

**Beyond Boundaries**  
**Break-out meeting discussion**  
**September 24, 2015**

**Discovering New Funding Models Thematic Group**

The Funding Models Working Group met from 1 to 230 pm on September 24, 2015. Tom Dingus and Lara Khansa co-chaired the meeting.

The meeting opened with introductions. Discussion began by imagining what point “B” in the future might look like. Numerous members commented. Several comments suggested a coalescence around a few ideas: greater involvement with private industry to produce opportunities for funding, internships, and identifiable pathways to employment; leveraging current VT resources like the NCR or alumni network or collaborate with other universities in VA.

Before the meeting ended, each participant had 60 seconds to share a creative idea that would affect funding or cost:

- Access small business innovation grants from the National Institutes for Health
- Create ties to larger commercial companies
- Encourage philanthropy for all departments/units, either in internships or financial resources
- Reduce bureaucracy; promote flexibility allowing “degrees on demand”
- Promote a model of continuous education from matriculation (or before) to retirement and beyond
- Foster an innovation corridor from the NRV to Charlottesville
- Provide flexibility in undergraduate curriculum linked to larger educational goals; allow smaller modules to build to degrees
- Develop opportunities for undergraduate students to create collaborations with professors, potential employers, etc.
- Emphasize experiential learning
- Connect industry to internships to address university challenges
- Implement more centralization and streamlining
- Generate collaboration between VT and community through connections/networks
- Adopt flexible systems/structures
- Employ tuition flexibility that allows corporations to pay tuition for X years of employment

*Invent the Future*

- Offer access to capital resources for startup businesses or projects
- Find alternative income that allows students to attend tuition-free
- Seek donations from younger alums, encourage a lifetime of philanthropy; tell the VT story
- Nurture a culture where every faculty or staff member connects with a current student
- Advance a la carte tuition options

## Preparing Students Thematic Group

### **Institutionalizing *Ut Prosim* beyond it being a phrase**

- What if the expectation is that you should make your community a better place?
- Being of service to society and your career. This should be part of *Ut Prosim*.
- Should we expand the definition of “service”?
- What if all students were assigned to live/do work in a different community (e.g., low socioeconomic) than where they lived?
- What about students who come from those communities? We should be sending them to more affluent communities.

### **Understanding differences**

- Need to develop programming/ programs that take into account the uniqueness of students and at the same time show them radical different spaces.
- Have students experience other cultures. They don't need to study abroad to have these experiences. It can mean having students in the sciences spend time in an art gallery or students in art spending time in a lab.
- There is a need to be knowledgeable of other languages to understand other cultures. You can always communicate in English when traveling to other places, but if you want to connect with other cultures on a more human level you need to learn other languages.
- There needs to be scaffolding for these learning experiences (before and after).
- We have international students, but we need to create environments where students here can have conversations with them to learn more about other places and cultures. We need to change the organizational culture for students to want to learn about things beyond their experiences.

### **Institutionalize mentoring (student-to-student and faculty-to student)**

- No student misses out.
- Reconfigure spaces to create more opportunities for interaction between students and with faculty. Move students through the university. Build community together over periods of time.
- Should we pay students to mentor other students (similar to the COE model)?
- Create small cohorts of students in programs. Under this model students would take the same classes for the first two years and then go on to other courses. That would yield more interaction and mentorship between them.
  - What if we make mentorship part of the culture that way we don't have to pay them?
- Offer some training and guidance on what it means to be a mentor. Putting them in touch with resources.

### **What is the role of K-16 pipeline in the future?**

- Should we be collaborating with K-12?
- How do we solve the problem of the 2/3 (of an individual's education) in which higher education is not involved?
- How do we best use resources by having programs in collaboration with other organizations?

### **What if we break the curriculum?**

- We no longer have majors.

*(This topic was not discussed but was briefly raised at the end of the conversation)*

## **Campus of the Future Thematic Group—Questions, Barriers, Ideas**

- **Questions**
  - What is the relevance of the residential experience?
    - What does the residential experience mean in places like NCR?
    - Do “residential” and “on-campus” have to be equivalent terms?
  - How do we encourage “collisions” (i.e. accidents where we can learn—either in terms of colliding with other individuals to develop new ideas or to be willing to test new ideas and potentially fail)
    - If space is not inviting for interactions beyond the classroom, how does that negatively impact the opportunities for thought collisions?
  - How do we bring the global community here and actually integrate them to have exchange rather than isolation?
- **Barriers**
  - Possibly too focused on/in Blacksburg
  - Lacking flexibility in how we allocate buildings
    - Buildings seem to be allocated by department with no real opportunities for expansion or contraction of departments as needs shift and evolve
  - Transportation
    - Possible solution: Air Rail?
    - Prediction: Transportation no longer a barrier by 2047
  - We treat locations/facilities as static rather than adapting to changing circumstances across time, space, and function
  - Study abroad is perceived as for the wealthy
- **Ideas**
  - 1 year campus in DC
    - Have students experience the best of both worlds
    - Bookend years in Blacksburg to both develop knowledge and share knowledge back to others but have experiences elsewhere to apply skills/knowledge learned
    - What if we had 2500 undergraduates in NCR at any one time?  
Currently only have 68 undergraduates studying off campus.
  - Incorporate financial and academic planning for beyond-Blacksburg experiences from first year rather than waiting until junior year
  - Design flexible, adaptive spaces
  - Be willing to experiment as there is likely not just one answer and we can't be so afraid of failure that we never try anything new
  - Get major presence in China and India and other countries/universities looking to internationalize their student bodies
  - More on-campus housing available to bring in visiting international faculty.

## Global Land-Grant Thematic Group

The Global Land Grant Committee began its discussion with a consideration what a global land-grant means. There was consensus that universities mostly earn global recognition because of their comprehensive reputation for excellence, not because globalization is a strategic goal in of itself. Additionally, we discussed the limitations of international rankings, especially in the global sphere where surface level metrics pervade (e.g. international faculty ratios).

We also discussed the operational limitations of the university's existing global programs. For example, we discussed how the tenure process doesn't emphasize global collaborations in research and scholarship. There was also a conversation about the need for de-provincializing what we have now and finding greater integration for existing international assets and programs.

We then shifted to proposing several ideas. Some highlights included:

- Ralph Hall – providing \$2,000 to undergrads to spend on international programs or research at some point during their 4-year plan of study (drawing from the M<sup>3</sup> program discussed by MSC).
- Casie Venable – study abroad transfer should seamlessly integrate with degree requirements, instead of forcing students to lengthen their plan of study beyond 4 years.
- Madhav Marathe – How could the university make internships and/or study abroad compulsory (or at least very close to 100%)?
- Chris Barrett – Proposed that Virginia Tech could foster partnerships that would encourage students to finish their degrees at international universities, and vice versa. Additionally, proposed using the universities rural location as an asset for international reputation building.
- Mary Sue Coleman – Discussed Michigan's "Semester in Detroit" program that gave students access to a metropolitan location. This could be an alternative to study abroad programs which take on more risk for the student.
- Generally we discussed the need to evaluate if language offerings (or even a language requirement) and other coursework might be necessary to help students perform in a global world.

Last, President Sands described his expectations for the GLG committee during the Beyond Boundaries process:

1. What is Virginia Tech's version of a global land-grant university?
2. What are the trends in higher education? What is the scope of what we're up against? Develop several long-term scenarios.
3. How do we become dynamic to meet the needs of the future?

We concluded with Madhav Marathe offering the Indian saying that "The earth is my family."

Beyond Boundaries Steering Committee Meeting  
Friday, March 25, 2016, 2:00pm-4:00pm  
Owens Banquet Hall

*Committee participants:* Albright, Black, Blieszner, Bordas, Cana Jimenez, Dalloul, Edgar, Friedlander, Hall, House, Keown, Khansa, Lockee, Morrill, Perillo, Pratt, Raman, Rikakis, Treacy, Tront, Verniel, Wisnioski

*Staff and graduate students:* Camargo, Edwards, Hincker, Hundley, Keeney, Ridinger, Walz

The meeting began at 2:00pm with remarks from Dr. Rikakis reminding the group that Beyond Boundaries is a long range vision and the first steps include identifying the initial Destination Areas. He responded to a comment that there is still a lack of understanding and concerns about the Destination Areas concept by faculty. Dr. Rikakis noted that there will be lots of opportunities to sign up and participate, and the areas will be further defined through faculty input.

Dr. Rikakis gave a brief outline of plans for the Beyond Boundaries Forum and Destination Areas Workshop in NCR on March 31. Rosemary Blieszner and Alan Grant will present a summary of Beyond Boundaries committee work. A distinguished panel will respond, including Martin Dunn, Lynne Doughtie, Wayne Clough and Brian Fitzgerald. Steering Committee members were invited and encouraged to attend of the DA workshops to take notes and discuss with colleagues.

Dennis Treacy provided reactions from the Board of Visitors which he felt were positive. He encouraged everyone to prepare an “elevator speech” to share with external individuals. Carole Pratt viewed this as a wonderful opportunity to get out and talk with people and that there is opportunity to have critical impacts on economic development, etc.

Kate Keeney led the group through the draft visioning document which offers a synthesis of the thematic group work. The Steering Committee made suggestions and comments on each section of the document. Committee members responded to questions as was required. Kate explained next steps and the work flow for finalizing the visioning document.

Rosemary closed the meeting by thanking everyone for their suggestions, comments and participation.

Beyond Boundaries Steering Committee Meeting  
Monday, December 7, 1:00pm – 2:30pm  
Inn at Virginia Tech – Cascades Room

*Committee participants:* Albright, Barrett, Black, Blieszner, Cowan, Dalloul, Dingus, Edgar, Friedlander, Grant, Hall, Harrison, House, Jimenez, Keown, Khansa, Knox, Lockee, Martin, McAvoy, Perillo, Raman, Rikakis, Sible, Tin, Treacy, Tront, Verniel, Watford, Wisnioski

*Staff and graduate students:* Camargo, Edwards, Harder, Hincker, Hundley, Keeney, Miller, Ridenour, Ridinger, Walz

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The meeting began at 1:10pm with introductions from project co-chairs Drs. Blieszner and Grant.

Project Director, Kate Keeney, gave a short overview of the Beyond Boundaries visioning process, including discussing proposed destination areas and InclusiveVT as components of the overall process. The following timeline was shared with the group:

Now through January 2016

- Beyond Boundaries sub-committee scenarios
- Internal Destination Areas process
- Continued input from community

February

- Finalize short-term plans regarding Destination Areas, first action items of Inclusive VT, and craft Beyond Boundaries vision

March

- Vet with external constituents and potential partners (NCR event)

April

- Announcement and establishment of a differentiating vision for the inclusive 21<sup>st</sup> century global land-grant
- Short-term actions, medium-term goals, and long-term vision

Summer

- Launch incubator to take steps—incremental and large—towards articulated vision

Provost Rikakis charged the Steering Committee to think futuristically—a generation from now and to consider moon shots unconfined by today's barriers.

Next, the faculty co-chairs of the four thematic area groups—advancing as a global land-grant, preparing students, campus of the future, and funding and cost—presented their work from the fall 2015 semester.

1. Advancing as a global land-grant, Barrett, Knox & Harder

Drs. Barrett and Knox presented a concept for a distributive university based on the land-grant model and aided by partner institutions (academic, private, etc.). The Extension model is the basis for this idea, but the concept is not limited to land-grant institutions. This is a viable way for Virginia Tech to scale up by using networks and build upon areas of strength.

Dr. Rikakis suggested that this idea could be expanded to the K-16 system.

There was discussion around serving the citizens of Virginia and serving the world. Several members offered that big issues in Virginia are microcosms of issues in the world.

2. Preparing students, Sible, Wisnioski & Camargo

Drs. Sible and Wisnioski spoke about the T-shaped student and the need for large structural changes to support this type of learning. How will Virginia Tech differentiate itself and embrace this? They shared three themes:

- Individualization and collaboration
- Integration and rapid change
- A normative vision—a vision shaped by prior experiences, our past and present

3. Campus of the future, Albright, Raman & Hundley

Ms. Albright and Dr. Raman spoke about certain technological changes that will change the way we engage on campus. They promoted human-to-human interaction, but that this would happen in new ways. If we expand on the binary star concept—tight coupling of Virginia Tech entities in the US and abroad—then remote telepresence will be essential. Technology is not there yet.

4. New funding models, Dingus, Khansa & Walz

Drs. Dingus and Khansa shared their discussions on revenue and cost and stated, “There is no silver bullet.” The committee has spent time learning from others and becoming informed on both revenue and spending challenges and opportunities. Some other areas of discussion include, lessening the pace of building (or no new buildings), changing the time students spend on-campus (ie final year off), and strengthening the endowment to make investments in programmatic areas to advance the university.

The committee had discussion around these overview presentations. Dr. Rikakis suggested that an underlying theme is that in 30 years, Virginia Tech will not be a monolithic structure. Instead, we will have partnerships in every direction beyond space and time. We can leverage resources in different ways through this networked and diversified structure as well.

Next meetings

- a. February 23, 2-4pm
- b. Spring meeting in the NCR (in lieu of March 25 meeting)
- c. April 21, 2-4pm

## **Beyond Boundaries Steering Committee Meeting**

Tuesday, February 23, 2016, 2:00pm – 4:00pm

Library Multipurpose Room

*Committee participants:* Albright, Barrett, Blieszner, Bordas, Dalloul, Cowan, Edgar, Grant, Hall, Harrison, House, Keown, Khansa, Knox, Lockee, Martin, McAvoy, Meng, Morrill, Perillo, Pratt, Raman, Rikakis, Sible, Treacy, Tront, Verniel, Watford, Wisnioski,

*Staff and graduate students:* Camargo, Edwards, Harder, Hincker, Hundley, Keeney, Miller, Ridenour, Ridinger, Walz

*Guests:* Menah Pratt-Clarke, Tracy Vosburgh

The meeting began at 2:00pm with welcoming remarks from Dr. Grant. Project Director, Kate Keeney, reminded the group of the goals for the initiative and the agenda to be covered in today's meeting. The committee would hear from the co-chairs of each thematic group. Following the presentations, the Steering Committee would engage in discussion and sharing of overlapping themes.

### **Committee Reports**

#### Preparing students

Matt Wisnioski and Jill Sible shared the work of their group. The group sees the following as givens for the university over the next 30 years: more global; more mobile; more technology; more specialized but more connected. Students will change but purpose and meaning will remain important. They discussed communities of discovery. The group recognizes that "silos" of excellence currently exist at the university--some students have the advantage of learning across disciplines. The goal would be for all students to have these opportunities with students earning a living transcript that reflects a breadth of education and engagement.

#### Advancing as a global land-grant

Paul Knox with Chris Barrett, joining the meeting remotely, first described what is meant by a global land-grant. What makes Virginia Tech special is that we have established a legacy of disciplines which we don't see changing. Over the next 30 years we would develop a broader network system with many partnerships to include other universities both in the U.S. and abroad, research institutions, corporations, etc. The characteristics for these would include flexibility and problem-driven. In 30 years, there would be a fully distributed system.

#### Envisioning the campus of the future

Kathryn Albright with Sanjay Raman, joining the meeting remotely, began sharing their group's work by pointing out that creating a culture of creativity, collaboration, and innovation would occur over the next 30 years. Their concept of the campus of the future would support human-to-human interaction across a spectrum of environments which would remain flexible; be

comprised of complex heterogeneous networks and innovation hubs facilitated by technology; be global; and be adaptable. They see innovation hubs being established as well as human-centered smart environments/virtual environments, and global engagement hubs. These hubs would not be permanent fixtures but rather ephemeral. As such, continuous assessment and adaptation is important.

### Discovering new funding models

Lara Khansa provided an overview of this group's work. The group began with the understanding that state funds will drop more in the future, and new funding mechanisms will be needed to invest in new programs. Revenue generation ideas and income strategies were considered to include philanthropic strategies, budgetary savings, and innovative approaches that would generate additional revenues without increasing tuition.

After a short break, Dr. Blieszner began a discussion by sharing themes she noted in the presentations such as: identifying boundaries; mapping values; flexible systems; cultural shifts (much broader than what we do now); engagement; working with internal and external partners to identify problems and solutions; the need for holistic approach; and recognizing our cultural values.

Members of the Steering Committee provided comments including the following:

- Adaptability and flexibility will be critical; however, in some disciplines there will still be a need for highly trained professionals and specializations.
- Other universities are doing something similar to our Beyond Boundaries Project. What is unique and bold about Virginia Tech?
- Communication is important (ex. health education program already very broad but not widely known.)
- A current boundary between the university and the private sector exists. It's difficult to resource ideas that are generated.
- A degree program that exists among many departments (IGEPs/iPhD)
- It would be revolutionary, if all students had the excellent experience that some have in our current model.
- iPhone analogy—Virginia Tech is more than an education.

Provost Rikakis charged the Steering Committee to think more boldly and to build a scenario describing the student and faculty experience within the context that we have imagined.

Next steps were noted to include a presentation to the Board of Visitors on March 20; Steering Committee Meetings, March 25 and April 21; and forum in the NCR, March 31.