systems and software.

### ***Faculty / Staff Technology Training***

Between May and August, Technology Support Services delivered a series of training sessions covering a wide range of topics, including Administrative Assistant Training, Zoom, OneDrive, ServiceNow Navigation, D2L Gradebook and Accessibility, Adobe and Microsoft Accessibility, New Outlook, and specialized accessibility training for the College of Nursing.

In total, 24 sessions were conducted with 264 participants:

- Onboarding: 4 sessions, 28 participants
- Computer/iPad Deployment: 19 sessions, 128 participants
- General Training: 7 sessions, 64 participants
- Upgrade Support: 3 sessions, 44 participants

**RADFORD UNIVERSITY SIX YEAR CAPITAL PLAN 2026 - 2032**

	Capital Project Description	Funding	State General Fund	University Nongeneral Fund	University Debt	Other	Total Funding Requested
<b>Current Active Projects</b>							
	Artis Center for Adaptive Innovation and Creativity	E&G	\$128,437,350	\$3,193,740	\$0	\$0	\$131,631,090
	Renovate Norwood Hall and Tyler Hall Residences	Auxiliary	\$0	\$38,500,000	\$0	\$0	\$38,500,000
	Improve Campus Infrastructure - Utilities/Safety/Security	E&G	\$15,425,000	\$0	\$0	\$0	\$15,425,000
	Construct Combined Heat and Power Co-Generation Facility	E&G/Auxiliary	\$11,200,000	\$4,800,000	\$0	\$7,000,000	\$23,000,000
	Dalton Hall Renovation	Auxiliary	\$0	\$52,320,333	\$0	\$0	\$52,320,333
	Radford University Roanoke Academic Health Sciences	E&G	\$7,500,000	\$0	\$0	\$0	\$7,500,000
<b>2026-2028 Biennium</b>							
	Radford University Roanoke Academic Health Sciences	E&G	\$295,785,000	\$0	\$0	\$0	\$295,785,000
	Renovate McConnell Library	E&G	\$69,547,968	\$0	\$0	\$0	\$69,547,968
	Expand Create Riverway Experience	Auxiliary	\$0	\$5,000,000	\$0	\$0	\$5,000,000
	Athletics Umbrella Fund (Renovate Dedmon Center)	Auxiliary	\$0	\$0	\$30,000,000	\$0	\$30,000,000
	Basketball Practice Facility	Auxiliary	\$0	\$15,000,000	\$0	\$0	\$15,000,000
<b>2028-2030 Biennium</b>							
	Renovate Waldron Hall	E&G	\$48,000,000	\$0	\$0	\$0	\$48,000,000
	Renovate Walker Hall	E&G	\$46,000,000	\$0	\$0	\$0	\$46,000,000
	Renovate Peters Hall	E&G	\$81,000,000	\$0	\$0	\$0	\$81,000,000
	Renovate Ingles Residence Hall	Auxiliary	\$0	\$0	\$24,000,000	\$0	\$24,000,000
	Renovate Governor's Quad Residence Halls (2 of 4 buildings)	Auxiliary	\$0	\$0	\$54,000,000	\$0	\$54,000,000
<b>2030-2032 Biennium</b>							
	Muse Hall - Reduce University Square Footage	Auxiliary	\$0	\$10,000,000	\$0	\$0	\$10,000,000
	Renovate Governor's Quad Residence Halls (2 of 4 buildings)	Auxiliary	\$0	\$0	\$60,000,000	\$0	\$60,000,000
<b>2032 and Beyond</b>							
	Construct Hurlburt Addition	Auxiliary	\$0	\$40,000,000	\$40,000,000	\$0	\$80,000,000
	Renovate Armstrong Building	E&G	\$30,000,000	\$0	\$0	\$0	\$30,000,000
	Renovate Madison Hall	Auxiliary	\$0	\$0	\$60,000,000	\$0	\$60,000,000
	Renovate Martin Hall	E&G	\$40,000,000	\$0	\$0	\$0	\$40,000,000
	Renovate Cook Hall	E&G	\$60,000,000	\$0	\$0	\$0	\$60,000,000
	Renovate Covington Hall	E&G	\$70,000,000	\$0	\$0	\$0	\$70,000,000
	<b>Totals</b>		<b>\$740,332,968</b>	<b>\$70,000,000</b>	<b>\$268,000,000</b>	<b>\$0</b>	<b>\$1,078,332,968</b>

\*August 2025

## **Appendix B: Summary of Radford University's Six-Year Capital Outlay Plan for 2026-2032**

### ***2026-2028 Biennium***

#### **Radford University Roanoke Academic Health Sciences**

Radford University's 2019 merger with the Jefferson College of Health Sciences, Virginia created Radford University Carilion (RUC). RUC's operations are housed in Carilion Roanoke Community Hospital (CRCH), an active health care facility, which is part of the Carilion Clinic, a not-for-profit health care provider in southwest Virginia. CRCH is a 10-story, 408,000 square-foot hospital, providing a variety of health care services. The university currently leases approximately 112,000 usable square feet in CRCH and an additional 30,000 in the Roanoke Higher Education Center (RHEC),

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

The continued growth of health sciences initiatives in Roanoke offers unique opportunities to provide students with classroom, research, and real-world clinical education settings only a few steps away from one another. Along with the increased concentration of educational offerings will come the need for various student services. In January 2021, a Master Planning Committee was established that consisted of members from both Carilion Clinic and Radford University and worked collaboratively with the Virginia Tech Carilion (VTC) Master Planning Committee to ensure potential mutually beneficial approaches were identified to define desired growth areas of education and research offerings, the layout of Roanoke health sciences campus, and facility needs both then and in the next 3 to 5 years. The university hired the Brightspot consulting firm to complete a programming planning study of the university's Roanoke locations and assist in long-range planning for the university. This study articulated a vision for the Roanoke campus by detailing future program, population, and facility needs. The study also confirmed that the CRCH facility, built in 1967 with limited renovations since then, creates challenges to meet modern academic requirements and expectations. Programs have been placed in rooms that were not originally designed for academic purposes but rather to meet the needs of an operating hospital. These conditions create obstacles for faculty and students and hinder recruitment, retention, and the ability to offer high-quality programs. The future facility will create a professional campus in Roanoke that can attract, educate, and retain future healthcare professionals in the region and beyond

Chapter 725, the amended state budget for the 2024-2026 biennium, approved the university to engage in architectural and engineering services for Detailed Planning. The General Assembly appropriated \$7,500,000 to begin the Detailed Planning phase of a new Health Sciences Academic Building in Roanoke. As part of the Detailed Planning phase, the University has engaged RRMM,



a Roanoke AE firm, to complete a site feasibility study of two sites within the Roanoke Innovation Corridor, which will assist in the University's selection of a site for a new 300,000 gross square foot academic facility.

### **Renovate McConnell Library**

The footprint that forms the McConnell Library consists of an original 14,000 square foot building built in 1931, a 47,500 square foot addition built in 1965, and a 46,444 square foot addition built in 1995. Both the 1965 addition and the 1995 addition, which represent approximately 90 percent of the library's square footage and operations, remain in their original configuration with building systems and equipment which have far exceeded their expected useful life. The original 1931 section of the building has been renovated for aesthetic improvements and space upfits but still relies on end-of-life utility systems and components.

Given the fact that the building was constructed in multiple phases over many decades, with dozens of small interior upfit projects executed over the life of the building, there are a multitude of basic issues that need to be corrected by this overall renovation project. Accessibility systems and components are not consistently provided in all building spaces, such that the building provides a circuitous and confusing wayfinding situation, and public facilities such as toilets have been grandfathered for continued use. Building security likewise has been provided through inconsistent systems and components which are not in line with current technology. Portions of the building also contain hazardous materials such as asbestos and lead-based paint.

Various single pieces of HVAC equipment have been replaced as they have worn out, but no building-wide ventilation and indoor environment improvements have been undertaken. The remaining existing mechanical components do not operate with current efficiencies, such that energy consumption in the building is well above the campus average. Further, the HVAC humidity control capabilities do not meet current requirements for collections and archives storage. The electrical secondary distribution systems and components are original in many parts of the building, which does not provide adequate support for today's academic power needs, and data systems and components have likewise been inconsistently assembled over time. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions.

The renovation will also incorporate repurposing and space changes to provide amenities found in and expected within modern libraries. With the increasing move to electronic resources and purging of print collections, the University plans to repurpose print storage space for alternative configurations. Spaces targeted for repurposing are home to some of the library's print collection along with Archives and Special Collections. The print collection located in these areas is in the process of being weeded and the remaining books moved to compact storage. The renovated space will also include student support areas for group study; provide technology-emphasized rooms for both instruction and information retrieval; incorporate student service functions such as tutoring and writing instruction.

### **Expand Create Riverway Experience**

The Master Plan identified opportunities for the development of a River Campus on University and City of Radford (City) properties adjacent to the New River.

The overall River Campus plan included zones for higher density public activities such as an amphitheater, event space, food and beverage areas, and associated support spaces; for quieter academic and passive recreation spaces; and for highly active recreation and student engagement areas.

An initial project was completed in Summer 2021 that included the greenway extension on university property adjacent to parking Lot Z and the New River. In coordination with the City, a second phase of the project to link the University greenway to the City greenway was completed in June 2022. Outdoor seating and spaces designed to accommodate small informal gatherings were recently added.

More recently, the university has focused specifically on the development of an amphitheater to serve as an event space and music venue to attract local and regional talent to the area. An architect-engineer firm, hired by the University, performed a feasibility study for the preferred location for the project and a site has been selected. Cost studies and preliminary renderings are currently being evaluated for next steps. The university has hired a consultant with experience in both music venues and related programming to support the project and advise during the planning process as well.

### **Athletics Umbrella Funding - Renovate Dedmon Center**

The Dedmon Center was constructed in 1980, as a combination overall university recreation and athletic venue and support space. The facility originally included basketball, volleyball, gymnastics, and swimming performance venues along with locker rooms, training rooms, and athletics administrative offices. The facility is not designed for effective fan experiences in the way that current facilities are designed, and locker and training spaces are woefully inadequate. This project will reconfigure the arena seating bowl to provide more appropriate fan seating and viewing for indoor athletic events, and adjacent spaces will be renovated to include new locker rooms, athletic training rooms, and concessions.

### **Basketball Practice Facility**

In an effort to take Highlander Basketball to the next level, a dedicated space is needed for scheduling flexibility, player development, recruiting, team cohesion and culture, as well as coaching and game preparation. athletes with 24/7 access to courts allows for consistent and focused skill development. Dedicated practice facilities are also a major selling point for prospective student-athletes, signaling our school's investment in basketball and athlete success. When teams don't have to share court time with other sports or events, it makes scheduling easier and more efficient.

## *2028-2030 Biennium*

### **Renovate Waldron Hall**

Waldron Hall was completed in the fall of 2000, and houses the Waldron College of Health and Human Services (WCHHS). Academic occupant groups include the Dean's Offices; the Departments of Communication Sciences and Disorders, Physical Therapy, and Occupational Therapy; and the Schools of Nursing and Social Work. Special facilities include an interdisciplinary clinic and health services laboratories, along with campus general use classrooms and offices. The clinic spaces also support the community through immersive experiences for students in real-life settings with actual patients.

The WCHHS represents one of the signature programs of academic emphasis for the University as stated in the 2018 Strategic Plan. This emphasis is based on the current and projected strong demand for graduates from the WCHHS, including nurses, therapists, and other health science professions. These professions have proven to be even more in demand in the aftermath of the COVID-19 pandemic. Further demands on the WCHHS faculty and academic footprint have come about due to the introduction of the Radford University Carilion (RUC) campus in Roanoke. RUC has attracted additional students to the WCHHS for the opportunity to go into these high-demand fields, with an accompanying growth in required facilities and faculty.

Much of the original equipment and furnishings are still in use in Waldron Hall, including outdated lab equipment and simulators. This places the students at a disadvantage, given the rapidly evolving nature of medical equipment, and does not portray the necessary environment when competing for students. The lab spaces are also still in their original configurations, which does not allow teaching and training to match current actual conditions in health care settings.

This project will allow the current building space footprint to be significantly revamped to provide more accurate teaching spaces in accordance with today's health care delivery methods. Certain conventional classroom settings will be repurposed into more appropriate lab and learning spaces. Existing equipment will be replaced, along with appropriate furnishings and casework. The renovation will also create a more effective and efficient overall building layout, and will create badly needed student study and collaborative spaces.

Given the age of the building, there are also a number of basic original building systems and components that are approaching their end of life. Further, the electrical power and data infrastructures are not readily adaptable to today's highly specialized clinical environments. This renovation project will replace these systems and equipment, along with greatly increasing the robustness of the data/IT backbone.

### **Renovate Walker Hall**

Walker Hall was originally constructed in 1935 with an addition in 1963, and has housed a multitude of different occupant groups over the life of the building. Accessibility systems and components are not consistently provided in all building spaces, such that the building provides a circuitous and confusing wayfinding situation, and public facilities such as toilets have been grandfathered for continued use. Building security likewise has been provided through inconsistent systems and components which are not in line with current technology.

Various single pieces of HVAC equipment have been replaced as they have worn out, but no building-wide ventilation and indoor environment improvements have been undertaken. The remaining existing mechanical components do not operate with current efficiencies, such that energy consumption in the building is well above the campus average. The electrical secondary distribution systems and components are original in many parts of the building, which does not provide adequate support for today's academic and IT organizational power needs, and data systems and components have likewise been inconsistently assembled over time. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions.

The university's Department of Information Technology Services is currently scattered about campus housed at multiple locations. One objective of the project is to bring together the department's scattered operations under one roof, which offers both production and fiscal efficiencies. The renovated building would house IT administration and support functions, and provide appropriate areas for computer deployment and repair, software installation, web and content development, and IT infrastructure. The renovated building would also utilize space for general use classrooms and computer labs for overall campus use. To support the critical continuity of operation required of the IT departments, emergency and UPS back-up power will be provided.

### **Renovate Peters Hall**

Peters Hall was originally constructed in 1951, with additions in 1956 and 1967, and a renovation and addition in 2001. The building is the home for the College of Education and Human Development (CEHD), but has also housed a multitude of different occupant groups over the life of the building, including the School of Dance, athletics, student recreation, and a swimming pool. As several of these organizational units have moved to other locations on campus, remaining spaces have been upfit as well as possible using university funding in a somewhat piecemeal way.

The CEHD represents one of the signature programs of academic emphasis for the University as stated in the 2018 Strategic Plan. This emphasis is based on the current and projected strong demand for graduates from the CEHD to serve in various educational roles. In order to provide the types of spaces to support today's education pedagogical methods, it is necessary to reprogram many of the outdated classroom and lab spaces to provide an appropriate learning environment. There is also significant need for student study and collaborative spaces to support learning both inside and outside the classroom. This renovation project will reprogram and repurpose many spaces in the building to meet these needs.

Given the age of the building since the most recent renovation, there are also a number of basic original building systems and components that are approaching their end of life. Further, the electrical power and data infrastructures are not readily adaptable to today's highly specialized academic environments. This renovation project will replace these systems and equipment, along with greatly increasing the robustness of the data/IT backbone.

### **Renovate Ingles Residence Hall**

Ingles Hall was built in 1950 as a residence hall for students during a period of growth of the University and was renovated in 1999. The residence hall is in significant need of system repairs and upgrades. This project would modernize the building with renovated rooms, new finishes, and improved systems and components. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions. The renovated rooms will be done in a manner to make them more appealing to students – less sharing of bathrooms spaces, provisions for some apartment-style accommodations, and improved student study and gathering areas.

### **Renovate Governor's Quad Residences (2 of 4)**

The Governor's Quad consists of four basically identical residence halls for students built in 1965 during a period of growth of the University. The buildings included in the Governor's Quad are Trinkle, Stuart, Floyd, and Peery. The dormitory buildings underwent partial renovations in 2002-2005 but still need certain system repairs and upgrades. This project would modernize the building with renovated rooms, new finishes, and improved systems and components. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions and will abate all remaining asbestos-containing materials. The renovated rooms will be done in a manner to make them more appealing to students – less sharing of bathrooms spaces, provisions of some apartment-style accommodations, and improved student study and gathering areas. This project would begin with the renovation of two of the four residence halls. This will ensure adequate space is available for student housing during the renovation period.

## ***2030-2032 Biennium***

### **Muse Hall - Reduce University Square Footage**

Muse Hall is the largest residential housing unit on campus with approximately 900 beds. Built in 1970s, the building has never undergone a complete renovation, and is in significant need of a variety of system repairs and upgrades. The building includes a 13-story resident tower along with a penthouse and three below-grade levels. The building is the only residence hall on campus with virtually no resident room air conditioning and is the least desirable available on-campus housing. The building also includes the university's secondary dining facility, currently only utilized for special events. The building also has many basic building systems such as plumbing and electrical at end-of-life. Portions of the building also contain hazardous materials such as asbestos and lead-based paint, given their age. Given the significant renovations needed and declining traditional undergraduate enrollment on main campus the residence hall space utilization and need is being analyzed.

### **Renovate Governor's Quad Residences (2 of 4)**

This renovation will include the two remaining residence halls from the Renovate Governor's Quad residences state above.

## *2032 and Beyond*

### **Construct Hurlburt Hall Addition**

Various university student support functions and groups are currently housed in Hurlburt Hall. This project will provide an addition adjacent to Hurlburt Hall to expand the space for student support groups, along with campus-wide large meeting and gathering spaces, conference spaces, and event venues.

### **Renovate Armstrong Building**

The University Service Center (Armstrong Building) opened in 1994. The approximately 50,000 square foot facility is home to the University's Facilities Management, Procurement and Contracts, and Accounting Services departments. While there have been minor modifications to the interior layout of the building, few system upgrades and replacements have occurred over the last 30 years. This project will address space, shop and warehouse efficiencies as well update mechanical and electrical systems.

### **Renovate Madison Hall**

Madison Hall is a residential hall originally constructed in 1967 and last renovated in 2011. The systems and finishes upgraded in 2011 are approaching end of life and will need replacement and upgrading. This project would modernize the building with renovated rooms, new finishes, and improved systems and components. The proposed renovation will replace all of the aged and inefficient building systems and equipment with modern efficient solutions. Room renovations will be done in a manner to address student needs and expectations. These items may include provisions of some apartment-style accommodations and improved student study and gathering areas.

### **Renovate Martin Hall**

Martin Hall originally constructed in 1996 is the University's main administrative building. While maintenance and repairs have been made to the systems and building, no significant improvements since the original construction have been performed. The renovation would upgrade mechanical, electrical and plumbing systems in addition to upgrading information technology infrastructure to be more efficient and applicable to needs as identified.

### **Renovate Cook Hall**

Cook Hall was originally constructed in 1998 and is the home to the McGlothlin Center for Global Education and Engagement, Nursing Simulation Center, Department of Recreation and Tourism, and the Esports Center. The renovation would upgrade mechanical, electrical and plumbing systems in addition to upgrading information technology infrastructure. Additionally, academic space and programming needs would also be considered for the renovation.

### **Renovate Covington Hall**

Covington Hall was originally constructed in 2008 has received no significant upgrades since its original construction. The building includes rehearsal rooms, an art gallery, teaching studio, music media center, and a 350-seat recital hall with an adjustable acoustic ceiling. The renovation would upgrade mechanical, electrical and plumbing systems in addition to upgrading information technology infrastructure to ensure student needs are properly addressed.

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Business Affairs & Audit Committee**  
**September 11, 2025**

**Action Item**  
**Approval of the Six-Year Capital Plan for 2026-2032**

**Item:**

Approval of the 2024-2030 Radford University Six-Year Capital Outlay Plan.

**Background:**

Every two years, the University compiles a Six-Year Capital Outlay Plan for Board of Visitors approval. This plan drives the University's capital budget request submitted to the Department of Planning and Budget. From those requests, the Executive Branch prioritizes capital projects for the Commonwealth and to inform their decision on which projects will be slated for inclusion in the Governor's Executive Budget Bill which is presented in December of each year.

The Six-Year Capital Outlay Plan reflects the mission of the university. The projects are driven by initiatives and actions included in the University's current strategic priorities and Master Plan. The projects are submitted in priority order and identify the requested source of funding. The overall guiding principles of the plan were to identify future capital projects that modernize and repurpose existing academic buildings for the changing environment in higher education delivery and pedagogy; address the need to co-locate academic and administrative functions to improve operational efficiencies and departmental synergies; and modernize existing residence halls by updating building infrastructure and systems.

A summary of the submitted projects, by biennium, is presented in Appendix A and a brief description of each project is provided in Appendix B.

**Action:**

Radford University Board of Visitors approval of the 2026-2032 Radford University Six-Year Capital Outlay Plan, as presented in Appendixes A and B.



**Radford University Board of Visitors**  
**RESOLUTION**  
*Approval of the Six-Year Capital Outlay Plan for 2026-2032*  
**September 12, 2025**

**BE IT RESOLVED**, the Radford University Board of Visitors approves the Radford University Six-Year Capital Outlay Plan for 2026-2032, as presented in Appendixes A and B.

## 2025 SIX-YEAR PLAN NARRATIVE (Part II)

**INSTITUTION:** Radford University

### OVERVIEW

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

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

The intent of this process is for each of the commonwealth's higher education institutions to complete a consistent, detailed biennial strategic plan, with an update to that plan in the second year of the biennium. This process should coincide with any planning processes completed by the institution and presented to their board of visitors. It is also expected that the plans rely on the fact packs maintained by SCHEV for key statistics and financial metrics.

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

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

## SECTION A: MISSION & PRIORITIES

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

**A1. Describe how your institutional strategic plan goals align to your institution's mission. Please share any plans you have to change your mission over the six-year period.**

- Radford University is currently developing its next strategic plan. As a regional, mid-sized, comprehensive public institution, its core mission will not change. Radford will continue to provide transformative educational experiences from undergraduate to doctoral levels.
- Radford is modifying its mission statement to acknowledge its commitment to empowering lifelong success and positively impacting the community. The proposed modified mission statement currently in review is: Empower Brighter Futures, Build Stronger Communities - Radford University empowers lifelong success through inclusive education, innovation, and collaboration. We foster personal growth, professional development, and community impact while building strong partnerships and addressing societal needs.
- The institutional strategic goals will be aligned to the mission and are categorized by four strategic areas: Academic Achievement, Student Success, External Engagement and Partnerships and Administrative Excellence.
- There are four proposed overarching goals that align with Radford's mission.
  - Academic Achievement - Cultivate an inclusive and energetic academic community, focused on experiential learning, igniting lifelong curiosity, and empowering individuals to grow and lead thriving communities.
  - Student Success - Create an inclusive, student-centered experience that fosters growth, well-being, clear communication, and equitable outcomes for all.
  - External Engagement and Partnerships - Champion economic prosperity and inspire all communities to flourish through external presence, impact, and visibility.
  - Administrative Excellence - Enable students, faculty, and staff to meet and exceed their goals. Deliver seamless administrative processes, systems, and technologies that differentiate the University from a place where excellence is accelerated.

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

Greatest Strengths/Areas of Distinctiveness worthy of continued investment:

- Building strong student and faculty relationships supported by low student-to-faculty ratios.
- Providing access to excellent academic programs by being one of the most affordable public universities in the Commonwealth of Virginia and earning the new Carnegie Classification of "Opportunity College and University: Higher Access, Higher Earnings".
- Meeting student demand and Commonwealth needs by graduating the largest number of Nursing (BSN) graduates from the only public College of Nursing in Virginia.
- Creating multiple pathways to Radford University through the Tartan Transfer seamless transfer agreement with eight VCCS institutions.
- Offering a comprehensive portfolio of academic programs aligned with student demand and market needs in Southwest Virginia.
- Commitment to integration of students into faculty research as seen by the high percentage (76%) of graduating students who participated in undergraduate research.
- Offering an education that translates into future success, with 94% of students placed in employment, graduate school, or the military six months after graduation.
- Valuing the student-athlete educational experience, with all athletics teams (16 of 16) having at least a 3.0 GPA.

Opportunities for Improvement:

- Improving retention and graduation rates.
- Fulfilling the promise of a Culture of Care for students, employees, and the community.
- Increasing the number of on-campus jobs and off-campus work-based learning opportunities.

**A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the statewide strategic plan for higher education, to the strengths and/or opportunities for improvement mentioned above and will ultimately drive better outcomes for students. If the strategy has a general fund component (operating and/or capital, equipment, renovation) please include the operating request in the "General Fund Request" tab and the capital or equipment request in the "Capital" tab of the excel file.**

Radford University is a major contributor to the overall goal of being the best state for education by 2030, by being the largest 4-year institution in the Commonwealth with a focus on serving Southwest Virginia. The strategic priorities align with each of SCHEV's Pathways to Opportunity's three goals.

**Goal 1: Affordable: Lower cost to students**

- Radford will remain one of the most affordable institutions in the state, with tuition, fees, room and board totaling \$24,608 in 2024-2025, well below the SCHEV average of \$28,640. The Radford Tuition Promise will continue to offer full tuition coverage for Virginia undergraduate students who qualify (families who earn \$100,000 or less), while continuing to have a no-cost admissions application.

**Goal 2: Equitable: Remove barriers to access**

- Radford will continue to remove barriers to access and to student success through its enrollment, student success, and curricular initiatives.
  - The strategic enrollment plan implements strategies that close access gaps and stabilize undergraduate enrollment. Along with the Radford Tuition Promise, the direct admit program for FTIC (applicants with a 3.3 GPA or higher) and transfer students (with a 2.5 GPA or higher), maximizing VCCS transfers through the Tartan Transfer, providing on-site early admission to qualified students at their high school, and having a no-fee undergraduate application, will continue.
  - Expand student success initiatives to increase retention and graduation rates through the Institution-wide Barrier Removal process and a new comprehensive coaching, advising, and career counseling model.
  - Implement a new General Education Program that communicates the value of the general education core to all students and faculty; intentionally builds on the *Find Your Place. Here.* brand to increase student belonging, engagement, and college success skills (including AI); and encourages transfer from the VCCS system.

**Goal 3: Transformative: Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions**

- Building on the strength in health sciences and nursing education that expanded with the merger of Jefferson College into Radford University, Radford University is planning a Health Sciences facility in Roanoke that will be the premier destination for health education in Southwest Virginia, providing a vibrant, student-oriented environment with state-of-the-art facilities and comprehensive services to foster excellence in teaching, research and community-engaged healthcare professions. The facility is the substantiation of a comprehensive strategy around thriving communities where RU will support the talent needs in regional areas (rural and beyond) and build on an applied approach of meeting societal needs. It also opens the door for additional public and private partnerships.
- Radford University will continue to build on its signature hands-on education to ensure that every student has several opportunities to engage in education and experiences, on- and off-campus, that build work-ready and life-ready skills.

**A4. Please explain how your institution has engaged your Board of Visitors and institution leadership in the mandatory review of the Pell Initiative for Virginia.**

Radford University is the recipient of several Pell Initiative for Virginia grants (see section C2). The grants support students in participating in undergraduate research opportunities, getting peer mentorship, and having an assigned advocate through the Dean of Students Office. At each quarterly Board of Visitors meeting, outcomes from these efforts are shared. Most recently, in the June BOV session, the Vice President for Enrollment Management and Strategic Communications shared the Institution-wide Barrier Removal (IwBR) infrastructure that exists because of the Pell Initiative and the outcomes. There are several teams that are responsible for maintaining a focus on removing barriers and encouraging student success. Over the past year, Radford re-purposed an administrative position to hire an Assistant Provost for Student Success, who formed and leads a Student Success Council (see section C2) that ensures university activities, policies, and processes are designed to ensure student

success. A new Enrollment Operations Group has been formed, which is able to make agile adjustments to university practices that impact student persistence.

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

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

Approximately 90% of Radford University's enrollment comes from within the Commonwealth of Virginia. According to national data from EAB Consulting Services, the Southeast is the only U.S. region currently showing flat or slightly increasing enrollment trends. However, this trend is expected to shift in the coming years.

The year 2025 marks the projected peak of traditional college enrollment nationally, with the long-anticipated “enrollment cliff” beginning in 2026. While many states will experience declines in the number of traditionally aged college students, Virginia is expected to remain relatively flat through 2030. As other states face steep declines, they are likely to look beyond their borders — especially to states like Virginia — for new student populations. This increased competition will place additional pressure on Virginia institutions to retain in-state students.

To address this challenge and remain competitive, Radford University has implemented initiatives like the Radford Tuition Promise, which covers full tuition for Virginia families earning \$100,000 or less in adjusted gross income. This program is designed to keep Virginia students in state and encourage them to choose Radford over out-of-state alternatives. However, Radford also faces mounting pressure from neighboring states, particularly Tennessee. East Tennessee State University (ETSU), for example, offers a “Border County” tuition discount to students from Grayson, Lee, Scott, and Washington counties in Virginia. In addition, ETSU extends discounted tuition rates to students from five bordering states, including Virginia. For the current year, a Virginia student can attend ETSU for approximately \$21,897, compared to \$25,575 at Radford—making it less expensive to attend ETSU despite being out-of-state.

This trend is not unique to Tennessee. Across the country, states are adopting statewide promise programs to keep their own citizens enrolled in local institutions, making it increasingly difficult to attract out-of-state students. Furthermore, after Radford launched its Tuition Promise, several other Virginia institutions — including UVA, Ferrum College, UMW, Hollins University, George Mason University, University of Richmond, and Virginia State University — announced similar initiatives, intensifying in-state competition as well.

Radford's continued success will depend on strategic positioning, affordability, and reinforcing the unique value of a Radford education within an increasingly competitive regional landscape. The university's goal is to achieve stable enrollment, which in turn will support a steady and sustainable financial outlook for the institution. The university is confident that this is a viable and effective strategy for the coming years.

**B1. What do you see as the primary drivers of recent enrollment trends for your institution? Further, describe your 2023 enrollment projections and explain why those projections have (or have not) resulted as projected. Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant. When responding to this question please consider data under the “Enrollment” section of your institution’s fact pack ([linked here](#)).**

Radford University’s Fall 2023 census marked the institution’s lowest enrollment since 1983, the result of a confluence of internal shifts and external pressures. Key contributing factors to this downward trend included:

- Outsourcing top-of-funnel recruitment strategies to a third-party vendor, reducing institutional control and personalization of outreach.
- The disproportionate impact of COVID-19 on Radford’s student population, primarily rural, underrepresented minorities, and Pell-eligible students, who faced increased barriers to enrollment.
- A university-wide redirection of resources toward micro-credentialing, driven by a \$13 million grant, which diverted staff’s focus from traditional undergraduate enrollment efforts.
- Leadership turnover, which created instability in strategic planning and implementation.

The trajectory began to shift with the appointment of President Bret Danilowicz in 2022 and the establishment of a stable, forward-thinking leadership team. By Fall 2024, enrollment had grown significantly, with projections indicating continued stability and growth into 2025. This positive momentum stems from several key initiatives:

- Stable and cohesive leadership, allowing for consistent execution of strategic priorities.
- Reclaiming enrollment operations from third-party vendors and transitioning to an internal, data-informed, Radford-specific model.
- The launch of the Radford Tuition Promise, which guarantees full tuition coverage for Virginians with a household Adjusted Gross Income of \$100,000 or less—greatly enhancing affordability and access.
- Investments in staff development, leveraging digital tools, artificial intelligence, and data analytics to drive smarter, more responsive enrollment strategies.
- A focus on student success initiatives, led by a new cross-divisional Student Success Council (see section C2), and significant partnership and participation by faculty.
- Reviewing and updating the portfolio of academic programs that meet student demand and align with workforce needs.

These reforms are essential to sustaining a target enrollment of 7,800 students or more. It is important to contextualize prior enrollment figures from 2017–2020, which were temporarily inflated by thousands of micro-credential students taking fewer than six credit hours as part of the grant-funded initiative. These enrollments, while beneficial in the short term, masked the university’s downward enrollment trend and were never designed to be permanent and do not reflect the core, degree-seeking student population.

As of Fall 2024, Radford’s enrollment most accurately represents the university’s enrollment baselines. Looking ahead, although Radford is continuing to evolve its academic programs, none of these changes to the academic portfolio are expected to significantly affect



enrollment—with the notable exception of nursing, which continues to expand due to sustained demand and ongoing support from the Virginia General Assembly.

**B2. Please summarize your institution's enrollment management strategy to align with recent demographic and enrollment trends. Consider online education enrollment in your response. What is the level of confidence in your 2025 enrollment projections, considering potential risks and unknowns such as economic factors, shifting student preferences, and regional demographic changes? Please reference national and statewide enrollment trends/projections and cite any other data (e.g. regional trends, performance of prior enrollment strategies) that informed your projections.**

Radford University is uniquely positioned to serve the Southwest Virginia region and beyond. As Virginia continues to uphold its strong college-going culture, institutions like Radford are well-placed to meet the evolving needs of students and their families. Additionally, the fastest growing college populations are those from first generation college students and adult learners, populations that Radford University is positioned to serve well. Today's students prioritize accessibility, affordability, and career readiness - areas where Radford consistently delivers.

Radford offers one of the most accessible and transparent admissions processes in the state. First-year students with a high school GPA of 3.3 or higher and transfer students with a GPA of 2.5 or higher qualify for Direct Admission. There is no application fee, and admissions operate on a rolling basis year-round, reducing barriers for prospective students.

Radford's tuition remains among the lowest in the Commonwealth, with annual tuition and fee changes consistently below the state average. Thanks to support from the Virginia General Assembly, Radford University can heavily subsidize costs for in-state students from low-income families, making a four-year degree nearly as affordable as attending community college for commuting students.

Radford has recently experienced renewed interest in its immediate region. Through targeted recruitment efforts, school partnerships, and pipeline programs, the institution re-established trust with local high schools in what is called the **Tartan Target** — a 60-mile radius around the main campus. Enrollment from area schools like Radford High School, Pulaski County High School, and Christiansburg High School has more than doubled, with record-setting numbers in Fall 2024.

Radford is also a top choice for transfer students, especially from the Virginia Community College System (VCCS). Unlike many institutions, Radford evaluates transfer coursework during the admissions process before students even apply or submit a deposit. Dedicated transfer advising helps maximize credit acceptance and ensures a smooth transition. Radford University has enthusiastically participated in SCHEV's Transfer Virginia portal, with 75 transfer guides (2<sup>nd</sup> highest in the state) posted over the past two years.

This commitment is formalized through the **Tartan Transfer Agreement**, which partners Radford University with eight regional community colleges. As part of this initiative, full-time advisors are embedded within partner schools to guide students throughout their associate degree journey, supporting both academic planning and early engagement with campus life.

This proactive approach helped drive a 30% increase in new transfer enrollment from Fall 2023 to Fall 2024.

Radford University has clarified its vision for online education as the academic program portfolio has been re-evaluated. Currently, the institution offers several siloed online/hybrid undergraduate and graduate programs, each developed independently. The goal is to offer a strategically aligned portfolio of online and hybrid academic programs under a newly organized Radford Online site (administratively separate from the Radford and Roanoke sites). Soon, a new Assistant Vice President in Academic Affairs will be hired and charged with ensuring the delivery of high-quality, accessible, consistent, and innovative programs that support student success and the university's mission and strategic goals. Radford is not currently seeking to significantly expand this portfolio beyond the addition of a few dual enrollment preparation graduate certificates (see section C4 below). One area of enrollment growth is the Provisional-to-Professional (see section I1) coursework that is on-demand and online for K-12 teachers seeking licensure and who take a mixture of three credit graduate-level classes to satisfy state requirements (these students are not degree-seeking, although they can apply these courses to the Masters in Education if they choose to continue).

Radford is confident in meeting its SCHEV projections for new and continuing enrollments for all levels and campus locations. Improvements in yield and retention could further increase overall enrollment beyond these targets. Incremental enrollment growth will be realized through the formation of new certificate programs, growth in health-related degrees, and online offerings.

**B3. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).**

Radford University is now in its sixth year of implementing a financial aid optimization model that automatically awards merit scholarships alongside admission decisions. These awards are based on the GPA reported in the student's application. For example, a Virginia student with a GPA of 4.0 or higher receives a \$5,000 annual scholarship, totaling \$20,000 over four years. Transfer students and out-of-state students receive awards based on a different GPA-to-scholarship scale. This initiative is known as the Highlander Distinction Program, with an annual institutional investment ranging from \$8 million to \$12 million. The model remains in place for the incoming class of 2025.

#### **Introducing the Radford Tuition Promise**

What's new is the Radford Tuition Promise (RTP), a transformative affordability initiative made possible through additional state support. The RTP guarantees that any Virginia student with a family adjusted gross income of \$100,000 or less will have their remaining tuition costs fully covered using a combination of state and institutional funds. Radford University initially committed \$1.2 million to this program.

The launch of the RTP coincided with a record-breaking Fall 2024 enrollment class, where many new and continuing students already benefited from significant state and federal entitlements. As a result, Radford was able to invest much less than the original RTP

allocation to meet student need. The university's tuition discount rate decreased from 29% to 28%, reflecting the successful leveraging of external entitlements and the RTP's role as a last-dollar program. Because of the entitlements and merit aid awarded to all students, the RTP fund only utilized \$55,296 of the \$1.2 million set aside.

### **Strategic Marketing and Community Engagement**

The marketing strategy for the Radford Tuition Promise included:

- Six billboards across the region
- A digital advertising campaign
- Press releases and targeted outreach
- Bilingual websites and print materials

The total marketing investment for new enrollment averaged \$280,000. Radford produced recruitment materials in both English and Spanish to ensure counselors and recruiters could effectively share the Promise across all Virginia communities. President Danilowicz personally visited area schools to host parent information sessions and answer questions, while the Board of Visitors actively promoted the program through their networks. Alumni and university employees were also equipped with materials and key messaging to spread awareness within their communities.

### **Impact**

As a result of the Highlander Distinction Program, the Radford Tuition Promise, and a unified outreach effort, new undergraduate enrollment grew by 12%. Through stabilizing enrollment, tuition discount programs and expenditures will remain financially balanced into the foreseeable future.

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

### COMPLETION OUTCOMES

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

**C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when and how you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030). Also include information on recent changes in completion outcomes. When responding please reference the “Completion” section of your institution’s fact pack data ([linked here](#)).**

Please see the following outcome targets:

Population	Current outcome	Aspirational target	Expected target	Goal timeline
Overall FTIC Retention Rates (Data Fact Pack Chart D)	76% (Fall 2023 Entering Class)	80%	78%	2029-2030 (2028-2029 Entering Class)
Undergraduate population 6-year graduation rate (Data Fact Pack Chart A)	48.0% (Fall 2018 Entering Class)	60%	57%	2029-2030 (2023-2025 Entering Class)
Undergraduate Low Income 6-year graduation rate (Data Fact Pack Chart C)	38% (Fall 2018 Entering Class)	60%	45%	2029-2030 (2023-2024 Entering Class)
FTIC First-Generation Retention Rate (Institutional Data)	69% (Fall 2023 Entering Class)	80%	74%	2029-2030 (2023-2024 Entering Class)

#### FTIC Retention

Radford University’s first-year retention rates for full-time, first-time students have experienced meaningful variation over the past decade (Chart D), ranging from a low of 67% in 2020–2021 and a high of 76% in 2016–2017. The dip observed between 2019 and 2022 reflects a period of heightened disruption, marked by challenges to academic continuity, student engagement, and campus connection largely driven by the pandemic. Encouragingly, recent data signal a strong rebound, with retention improving from 67% in 2020–2022 to 76% in 2023–2024, a nine percentage-point increase that underscores the positive impact of Radford’s integrated and data-informed student success strategies.

Building on this momentum, the university has set 78% as a near-term target for continued improvement. Looking ahead, an aspirational goal of reaching 80% retention reflects

Radford's broader commitment to access, persistence, and timely completion. Achieving this will require sustained investment in proactive advising, academic support, coordinated care systems, and high-impact engagement practices that meet students where they are and support their long-term success. Investment in modern data and technology will help to understand the student population better and target interventions appropriately.

### **Longitudinal Graduation Trends**

As noted in Radford University's fact pack (Chart A), the retention and graduation outcomes for First-Time in College (FTIC) students have gradually declined over the past decade, particularly for cohorts whose academic journeys coincided with the COVID-19 pandemic. While institutional factors play a role, the data strongly suggest that the pandemic's disruptions to instruction, advising, campus life, and personal stability significantly impacted students' persistence and completion trajectories.

- First-year retention rates have declined at an average annual rate of -0.92% since the Fall 2008 cohort, with the Fall 2018 cohort—whose first year aligned with the early phases of the pandemic—marking a clear inflection point.
- Four-, five-, and six-year graduation rates show compound annual declines of -2.53%, -2.14%, and -2.05%, respectively. These declines most directly affect the graduating classes of 2020 (Fall 2014 cohort), 2022 (Fall 2016 cohort), and 2024 (Fall 2018 cohort)—students who navigated their degree programs during the height of the pandemic.
- Prior to these years, Radford maintained relatively stable graduation rates averaging 57%, indicating that recent downward shifts are likely tied to pandemic-era disruptions more than longstanding institutional underperformance.

Despite these challenges, early retention indicators for more recent cohorts show promising signs of recovery, suggesting that under the right socio-environmental conditions and through intentional institutional action, Radford is on track to reverse these trends by 2030.

Accordingly, the university has established a 57% graduation rate as its expected near-term target (by 2030), with an aspirational goal of reaching 60%, a level that reflects both historical performance and the renewed commitment to comprehensive student success strategies.

### **Transfer Student Trends and Observations**

In contrast to FTIC trends, transfer students have shown improved efficiency in time-to-degree:

- The median time to degree declined from 3.0 to 2.5 years, and the mean dropped from 3.1 to 2.6 years, representing annual reductions of -1.82% and -1.52%, respectively (Chart A).
- These positive outcomes may be attributed to explicit major transfer guides, expanded online offerings, greater schedule flexibility, and student-driven motivation to expedite graduation in response to economic uncertainty.

Overall, the data reflect a dual impact of the pandemic: FTIC students experienced disruptions that delayed progress and affected graduation rates, while transfer students—many already accustomed to navigating multiple institutions—benefited from increased flexibility and accelerated pathways. Radford's current retention-focused investments, improved advising systems, and policy refinements are designed to close these gaps and strengthen student outcomes across all cohorts.

### **Graduation Rates by Income**

Graduation rates at Radford University have declined across all income groups over the past decade, with the most pronounced and concerning declines observed among lower-income students. While national trends and institutional dynamics have contributed to these shifts, the impact of the COVID-19 pandemic appears to have disproportionately affected students from economically disadvantaged backgrounds, deepening existing gaps in college completion.

- Lower-income students experienced the steepest decline, with a -4.75% compound annual growth rate (CAGR) in graduation rates between 2008 and 2018. This group now represents nearly 30% of the undergraduate population, up from 21% in 2013, highlighting both the growing significance of this student population and the urgency of addressing systemic barriers to their success (Chart C).
- Middle-income students faced a more modest decline of -0.75% CAGR, while high-income students saw the smallest change at -0.38% CAGR, reinforcing persistent disparities across income levels (Chart C).

This widening gap in outcomes emphasizes the need for focused strategies to improve degree completion for lower-income students. Radford University has established a 45% graduation rate as a near-term target for this population, with an aspirational goal of 60% as institutional interventions mature. It is the university's aspiration to remove disparities in achievement between lower-income students and that of the overall student population, even as challenging as that may be. Central to this effort is the university's active participation in the Pell Initiative for Virginia (PIV, see C2), a holistic student support program that provides proactive, high-touch guidance tailored to the academic, financial, and personal needs of Pell-eligible students. Through PIV and aligned campus-wide efforts, Radford is working to close these gaps and ensure that all students, regardless of income, have a clear and supported path to graduation.

### **FTIC First-Generation Retention Rate**

Radford University's first-year retention rates for full-time, first-time students had declined over the past decade, averaging 72% before the pandemic, hitting a low of 58% for the Fall 2020 pandemic cohort, then rebounding to average 68% since and trending upwards. The recent rebound may reflect the early impact of Radford's integrated student success initiatives, including enhanced advising, targeted academic support, proactive outreach, and improved onboarding experiences.

Looking ahead, the university is focused on sustaining this momentum and continuing to close gaps that persist among specific student populations. With a strategic eye toward long-term improvement, Radford has established a 74% first-year retention rate for first-generation students as an expected target by 2030, grounded in recent trends and current interventions. In alignment with its student success mission, the university has also set a 80% aspirational goal, which would exceed its historical average of 73% for first-generation students, remove disparities between student groups, and represent a benchmark of institutional excellence.



**C2. Please describe efforts at your institution to ensure all students are graduating in a timely manner. Reference data from the “Program Alignment and Performance” section of your fact pack ([linked here](#)).**

Radford University is deeply committed to supporting all students in completing their degrees in a timely manner. The university’s approach is grounded in a coordinated, data-informed strategy that addresses every stage of the student lifecycle, from onboarding to post-graduation. Guided by program-level data from the “Program Alignment and Performance” section of the fact pack, as well as additional institutional data such as retention trends, credit accumulation ratios, and advising engagement metrics, the university is aligning resources, policies, and practices to improve student outcomes.

**Orientation/Onboarding**

Radford University has taken a strategic and student-centered approach to enhancing its onboarding and orientation experience, with a focus on early engagement, clarity of purpose, and long-term success. Key improvements include:

- **Enhanced Quest (New Student) Orientation:** Redesigned to promote early and meaningful engagement with academic colleges. Students now interact directly with faculty, advisors, and peers in their chosen areas of study, allowing for clearer academic expectations and stronger early connections.
- **Improved Family Programming during Quest:** New sessions equip families with essential information on academic planning, financial literacy, and available campus resources. This empowers parents and supporters to play an informed, supportive role in their student’s journey.
- **Early Engagement with Career and Talent Development:** Career planning is now embedded into the orientation experience to help students connect academic decisions to future career pathways. In alignment with a recent Virginia Talent + Opportunity Partnership (VTOP) Grant, students are introduced early to internships, career readiness tools, programs and services, and employer engagement opportunities - including campus employment, reinforcing the value of career exploration from the start.

These enhancements aim to create a more connected, confident, and career-minded student body, laying the groundwork for a greater sense of belonging for students and families, persistence, purposeful progression, and timely graduation.

**Enhanced Academic Advising to Promote Progression and Completion**

Radford University is advancing a multi-faceted academic advising enhancement project to ensure students receive consistent, proactive, and student-centered guidance throughout their academic journey. The initiative is designed to improve advising effectiveness and ensure that all students, regardless of major or class standing, are supported in making timely, informed decisions that promote degree progression and completion. The core components of this initiative include:

- Streamlining advising processes and policies to remove barriers to progression, clarify advisor responsibilities, and promote equitable, student-centered practices across all colleges and units.
- Enhancing support for upperclassmen, particularly students in their third and fourth years, by increasing intentional outreach, improving transition planning from professional to faculty advising, and ensuring continuity of support through degree completion.



- Expanding professional development opportunities for both professional and faculty advisors, including training in inclusive advising practices, student mental health awareness, and purpose-driven advising frameworks.
- Improving the use of academic advising technology and systems, such as degree audit tools and early alert platforms, to drive proactive outreach, improve consistency, and better monitor student progression.

As part of this broader advising transformation, professional Academic Advisors in the Highlander Success Center receive career coach training through the Virginia Talent + Opportunity Partnership (VTOP) Grant. This training equips advisors to help students make stronger connections between their academic pathways and long-term career goals, further advancing Radford's shift toward holistic, integrated advising.

Together, these efforts represent a strategic redesign of the university's advising ecosystem, centered on data-informed practices, cross-functional coordination, and a commitment to supporting every student's timely and successful completion.

### **Student-Centered Policy Review, Enhancement, and Creation**

Radford University is actively engaged in a student-centered review and enhancement of academic policies to ensure they reflect both high standards and a deep understanding of the student experience. As part of this ongoing work, the university has prioritized aligning policies with its commitment to persistence and timely degree completion. A prime example of this effort is the revision of the academic standing policy. Under the previous policy, students could face academic suspension after just one semester, creating a high-stakes environment that did not account for the realities of student transition, adjustment, and individual challenges. The revised policy provides a more developmental structure, allowing students time to adapt while receiving targeted support, as well as continuing progress beyond setbacks if they are demonstrating satisfactory academic progress.

In parallel with this policy shift, the university is redesigning strategies for supporting students facing academic difficulties. The approach places satisfactory academic progress at the center, while also addressing the broader context of student success. Through enhanced programming, resources and interventions related to financial literacy, mental health and well-being, accessibility, and personal development are now incorporated. These efforts reflect a holistic philosophy that recognizes students as whole individuals navigating complex experiences. Rather than relying solely on punitive measures, systems are being built that intervene earlier, respond more empathetically, and provide clear, structured pathways for students to recover and thrive. This work is central to the broader goal of creating a responsive, inclusive academic environment where every student has the opportunity to succeed.

### **Cross-Divisional Student Success Council**

In 2025, Radford University established a cross-divisional Student Success Council to lead institutional efforts to improve student retention, persistence, and timely degree completion. Chaired by the Assistant Provost for Student Success and reporting through the Provost to the President's Cabinet, the Council serves as a central hub for analyzing data, identifying barriers, and coordinating strategic initiatives across academic and student support units. Its creation underscores Radford's commitment to a unified, student-centered approach to success that spans the entire university.

In its first year alone, the Council successfully advanced several high-impact initiatives. These included recommendations for revisions to key academic policies, such as the academic standing policy (see above). The Council also played a central role in evaluating and recommending the adoption of a new student success management platform, positioning the institution to strengthen its use of predictive analytics, streamline advising processes, and improve coordination of student support services.

Membership on the Council includes leaders from Institutional Research, Academic Advising, Student Affairs, Financial Aid, Career and Talent Development, Counseling Services, Housing and Residence Life, Diversity and Inclusion, and faculty and student representatives — ensuring a broad, collaborative perspective. Together, these voices evaluate institutional practices and student outcomes, identify areas for intervention, and recommend strategic investments and process improvements. By aligning leading and lagging indicators with long-range goals, the Student Success Council is shaping a more cohesive and student-responsive experience at Radford University.

### **Supporting Financially Under-Resourced Students**

Radford University is committed to advancing persistence and timely degree completion for students from limited-income backgrounds by intentionally addressing the financial, academic, and personal challenges that can impact their success. Two cornerstone initiatives supporting this work are the Pell Initiative for Virginia (PIV) and the Radford Tuition Promise (see section B2 and below), each designed to provide meaningful support that empowers students to stay enrolled, engaged, and on track to graduate.

Launched in Fall 2024 and funded by the State Council of Higher Education for Virginia (SCHEV), the PIV program is a comprehensive student success initiative that centers on a team of Student Success Advocates (SSAs). These professionals provide high-touch, holistic support to more than 2,400 Pell-eligible undergraduate students across diverse backgrounds. Through structured case management and a proactive outreach model, SSAs help students navigate academic, financial, and personal barriers. The initiative employs a risk-tier system to identify high-need students, allowing SSAs to deliver tailored interventions and individualized support aligned with high-impact practices such as academic coaching, financial aid literacy, mental health resources, and career readiness programming.

Key components of the PIV initiative include:

- Deployment of Student Success Advocates (SSAs) with caseloads of ~600 students each.
- Case management model to identify and prioritize outreach for high-need students.
- Frequent outreach via call campaigns, one-on-one meetings, and targeted programming.
- Collaboration with offices such as Financial Aid, Connected Communities, Career and Talent Development, Academic Advising, Harvey Center for Learning and Writing, Student Success and Retention, Dean of Students Office, and the Center for Accessibility Services.
- Programming focused on academic performance, financial wellness, belonging, and holistic student development.
- Dedicated support for historically underserved groups, including first-generation, transfer, adult, and non-traditional students.

As the program continues to scale through 2025–2026, it will transition into a branded model called Compass, which will include more specialized programming, expanded staffing, and a clearer identity, further strengthening the university’s institutional safety net for Pell-eligible students. Additionally, Radford University received an additional PIV grant to further expand and support this population. The new grant will begin in Fall 2025.

Complementing these efforts, the Radford Tuition Promise, also launched in 2024, is a transformative financial aid initiative that covers full tuition and mandatory fees for qualifying Virginia students with demonstrated financial need. This program significantly reduces financial barriers to higher education and affirms Radford’s commitment to affordability and access. By alleviating the financial burden of tuition, the RTP allows students to focus more fully on their academic journey and actively engage in student success initiatives like PIV, academic advising, and career development. Together, these programs reinforce a comprehensive approach to retention and timely completion for Radford University’s financially under-resourced students.

### **Upcoming New/Continuing Opportunities**

#### **EAB Navigate Implementation**

Radford University is launching the implementation of EAB Navigate, a student success management platform that will transform how the institution supports student progression and timely completion. This platform will enable predictive analytics to proactively identify students who may be at risk, allowing faculty, advisors, and student support professionals to intervene earlier and more effectively. Navigate will also improve coordinated care, ensuring seamless communication and collaboration across departments, and will include a refined referral system that connects students to the right resources at the right time. This implementation marks a major step in creating a more integrated, responsive ecosystem of student support.

#### **Student Lifecycle Development Mapping**

To complement the Navigate rollout, Radford is developing a comprehensive student lifecycle development map that identifies key academic and personal transition points from enrollment through graduation. This model will align strategies, actions, and interventions with the developmental needs of students at each stage—helping to ensure that support services, advising, engagement opportunities, and academic milestones are strategically deployed and coordinated across the institution. This approach enhances institutional responsiveness and ensures no stage of the student journey is overlooked.

#### **Maturing Student-Facing Degree Audit System**

Radford is also investing in the ongoing improvement of student-facing technologies that directly impact progression and degree completion. These efforts include upgrades and increased functionality to the degree audit system, helping students and advisors track academic progress more accurately and efficiently, and the optimization of course sequencing, which will reduce scheduling conflicts and support more structured degree pathways. These system enhancements are critical for eliminating registration barriers, minimizing excess credit accumulation, and promoting timely graduation.

#### **New General Education Program**

As a part of its broader academic transformation, Radford University is implementing a new General Education Program in Fall 2027 that emphasizes relevance, flexibility, and connection to student success outcomes. A cornerstone of this redesign is the required first-year seminar, *Radford 101: Find Your Place*, which introduces students to university resources, builds academic confidence, and promotes a strong sense of belonging. By

embedding this course into the first-semester experience, the university is strengthening the foundation for persistence, engagement, and long-term academic achievement.

While preparing for this transition, Radford has also made targeted adjustments to the current general education curriculum for students enrolling in academic years 2025–2026 and 2026–2027. These interim revisions aim to simplify academic pathways, reduce curricular complexity, and support a more seamless transfer experience for incoming students. These short-term enhancements reflect an ongoing commitment to creating a clear, efficient, and student-friendly academic structure that promotes timely degree completion for all students.

### **Enhancing Retention and Career Readiness Through On-Campus Jobs and Experiential Learning**

On-campus employment and experiential learning opportunities play a vital role in promoting student retention, persistence, and completion, while simultaneously building the skills and competencies essential for post-graduate career success. These experiences foster deeper campus engagement and a clearer sense of purpose, both of which are critical to student success.

Radford University continues to expand student employment opportunities as both a retention strategy and a high-impact learning experience (see section C4). On-campus jobs provide students with flexible, supportive environments that foster professional skill development while strengthening their connection to the university community. In 2024, Radford demonstrated its commitment to enhancing the value of student employment by increasing the minimum wage for on-campus student workers to \$15 per hour, helping reduce the financial pressure that often drives students to seek off-campus employment. Beyond campus jobs, the university is actively pursuing additional funding and partnerships to increase access to work-based learning opportunities, including internships, co-ops, and apprenticeships. During the academic years 2023-2024 and 2024-2025, Radford University received three VTOP grants to support these initiatives. These experiences not only prepare students for career success but also reinforce academic engagement, sense of purpose, and persistence through graduation.

## POST-COMPLETION OUTCOMES

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

**C3.**

**Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What does the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program. When responding please reference the "Post Completion" section of your institution's fact pack data ([linked here](#)).**

Radford University monitors post-completion outcomes by collecting data on Career Outcome rates, Knowledge rates, and Wage attainment. This data is collected via the First Destination Survey, alumni data-scraping tools, in-house exit surveys, National Student Clearinghouse data, and manual capture.

Wage attainment and Career Outcome rates are two strengths. Radford's fact pack data shares a 4.6% higher wage attainment with a Radford University bachelor's degree versus a high school degree. The 2024 undergraduate graduating class reported an average salary of \$57,700. The Career Outcome rates are a point of pride for the university. The most recent rate of 94% is a data point that reflects the institution's commitment to offering students a return on their investment in higher education.

Connecting the Career Outcome rate with the student population, Radford University has been named an *Opportunity College and University – Higher Access, Higher Earnings* by the Carnegie Classification of Institutions of Higher Education. This designation places the university among a distinguished group of institutions nationwide that are recognized for providing exceptional value to students through both access to higher education and strong post-graduate outcomes. This classification focuses on institutions that enroll large numbers of students from lower-income backgrounds and equip them with the education and tools needed to succeed economically after graduation. The recognition is based on national data examining student demographics and earnings after college. The classification, developed by the American Council on Education (ACE) and the Carnegie Foundation for the Advancement of Teaching, recognizes institutions that play a critical role in social and economic mobility.

Institutions were selected based on two key factors:

- Higher Access – enrolling a significant number of students from lower-income families, first-generation college students and historically underserved populations.
- Higher Earnings – producing graduates who, on average, earn more than their peers from similar backgrounds who did not attend college (as reflected in the fact pack).

Radford's emphasis on career preparation and student success supports this mission.

The university is capitalizing on opportunities for improvement with respect to post-completion outcomes with the assistance of a *VTOP Capacity-Building Impact Grant* focusing on the following areas: (1) systematic and coordinated earlier career engagement with all new students, (2) increased attention directed toward economic mobility for all students, especially for lower income graduates (to further improve post-completion fact pack data), (3) more

deeply infusing career readiness in curricular and co-curricular opportunities, (4) generating new internship opportunities in the Commonwealth and deepened engagement with regional partners, and (5) continuing to build and implement a comprehensive experiential learning data plan.

**C4. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships, work-based learning) during their time at your institution? How will you draw on successes/challenges from prior initiatives? Please describe how you intend to use existing/provided resources to execute the strategies.**

Radford University will advance three strategies to more deeply align, amplify and strengthen a structured experiential learning pathway to maximize career readiness and job attainment.

#### **Curricular Updates**

Radford University is using a Curriculum Lifecycle Program to review all academic programs. In the Curriculum Lifecycle, programs analyze the relevance and complexity of each degree program, then initiate revisions as appropriate. The goals are that all programs are academically coherent with clear learning outcomes, that they include applied experiences that prepare students for career and life success, and that they are clearly and logically designed to support student progress and graduation (including transfer pathways for undergraduate programs).

Over the next six years, there will be a decrease in the total number of concentrations in programs, and resources will shift towards new interdisciplinary or focused degree programs that align with student interest and workforce projections. The focus is on establishing a productive career trajectory for graduates and increasing the well-being of the communities to which they contribute.

As can be seen on Tab 8 of the associated file, work will continue to actively align the portfolio of academic programs with student interest and workforce needs:

- With the creation of the first College of Nursing in a Virginia public university, Radford is committed to preparing excellent nurses to meet the needs of the Commonwealth. The university plans to expand nursing cohorts in both Roanoke and Radford so that up to 320 undergraduate students can enter the upper division program in the fall and spring semesters. With state-of-the-art simulation centers in both locations and strong partnerships with health care systems across the region, Radford students are getting the practical experience they need to thrive as nurses (as seen by 93%+ NCLEC pass rates).
- To meet the needs of career changers interested in entering nursing, Radford University is developing an MSN in Clinical Nurse Leadership. CNLs oversee care coordination, provide direct patient care in complex situations, put evidence-based practice into action, ensure patients benefit from the latest innovations in care delivery, evaluate patient outcomes and assess cohort risks and have the decision-making authority to change care plans when necessary.



- One limitation to increasing the health workforce is the number of experienced professionals who are prepared to teach. There are two initiatives aimed at training health care professionals to become successful teachers and professors.
  - Radford has submitted a new Nursing Education Post Professional Certificate and will be submitting an MSN in Nursing Education. Both programs will prepare licensed nurses to become Nurse Educators and provide the ability to prepare future nurses, especially in clinical settings.
  - Radford has submitted a new Health Professions Education Graduate Certificate to prepare individuals with experience in health science disciplines for faculty roles, helping to meet the state needs in preparing the health workforce. This is vital to help experienced professionals successfully make the transition to higher education and share their applied experience with students.
- To meet the mental/behavioral health needs of the state, Radford is the first Virginia university to submit a proposal to open an M.S. in Clinical Psychology degree program, alongside other programs that produce behavioral health professionals (Counseling and Human Development, Social Work, the Psychiatric Mental Health Nurse Practitioner certificate and DNP concentration). This program replaces the less productive Psy.D. Program in Counseling Psychology, which was discontinued in 2024.
- The Biology Department has designed an exciting new B.S. in Applied Biotechnology. The proposed Applied Biotechnology degree will be offered as a two-year junior and senior program exclusively in Roanoke. It is designed for transfer students from a community college, particularly Virginia Western, or for students who begin at the main campus. The curriculum includes advanced biotechnology instrumentation and techniques with a strong focus on industry and government regulations, best practices, and intellectual property. A key component is the required internship, which can take advantage of the growing presence of biotechnology companies in the Roanoke and New River Valleys and research partnerships at Virginia Tech. This curriculum complements the programs at main campus, offering an alternative, more professional-oriented degree, that may prove enticing for health sciences students who find the more research-oriented degree programs to be less of interest.
- The Biology Department will be closing the B.S. in Biomedical Sciences, which was originally a Jefferson College degree and overlaps considerably with the B.S. in Biology.
- Radford University is leading statewide efforts to expand access to high-quality Dual Enrollment (DE) instruction by developing graduate certificate programs that credential high school teachers to meet accrediting body standards. As DE participation grows, many Virginia school divisions, particularly in rural and underserved areas, struggle to offer DE courses due to a shortage of qualified instructors. Radford is addressing this need through a strong, coordinated partnership with K–12 school divisions, the Virginia Community College System (VCCS), and SCHEV, who have identified gaps to address. By modifying existing Graduate Certificates in Mathematics and Biology, and creating new certificates in History, and Political Science and Humanities, access will be expanded to affordable credentialing pathways for high school teachers to ensure that all students, regardless of geography, have access to rigorous college-level instruction at the high school level.
- With faculty expertise in environmental science, strong enrollment in several environment-related major concentrations, and a university identity that highlights adventure and service in the region, a proposal for a new B.S. in Environmental



Science is being developed to begin enrolling students in Fall 2027. Applying global knowledge and regional focus, students and faculty will be using the unique Appalachian setting as an extension of the classroom for teaching, research, and application. With strong student interest, this well-designed program will attract additional science-oriented students to the university.

Additionally, the curriculum is being aligned to better prepare students for work and life success.

- Support faculty training and implementation of career readiness across the curriculum.
- Implementation of a requirement that all students engage in at least one experience that gives career-ready skills before they graduate, in a format (internship, undergraduate research, clinical placements, student teachers, etc.) appropriate to their career goals.
- Implementation of new General Education Curriculum, starting with the Fall 2027 entering class, builds in the skills and knowledge most requested by future employers and prepares students for experiential education that builds work-ready skills, including undergraduate research, internships, student teaching, clinical placements, and other career-building experiences.

#### **Advancing Institutional Infrastructure**

- Developed and is implementing an Experiential Learning Pathway, which builds systematic early exposure to, engagement with, and earlier participation in experiential and work-based learning opportunities.
- Increased attention to removing barriers to experiential and work-based learning opportunities, including free access to career attire (the Career Closet) as well as unpaid, underpaid and internship-specific supplies.
- Helping students identify and articulate the work-based skills they have gained to better communicate competencies and knowledge in their resumes, interviews, and networking opportunities through advising, career coaches, and faculty.
- Creating a comprehensive experiential learning data dashboard to efficiently capture, manage, conduct analyses and report on experiential and work-based learning activities.

#### **Expanding Student Opportunities**

- Transform and expand on-campus student employment (including federal work study) into meaningful work-based learning experiences aligned, and assessed for, NACE skills.
- Leverage existing institutional initiatives to create new WBL opportunities for students including The Hub, the Venture Lab, alumni engagement, GO Virginia, Blue Ridge Partnership, and the Virginia Talent Connection.
- Generate new WBL opportunities with a focus on high-need areas and high-growth industries.

These three areas are based on lessons learned from Radford's earlier initiatives to increase student engagement in work-based learning. As an institution that was founded as a teacher's college, work-based experiential learning (in the form of school-based student teaching) has been integral to its educational approach from the beginning. Students come to Radford for close relationships with faculty, so giving professors the skills to help integrate career-readiness in the curriculum amplifies the value. Radford's experience also shows that assessment of experiential education has been challenging, so providing high-quality data

and creating dashboards is vital to understanding and adapting the success of the investments.

## WORKFORCE ALIGNMENT

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

**C5. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment? When responding please reference the "Workforce Alignment" section of your institution's fact pack data ([linked here](#)).**

Radford University stands uniquely positioned to address Virginia's critical workforce needs in health sciences, education, business, the arts, and social work over the next six years through its comprehensive academic infrastructure and commitment to experiential learning.

With Radford University being founded as a Normal School for teachers in 1910 and remaining a leader in teacher education since its inception, the institution brings over 115 years of deep expertise in educator preparation to address Virginia's ongoing teacher shortage. The State Normal and Industrial School for Women at Radford grew out of a late nineteenth-century effort to expand Virginia's public school system and prepare a sufficient number of qualified educators, establishing a foundational mission that continues today through the School of Teacher Education and Leadership, which prepares highly competent, reflective, and inclusive educators who are inspired to improve schools and communities.

The university's recent elevation of its School of Nursing to the College of Nursing in January 2024 represents a pivotal advancement in addressing Virginia's acute nursing shortage. This strategic enhancement comes at a critical time when Virginia alone will need 4,190 additional nurses each year for the next five years and 87,130 registered nurses by 2030 to adequately handle the state's population. Along with the university's established Waldron College of Health and Human Services programs in Communication Sciences and Disorders, Physical Therapy, Occupational Therapy, and Respiratory Therapy, Radford is making significant contributions to educating the healthcare workforce.

Radford University places value on educating students to support regional communities through social, behavioral, and mental health programs. Although these programs have been offered for many years, Radford has recently formed a Behavioral Health Council to strategically align its programs and provide clear pathways for students interested in the programs in Social Work, counseling, mental health, and therapy programs (including music and outdoor) across five colleges. Radford's emphasis on hands-on clinical experiences and field placements prepares students at undergraduate and graduate levels to meet the behavioral and mental health needs of the Commonwealth.

The Davis College of Business and Economics produces graduates who are challenged to think analytically, innovate boldly, and embrace ethical leadership in every endeavor. Students in these programs (undergraduate and graduate) are engaged with local and

national businesses, and are addressing the needs, especially in our region, for business operations and financial specialists.

Although not listed as “high growth areas,” the arts and humanities programs are vital to creating thriving communities in the southwest region. Radford’s dance, music, theater, and visual arts programs offer performances, showcases, and gallery openings to the public, giving students professional-level experiences. Students in the programs serve as teachers and mentors to K-12 students in arts programs across the region. Communication students get on-air experience running the WVRU local public radio station and producing podcasts and video in on-campus studios. The Center for Archives and Digital History invites community members to share materials and place them in the larger context of regional and national history, while providing students with the opportunity to work directly with original archival material and to negotiate new digital spaces of creativity and research. This work prepares students for a growing number of careers in industry, nonprofit, and educational sectors that welcome digital skills alongside the communication and critical thinking abilities that have long been valued in the humanities. Hands-on, community-integrated experiences epitomize Radford’s academic programs and showcase the value of public universities in the region while providing students with career skills. Through strategic partnerships, clinical affiliations, and community-based learning opportunities rooted in a rich educational heritage, Radford University serves as a vital pipeline for developing the skilled professionals Virginia requires to address demographic shifts, healthcare demands, and educational and social challenges in the coming years.

*Note* that examining the High-Growth Occupation-Degree Program Mapping pages in Radford’s fact pack has shown that there are programs addressing these needs that are not being included and attributed. For instance, the Medical Laboratory Science B.S. does not have the CIP code listed (which is for lower-level programs). Other examples include the Health Sciences program, and area concentrations in secondary education that are not captured. The university will pay attention to aligning the degree program CIP codes with these identified as high-growth fields to better capture how well students are prepared for Virginia’s workforce.

**C6. Explain any additional initiatives or partnerships the institution is currently involved in to improve workforce alignment of academic programs.**

In addition to the programs listed above, through the VTOP/Go Virginia grants (mentioned above) Radford is leveraging Employer Advisory boards to support talent pipelines. Each college has or is developing a college specific advisory board to better inform curriculum on specific areas of interest (e.g. AI, biotechnology, technology and healthcare). These advisory boards support the university’s mission both to prepare students for careers, and to improve the well-being of the surrounding communities.

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

### AFFORDABILITY FOR STUDENTS & FAMILIES

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

**D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc. When responding please reference the “Financial Effectiveness & Sustainability: Affordability” and “Financial Health” section of your institution’s fact pack data [\(linked here\)](#).**

Radford University remains deeply committed to affordability, ranking as the fourth lowest in tuition and fees among Virginia’s public institutions. As a university that primarily serves Virginia residents, focus will remain on providing substantial need-based financial aid to in-state students.

#### **How has the total cost of attendance been changing?**

The cost of attendance remains stable from year to year, with only modest, board-approved increases to account for cost-of-living adjustments. Radford University also utilizes the national Net Price Calculator provided by the U.S. Department of Education to help families accurately estimate their educational expenses.

Thanks to increased Program 108 allocations, Radford has steadily expanded individual student awards each year. Currently, through the Radford Tuition Promise, all tuition costs are fully covered for Virginia families with an Adjusted Gross Income (AGI) of \$100,000 or less, benefiting 1,820 students in 2024-2025.

Private, donor-funded scholarships play a vital role in enhancing affordability by reducing students' reliance on loans and expanding access to higher education. In the 2022–2023 academic year, Radford awarded \$2.4 million in private scholarships to more than 840 students. In 2023–2024, this support grew to nearly \$3 million awarded to over 1,000 students, a 25% increase in impact within a single year.

#### **How much debt do students need to take on?**

As a result of these sustained efforts, the percentage of students borrowing to cover their net price has steadily declined. In 2019, 67% of students borrowed money to finance their education. This year, that figure dropped to 52%, the lowest borrowing rate in recent history. This positive trend reflects both changing family borrowing preferences and Radford University’s intentional strategies to make higher education more affordable. In 2023-2024, the average amount borrowed per FTE was \$7,300, the lowest amount in 20 years.

In summary, Radford University remains firmly committed to serving Virginia residents as a premier four-year institution that actively works to minimize out-of-pocket costs and student loan debt.

## REVENUE

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

**D2. Please explain the rationale behind your full pricing (i.e. published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e. net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation? Further describe your institution's discounting by type and if this is sustainable in future years. Please reference the "Revenue" and "Financial Health" slides of your institution's fact pack ([linked here](#)).**

### **Rationale Behind Full Pricing**

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

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

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

### **Financial Aid Award Strategy**

The financial aid award strategy is the following:

1. Determine aid status and need index – undergraduate students are eligible for consideration of need-based aid if they have filed a FAFSA and demonstrate need. A student's need is calculated by subtracting their Student Aid Index (SAI), as defined by the federal methodology, from the total cost of attendance.
2. Merit Aid is offered to in-state and out-of-state undergraduate students based on GPA ranges. For example, 4.0 GPA for Virginia residents receive \$5,000. This is offered and guaranteed in their admissions letter to be renewable if the student remains in good academic standing.
3. Students are considered for donor-sponsored scholarships after merit and need-based aid is applied.
4. If a student qualifies for the Radford Tuition Promise and their tuition expenses are not already covered by the above-mentioned sources, then Radford will cover the gap as a last dollar award.

The strategy meets the needs of the university to maintain enrollment and fiscal health. Net tuition revenue from new freshmen and transfer students increased from approximately \$13 million in 2023 to \$16 million in 2024. The institutional aid cost for the new incoming students also grew from \$4.9 million to \$5.6 million. The revenue generation growth outweighed the

institutional costs for the 2024 incoming class lowering the discount rate from 28% in 2023 to 26.3%.

**D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why? Please reference the “Financial Health” slides of your institution’s fact pack [\(linked here\)](#).**

Radford University, with the support of the Board of Visitors, does not increase tuition or fees unless necessary for operational or cost of living increases. In March 2025, the Radford University Board of Visitors approved a 1.99% tuition increase for in-state undergraduates, with the primary goal being to minimize costs for students and maintain enrollment. As indicated in the fact pack, discount rates decreased in the most recent year and are projected to decrease further in FY 2026, appropriately balancing the fiscal health of Radford University and supporting the priority to remain an accessible institution. By maintaining an affordable position relative to the market and an aid strategy that supports the highest need students, the institution expects to see enrollment stabilize and have a positive impact in future years.

## **COST EFFECTIVENESS**

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

**D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data using the “Expenditures by Category” and “Financial Health” slides from your institution’s fact pack data [\(linked here\)](#).**

Radford University has been impacted by many cost increases, most of which have been mandated or unavoidable. The university has experienced salary and fringe benefit increases due to state mandated salary adjustments in two consecutive years as well as increases in the state minimum wage. The university also saw mandatory cost escalations in contractual services and inflationary increases affecting materials and supplies. Between FY 2024 and FY 2025, the university experienced an increase in these two areas totaling almost \$2 million, with contractual/continuous charges increasing \$1,382,232 and the cost of supplies and materials increasing \$617,733.



**D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies. Include the costs with a general fund request in the Excel file in the “GF Request” tab. Please reference the “Fastest Growing Expenditures” and “Financial Health” tables in your institution’s fact pack data ([linked here](#)).**

Radford University has implemented significant savings strategies beginning in FY 2020 and continuing through FY 2025. These cost reductions have resulted in approximately \$34.7 million in budget savings during this six-year period, including \$9.2 million in savings for FY 2024 and \$2.6 million in savings during FY 2025.

The savings strategies implemented by the university have been focused on eliminating programs that are not aligned with institutional goals and objectives and reducing non-essential spending, while avoiding any negative impact to the academic success of students.

Some specific examples of savings strategies implemented in FY 2025 include the following:

- Reduction in personnel costs totaling \$1.75 million by the elimination of 15 full-time positions, reallocation of job functions to optimize efficiencies, and reduction of part-time labor.
- Reduction in operating costs totaling approximately \$900,000 by reducing expenses in subscriptions, travel, and faculty development.

**D6. Please describe the data in your fact pack ([linked here](#)) under “Expenditures by Category” and “Personnel”. Provide an overview of any challenges present and what your institution is doing to get ahead of any anticipated challenges.**

Radford University experienced a decrease in overall expenditures in the six-year period from 2019 to 2024, going from \$194 million in 2019 to \$192 million in 2024. The enrollment decline occurring during this period (8,746 FTE in 2019 to 6,804 FTE in 2024) necessitated a strategic effort by university leadership to identify and implement budget savings strategies to curtail non-essential costs. The expenditure per student FTE increased during this same period, going from \$22,100 in 2019 to \$28,200 in 2024. However, since the overall expenditures were relatively stable during this period, the expenditure per student FTE increase was exclusively caused by the student enrollment decrease. Since enrollment has increased in 2024-2025 and modest growth is projected, it is likely that the expenditure per student FTE will stabilize or decline in future years. Currently, the primary cost drivers for operational expenditures are inflationary-related increases in specific areas such as contractual services, materials and supplies, and construction costs.

In the area of personnel, Radford University’s number of employees per student FTE increased slightly, from 0.15 in 2019-2020 to 0.18 in 2023-2024, or 4.1%. The salary outlay per student FTE increased more rapidly during the same period, going from \$9,300 in 2019-2020 to \$13,100 in 2023-2024, or 8.2%. However, this higher percentage increase was greatly impacted by state mandated salary increases for faculty/staff as well as the phased Virginia minimum wage increases during this timeframe. Radford continues to be challenged in keeping up with the marketplace in offering competitive salaries, although a recent



university-wide compensation study and subsequent salary adjustment for specific positions should improve recruitment and retention in future years.

**D7. Please discuss how statewide salary and health insurance premium increases impact your institution (please reference your institution's estimated cost impact from the salary and health insurance calculator file). Further describe any challenges or the ability to support the NGF portion of the statewide increases. If statewide salary and health insurance premium increases occur and you do not receive additional state support above the general fund share, please describe how you will manage the NGF portion of these increases.**

Radford University is greatly impacted by the NGF portion of statewide salary and health insurance premium increases. Assuming a modest 2% growth in salaries and a 1% growth in health insurance costs, the NGF portion in the out years beyond FY 2026 would increase by \$6,687,865, which represents 7.6 percent of the total FY 2026 NGF appropriation for E&G programs. Without additional state support above the current general fund share, the university would likely be required to increase student tuition and fees to meet these recurring costs.

Furthermore, statewide salary and health insurance premium increases have an even greater financial impact on Radford University's Auxiliary Enterprises, which are self-supporting. Without any new self-generated revenue sources, the university would likely need to make increases to room and board rates, as well as the comprehensive fee to account for these additional costs. These increases, together with potential tuition and fee increases, would negatively impact the overall affordability of the institution.

**D8. Using the information from the ProForma tab of the Excel file please describe any present funding concerns (if relevant) and how your institution plans to address any potential concerns.**

The most immediate concern is maintaining the two primary sources of revenue, student tuition and general fund support. With enrollment stabilizing, tuition revenue should remain consistent over the next several years and with continued state support, affordable access funding and student financial assistance should remain stable as well. However, if either of those changes, then the focused trajectory of the institution would have to shift as well. While the university is prudently prepared with some reserves, the long-term impact of cuts would result in downsizing the scope of the strategic mission, reducing services or programs to students and perhaps implementing savings strategies that could reduce quality and accessibility.

## SECTION E: ECONOMIC DEVELOPMENT ANNUAL REPORT

**E1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment**

As a comprehensive institution of higher education within the Commonwealth of Virginia, Radford University is focused on fulfilling its primary mission of teaching, research and service. In servicing this mission, the university has had a profound impact on its surrounding communities as well as across Virginia. The 2022 Economic Impact Study details the valuable contributions the university makes to regional and statewide economies.

The total economic impact of Radford University on the Commonwealth of Virginia was \$421.7 million in FY 2022, \$390 million within the region. For every \$1 the Commonwealth of Virginia allocated to Radford University in FY 2022, the university returned \$6.35 in economic impact to the statewide economy. When the human capital improvements to FY 2022 graduates were included, that benefit increased almost four times to \$23.80.

<https://www.radford.edu/economic-development-corporate-education/economic-impact-study.html>

[https://issuu.com/radforduniversity/docs/pres\\_economic\\_impact\\_study\\_2022\\_nov\\_2023\\_digital?ff&experiment=previewReaderTestMode,new-bff-links-purchased,new-bff-overlay](https://issuu.com/radforduniversity/docs/pres_economic_impact_study_2022_nov_2023_digital?ff&experiment=previewReaderTestMode,new-bff-links-purchased,new-bff-overlay)

## SECTION F: FREEDOM OF EXPRESSION AND INQUIRY, FREE SPEECH, ACADEMIC FREEDOM AND DIVERSITY OF THOUGHT

**F1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.**

Academic year 2024-2025 was the second year of the Civil Discourse and Freedom of Expression action plan. The program is supported directly by the President's and Provost's Offices. This year's activities included:

- Creating [Guidance for Engaging and Managing Campus Activism and Freedom of Expression Events](#) (attached), which promotes both freedom of expression and safety; and updating policies:
  - Guidance for Engaging and Maintaining Campus Activism and Freedom of Expression Events (Radford Freedom of Expression Guidance).
  - Updated Communicating with Government Officials Policy (GEN-PO-1001) [https://www.radford.edu/policies/\\_documents/communicating-with-gov-officials.pdf](https://www.radford.edu/policies/_documents/communicating-with-gov-officials.pdf)
  - Updated Free Expression Policy (GEN-PO-1007) [https://www.radford.edu/policies/\\_documents/free-expression.pdf](https://www.radford.edu/policies/_documents/free-expression.pdf)
  - Created Face Concealment Policy (GEN-PO-1008) [https://www.radford.edu/policies/\\_documents/face-concealment-policy.pdf](https://www.radford.edu/policies/_documents/face-concealment-policy.pdf)
  - Updated Use of University Facilities Policy (FA-PO-1209) [https://www.radford.edu/policies/\\_documents/using-university-facilities.pdf](https://www.radford.edu/policies/_documents/using-university-facilities.pdf)
- Trainings for faculty, staff, and students on civil discourse (via the SCHEV-supported [Constructive Dialogue Institute](#) initiative across Commonwealth institutions),

- Monthly “Common Grounds” facilitated discussions open to the university community that promote civil discourse skills and values on topics of interest, and
- A major campus-wide and community event on freedom of expression and civil discourse. In Fall 2024, Radford welcomed New York Times columnist and bestselling author Frank Bruni, who spoke about his book *The Age of Grievance*.

Moving forward, AY 2025 serves as the template for an annual Civil Discourse and Freedom of Expression. The university will continue to offer training for faculty, staff, and students through the SCHEV-supported Constructive Dialogue, the monthly “Common Grounds” discussions, and an annual campus-wide event and speaker. The steering committee will continue to operate and, in addition to supporting the planned events, is available for consultation when policy issues may arise. Radford University has also been the recipient of one grant to support this programming from the Wake Forest/Lilly Foundation Educating Character Initiative, and a second proposal to expand this work is pending.

Relatedly, it is important to remember that Radford University is one of few institutions nationally that FIRE (Foundation for Individual Rights and Expression) has provided a ‘Green’ rating for its freedom of expression policies. <https://www.thefire.org/news/totally-rad-radford-university-earns-top-rating-free-speech>

## SECTION G: NEW SCHOOLS, SITES, AND MERGERS

**G1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.**

The university intends to add the New River Valley Governor’s School for the Arts and Humanities (NRVGSAH) on the campus of Radford University. This academic year program will allow students from nine regional high schools in five school districts who demonstrate, or have the potential to demonstrate, exceptional abilities in the arts and humanities to experience courses and programs that enrich their educational experience while allowing them to earn up to 30 dual enrollment college credits. This will be taught on the main campus in Radford.

The university has no plans at this time to offer any new instructional sites or participate in any mergers during the six-year period and will consult with SCHEV or SACSCOC as appropriate if an opportunity arises.

## [OPTIONAL] SECTION H: RESEARCH

**H1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?**

While Radford University prioritizes high-quality teaching, it will sharpen the focus on research and creative scholarship to support the university's mission and build on its faculty reputation as excellent teacher-scholars. Radford University's distinctive research, scholarship, and creative activities focus on the region and the Commonwealth of Virginia to advance healthy, thriving communities. Valuing faculty and student collaboration and partnership with regional communities, Radford's research contributes to understanding and improving the human condition in the areas of health; education; and economic, environmental, social, and artistic vitality.

Note that because of the focus on faculty/student collaboration and partnership with communities, the university has been less exposed to risk related to the federal funding landscape than others in the state. Nonetheless, Radford will continue to monitor and encourage faculty to seek research support from a wider range of funding sources.

Overall, the university has five strategic research goals:

- Increase investment in research infrastructure and faculty support.
  - Hiring two new positions, an Assistant Vice President of Health Sciences and a Director of Research and Innovation in the College of Nursing. Included in the Assistant Vice President of Health Sciences position description is a charge to facilitate interdisciplinary research focused on reducing health disparities in Southwest Virginia and implement community-based initiatives that measurably improve health outcomes across Southwest Virginia; the Director of Research and Innovation will assist the College of Nursing to align and advance their external award production and research in nursing.
  - Continuing to support innovative pilot projects through an internal SEED grant program.
  - Developing scaffolded (student, faculty, and staff), interdisciplinary research projects based on addressing regional challenges and solving "Wicked Problems."
- Increase undergraduate and graduate student engagement in research.
  - Expanding summer and academic year undergraduate research opportunities and course-based undergraduate research.
  - Expanding grant funded support for undergraduate and graduate students.
  - Supporting student applications for external grants, scholarships, and fellowships.
- Redesigning faculty workload distributions and the faculty evaluation process to support several teacher-scholar models.
- Strengthening and expanding collaborations and partnerships.
  - The Health Sciences Center in Roanoke, as mentioned elsewhere, will serve as a hub for interdisciplinary research advancing healthy, thriving communities.
  - Deepened community partnerships across Southwest Virginia will expand the implementation and assessment of community-engaged initiatives aimed at

measurably improving health outcomes in the region and offering additional work-based learning experiences to Radford students.

- Radford's new membership in the 4VA Initiative aims to strengthen research collaborations across the Commonwealth.
- Broadening externally funded projects that align with the university's mission, with an emphasis on funded student involvement and community impact.
  - Expand grant writing support with a focus on diversifying the pool of potential funders.

These investments will assist in efforts to attract and retain premier teacher-scholars and leaders focused on supporting thriving communities. Institutional investments in community and industry partners will augment existing work-based learning opportunities and connections for students, and, importantly, the economic competitiveness of the region; and the Commonwealth will benefit from adding to the talent pool in Southwest Virginia and stronger communities benefiting from community-engaged research.

## [OPTIONAL] SECTION I: COLLABORATION

**I1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions and the K-12 sector (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?**

Radford University collaborates with many regional and Commonwealth partners, many of which are mentioned elsewhere in this plan:

- Tartan Transfer
  - Impact: Increase the number of students attending VCCS schools and transferring to Radford University.
  - Timeline: Permanent, on-going program initiated in Fall 2024, with MOU signing and designation of an existing advisor position to be dedicated to Tartan Transfer. Will deepen connection with VCCS partners, continue development of advising models and degree pathways, and student communication.
  - Investment: No additional investment is projected.
- Provisional-to-Professional Pathway, a continuing education initiative built from the College of Education and Human Development graduate program designed as a unique self-paced program. This program was inspired by other "grow your own" programs nationally and provides VA an alternative path to full licensure. With over 8,000 provisionally licensed teachers in the state annually, this program offers a critical population of educators opportunities to address the teacher shortage.
  - Impact: Increasing the number of provisionally licensed K-12 teachers who earn full licensure. As students may apply their course credit towards Radford's master's in education program, modest growth is projected in that program.
  - Timeline: Provisionally launched through the Vinod Chachra IMPACT Lab in the 2024-2025 academic year, access to the program is expected to expand as partner school districts encourage provisional teachers to apply.

- Investment: Additional funding will support learner development, project operations, and scholarships to help these teachers successfully complete their licensure journey.
- Teaching Apprenticeship Program: Radford University coordinates the Southwest Virginia Teacher Apprenticeship Consortium, which includes 10 local school divisions seeking to grow teachers from within. The federally registered program provides a work-based, affordable pathway to the teaching profession, combining paid, on-the-job training in classrooms with embedded university coursework that leads to a bachelor's degree and licensure.
  - Impact: Increasing the number of licensed K-12 teachers, helping more aspiring teachers enter the profession sooner, while staying in the communities to which they are committed.
  - Timeline: Launched in 2023, the first six teachers graduated in Spring 2025. With modest support from the VDOE Registered Apprenticeship Program, another cohort of twelve students will be admitted. Although Radford is committed to the model, continuation is contingent on additional funding.
  - Investment: Current VDOE Grow Your Own grants have not covered the full costs of offering the apprenticeship program, including the required tuition waivers. For the upcoming year, the university commitment is \$240,000. Funding will support program expansion, operational costs, and scholarships—helping more aspiring teachers enter the profession sooner, while staying in the communities to which they are committed.
- Accelerated and Guaranteed Admissions agreement into Radford graduate programs: Radford University has developed agreements with Virginia Tech and Roanoke College to offer pathways into graduate nursing and athletic training programs. Additional MOUs are in development. Radford also offers accelerated and guaranteed admissions programs into high-demand graduate programs for highly qualified Radford undergraduate students, including the MBA and Doctor of Physical Therapy.
  - Impact: Increasing enrollment in Radford graduate programs, meeting the needs of the Commonwealth.
  - Timeline: Initiated in 2024, these efforts are continuing as relationships are built with partner universities.
  - Investment: Additional graduate funding would allow additional students to complete their graduate education at Radford.
- Accelerated and Guaranteed Admissions agreements into Virginia university programs not offered through Radford University: Radford is developing MOUs with partner in-state institutions to allow highly qualified students to enroll in partner graduate programs that meet the needs of the Commonwealth. Examples include the pathways into the Schar School of Policy and Government at George Mason University and the Edward Via College of Osteopathic Medicine.
  - Impact: Additional undergraduate enrollment in Radford University and production of additional highly qualified enrollment in partner graduate programs.
  - Timeline: MOUs have been developed over the past several years, these efforts are continuing as additional relationships are developed with partner universities.
  - Investment: None anticipated.
- Dual Enrollment (DE) Initiative: Radford University has led statewide efforts to expand access to high-quality DE instruction by developing graduate certificate programs that credential high school teachers to meet accrediting body standards. As DE



participation grows, many Virginia school divisions, particularly in rural and underserved areas, struggle to offer DE courses due to a shortage of qualified instructors. Radford is addressing this need through a strong, coordinated partnership with K–12 school divisions, the Virginia Community College System (VCCS), and SCHEV.

- Impact: Additional high school teachers will be credentialed to teach DE courses, especially in rural and underserved areas, and all students, regardless of geography, will have access to rigorous college-level instruction at the high school level that strengthens Virginia's future workforce.
- Timeline: These five online and low residency hybrid certificates are in various stages, with one having been submitted to SCHEV, and others in development. Time will be spent developing and offering these over the next four years.
- Investment: While Radford University has the expertise to offer the classes needed, developing the curriculum in a digital format will require initial resources of approximately \$120,000 over the next four years. Once developed, the programs have the potential to generate approximately \$80,000 annually (at the discounted educator's graduate tuition rate). State support for scholarships given directly to teachers or their school districts to support their enrollment will reduce the individual burden on K-12 teachers.
- Additional K-12 events hosted by Radford University
  - Summer Residential Governor's Schools
    - Medicine and Health Sciences (Roanoke)
    - Humanities (Radford)
    - Visual and Performing Arts (Radford)
  - Academic Year Governor's School
    - Arts and Humanities (Radford, planned to start in 2026)
  - Regional Scripts Spelling Bee (starting in 2024)
  - Radford's RiteCare Clinic Summer Camp (30-year partnership between Radford's Speech-Language-Hearing Clinic and the Scottish Rite Masons of Virginia, offering five weekday camps that helps young children develop communication skills and offers graduate students clinical training)
  - Science Summer Programs
    - Building Leaders for Advancing Science and Technology (8<sup>th</sup> and 9<sup>th</sup> grade students)
    - Summer Bridge (high school)
    - Camp Invention (K-9 students)



## [OPTIONAL] SECTION J: STATE POLICY

**J1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.**

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

## [OPTIONAL] SECTION K: ADDITIONAL INFORMATION

**K1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.**

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

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Business Affairs & Audit Committee**  
**September 11, 2025**

**Action Item**  
**Approval of Radford University's 2025 Six-Year Plan**

**Item:**

Board of Visitors approval of Radford University's 2025 Six-Year Plan as required by § 23.1-306.

**Background:**

In response to the requirements outlined in § 23.1-306 of the Code of Virginia, attached is a copy of Radford University's 2025 Six-Year Plan submitted to the State Council of Higher Education for Virginia (SCHEV) by the stated deadline of July 3, 2025.

As a mandate established through the "*Preparing for the Top Jobs of the 21<sup>st</sup> Century: The Virginia Higher Education Act of 2011*" (TJ21) legislation, governing boards of each public institution of higher education shall develop and adopt biennially and amend or affirm annually a six-year plan for their institution. This requires the plans to be submitted to the State Council for Higher Education of Virginia each odd-numbered year and requires any amendments or affirmations to existing plans to be submitted each even-numbered year.

The Op-Six, which includes the Secretary of Finance, Secretary of Education, Director of the Department of Planning & Budget, Director of State Council of Higher Education for Virginia, and the staff directors of the House Appropriations Committee and the Senate Finance & Appropriations Committee, and their staff maintained a particular focus on:

- Adapting to shifts in student/enrollment pipelines in the design and operations of institutions and programs
- Continuing to innovate on how to best prepare students for success and meet the state's evolving labor market needs
- Ensuring both tuition payers and taxpayers are getting the greatest possible return on their higher education investment

The plan provided the University the opportunity to outline plans and objectives and to include specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. The 2025 Six-Year Plan reflects the major four strategic priorities of the University. The plan is divided in two parts. Part I is an Excel template with five components for data entry that includes In-state Undergraduate Tuition and Fee Increase Rate, Tuition & Other Nongeneral Fund Revenue, Academic-Financial Plan, General Fund Requests, and Financial Aid Plan. Part II provides a narrative summary of the proposed strategies and a strategic deep dive into enrollment, program alignment and performance, financial effectiveness and sustainability, and budget request.

The strategies identified in the University's 2025 Six-Year Plan were developed collaboratively with the leadership of each operating division and will be included in the university's upcoming Strategic Plan. The funding of the proposed strategies is subject to change unless incremental general fund support is received. Additionally, approval of tuition and fees is the responsibility of the Board of Visitors and may be adjusted based upon factors such as incremental general fund support, legislative requirements, projected enrollment, and prioritization of strategies to implement.

**Action:**

Radford University Board of Visitors approval of the Radford University 2025 Six-Year Plan.

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Resolution**

***Approval of Radford University's 2025 Six-Year Plan***  
**September 12, 2025**

**WHEREAS**, the Higher Education Opportunity Act of 2011 became effective July 1, 2011, and requires each public institution of higher education in Virginia to develop and submit an institutional six-year plan; and

**WHEREAS**, § 23.1-306 of the Act requires, “*The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution; (ii) submit such plan to the Council (State Council of Higher Education for Virginia), the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly*”; and

**WHEREAS**, Radford University prepared a six-year plan in accordance with the requirements of the Higher Education Opportunity Act of 2011 and guidelines provided by the State Council of Higher Education for Virginia; and

**WHEREAS**, the University submitted the six-year plan to the State Council of Higher Education for Virginia by the stated deadline of July 3, 2025 for the 2025 submission; and

**WHEREAS**, the 2025 Six-Year Plan must be approved by the Board of Visitors prior to the October 1 final submission;

**THEREFORE, BE IT RESOLVED** the Radford University Board of Visitors approves the Radford University 2025 Six-Year Plan (Part I and Part II) as presented in the format provided by the State Council of Higher Education for Virginia; and

**BE IT FURTHER RESOLVED**, that the University is authorized to revise the 2025 Six-Year Plan as required by State officials for final submission by the stated deadline.

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Business Affairs & Audit Committee**  
**September 11, 2025**

**Information Item**  
**Financial Performance Report and Write Off of Past Due Accounts Update for the Year**  
**Ending June 30, 2025**

**Item 1:** Summary of fiscal year 2024-25 revenue and expenditures as of June 30, 2025.

**Background:**

The Financial Performance Report includes Schedules A and B which provides a summary of unaudited revenue and expenditure activity for the year ending June 30, 2025. The Financial Performance Report is generated from annual budget projections and actual accounting data recorded in Banner Finance that has been reconciled with the Commonwealth's Accounting System (Cardinal). The actual accounting data is recorded using a modified accrual basis of accounting which recognizes revenue when received rather than when earned and expenditures when posted rather than when payment is issued.

The Original Budget was approved by the Board of Visitors at the September 2024 meeting. The Revised Budget is inclusive of any technical adjustments made throughout the year.

For the year ending June 30, 2025, revenues and expenditures were at projected levels. Schedule A provides a summary of revenue and expenditure activity by major program. Schedule B provides a summary of revenue, expenditure, and reserve draw/(deposit) by major auxiliary enterprise unit. Footnotes are included in each schedule to explain variances between the Original Budget, Revised Budget, and year-end Actuals.

Contributions to the auxiliary reserve came in stronger than projected due to lower than anticipated contract vendor payments and scholarship awards, the timing of expenditures, and greater than anticipated turnover and vacancy savings, as well as interest from the Auxiliary Reserve. The contribution to the auxiliary reserve is required to meet the State Council of Higher Education for Virginia (SCHEV) guidelines for on-going operations, equipment renewal and replacement, and future capital projects.

**Item 2:** Summary of all past due accounts written off as of June 30, 2025.

**Background:**

The Virginia Department of Accounts Commonwealth Accounting Policies and Procedures (CAPP) Manual, Topic 20505, *Accounts Receivable*, states that delinquent accounts should be written off an agency's financial accounting records when all collection procedures, including those procedures required by the Office of the Attorney General (OAG), have been conducted without results and management deems the accounts uncollectible. Accounts are deemed uncollectible if the collection account is over one year old and no payments have been received. The OAG accounts are deemed uncollectible if no payment has been made in one year from the

time it is placed with the OAG. Accounts are written off effectively on the last day of the quarter in which this time period applies.

When accounts are written off, they are removed from an agency's financial accounting records. Writing off the debt for accounting purposes does not discharge the debt. The debt is still owed to the Commonwealth but is no longer reported on the agency's books as a receivable. Eligible written-off receivables must continue to be submitted to the Commonwealth's debt setoff program.

In 2006, the Radford University Board of Visitors delegated authority to write off uncollectible accounts under the amount of \$25,000 per quarter to the Vice President for Finance and Administration and Chief Financial Officer. To meet financial reporting standards in a timely manner, the Board of Visitors revised the write-off delegation in 2014 to authorize the Vice President for Finance and Administration and Chief Financial Officer to write off all uncollectible accounts meeting State and University guidelines at the end of the reporting quarter, regardless of amount and provide an annual report of the previous year-ending activity at the September Business Affairs and Audit Committee meeting.

Below is a summary of the accounts written off by type of charge that have been returned by one of the University's third-party collection agencies as uncollectible, or referred to the OAG, and were deemed uncollectible during the fiscal year ending June 30, 2025:

<b>Classification</b>	<b>Quarter Ending 9/30/2024</b>	<b>Quarter Ending 12/31/2024</b>	<b>Quarter Ending 3/31/2025</b>	<b>Quarter Ending 6/30/2025</b>	<b>FY 2025 Total \$</b>	<b>FY 2025 Total #</b>
Tuition & Fees	\$25,779	\$50,195	\$64,429	\$96,098	\$234,500	109
Parking & Fines	3,820	5,620	6,005	60	15,505	280
Residential Life		600	436	260	1,296	10
Returned Items		100		339	439	4
Discharged Litigation Cost	424		269	672	1,365	5
<b>Total Approved Write-offs</b>	<b>\$30,023</b>	<b>\$56,515</b>	<b>\$69,139</b>	<b>\$97,429</b>	<b>\$253,105</b>	<b>408</b>

**Summary:**

No action required, information item only.

**Radford University**  
**Financial Performance Report**  
**For the Period Ending June 30, 2025**

Schedule A

Dollars in Thousands

	Annual Budget for 2024-25			July 1, 2024 to June 30, 2025	
	Original <sup>(a)</sup>	Adjustments <sup>(b)</sup>	Revised <sup>(c)</sup>	Actuals <sup>(d)</sup>	Remaining
<b>Educational and General Programs</b>					
<u>Revenues</u>					
General Fund	\$107,216	\$2,870	\$110,086 <sup>(1)</sup>	\$114,748	(4,662) <sup>(6)</sup>
Tuition and Fees	62,054	0	62,054	64,201	(2,147) <sup>(7)</sup>
All Other Income	3,328	15	3,344 <sup>(1)</sup>	3,107	236 <sup>(8)</sup>
Total Revenues	\$172,599	\$2,886	\$175,484	\$182,057	(\$6,573)
<u>Expenditures</u>					
Instructional & Academic Support	(\$100,338)	\$2,502	(\$97,836) <sup>(2)</sup>	(\$95,486)	(\$2,350) <sup>(9)</sup>
Public Service Programs	(750)	(116)	(866)	(303)	(\$564) <sup>(10)</sup>
All Other Support Programs	(71,510)	(5,272)	(76,782) <sup>(2)</sup>	(61,794)	(\$14,988) <sup>(11)</sup>
Total Expenses	(\$172,599)	(\$2,886)	(\$175,485)	(\$157,582)	(\$17,902)
Reserve Draw (Deposit)	0	1	1	(24,475)	\$24,475
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Student Financial Assistance</b>					
Revenue	\$31,763	\$6,444	\$38,207 <sup>(3)</sup>	\$38,815	(\$607)
Expenditures	(31,763)	(6,444)	(38,207) <sup>(3)</sup>	(32,102)	(6,105) <sup>(12)</sup>
Reserve Draw (Deposit)	0	0	0	(6,712)	6,712 <sup>(12)</sup>
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Sponsored Programs</b>					
Revenue	\$8,962	\$199	\$9,161 <sup>(4)</sup>	\$6,306	\$2,855 <sup>(13)</sup>
Expenditures	(8,962)	(199)	(9,161) <sup>(4)</sup>	(6,301)	(2,860) <sup>(13)</sup>
Reserve Draw (Deposit)	0	0	0	(5)	5 <sup>(13)</sup>
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Auxiliary Enterprises</b>					
Revenues	\$65,249	\$1,424	\$66,672 <sup>(5)</sup>	\$71,048	(\$4,376) <sup>(5)</sup>
Expenditures	(68,171)	(4,609)	(72,779) <sup>(5)</sup>	(68,439)	(4,340) <sup>(5)</sup>
Reserve Draw (Deposit)	2,922	3,185	6,107	(2,610)	8,716
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total University</b>					
<b>Revenues</b>	<b>\$278,572</b>	<b>\$10,952</b>	<b>\$289,525</b>	<b>\$298,226</b>	<b>(\$8,701)</b>
<b>Expenses</b>	<b>(281,494)</b>	<b>(14,138)</b>	<b>(295,632)</b>	<b>(264,425)</b>	<b>(31,207)</b>
<b>Reserve Draw (Deposit)</b>	<b>2,922</b>	<b>3,185</b>	<b>6,107</b>	<b>(33,801)</b>	<b>39,908</b>
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Notes:**

(a) Original Budget - Reflects the projected 2024-25 Operating Budget as of July 1, 2024 which was approved by the Board at the September 2024 meeting. Both recurring and one-time operating budgets are included.

(b) Adjustments - Reflects changes that have been made to the 2024-25 Operating Budget between July 1, 2024 and June 30, 2025. Both recurring and one-time operating budgets are included.

(c) Revised Budget - Reflects the current 2024-25 Operating Budget as of June 30, 2025. Both recurring and one-time operating budgets are included.

(d) Actuals - Reflects actual activity through June 30, 2025.



**Radford University**  
**Financial Performance Report - Notes**  
**For the Period Ending June 30, 2025**

- 1) The General Fund Revenue budget was increased by \$2.87 million based on additional State Appropriation to help offset VMSPD waivers. The All Other Income budget increased by \$15K based on Non-General Funds (Grants & Contracts).
- 2) The Instructional and Academic Support budgets decreased overall. The budget adjustments were due to turnover and vacancy savings temporarily reallocated for one-time funding expenses.
- 3) The Student Financial Assistance revenue and expense budgets were adjusted to account for the FY24 carryforward, and appropriation increases for the VA Military Survivors & Dependents Program (VMSPD) and the Commonwealth Transfer Grant Program (CTG).
- 4) The Sponsored Programs Revenue and Expense Budget was increased for the University's portion of Federal and State Restricted funds, and nongovernmental grants and contracts for institutional need.
- 5) The budget adjustments and projection variances are detailed in the Auxiliary Enterprises section of this report.
- 6) The General Fund revenue was higher than projected due to additional one-time FY25 General Assembly appropriations for Nursing Faculty Increases and Affordable Access.
- 7) Tuition and Fees revenue was higher than projected as a result of increased student enrollment for main campus and the Fast Track program.
- 8) The All Other Income is less than projected due to an institutionally planned E&G reserve contribution of \$0.9 million.
- 9) Instructional & Academic Support expenditures were lower than projected due to turnover and vacancy savings in personnel.
- 10) Public Service expenditures were lower than budgeted due to timing of program activities and associated costs.
- 11) The expenses in All Other Support Programs are less than projected due to greater than anticipated turnover and vacancy, and the timing of the campus renovation projects.
- 12) The Reserve Deposit in the Student Financial Assistance Programs budget is reflective of deferred undergraduate and graduate financial aid funding.
- 13) The Sponsored Programs revenue and expense budget is based on authorized state and federal appropriation, as well as grant awards and is not necessarily reflective of anticipated fiscal year activity. Externally sponsored programs are initiated and finalized on an individual basis without fiscal year consideration, thus the actual fiscal year activity will vary from the projected revenue and expense budget. The Reserve Deposit reflects the timing of expense reimbursements from the grantor.

**Radford University**  
**Auxiliary Enterprise**  
**For the Period Ending June 30, 2025**

Dollars in Thousands

	Annual Budget for 2024-25			July 1, 2024 to June 30, 2025	
	Original (a)	Adjustments (b)	Revised (c)	Actuals (d)	Remaining
<b>Residential &amp; Dining Programs</b>					
Revenues	\$33,965	1,157	\$35,122 <sup>(1)</sup>	\$36,323	(\$1,201)
Expenditures	(34,868)	(1,369)	(36,236) <sup>(1)</sup>	(35,728)	(\$508)
Reserve Draw (Deposit)	903	212	1,115	(595)	\$1,709
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Bookstore</b>					
Revenues	\$263	0	\$263	\$414	(\$151)
Expenditures	(290)	0	(290)	(59)	(\$231)
Reserve Draw (Deposit)	28	0	28	(355)	\$383
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Parking &amp; Transportation</b>					
Revenues	\$1,837	0	\$1,837	\$1,903	(\$66)
Expenditures	(1,850)	(68)	(1,918) <sup>(2)</sup>	(1,459)	(\$459)
Reserve Draw (Deposit)	13	68	81 <sup>(2)</sup>	(444)	\$525
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Telecommunications</b>					
Revenues	\$520	0	\$520	\$289	\$231
Expenditures	(511)	0	(511)	(439)	(\$71)
Reserve Draw (Deposit)	(9)	0	(9)	150	(\$159)
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Student Health Services</b>					
Revenues	\$2,609	0	\$2,609	\$2,456	\$153
Expenditures	(2,583)	0	(2,583)	(2,511)	(\$73)
Reserve Draw (Deposit)	(26)	0	(26)	55	(\$81)
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Student Programming</b>					
Revenues	\$7,829	0	\$7,829	\$7,779	\$50
Expenditures	(7,796)	(87)	(7,883) <sup>(3)</sup>	(7,130)	(\$753)
Reserve Draw (Deposit)	(33)	87	54 <sup>(3)</sup>	(649)	\$703
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Building &amp; Facilities</b>					
Revenues	\$941	0	\$941	\$611	\$330
Expenditures	(2,578)	(1,235)	(3,813) <sup>(4)</sup>	(3,150)	(\$663)
Reserve Draw (Deposit)	1,637	1,235	2,872 <sup>(4)</sup>	2,539	\$332
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Other Enterprise Functions</b>					
Revenues	\$5,664	94	\$5,758	\$9,835	(\$4,076)
Expenditures	(5,363)	(95)	(5,458)	(\$3,256)	(\$2,202)
Reserve Draw (Deposit)	(301)	0	(301)	(6,579)	\$6,279
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Intercollegiate Athletics</b>					
Revenues	\$11,620	173	\$11,793	\$11,438	\$355
Expenditures	(12,331)	(1,756)	(\$14,087) <sup>(5)</sup>	(14,706)	\$620
Reserve Draw (Deposit)	710	1,583	2,293 <sup>(5)</sup>	3,268	(\$975)
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Auxiliary Enterprise</b>					
Revenues	\$65,249	\$1,424	\$66,672	\$71,048	(\$4,376)
Expenses	(68,171)	(4,609)	(72,779)	(68,439)	(4,340)
Reserve Draw (Deposit)	2,922	3,185	6,107	(2,610)	8,716
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Notes:**

(a) Original Budget - Reflects the projected 2024-25 Operating Budget as of July 1, 2024 which was approved by the Board at the September 2024 meeting. Both recurring and one-time operating budgets are included.

(b) Adjustments - Reflects changes that have been made to the 2024-25 Operating Budget between July 1, 2024 and June 30, 2025. Both recurring and one-time operating budgets are included.

(c) Revised Budget - Reflects the current 2024-25 Operating Budget as of June 30, 2025. Both recurring and one-time operating budgets are included.

(d) Actuals - Reflects actual activity through June 30, 2025.

**Radford University**  
**Auxiliary Enterprise - Notes**  
**For the Period Ending June 30, 2025**

- 1) Dining revenue and expenditure budgets increased by \$1.16 million to reflect actual revenues received and actual costs.
- 2) Parking & Transportation expense budget increased by \$68K due to one-time request for new license plate readers.
- 3) Student Programming expense budget (Recreation Complex) increased by \$87K due to increase in debt service payment due in FY25 for Recreation Center.
- 4) Building and Facilities expense budget increased by \$1.2 million due to Esports building renovation (one-time expense) and creation of local auxiliary fund for Hurricane Helene recovery related expenses.
- 5) The Athletics expense budget rose by \$1.75 million, primarily driven by planned, one-time renovation costs for the Dedmon Center.
- 6) Residential actual revenue came in above projection due to increased enrollment leading to higher occupancy of on-campus rooms and university-owned apartments. Residential expenses were lower than projected due to higher than anticipated personnel turnover and vacancy, and timing of expenses.
- 7) Parking and Transportation actual expenses were lower than projected due to transit operating costs being less than budgeted.
- 8) Student Health Services actual revenue was lower than projected due to reduced non-comprehensive fee sources of revenues.
- 9) Student Programming actual expenses were lower than projected due to a decrease in Recreational and Intramural Programs wages and operating costs.
- 10) Buildings and Facilities actual revenue was below projection due to lower than anticipated comp fee revenue and an increase in the Debt Service transfer out of this budget. Actual expenses were less than projected due to the timing of building renovation expenses.
- 11) Other Enterprise Functions actual revenue was higher than projected due to auxiliary interest income being higher than budget. Actual expenses were lower than projected salaries and wages.
- 12) Actual expenses for Athletics surpassed the approved budget, driven by increased personnel costs and elevated operating expenditures throughout the fiscal year.

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Business Affairs & Audit Committee**  
**September 11, 2025**

**Action Item**  
**Approval of the Radford University 2025-26 Operating Budget**

**Item:**

Board of Visitors approval of the Radford University 2025-26 operating budget.

**Executive Summary:**

Each year, the Vice President for Finance and Administration & Chief Financial Officer is responsible for presenting Radford University's projected annual operating budget to the Board of Visitors for the upcoming fiscal year. The 2025-26 operating budget was developed in consideration of projected enrollment levels, actions taken by the Governor and General Assembly during the 2025 session, Board-approved tuition and fee rates, the strategic goals of the University, and the economic outlook.

Radford University recently closed out a two-year strategic plan that guided the University in 2024-2025. During that same time, the University began the process to develop a more comprehensive, longer-term strategic plan to guide the direction of the university over the next six years, taking advantage of recent momentum in enrollment, quality of programs and student success. The University has a lot to be proud of, including a diverse student population, strong academic programs, solid infrastructure and dedicated faculty and staff. The vision for the next six years will capitalize on all of those strengths and align resources to continue the positive trajectory.

The Commonwealth's revenue forecast has remained stable, providing the Governor the ability to include significant investments to address funding for tax relief for Virginian families, increase funding for law enforcement and support multiple higher education initiatives, including increased funding for undergraduate financial aid. Given the current stability of the Commonwealth's fiscal outlook, the 2024-26 biennial budget includes a three percent pay raise for eligible state employees that was effective June 10, 2025.

Considering the aforementioned items, the 2025-26 operating budget demonstrates a conservative use of university resources. The proposed budget identifies key operating efficiencies that help to address mandatory and unavoidable cost increases while maximizing funding opportunities for strategic plan initiatives.

**Six-Year Planning Processes and 2025-26 Budget Development:**

The Virginia Higher Education Opportunity Act of 2011 (TJ21) was passed by the 2011 General Assembly and is based on recommendations from the Governor's Commission on Higher Education Reform, Innovation and Investment, which was formed through Executive Order No. 9 issued in March 2010. The TJ21 legislation requires institutions of higher education to prepare

and submit a “Six-Year Plan” by July 1<sup>st</sup> each year in accordance with criteria outlined by the Higher Education Advisory Committee (HEAC).

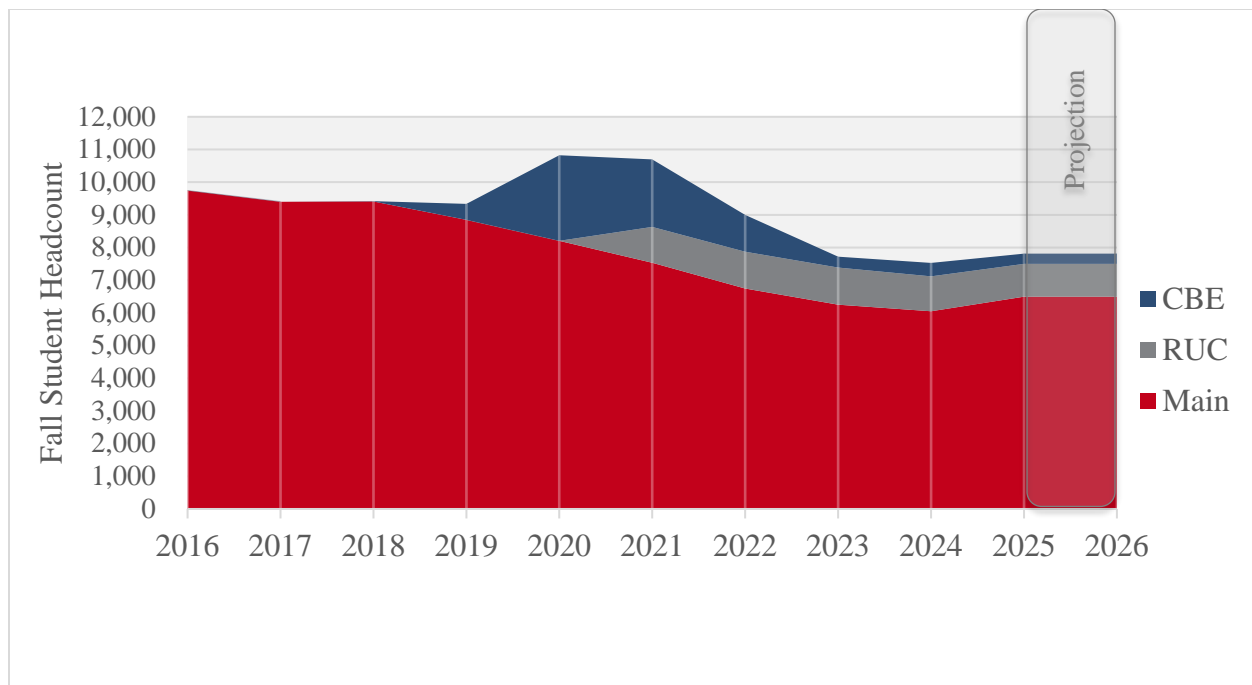
As an integral part of the six-year planning process, the University’s internal annual budget development cycle provides the opportunity to reevaluate the essential needs for the upcoming fiscal year and outline divisional priorities for the outlying years. The budget development review engages key personnel and provides a consistent mechanism to prioritize funding requests and strategically align the institution’s long-range goals with projected resources.

The University submitted the preliminary 2025-26 Six-Year Plan to the State Council of Higher Education for Virginia (SCHEV) on July 3, 2025, and will submit the final plan after Board action on October 1, 2025. The University’s Six-Year Plan identifies the targeted objectives and strategies to achieve both Virginia and institutional goals and provides a foundation for preparing tuition and mandatory fee recommendations for consideration by the Board.

### **Enrollment Trend:**

As has been discussed broadly with the Board, the University saw a decrease in undergraduate enrollment for almost a decade. During that time, there was an overall decrease and significant shift in the mix of student classification between instructional level and modality. That shift in enrollment classification is illustrated in the following chart. This past year, the university saw positive growth in enrollment and retention and remains focused on stabilizing undergraduate student enrollment through improved recruitment and marketing efforts, innovative transfer options, such as the Tartan Transfer program, as well as increasing enrollment in high demand Health Sciences programs offered on both main campus and at RUC.

Conservative assumptions were used to develop the 2025-26 budget based on enrollment projections and retention trend data from prior years. Enrollment for 2025-26 on main campus is cautiously projected to be the same as 2024-25 while the University seeks to stabilize throughout the upcoming years. Early enrollment data indicates that the university will see a flat enrollment as projected if not a slight increase in student headcount, resulting in a more optimistic outlook and confidence in meeting tuition revenue targets.



### Mandatory Cost Increases:

The University compiled the fiscal year 2026 budget with the information provided during the 2025 General Assembly Session and estimates that were anticipated to impact future funding considerations as shown below:

#### 2025-26 General Assembly Estimated Impact Summary

##### E&G - Educational & General

Compensation Adjustments \*

Fringe/Central System Changes\*

##### Total E&G General Fund Recommendations

##### SFA - Student Financial Assistance

In-State Undergraduate Financial Aid

Graduate Fellowships

##### Total E&G and SFA General Fund

2025-26
\$1,768,322
969,831
<b>\$2,738,153</b>
(140,400)
30,000
<b>\$2,627,753</b>

#### Notes:

(\*) Central Appropriation amounts are not included in the University's line-item appropriation. Instead, they are held centrally by the state and allocated after the start of the fiscal year. For this reason, estimates have been provided.

## Other Mandatory Costs

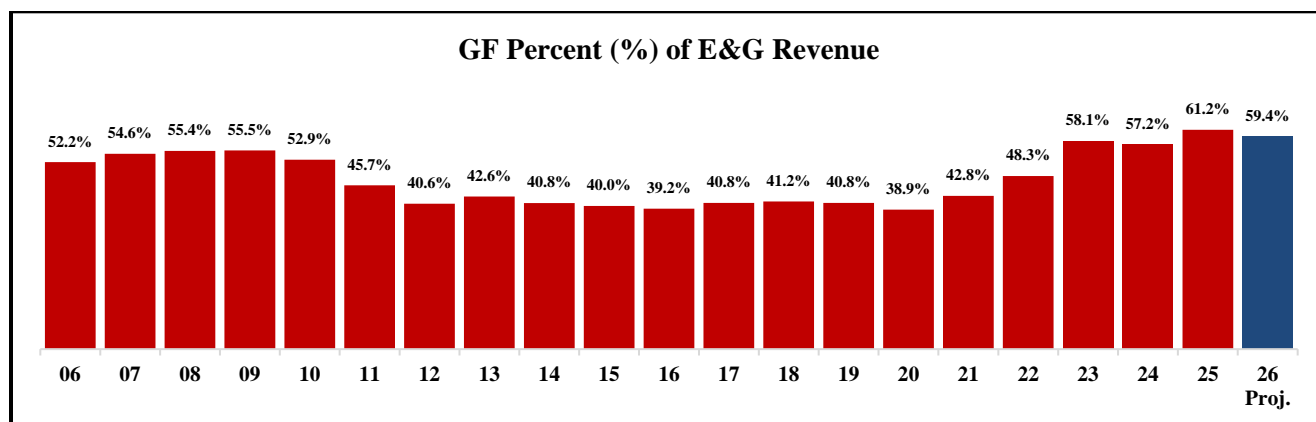
In addition to the state-mandated items, the University must also address teaching and research faculty promotion and tenure contractual commitments, operation and maintenance of facilities, contractual escalators for technology and maintenance contracts, escalating utilities, and committed costs for previously approved projects. These initiatives are referred to as central cost commitments. For additional details, Attachment I provides a further breakdown of the mandatory cost requirements.

## Funding Sources and Cost Drivers:

Radford University main campus is very reliant upon general fund support due to the significant number of in-state undergraduate students served (91.8 percent as of Fall 2024). The state's cost share model identifies that the University's E&G program should be funded 67 percent from Commonwealth's general fund support and 33 percent through institutional non-general fund sources (i.e. tuition, E&G fees, etc.).

As demonstrated in Figure 1, the 2025-26 projected E&G general fund split is still below the Commonwealth's policy of 67 percent. The difference reflects funding of essential programmatic needs to support the University's in-state student population.

**Figure 1: E&G General Fund Appropriation Historical Trend**



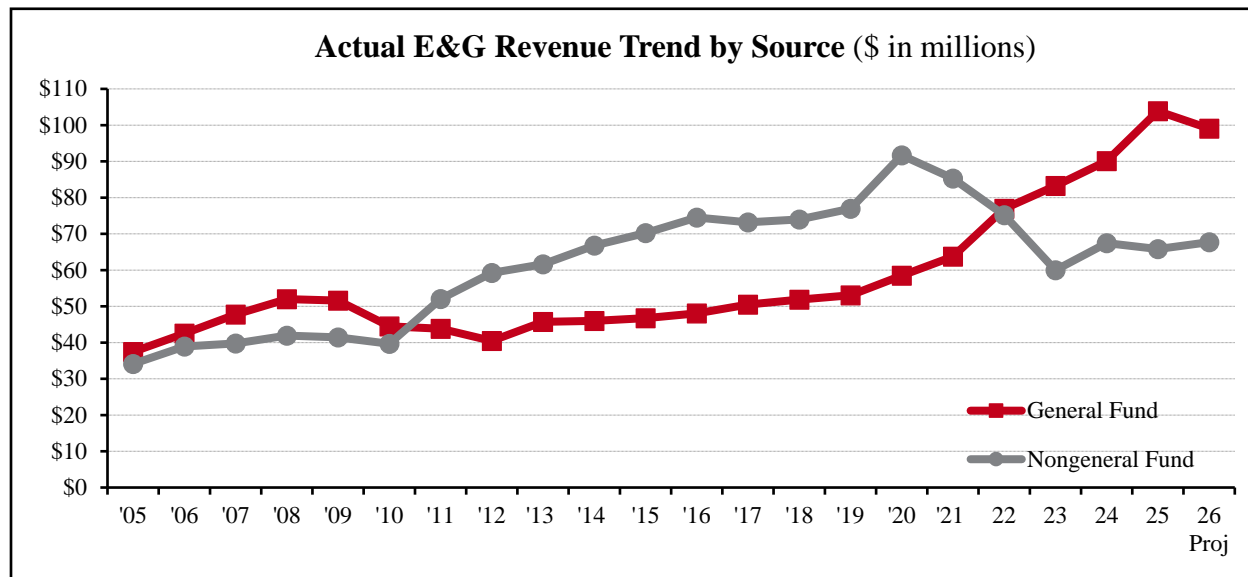
\*Excludes carryforward

Figure 2 displays the E&G general fund and non-general fund trends between 2006 and 2026 (projected). In 2010, as a result of the economic downturn and the sustained loss of general fund support, students and their families began funding the majority of the cost of education. The increase in non-general funds for 2020 relates primarily to the merger with Jefferson College of Health Sciences and the related \$20.6 million in Tuition and Fee revenue associated with the new RUC site. There is also an increase in general funds related to the initial \$1.7 million allocation to RUC, as well as an infusion of support for Tuition Moderation Funding and other mandatory cost increases. A notable increase comes in 2022 with the historic \$10 million investment to equalize RUC tuition with the main campus, along with \$2.9 million to maintain affordability on main campus. The most recent notable increase, in 2025, is a result of an infusion of Affordable Access funding, a large increase in student financial aid, as well as one-time funding for 2026 priorities:



Nursing Program, Affordable Access and Student Financial Aid, late in the 2025 fiscal year. The Commonwealth has continued to invest in higher education to ensure institutions remain affordable.

**Figure 2: E&G General Fund/Non-general Fund Split Historical Trend (*Nominal Dollars*)**



\*Excludes Carryforward

## Proposed Operating Budget:

### 2025-26 Projected Total Revenue

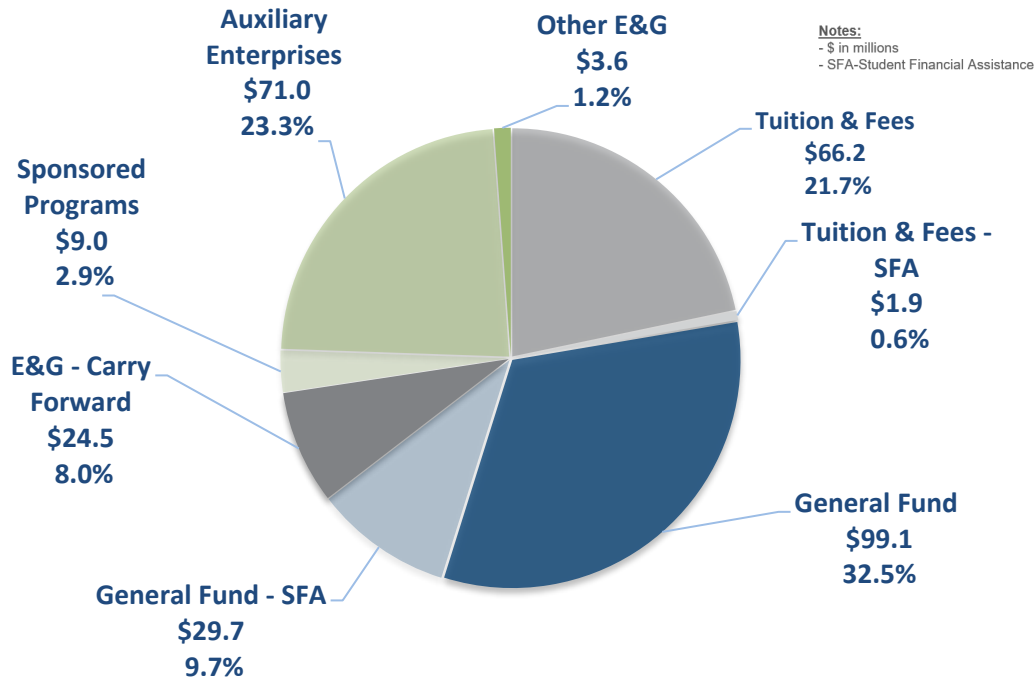
Radford University's institutional budget is derived from two primary fund sources:

- **General Fund (GF)** – Virginia tax dollars (unrestricted), distributed through the Commonwealth's budget process and documented through the Virginia Acts of Assembly (i.e. Appropriations Act).
- **Non-general Fund (NGF)** – tuition, mandatory (technology and comprehensive) fees, user (room and board) fees, other E&G and auxiliary enterprises fees, grants/contracts/research, federal student work study, and commissions (e.g. dining services, bookstore, laundry, etc.).

For the fiscal year 2025-26, the University is projecting revenue of \$304.9 million. This reflects a 9 percent increase from the 2024-25 Original Total Budget.

The majority of the University's total operating budget, 54.1 percent (*excluding carryforward*) is supported through non-general fund sources. The remaining 45.9 percent (*excluding carryforward*) is supported through the general fund. Figure 3 displays the breakdown of projected revenue by major funding sources.

**Figure 3: 2025-26 Projected Total Revenue (All Sources and Programs)**



### 2025-26 Projected Total Expenditures

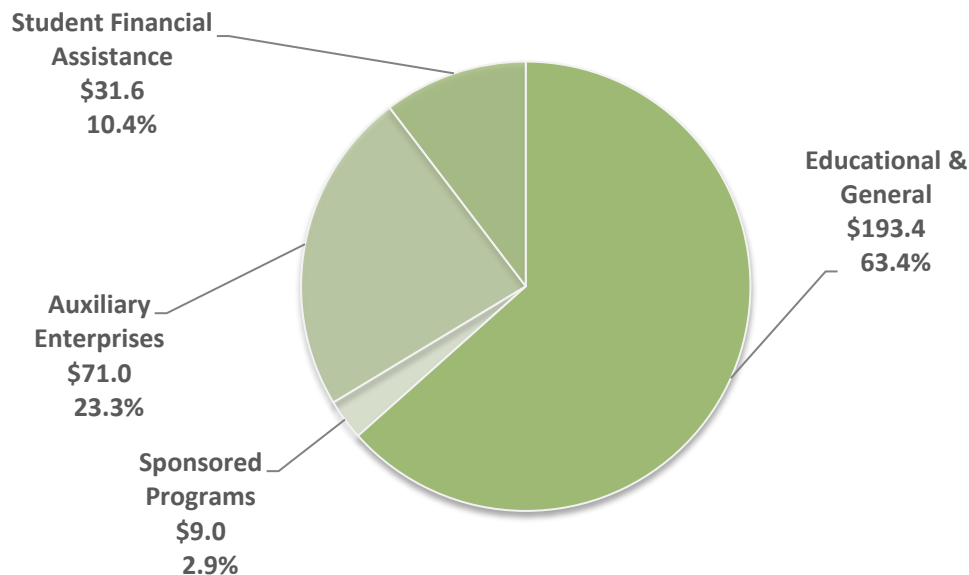
Expenditures are expected to total \$304.9 million for 2025-26.

Figure 4 illustrates projected expenditures for each of the major programs which include:

- **Educational & General (E&G):** Activities to provide instruction, research, public service, academic support (e.g., library, deans), student support services (e.g., admissions, financial aid, registrar), and program support (e.g., administration, institutional support, physical plant) services.
- **Student Financial Assistance:** Activities to provide financial assistance to Virginia students.
- **Financial Assistance for Educational and General Services Program (Sponsored Programs, Grants and Contracts):** Activities to provide additional resources for educational and general services through third-party grants, contracts, and research.
- **Auxiliary Enterprises:** Self-supporting activities to provide goods or services to students, faculty, staff, and visitors (e.g. residence halls, dining services, bookstore, athletics, student activities, etc.).

The E&G program represents 63.4 percent of the expenditure budgeted while Auxiliary Enterprises accounts for 23.3 percent. The remaining 13.3 percent is split between Student Financial Assistance and Sponsored Programs.

**Figure 4: 2025-26 Projected Expenditures by Major Program**



Attachment I and Schedules A and B provide an overview of the University's proposed 2025-26 operating budget by major program. Attachment I details the 2025-26 Funded E&G Initiatives, Schedule A provides an overview of the 2025-26 Total University Operating Budget, and Schedule B reflects the 2025-26 Auxiliary Enterprise Budget by major program area.

The following is a narrative description by major program to complement the financial information presented in Attachment I and Schedules A and B.

***Educational & General (E&G) Program –***

The Educational and General (E&G) program supports instruction, academic support, libraries, public service, student services, institutional support, and operation/maintenance of the physical plant. The proposed 2025-26 E&G operating budget (base and one-time) totals \$193.4 million. The percentage of the E&G budget supported by general funds is projected to be 50.2 percent for 2025-26. The University is anticipating to receive \$1.8 million in general funds for mandated salary increases as well as \$1.0 million in fringes and other categories. Projected E&G non-general fund revenue is derived primarily from tuition and fees at \$66.2 million, an E&G carryforward of \$24.5 million, with all other E&G revenue totaling \$3.6 million.

***Student Financial Assistance Program –***

Commonwealth support from the general fund is appropriated for scholarships and fellowships to undergraduate and graduate students. The authorized general fund appropriation for fiscal year 2025-26 is \$29.7 million. In addition to general fund support, the University continues to commit \$1.9 million from institutional non-general fund resources to support undergraduate need-based financial aid.

***Financial Assistance for Educational and General Services Program (Grants/Contracts) –***

The University receives external funding for grants and contracts from a variety of federal, state, private, and local sources. For the fiscal year 2025-26, estimated annual activity for Sponsored Programs is projected at \$9.0 million.

***Auxiliary Enterprises Program –***

The Auxiliary Enterprises program supports student service activities such as residential life, dining, athletics, recreation, student health, and transportation. Funding for this program is generated from contract commissions and fees assessed to students and/or users. The Commonwealth requires Auxiliary Enterprises to be financially self-supporting. For this reason, general fund support and tuition revenue cannot be allocated to these activities.

For the fiscal year 2025-26, the revenue budget for Auxiliary Enterprises is projected to be \$71.0 million. It should be noted that all auxiliary budgets were adjusted to account for projected revenue changes due to enrollment levels, salary increases, auxiliary indirect rate, and contractual commitments, as necessary.

**Action:**

Radford University Board of Visitors approval of the 2025-26 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

**RADFORD UNIVERSITY BOARD OF VISITORS**

**Resolution**

**September 11, 2025**

**Approval of the Radford University 2025-26 Operating Budget**

**BE IT RESOLVED**, the Radford University Board of Visitors approves the fiscal year 2025-26 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

**2025-26 Resource Allocation Analysis**  
**As of July 1, 2025**

	Total
<b><u>REVENUE - estimated</u></b>	
<b>General Fund Changes</b>	
Compensation Adjustments (FY26 3% increase)	1,768,322
Other (Est. Central Systems, Fringe Benefits, etc.)	969,831
<b>Total GF Changes</b>	<b>\$2,738,153</b>
<b>Nongeneral Fund Changes</b>	
Tuition and Fees	4,408,153
<b>Total NGF Changes</b>	<b>\$4,408,153</b>
<b>Total Revenue Changes</b>	<b>\$7,126,153</b>
<b><u>EXPENSES - estimated</u></b>	
<b>Non-Discretionary Cost Increases - Mandatory</b>	
<b>Compensation &amp; Fringe Adjustments</b>	
Full-Time Personnel – 3% increase	\$2,323,240
Fringe Benefits	458,639
<b>Central Cost Commitments</b>	
Insurance/Property Rentals	240,861
Utilities	706,534
Central Realignment	(2,418,892)
Employee Tuition Waivers	100,000
<b>Sub-Total Non-Discretionary</b>	<b>\$1,410,382</b>
<b>Discretionary - Division Commitments</b>	
Academic Affairs	\$3,860,223
Finance & Administration	459,678
Central Administration	0
Student Affairs	296,979
University Relations & Advancement	168,318
Enrollment Management	424,823
Economic Development	-10,661
Central Resources	516,411
<b>Sub-Total Division Commitments</b>	<b>\$5,715,771</b>
<b>Total Expenditure Changes</b>	<b>\$7,126,153</b>

**Radford University**  
**Proposed University Operating Budget**  
**2025-26**

Dollars in Thousands

	Annual Budget for 2024-25		2024-25	2025-26 Adjustments			2025-26
	Original Total Budget	Adjusted Total Budget	Adjusted Total Budget	Technical Adjustments	Base Adjustments	One-Time Adjustments	Recommended Total Budget
	(a)	(b)					(c)
<b>Educational and General Programs</b>							
<u>Revenues</u>							
General Fund	\$96,336	\$99,206	\$99,206	(\$2,870)	2,738	\$0	\$99,074
Carryforward	10,880	10,880	10,880	(10,880)	0	24,512	24,512
Tuition and Fees	62,054	62,054	62,054	0	4,168		66,222
All Other Income	3,328	3,344	3,344	(1,745)	220	1,745	3,564
Revenue	\$172,599	\$175,484	\$175,484	(\$15,495)	\$7,126	\$26,257	\$193,372
<u>Expenditures</u>							
Instructional & Academic Support	(\$101,088)	(\$98,703)	(\$98,703)	(\$640)	(\$3,719)	(\$1,745)	(\$104,807)
All Other Support Programs	(71,510)	(76,782)	(\$76,782)	\$16,136	(3,407)	(24,512)	(\$88,565)
Expenditures	(\$172,599)	(\$175,485)	(\$175,485)	\$15,496	(\$7,126)	(\$26,257)	(\$193,372)
Reserve Draw (Deposit)	0	1	1	(1)	0	0	0
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Student Financial Assistance</b>							
Revenue	\$31,763	\$38,207	\$38,207	(\$6,444)	(\$140)	\$0	\$31,623
Expenditures	(\$31,763)	(\$38,207)	(38,207)	6,444	140	0	(31,623)
Reserve Draw (Deposit)	0	0	0	0	0	0	0
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Sponsored Programs</b>							
Revenue	\$8,962	\$9,161	\$9,161	(\$199)	\$0	\$0	\$8,962
Expenditures	(8,962)	(9,161)	(9,161)	199	0	0	(8,962)
Reserve Draw (Deposit)	0	0	0	0	0	0	0
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Auxiliary Enterprises</b>							
Revenues	\$65,249	\$66,672	\$66,672	(\$1,424)	\$5,743	\$0	\$70,992
Expenditures	(68,171)	(72,779)	(72,779)	6,223	(4,436)	0	(70,992)
Reserve Draw (Deposit)	2,922	6,107	6,107	(3,183)	(2,923)	0	0
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,616</b>	<b>(\$1,616)</b>	<b>\$0</b>	<b>\$0</b>
<b>Total University</b>							
<b>Revenues</b>	<b>\$278,572</b>	<b>\$289,525</b>	<b>\$289,525</b>	<b>(\$23,562)</b>	<b>\$12,729</b>	<b>\$26,257</b>	<b>\$304,949</b>
<b>Expenses</b>	<b>(281,494)</b>	<b>(295,632)</b>	<b>(295,632)</b>	<b>28,362</b>	<b>(11,421)</b>	<b>(26,257)</b>	<b>(304,949)</b>
<b>Reserve Draw (Deposit)</b>	<b>2,922</b>	<b>6,107</b>	<b>6,107</b>	<b>(3,184)</b>	<b>(2,923)</b>	<b>0</b>	<b>0</b>
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,616</b>	<b>(\$1,616)</b>	<b>\$0</b>	<b>\$0</b>

**Notes:**

(a) Original Total Budget - Reflects the 2024-25 Operating Budget as of July 1, 2024 which was approved by the Board at the September 2024 meeting. Both recurring and one-time operating budgets are included.

(b) Adjusted Total Budget - Reflects the 2024-25 Operating Budget as of June 30, 2025. Both recurring and one-time operating budgets are included.

(c) Recommended Total Budget - Reflects the proposed 2025-26 Original Total Budget as of July 1, 2025. Both recurring and one-time operating budgets are included.



**Radford University**  
**Proposed Auxiliary Enterprise Budget**  
**2025-26**

Dollars in Thousands

	Annual Budget for 2024-25		2024-25	2025-26 Adjustments			2025-26
	Original Total Budget (a)	Adjusted Total Budget (b)		Technical Adjustments	Base Adjustments	One-Time Adjustments	
			Adjusted Total Budget				Recommended Total Budget (c)
<b>Residential &amp; Dining Programs</b>							
Revenues	\$33,965	\$35,122	\$35,122	(\$1,157)	\$4,205	\$0	\$38,170
Expenditures	(\$34,868)	(\$36,236)	(36,236)	\$1,369	(2,652)	0	(37,520)
Reserve Draw (Deposit)	903	1,115	1,115	(212)	(1,553)	0	(650)
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Bookstore</b>							
Revenues	\$263	\$263	\$263	\$0	\$100	\$0	\$363
Expenditures	(\$290)	(\$290)	(290)	0	119	0	(171)
Reserve Draw (Deposit)	28	28	28	0	(219)	0	(192)
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Parking &amp; Transportation</b>							
Revenues	\$1,837	\$1,837	\$1,837	\$0	(\$357)	\$0	\$1,480
Expenditures	(\$1,850)	(\$1,918)	(1,918)	\$67	305	0	(1,546)
Reserve Draw (Deposit)	13	81	81	(67)	52	0	67
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Telecommunications</b>							
Revenues	\$520	\$520	\$520	\$0	(\$100)	\$0	\$420
Expenditures	(\$511)	(\$511)	(511)	\$0	53	0	(457)
Reserve Draw (Deposit)	(9)	(9)	(9)	0	47	0	37
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Student Health Services</b>							
Revenues	\$2,609	\$2,609	\$2,609	\$0	\$20	\$0	\$2,630
Expenditures	(\$2,583)	(\$2,583)	(2,583)	\$0	(39)	0	(2,623)
Reserve Draw (Deposit)	(26)	(26)	(26)	0	19	0	(7)
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Student Programming</b>							
Revenues	\$7,829	\$7,829	\$7,829	\$0	\$279	\$0	\$8,107
Expenditures	(\$7,796)	(\$7,883)	(7,883)	\$87	(1,118)	0	(8,914)
Reserve Draw (Deposit)	(33)	54	54	(87)	839	0	806
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Building &amp; Facilities</b>							
Revenues	\$941	\$941	\$941	\$887	\$35	\$0	\$1,864
Expenditures	(\$2,578)	(\$3,813)	(3,813)	\$2,052	(129)	0	(1,891)
Reserve Draw (Deposit)	1,637	2,872	2,872	(2,939)	94	0	27
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Other Enterprise Functions</b>							
Revenues	\$5,664	\$5,758	\$5,758	(\$982)	\$406	\$0	\$5,183
Expenditures	(\$5,363)	(\$5,458)	(5,458)	\$668	(308)	0	(5,098)
Reserve Draw (Deposit)	(301)	(301)	(301)	314	(98)	0	(85)
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Intercollegiate Athletics</b>							
Revenues	\$11,620	\$11,793	\$11,793	(\$173)	\$1,155	\$0	\$12,776
Expenditures	(\$12,331)	(\$14,087)	(14,087)	\$1,981	(666)	0	(12,772)
Reserve Draw (Deposit)	710	2,293	2,293	(1,808)	(489)	0	(4)
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Auxiliary Enterprise</b>							
Revenues	\$65,249	\$66,672	\$66,672	(\$1,424)	\$5,743	\$0	\$70,992
Expenses	(68,171)	(72,779)	(72,779)	6,223	(4,436)	0	(70,992)
Reserve Draw (Deposit)	2,922	6,107	6,107	(4,799)	(1,308)	0	0
<b>NET</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Notes:**

(a) Original Total Budget - Reflects the 2024-25 Operating Budget as of July 1, 2024 which was approved by the Board at the September 2024 meeting. Both recurring and one-time operating t

(b) Adjusted Total Budget - Reflects the 2024-25 Operating Budget as of June 30, 2025. Both recurring and one-time operating budgets are included.

(c) Recommended Total Budget - Reflects the proposed 2025-26 Original Total Budget as of July 1, 2025. Both recurring and one-time operating budgets are included.

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Business Affairs and Audit Committee**  
**September 11, 2025**

**Action Item**

**Approval of the Radford University Administrative and Professional Faculty Handbook Revision**

**Item:**

Board of Visitors approval of the Radford University Administrative and Professional (AP) Faculty Handbook Revisions.

**Summary:**

The AP Faculty Handbook has been updated to amend the timeline for AP Faculty evaluations and revised performance expectations.

The revision to the AP Faculty Handbook is now being submitted to the Board of Visitors for consideration and final approval. The AP Faculty Senate has recommended the revision, legal counsel has reviewed the revision, and the President's Cabinet has approved the revision.

The following proposed language represents the recommended edits to the Administrative and Professional Faculty AP Faculty Handbook.

**1.9.3 Timelines for Evaluation and Revised Performance Expectations**

- The Performance Cycle follows the Commonwealth of Virginia's Fiscal Year, July 1 to June 30 of each year.
- Performance Expectations shall be developed for new employees within 30 business days from the beginning of employment.
- Annual evaluations for the preceding year shall be completed no later than the last day of the annual performance cycle.
- Revised Performance Expectations for the current year shall be developed no later than 30 business days from the beginning of the annual performance cycle.

**Action:**

Radford University Board of Visitors approval of the revisions to the AP Faculty Handbook.

**RADFORD UNIVERSITY BOARD OF VISITORS**

**Resolution**

**September 12, 2025**

**Approval of the Radford University AP Faculty Handbook Revisions**

**BE IT RESOLVED**, the Radford University Board of Visitors approves the Administrative and Professional (AP) Faculty Handbook revisions as presented within the proposed action item.

# Finance and Administration



# Capital Project Update & Six-Year Capital Outlay Plan 2026-2032

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# Six-Year Capital Outlay Plan 2026-2032

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- UNIVERSITY PRIORITIZES PROJECTS AND INDICATES SOURCES OF FUNDING
- DRIVEN BY STRATEGIC PRIORITIES AND MASTER PLAN
- COMPILED IN TWO-YEAR BIENNIAL GROUPINGS
- UTILIZED TO PREPARE CAPITAL BUDGET REQUEST FOR INCLUSION IN THE EXECUTIVE BUDGET BILL



# Current Projects



# Tyler and Norwood Halls

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Tyler



Norwood

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# CO-GEN



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# Improve Campus Infrastructure

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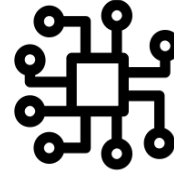
Stormwater



Electricity



Steam



Information  
Technology



Chilled Water



ADA  
Improvements



Security/  
Access Control



Fire Alarm



Water



Sanitary



# Renovate Dalton Hall

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- Currently houses main dining location, dining retailers, bookstore and post office
- Upgrade mechanical & electrical systems
- Create effective entrances
- Enhance program efficiencies & effectiveness



# Roanoke Academic Health Sciences

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# Capital Projects – Current Active Projects

Project	Funding	General Fund	Non-General Fund	Debt	Other	Total
Tyler and Norwood Halls	Auxiliary	\$0	\$38,500,000	\$0	\$0	\$38,500,000
Improve Campus Infrastructure	E&G	\$15,425,000	\$0	\$0	\$0	\$15,425,000
Co-Gen	E&G/Aux	\$11,200,000	\$4,800,000	\$0	\$7,000,000	\$23,000,000
Dalton Hall	Auxiliary	\$0	\$52,320,333	\$0	\$0	\$52,320,333
Roanoke Academic Health Sciences	E&G	\$7,500,000	\$0	\$0	\$0	\$7,500,000



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# 2026-2028 Biennium

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# Capital Projects – 2026-2028 Biennium

Project	Funding	General Fund	Non-General Fund	Debt	Other	Total
Roanoke Academic Health Sciences	E&G	\$295,785,000	\$0	\$0	\$0	\$295,785,000
Renovate McConnell Library	E&G	\$69,547,968	\$0	\$0	\$0	\$69,547,968
Expand Create Riverway Experience	Auxiliary	\$0	\$5,000,000	\$0	\$0	\$5,000,000
Athletics Umbrella Fund (Renovate Dedmon Center)	Auxiliary	\$0	\$0	\$30,000,000	\$0	\$30,000,000
Basketball Practice Facility	Auxiliary	\$0	\$15,000,000	\$0	\$0	\$15,000,000

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# 2026 Six-Year Plan Update

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# Six Year Plan



STATE COUNCIL OF HIGHER  
EDUCATION FOR VIRGINIA

## OBJECTIVES

Provides a unique opportunity for higher education institutions to engage policymakers in their future plans and priorities.

Focuses on how institutions are aligning their priorities with the future needs of the Commonwealth;

Plan for current and future enrollment challenges;

Balance cost effectiveness, affordability, and financial sustainability; and preparing students for success in life.

# Six Year Plan - Strategic Priorities

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Academic Achievement

Student Success

External Engagement & Partnerships

Administrative Excellence



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# Financial Plan for E&G Programs

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## **Salary & Benefit Increases**

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- 2% Salary
- 1% Health Insurance
- Promotion & Tenure
- Workforce Market Alignment
- Nursing Faculty Expansion

## **Inflationary Non-Personnel Increases**

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- Utilities
- Safety & Security
- Technology
- Library

# Commonwealth Support Request

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\$2.1M

Nursing Expansion



\$4.6M

VMSDEP  
Financial Support



\$1.8M

Affordable Access

# Capital Support Request

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Roanoke Health  
Sciences Building

**\$295.8M**



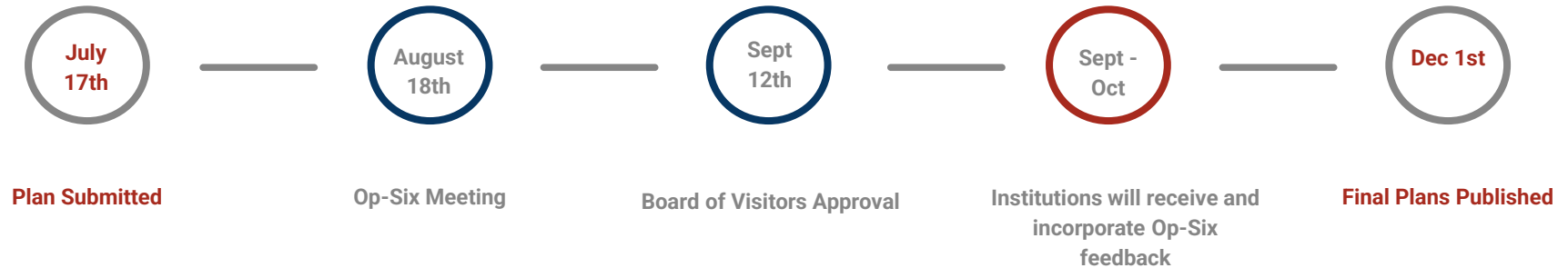
McConnell Library  
Renovation

**\$69.5M**



# Six Year Plan Timeline

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# 2024-25 Financial Performance Report

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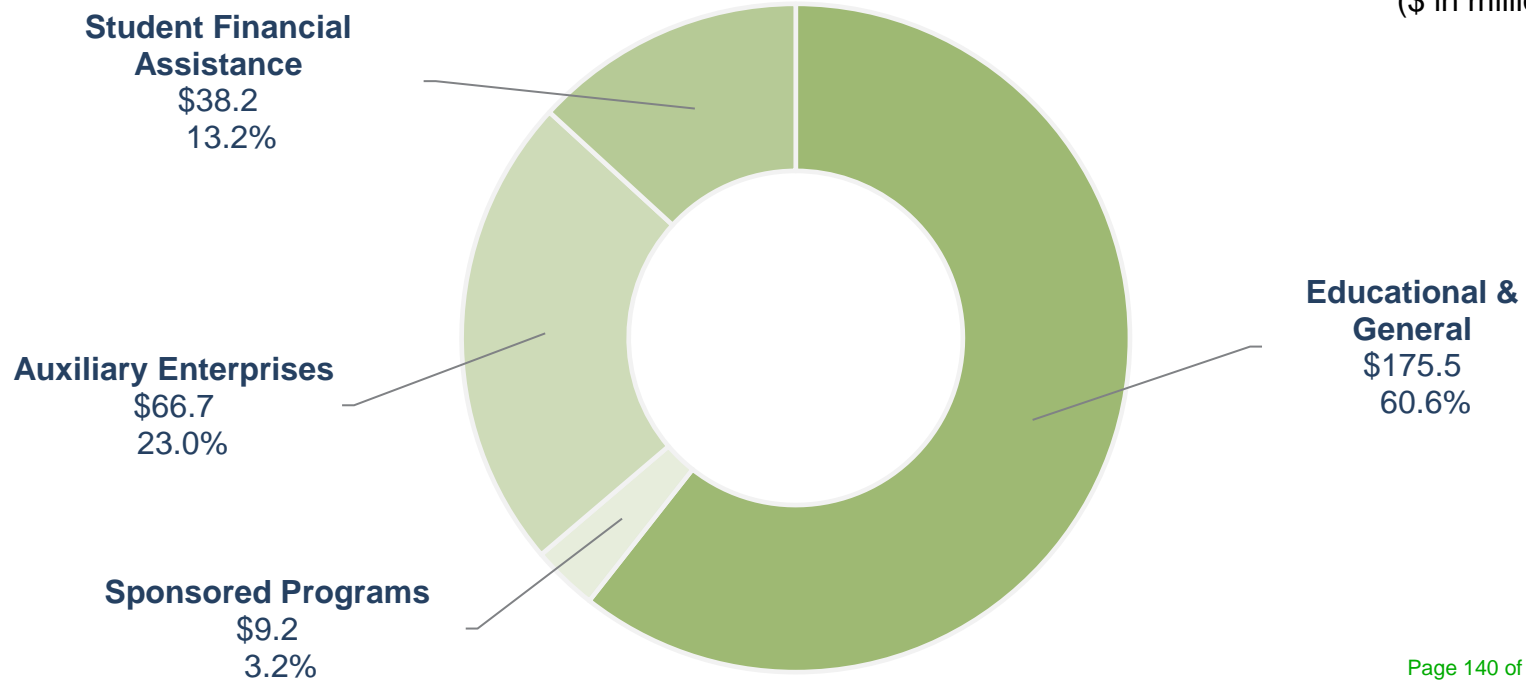
# 2024-25 Financial Performance Summary

	Original Budget			Actual through June 30, 2024		
	Revenue	Expense	Surplus/ (Deficit)	Revenue	Expense	Surplus/ (Deficit)
University Operating						
Education & General	\$172,599	(\$172,599)	\$0	\$182,057	(\$157,582)	\$24,475
Student Financial Assistance	31,763	(31,763)	0	38,815	(32,102)	6,712
Sponsored Programs	8,962	(8,962)	0	6,306	(6,301)	5
Auxiliary Enterprise	65,249	(68,171)	(2,922)	71,048	(68,439)	2,610
Total University	<u>\$278,572</u>	<u>(\$281,494)</u>	<u>(\$2,922)</u>	<u>\$298,226</u>	<u>(\$264,425)</u>	<u>\$33,801</u>

# 2024-25 Actual Revenue: All Programs & Funds

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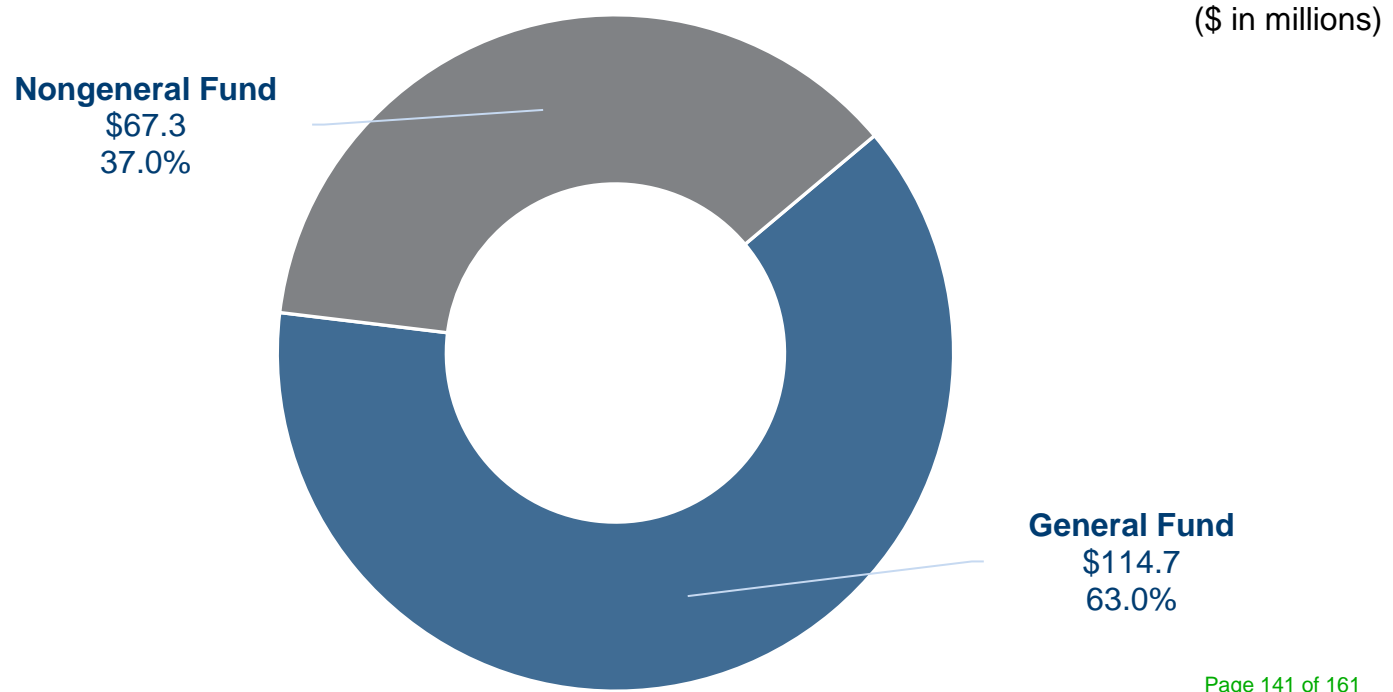
(\$ in millions)



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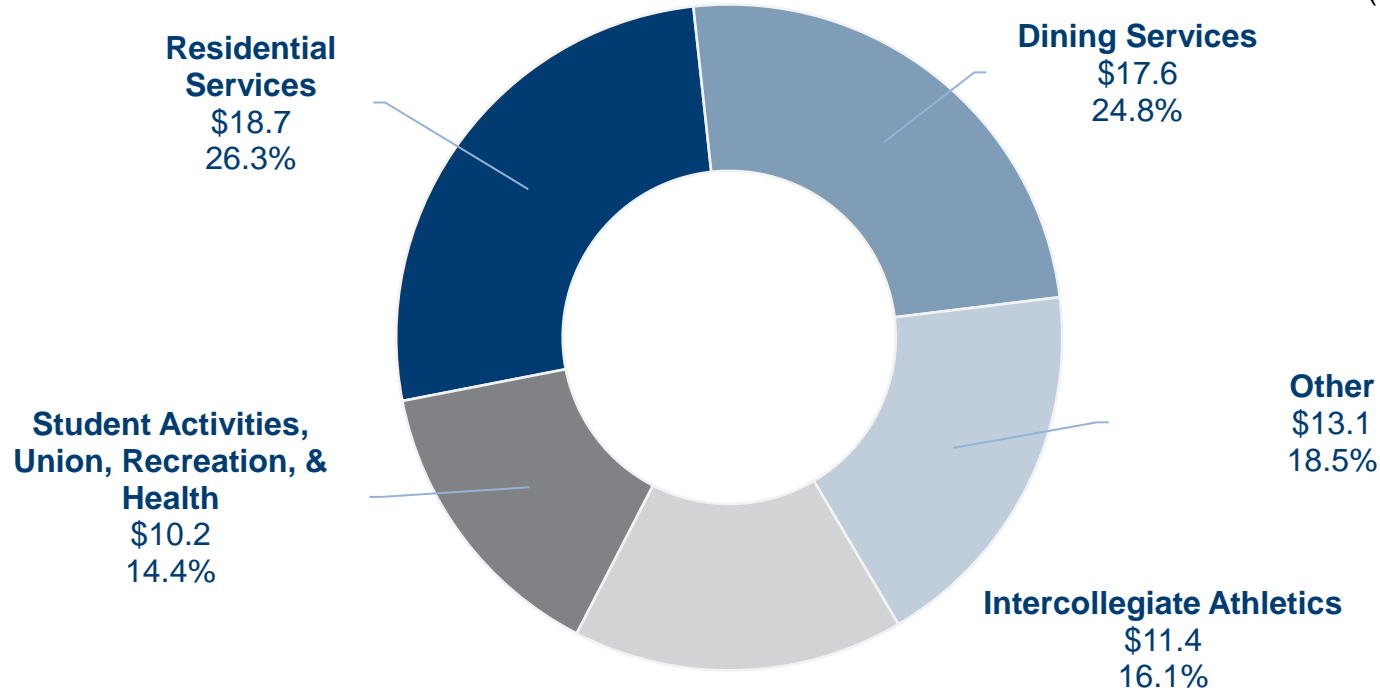
# 2024-25 E&G Actual Revenue: General v. Nongeneral Split

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# 2024-25 Actual Revenue: Auxiliary Enterprise

(\$ in millions)



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# E&G Reserve Summary

Annual Contributions		
2019	\$	1,237,885
2020	\$	2,284,692
2021	\$	9,431
2022	\$	453,397
2023	\$	757,815
2024		
2025	\$	912,758
<b>Total</b>	<b>\$</b>	<b>5,655,978</b>
Anticipated Contribution		
2026	\$	-

FY2026 Calculation	Reserve (6%)
\$ 94,266,288	5,655,978

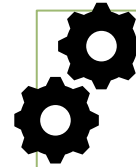


# Auxiliary Reserve Summary

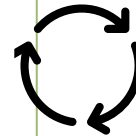
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A reserve is an undivided or unidentified portion of the net assets of an institution, in a stated amount, held for a special purpose.

There are three categories of auxiliary enterprise reserves that are related to different expenditures or budgets.



Operating



Renewal & Replacement



Major Renovation,  
Acquisition, and  
Plant or Program  
Expansion

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# Auxiliary Reserve Summary

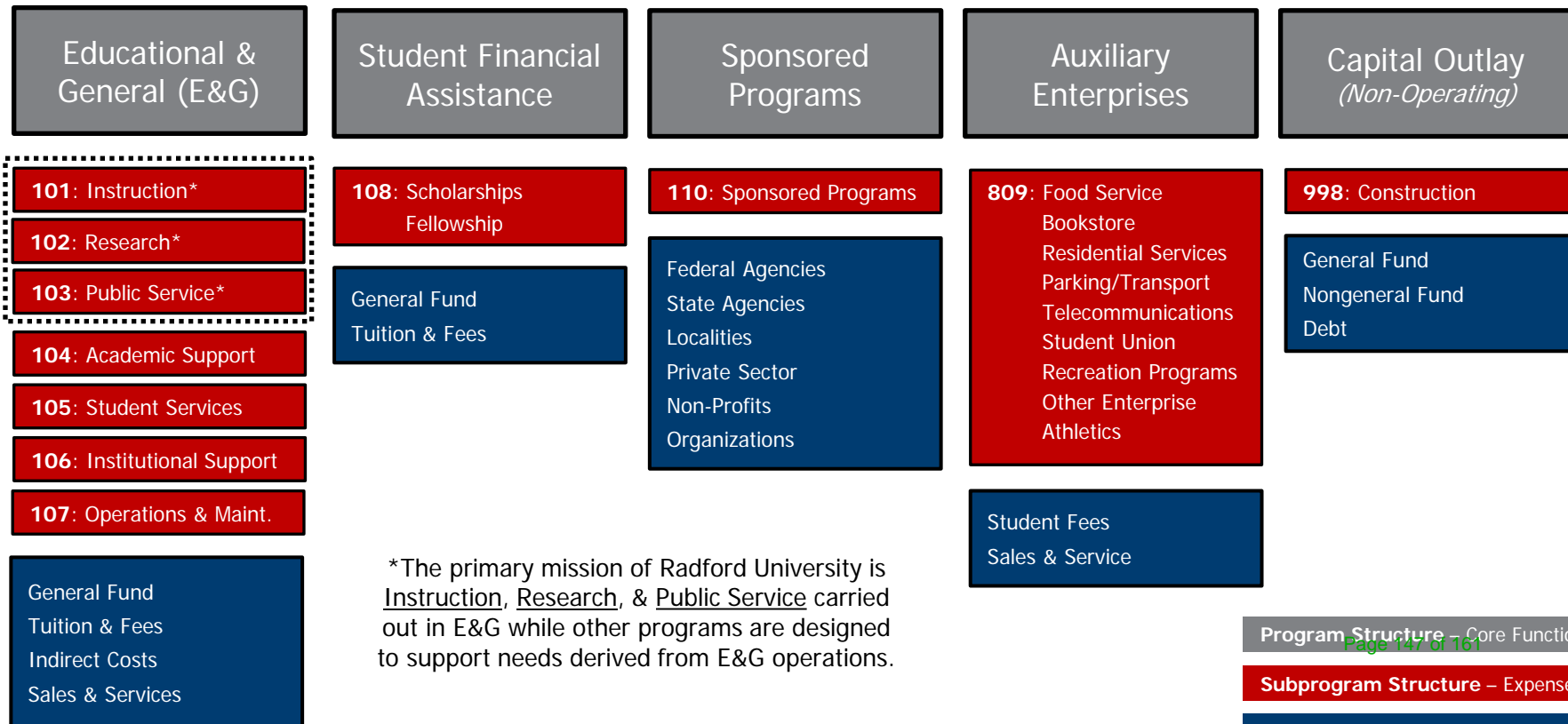
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(\$) in thousands

	2021	2022	2023	2024	2025
Auxiliary Reserve Balance	\$ 122,390	\$ 135,955	\$ 134,072	\$ 131,677	\$ 118,784
Yr to Yr Change (\$)	\$ 7,217	\$ 13,567	\$ (1,884)	\$ (2,394)	\$ (12,894)
Yr to Yr Change (%)	6.27%	11.08%	(1.39)%	(1.79)%	(9.79)%

# 2025-26 Proposed Operating Budget

# RADFORD UNIVERSITY – Agency 217



\*The primary mission of Radford University is Instruction, Research, & Public Service carried out in E&G while other programs are designed to support needs derived from E&G operations.

Program Structure – Core Functions

Subprogram Structure – Expenses

Fund Structure - Revenues

# 2025-26 Resource Allocation: Revenue

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## REVENUE - estimated

### **General Fund Changes**

Compensation Adjustments (FY26 3% increase)	\$ 1,768,322.00
Other (Est. Central Systems, Fringe Benefits, etc.)	\$ 969,831.00
<b>Total GF Changes</b>	<b>\$ 2,738,153.00</b>

### **Non-general Fund Changes**

Tuition and Fees	\$ 4,388,000.00
<b>Total NGF Changes</b>	<b>\$ 4,388,000.00</b>

<b>Total Revenue Changes</b>	<b>\$ 7,126,153.00</b>
------------------------------	------------------------

# 2025-26 Resource Allocation: Expense

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## EXPENSES - estimated

### Non-Discretionary Cost Increases - Mandatory

#### Compensation & Fringe Adjustments

Full-Time Personnel – 3% increase	\$ 2,323,240.00
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Fringe Benefits	\$ 458,639.00
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#### Central Cost Commitments

Insurance/Property Rentals	\$ 240,861.00
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Utilities	\$ 706,534.00
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Central Realignment	\$ (2,418,892.00)
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Employee Tuition Waivers	\$ 100,000.00
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<b>Sub-Total Non-Discretionary</b>	<b>\$ 1,410,382.00</b>
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<b>Sub-Total Division Commitments</b>	<b>\$ 5,715,771.00</b>
---------------------------------------	------------------------

<b>Total Expenditure Changes</b>	<b>\$ 7,126,153.00</b>
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# 2025-26 Proposed Budget Summary

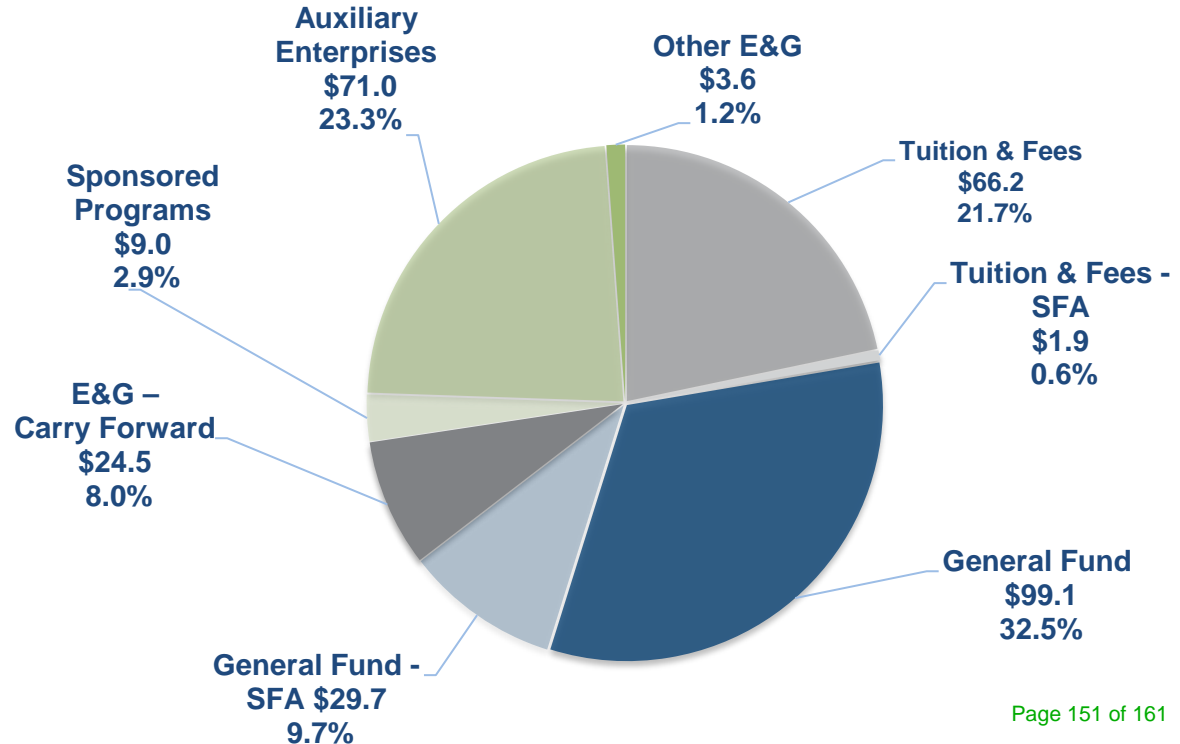
(\$ in Thousands)

	Revenue			Expense		
	Base	One-Time	Total	Base	One-Time	Total
University Operating						
Education & General	\$167,115	\$26,257	\$193,372	(\$167,115)	(\$26,257)	(\$193,372)
Student Financial Assistance	31,623		31,623	(31,623)		(31,623)
Sponsored Programs	8,962		8,962	(8,962)		(8,962)
Auxiliary Enterprise	70,992		70,992	(70,992)		(70,992)
Total University	<u>\$278,692</u>	<u>\$26,257</u>	<u>\$304,949</u>	<u>(\$278,692)</u>	<u>(\$26,257)</u>	<u>(\$304,949)</u>



# 2025-26 Projected Total Operating Revenue

Using projected revenues, Radford University's proposed total annual operating revenue budget is **\$304.9 million**

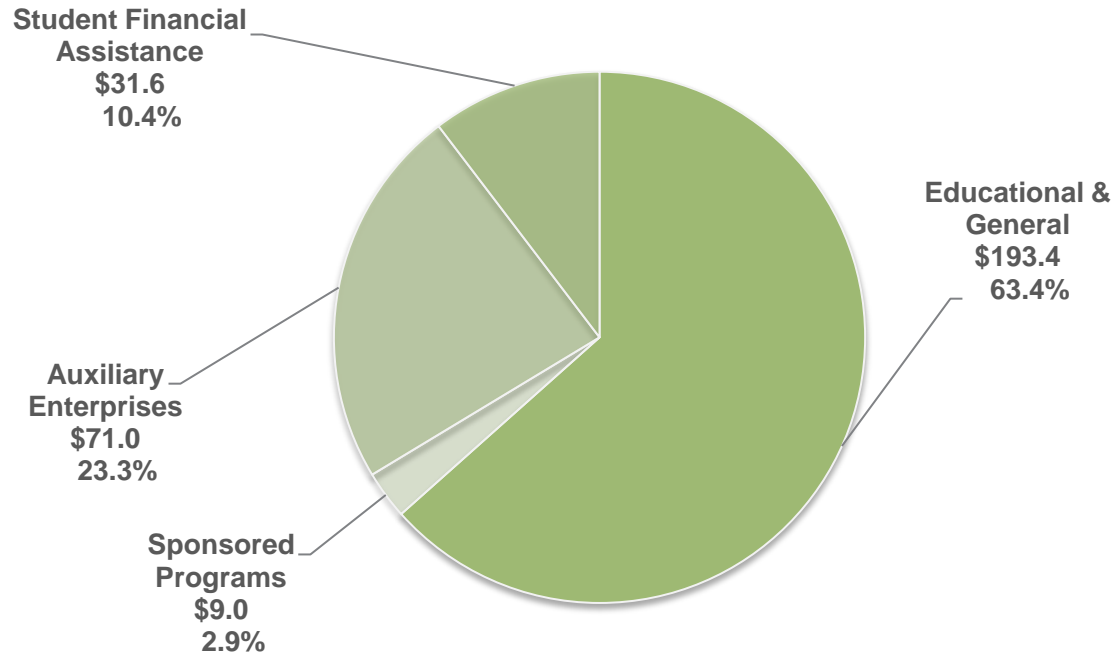


**Notes:**

- \$ in millions
- SFA-Student Financial Assistance

# 2025-26 Projected Total Operating Expenditures

Using projected expenditures, Radford University's proposed total annual operating expenditure budget is **\$304.9 million**



(\$ in millions)

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# 2025-26 Proposed Budget Summary by Auxiliary Subprogram

<i>(\$ in Thousands)</i>	Proposed Revenue	Proposed Expenditure	Proposed Cont/(Draw)
Dining Services	\$17,806	\$16,670	\$1,136
Bookstore	363	171	192
Residential Services	20,364	20,850	(486)
Parking & Transportation	1,480	1,546	(67)
Telecommunications	420	457	(37)
Student Health Services	2,630	2,623	7
Student Union & Recreation	7,020	7,887	(867)
Student Activities	1,088	1,027	61
Other Auxiliary	7,047	6,989	58
Intercollegiate Athletics	12,776	12,772	4
Total Auxiliary	<u>\$70,992</u>	<u>\$70,992</u>	<u>(\$0)</u>

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# A/P Faculty Handbook Revision

# Action Item - A/P Faculty Handbook

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## Section 1.9.3 Timelines for Evaluations and Revised Performance Expectations

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# Discussion

# Minutes



Radford  
UNIVERSITY





**Business Affairs and Audit Committee**

**9:45 a.m.**

**June 5, 2025**

**Kyle Hall, Room 340, Radford, VA**

**DRAFT**

**Minutes**

**Committee Members Present**

Dr. Betty Jo Foster, Chair  
Mr. George Mendiola Jr., Vice Chair  
Ms. Joann S. Craig  
Mr. Jonathan D. Sweet  
Mr. James C. Turk

**Committee Member Absent**

Ms. Jeanne S. Armentrout

**Board Members Present**

Mr. Marquett Smith, Rector  
Mr. Tyler W. Lester, Vice Rector  
Mr. Dale S. Ardizzone  
Ms. Betsy D. Beamer  
Ms. Callie M. Dalton  
Mr. William C. Davis  
Ms. Lisa W. Pompa  
Ms. Jennifer Wishon Gilbert  
Dr. Matthew Close, Faculty Representative

**Others Present**

Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President  
Mr. Jorge Coartney, Associate Vice President for Facilities Management  
Ms. Crystal Cregger, Director of University Services  
Ms. Kim Dulaney, Executive Director of Strategic Sourcing  
Ms. Allison Gallimore, Manager of Business Operations, Finance and Administration  
Dr. Dannette Gomez Beane, Vice President for Enrollment Management and Strategic Communications  
Dr. Rob Hoover, Vice President for Finance and Administration and Chief Financial Officer  
Dr. Angela Joyner, Vice President for Economic Development and Corporate Education  
Dr. Agida Manizade, Assistant Provost, Office of Graduate Affairs  
Ms. Margaret McManus, University Auditor

Ms. Jean Mistele, Faculty Fellow, Office of Graduate Affairs  
Ms. Emily Morones, Senior, Auditor of Public Accounts  
Mr. Ed Oakes, Associate Vice President for Information Technology and Chief Information Officer  
Ms. Connie Phillips, Assistant Budget Director for Operations  
Mr. David Rasnic, Higher Education Programs Director, Auditor of Public Accounts  
Ms. Susan Richardson, University Counsel  
Ms. Deana Sentman, Associate Vice President for Finance and University Controller  
Ms. Lauren Snelson, Assistant Director of University Services  
Dr. Susan Trageser, Vice President for Student Affairs  
Dr. Bethany Usher, Provost and Senior Vice President for Academic Affairs  
Mr. Austen Wade, Senior, Auditor of Public Accounts  
Dr. Donna Weaver McCloskey, Dean, Davis College of Business and Economics  
Ms. Penny White, Vice President for University Advancement and Alumni Relations

### **Call to Order**

Dr. Betty Jo Foster, Chair, formally called the meeting to order at 9:45 a.m. in Kyle Hall Room 340. Dr. Foster welcomed everyone to the June meeting of the Business Affairs and Audit Committee.

### **Approval of Agenda**

Dr. Foster asked for a motion to approve the June 5, 2025, meeting agenda, as published. Mr. Dale Ardizzone so moved, Ms. Joann Craig seconded, and the motion carried unanimously.

### **Approval of Minutes**

Dr. Foster asked for a motion to approve the minutes of the March 20, 2025 Business Affairs and Audit Committee meeting, as published. Ms. Craig so moved, Mr. George Mendiola, Jr. seconded, and the motion carried unanimously.

### **Reports**

#### **Auditor of Public Accounts Report**

Higher Education Programs Director David Rasnic presented the results of the University's FY 2024 financial statement audit, for which the University will receive an unmodified opinion.

#### **University Auditor's Report**

University Auditor Margaret McManus presented an oral report on the March 2025 quarterly review of the University Discretionary Fund. She also presented three audit reports on IT Audit of Account Management for the Cloud-Hosted Application – Automatic Data Processing (ADP); IT Audit of Titanium – Center for Assessment & Psychological Services; IT Audit of Titanium – Student Counseling Services, and a follow-up audit status report.

#### **Business Affairs Report**

Associate Vice President for Facilities Management Jorge Courtney provided an update on active Capital Projects. These projects included Chick-fil-A, Esports, Tyler and Norwood, the Co-Gen Project, Dalton Hall, Roanoke Innovation Corridor, Amphitheater, and the Infrastructure Project.

Vice President for Finance and Administration Rob Hoover presented an update on the positive progress towards the division's two-year goals. He also presented an overview of the Six-Year Plan, a financial update for fiscal year 2025, and a review of the 2025 legislative actions.

**Adjournment**

With no further business to come before the committee, Dr. Foster adjourned the meeting at 10:57 a.m.

Respectfully submitted,

Pamela Fitchett  
Executive Assistant to the  
Vice President for Finance and Administration  
and Chief Financial Officer

## End of Board of Visitors Materials

