Commission on Outreach and International Affairs

Orientation

September 15, 2016
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Commission on Outreach and International Affairs (COIA) Orientation  
September 15, 2016

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Commission on Outreach and International Affairs (COIA) Orientation Agenda

TAB 1
Commission on Outreach and International Affairs Orientation  
September 15, 2016  
3:00–3:30 p.m.  
Gateway Center-902 Prices Fork Road; Suite 120  
AGENDA

1. Welcome of New Members  
   • Introductions  
   • Charge to Commission  
   Guru Ghosh

2. Commission on Outreach and International Affairs (COIA) Membership  
   Guru Ghosh

3. Strategic Plan and Organizational Charts  
   Guru Ghosh

4. Promotion and Tenure  
   Guru Ghosh

5. Awards  
   • Alumni Awards for International Affairs  
   • Alumni Awards for Outreach Excellence  
   • College Awards for Outreach Excellence  
   Guru Ghosh

6. Governance Documents  
   Guru Ghosh

7. Minutes of 2015-2016 Commission on Outreach and International Affairs  
   Guru Ghosh

8. Information Items  
   • Engagement Leadership Council Membership  
   • University Council on International Affairs Membership  
   • Associate Deans/Program Units with OIA Leadership Responsibilities  
   Guru Ghosh

Meeting dates for 2016-2017: (All meetings are from 3:30-4:30 p.m. and are held in the Gateway Center; 902 Prices Fork Road; Suite 120; unless otherwise noted)

- September 15, 2016  3:00-3:30 p.m.  Orientation for new members  
- September 15, 2016  3:30-4:30 p.m.  All members  
- October 20, 2016  
- November 17, 2016  
- December 15, 2016  
- NO JANUARY MEETING  
- February 16, 2017  
- March 16, 2017  
- April 20, 2017  
- May 11, 2017

Complete New Member notebook is available under Committees:  
http://www.outreach.vt.edu/QuickLinks/Awards_and_committees.aspx
COIA Membership Roster

TAB 2
### Commission on Outreach and International Affairs
#### 2016-2017 Members

Charge: To study, formulate, and recommend to the University Council policies and procedures concerning the engagement of the University in service, outreach, and international affairs. Areas for consideration include: Cooperative Extension, continuing and professional education; economic development including community resource and leadership development; liaison with affiliated corporations and institutes; international programs; and other matters affecting service, outreach, and international affairs. The Commission on Outreach and International Affairs will liaison with the Commission on Undergraduate Studies and Policies with issues regarding study abroad and international exchange programs.

#### Chair - Elected from non-administrative faculty & staff members of the Commission by membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Close</td>
<td>Chair</td>
<td>2017</td>
</tr>
</tbody>
</table>

#### Ex Officio

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Ex Officio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru Ghosh</td>
<td>Vice President for Outreach and International Affairs</td>
<td>ex officio</td>
</tr>
<tr>
<td>Karl Markgraf</td>
<td>Associate Vice President, International Affairs</td>
<td>ex officio</td>
</tr>
<tr>
<td>Susan Short</td>
<td>Associate Vice President for Engagement</td>
<td>ex officio</td>
</tr>
<tr>
<td>Edwin Jones</td>
<td>Director of Cooperative Extension</td>
<td>ex officio</td>
</tr>
</tbody>
</table>

#### One member from the area of International Affairs who shall be the chair of the UCIA or his/her appointee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Clubb</td>
<td>Representative from the area of International Affairs</td>
<td>2017</td>
</tr>
</tbody>
</table>

#### One academic dean selected by Council of College Deans (two-year term)

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyril Clarke</td>
<td>Veterinary Medicine</td>
<td>2018</td>
</tr>
</tbody>
</table>

#### Two faculty senators elected by Faculty Senate (three-year terms)

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vacant</td>
<td></td>
<td>2017</td>
</tr>
<tr>
<td>Roberto Leon</td>
<td>Civil &amp; Environmental Engineering</td>
<td>2019</td>
</tr>
</tbody>
</table>

#### Faculty representatives from each of the academic colleges (8) elected by faculty in the college (at least two faculty members will have experience in leading study abroad programs) (three-year terms)

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Helge Bøhn</td>
<td>Engineering</td>
<td>2018</td>
</tr>
<tr>
<td>Brian Hairston</td>
<td>Agriculture and Life Sciences</td>
<td>2017</td>
</tr>
<tr>
<td>Brett Shadle</td>
<td>Liberal Arts and Human Sciences</td>
<td>2019</td>
</tr>
<tr>
<td>Djordje Minic</td>
<td>Science</td>
<td>2018</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
<td>Year</td>
</tr>
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<td>--------------------</td>
<td>-------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Gerhardt Schurig</td>
<td>Veterinary Medicine</td>
<td>2019</td>
</tr>
<tr>
<td>Kathleen Alexander</td>
<td>Natural Resources and Environment</td>
<td>2017</td>
</tr>
<tr>
<td>Reed Kennedy</td>
<td>Business</td>
<td>2018</td>
</tr>
<tr>
<td>Heinrich Schnoe</td>
<td>Architecture and Urban Studies</td>
<td>2019</td>
</tr>
</tbody>
</table>

**Three elected representatives of the Cooperative Extension non-ex officio A/P faculty (three-year terms)** (The Commission on Administrative & Professional Faculty Affairs will provide names of elected individuals.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Close</td>
<td>Agriculture and Life Sciences</td>
<td>2018</td>
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<td></td>
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<td>2018</td>
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<td></td>
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<td>2019</td>
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**One staff senator elected by Staff Senate (three-year term)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Year</th>
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</thead>
<tbody>
<tr>
<td>Bonnie Alberts</td>
<td>Center for Instructional Development and Educational Research</td>
<td>2018</td>
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</table>

**One student representative from the Graduate Student Assembly elected by the GSA (one-year term)**

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>2017</td>
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</table>

**One student representative from the Student Government Association elected by the SGA (one-year term)**

<table>
<thead>
<tr>
<th>Year</th>
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<tbody>
<tr>
<td>2017</td>
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</table>
Outreach and International Affairs (OIA) Contact Information

TAB 3
Outreach and International Affairs
Contact Information

Dr. Guru Ghosh, Vice President for Outreach & International Affairs, (540) 231-3205, gghosh@vt.edu
Ms. Andrea Brunais, Communications Manager, (540) 231-4691, andreea1@vt.edu
Dr. Scott Farmer, Director, Outreach Information Services, (540) 231-5633, sdf@vt.edu
Dr. Karl Markgraf, Associate Vice President for International Affairs, (540) 231-7888, markgraf@vt.edu
Dr. Susan Short, Associate Vice President for Engagement, (540) 231-9497, sshort@vt.edu
Dr. Jane Swan, Director of Finance and Administration, (540) 231-2021, jswan@vt.edu

College Designees with Outreach Leadership Responsibilities
Dr. Karen DePauw, Graduate College, (540) 231-7581, kpdepauw@vt.edu
Dr. Parviz Ghandforoush, Pamplin College of Business, (703) 538-8410, pghandfo@vt.edu
Dr. James Randy Heflin, College of Science (540) 231-7289, rheflin@vt.edu
Dr. Edwin Jones, College of Agriculture and Life Sciences, (540) 231-5299, ejones1@vt.edu
Dr. Jack Lesko, College of Engineering, (540) 231-9171, jlesko@vt.edu
Dr. Tim Long, College of Science, (540) 231-7683, telong@vt.edu
Dr. Patrick Miller, College of Architecture and Urban Studies, (540) 231-0611, pmiller@vt.edu
Dr. Linda Oldham, Pamplin College of Business, (540) 231-9755, loldham@vt.edu
Mr. Robert Schubert, College of Architecture and Urban Studies, (540) 231-5607, silver@vt.edu
Dr. Debra Stout, College of Liberal Arts and Human Sciences, (540) 231-8714, dstoudt@vt.edu
Dr. Terry Swecker, College of Veterinary Medicine, (540) 231-7375, terry.swecker@vt.edu
Dr. Eric Wiseman, College of Natural Resources and Environment, (540) 231-5148, pwiseman@vt.edu

Outreach and International Affairs Program Units
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Dr. Donald Back, Director, Language & Culture Institute, (540) 231-6963, dback@vt.edu
Mr. Gene Ball, Director, International Finance & Administration OIRED, (540) 231-9664, gball@vt.edu
Dr. Van Crowder, Executive Director, Office of International Research, Education & Development (OIRED), (540) 231-6338, vcrowder@vt.edu
Dr. Kay Dunkley, Director, Virginia Tech Roanoke Center, (540) 767-6100, kdunkley@vt.edu
Ms. Nancy Gruber, Director, Finance & Administration, Engagement, (540) 231-5373, looneyr@vt.edu
Dr. Lesa Hanlin, Interim Director, Virginia Tech Richmond, Hampton Roads & Newport News Centers, Richmond, VA, (757) 594-7433, lesa@vt.edu
Ms. Theresa Johansson, Director, Global Education Office, (540) 231-8205, theresaj@vt.edu
Mr. Ian Leuschner, Director, International Support Services, (540) 231-3736, ileuschner@vt.edu
Ms. Penny McCallum, Director, Southwest Virginia Higher Education Center, Abingdon, VA, (276) 619-4311, pmccal5@vt.edu
Dr. Muni Muniappan, Director IPM Innovation Lab, (540) 231-3516, rmuni@vt.edu
Dr. Jerome Niles, Director, VT Lifelong Learning Institute, (540) 231-7266, niles@vt.edu
Dr. John Provo, Director, Office of Economic Development, (540) 231-4004, jprovo@vt.edu
Mr. Tom Shaver, General Manager, The Inn at Virginia Tech & Skelton Conference Center, (540) 231-0101, tshaver@vt.edu
Ms. Julie Walters Steele, Director, Reynolds Homestead, (276) 694-7181, jws@vt.edu
Dr. Larry Vaughan, InnovATE Project, (540) 231-3893, larryjv@vt.edu
Mr. Scott Weimer, Director, Continuing & Professional Education, (540) 231-7887, weimers@vt.edu

Virginia Cooperative Extension
Dr. Edwin Jones, College of Agriculture and Life Sciences, (540) 231-5299, ejones1@vt.edu

Commission on Outreach and International Affairs
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Outreach and International Affairs
Contact Information (continued)

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Continuing and Professional Education Professional Faculty/Program Development Resources:
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Ms. Jennifer Carter, Associate Director NCR, (571) 585-3006, carterja@vt.edu
Ms. Shelly Jobst, Associate Director of Operations & Program Services, (540) 231-7084, sjobst@vt.edu

Program Implementation Team:
Ms. Briana Blanchard, Program Coordinator, (540) 231-2014, bnblanch@vt.edu
Ms. Jeanette Cooper, Project Manager, (540) 231-4140, jeancoop@vt.edu
Mr. Wayne Crotto, Project Manager, wcrotto@vt.edu
Ms. Ashley Gardner, Project Coordinator, sgash92@vt.edu
Ms. Meghan Graham, Project Manager, mgraham@vt.edu
Ms. Michelle Kovac, Project Manager, (540) 231-9488, mkovac@vt.edu
Ms. Kortni Lindsay, Project Manager, (540) 231-2602, kortni1@vt.edu
Ms. Jeneen Preston, Project Coordinator, (540) 231-7330, pjeneen7@vt.edu
Mr. Erich Sawyer, Project Manager, (540) 231-4084, erichs@vt.edu

Executive Briefing Center
Ms. Larissa LaCour, Conference Center Manager, (571) 585-3030, llacour@vt.edu
Ms. Anna Smith, Event Coordinator, (571) 858-3364, anna.irene@vt.edu
Mr. Jarreau Williams, Program Services Specialist, (571) 858-3365, jaws0509@vt.edu

Hotel Roanoke and Conference Center
Ms. Elizabeth Sandoz, Sales Manager, (540) 853-8241, esandoz@hotelroanoke.com
To Be Named, General Manager
Ms. Martha Franklin, COTA Project Coordinator, (540) 853-8279, mpfrankl@vt.edu
Mr. Harry Gregori, COTA Fellow, (540) 853-8279, hgregori@vt.edu
Dr. Wayne Harris, COTA Fellow, (540) 631-1488, ewharris@vt.edu
Dr. Sharon Richardson, COTA Fellow, (540) 853-8279, shricha1@vt.edu
Ms. Robyn Smyth, COTA Project Manager, (540) 853-8259, robyn@vt.edu
Ms. Susan Snyder, COTA Fellow, (540) 853-8279, ssnyder1@vt.edu
Dr. Wayne Tripp, COTA Fellow (540) 387-0632, wtripp@vt.edu

The Inn at Virginia Tech and Skelton Conference Center
Mr. Tom Shaver, General Manager, The Inn at Virginia Tech and Skelton Conference Center, (540) 231-0101, tshaver@vt.edu
Ms. Teresa Hughes, University Sales Manager, (540) 231-0111, thughes@vt.edu
Engagement Leadership Council Roster

TAB 4
The Engagement Leadership Council, which meets quarterly, includes college associate deans, with Outreach responsibilities, and university-wide Outreach directors. The council discusses various engagement projects, the scholarship of engagement, program development and collaborations, and potential funding opportunities. The council will receive updates from various areas, seek to strengthen collaborative engagement programs, and address specific engagement topics.

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back, Donald</td>
<td>Language and Culture Institute</td>
<td>Director</td>
</tr>
<tr>
<td>Brunais, Andrea</td>
<td>Outreach Communications</td>
<td>Communications Manager</td>
</tr>
<tr>
<td>Close, Dave</td>
<td>Commission on Outreach and International Affairs</td>
<td>Chair</td>
</tr>
<tr>
<td>Collins, Kristy</td>
<td>Virginia Bioinformatics Institute at Virginia Tech</td>
<td>Graduate and Post-Graduate Education Program Manager</td>
</tr>
<tr>
<td>Craig, Ann</td>
<td>Institute for Critical Technology and Applied Science (ICTAS)</td>
<td>Director for Finance and Administration</td>
</tr>
<tr>
<td>Daniel, Martin</td>
<td>Office of the VP for Research</td>
<td>Associate Vice President for Research Operations</td>
</tr>
<tr>
<td>DePauw, Karen</td>
<td>Graduate School</td>
<td>Vice President and Dean</td>
</tr>
<tr>
<td>Ghandforoush, Paviz</td>
<td>Pamplin College of Business</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Ghosh, Guru</td>
<td>Outreach and International Affairs</td>
<td>Vice President</td>
</tr>
<tr>
<td>Hammett, Tom</td>
<td>College of Natural Resources and Environment</td>
<td>Associate Dean for Academic Programs</td>
</tr>
<tr>
<td>Hefflin, J. Randy</td>
<td>College of Science</td>
<td>Associate Dean</td>
</tr>
<tr>
<td>Jones, Edwin</td>
<td>College of Agriculture and Life Sciences (CALS) and Virginia Cooperative Extension (VCE)</td>
<td>Associate Dean CALS and Director, VCE</td>
</tr>
<tr>
<td>Kirk, Gary</td>
<td>VT Engage: The Community Learning Collaborative</td>
<td>Director</td>
</tr>
<tr>
<td>Lesko, Jack</td>
<td>College of Engineering</td>
<td>Associate Dean for Research and Graduate Studies</td>
</tr>
<tr>
<td>Markgraf, Karl</td>
<td>International Affairs</td>
<td>Associate Vice President</td>
</tr>
<tr>
<td>McCallum, Penny</td>
<td>Southwest Virginia Higher Education Center</td>
<td>Director</td>
</tr>
<tr>
<td>Miller, Patrick</td>
<td>College of Architecture and Urban Studies</td>
<td>Associate VP and Dean of Graduate Studies and Outreach</td>
</tr>
<tr>
<td>Oldham, Linda</td>
<td>Pamplin College of Business</td>
<td>Executive Director, Center for Innovative Entrepreneurship</td>
</tr>
<tr>
<td>Provo, John</td>
<td>Office of Economic Development</td>
<td>Director</td>
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<tr>
<td>Schubert, Robert</td>
<td>College of Architecture &amp; Urban Studies</td>
<td>Associate Dean for Research</td>
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<tr>
<td>Short, Susan</td>
<td>Engagement</td>
<td>Associate Vice President</td>
</tr>
<tr>
<td>Stoudt, Debra</td>
<td>College of Liberal Arts and Human Sciences</td>
<td>Associate Dean for Academic Policies and Procedures</td>
</tr>
<tr>
<td>Swecker, Terry</td>
<td>College of Veterinary Medicine Large Animal Clinical Sciences</td>
<td>Associate Department Head</td>
</tr>
<tr>
<td>van Gelder, Brenda</td>
<td>VP for Information Technology</td>
<td>Program Director, eCorridors</td>
</tr>
<tr>
<td>Weimer, Scott</td>
<td>Continuing and Professional Education</td>
<td>Director</td>
</tr>
</tbody>
</table>
University Council for International Affairs (UCIA) Membership

TAB 5
University Council on International Affairs (UCIA)
Membership 2016 - 2017

Chair
David Clubb, Director, Cranwell International Center
dclubb@vt.edu

Vice Chair
To be determined

College Representatives
Kathryn Albright, Associate Dean for Academic Affairs
College of Architecture and Urban Studies
kclarke@vt.edu

Stephanie Hart, Director of Academic Programs
College of Natural Resources and Environment
stephaniehart@vt.edu

Reed Kennedy, Director of International Programs
Pamplin College of Business
kennedyr@vt.edu

Gary Long
Associate Dean for Curriculum and Instruction, College of Science
glong@vt.edu

Jerzy Nowak, International Programs
College of Agriculture and Life Sciences
jennowak@vt.edu

Nicole Sanderlin, Director of International Programs
College of Engineering
npsander@vt.edu

Gerhardt Schurig, Professor
Virginia-Maryland Regional College of Veterinary Medicine
gschurig@vt.edu

Debra Stoudt, Associate Dean for
Academic Policies and Procedures
College of Liberal Arts and Human Sciences
dstoudt@vt.edu

International Center Representatives, Central Administration,
Outreach and International Affairs, Scholarships, and
Commissions
Donald Back, Director, Language and Culture Institute, Outreach
and International Affairs
dback@vt.edu

David Brady, Director, Export & Secure Research Compliance
dbrady@vt.edu

Tom Brown, Dean of Students
tbrown@vt.edu

Jacqueline Bixler, Chair, Foreign Languages and Literatures
jbixler@vt.edu

Van Crowder, Director, OIRED
vcrowder@vt.edu

Guru Ghosh, Vice President for Outreach and
International Affairs
gghosh@vt.edu

Monika Gibson, Director of Student Services, Graduate School
gibsonm@vt.edu

Richie Hurst, Assistant Director for Client Services
University Scholarships and Financial Aid
rhurst@vt.edu

Theresa Johansson, Director, Global Education Office
theresaj@vt.edu

Paul Knox, Director,
Steger Center for International Scholarship
knox@vt.edu

Vicki Langford, Assistant Registrar
vicki07@vt.edu

Ian Leuschner, Director, International Support Services
ileuschner@vt.edu

Karl Markgraf, Associate Vice President, International Affairs
markgraf@vt.edu

Ken Smith, Vice Provost for Resource Management and
Institutional Effectiveness
kensmith@vt.edu

Latanya Walker
Director of Alumni Relations for
Diversity, Inclusion, and Community Engagement
latanya@vt.edu

Danny White, Director of Student-Athlete Affairs
Athletic Department
dannyw@vt.edu

Samantha Winn, University Libraries
samw@vt.edu

Faculty, Staff, and Student Representatives
Student Government Association representative to be determined

Graduate Student Assembly representative to be determined

Faculty Senate representative to be determined

Judy Taylor, Staff Senate
Taylor1@vt.edu
Virginia Tech University Strategic Plan

2012-2018

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Virginia Tech faces a new horizon defined by a future characterized by geopolitical and geo-economic transition, an accelerated pace of globalization, and structural shifts caused by technological innovation. Our graduates will face uncertainties that range from security issues and resource scarcities to political instability and social turmoil—challenges that will be embedded in and defined by complex and interdependent systems. Simultaneously, we have entered an era of data-driven, networked societies. As technology changes the landscape of the global economy and the practices of businesses and governments, the demand for graduates who possess superior analytical, critical-thinking, management, and communication skills and who excel at abstract and computational thinking continues to grow. Preparing students for this new horizon requires pedagogical models that spark curiosity, facilitate creative thinking, and develop the tools for effective communication. These models must be rigorous but not constraining, involving “hands-on” as well as “minds-on” approaches to problem-solving. To address these issues successfully, we will build on our strengths to meet state and federal commitments for research and higher education while providing a superior environment for nurturing the life of the mind.

The new horizon for research and scholarship will challenge us to build on our strengths as a comprehensive public research university and land-grant institution. We also value our long tradition as one of the nation’s senior military colleges. The new horizon will require us to develop team-driven initiatives within and beyond the university. Such initiatives will enhance the opportunities for our colleges and
research institutes to pursue innovative research agendas that address complex problems and allow us to be responsive to new discoveries and technologies. New forms of digital, networked scholarly communication will require intensive faculty development and new modes of reward and recognition within the academy.

Fulfilling our mission in an increasingly complex and interdependent world will also require initiatives that create networks that span geographic scales. We will contribute not only to agricultural, business, and community development but also promote local, regional, and national security, resilience, health, and sustainability while continuing to support core academic disciplines.

With this plan, Virginia Tech is positioning itself to further develop a distinctive profile as a progressive and internationally recognized research university. We are poised to grow our undergraduate enrollment when appropriate and will pursue significant and strategic growth in graduate enrollment. Focusing on growth in graduate enrollment in science, technology, engineering, computational sciences, health sciences, and business- and policy-oriented subjects will provide additional teaching resources, sustain and expand our research portfolio, and provide a broad range of student research experiences. This growth will also facilitate the pursuit of our mission to address significant science, technology, economic, and social issues.

We will continue to invest in a comprehensive educational portfolio in which the arts, humanities, business, and social sciences have an essential role in kindling curiosity and creativity; growing intellectual, entrepreneurial, innovative, and managerial capacities; expanding civic and intercultural understanding; and encouraging a commitment to personal, professional, and social responsibility. We aim to become the national model for the merger and application of the arts and technology as a catalyst for educational excellence. The integration of business with programs in science, engineering, and medicine creates the opportunity for radical innovation. The emergence of our architecture
and design programs as among the best in the world provides a model for the power of transdisciplinary synergy.

Achieving these goals will require the sustained fulfillment of the commonwealth’s base budget adequacy funding model, the continued growth of externally funded research and private support, and the implementation of innovative financial and business practices. Reaching the goals will also require a significant degree of flexibility, collaboration, and innovation on the part of the university in terms of existing resources and infrastructure. The plan for 2012-2018 is guided by four structuring challenges that impact the entire university: the implications of global interdependence; the challenges of a data-driven society; meeting our research expectations; and the continuing need to focus on organizational efficiency and flexibility. The plan outlines strategies to address these challenges by enhancing research and innovation; fostering the life of the mind of our students, faculty, and staff; and positioning Virginia Tech as a dynamic and distinctive community.

The implications of global interdependence

International engagement is becoming an imperative for higher education, given the pace of globalization and the flow of people and ideas across geographical borders. Attracting high-caliber international students, world-class research partners, and resources requires expanding our commitment to building a global profile that emphasizes quality. It is no longer sufficient to be concerned with how the university compares with other U.S. institutions. We will intensify our focus in the international arena. We will evaluate how our programs compare with the best programs around the
world and systematically invest resources to elevate programs that can be globally competitive.

As citizens in a global community, our students can only benefit from access to and immersion in rich, cultural experiences; therefore, we will seek to ensure that opportunities for international engagement, such as study-abroad programs, are viable for as many students as possible. We will continue to pursue the local-global connections that join our resident international students with domestic students to create a diverse intercultural campus environment. Virginia Tech will also strive to develop a learning community built on the principles of inclusive excellence that shape our overall diversity-related activities.

Our goal is to increase the number of our programs recognized as among the best internationally.

The needs and challenges of a data-driven society

We live in a data-driven, networked society. Economic, technological, and social progress depends on the development of an analytically savvy, multidisciplinary workforce. We will empower our students to be knowledgeable, wise, and effective participants in an increasingly digital age in areas ranging from art to science to civic discourse. Our students need opportunities to contribute to the technologies that have emerged from the Internet and to understand the economic, social, and cultural implications of social networking, mobile and cloud computing, and new information and media ecosystems. The questions that can be asked and the methods and data sets that can be used to solve complex problems are being fundamentally altered by technology and the information sciences. Being effective in this environment means being able to apply
and manage information technology while taking advantage of networking, collective intelligence, simulation, data mining, and modeling.

Virginia Tech is committed to a progressive agenda that provides the educational opportunities, computational infrastructure, and learning spaces necessary to prepare students and faculty to excel in this environment. Emphasis will be given to developing core competencies in computational thinking, information literacy, and analytical methods. Meanwhile, research and advanced graduate studies will require an increased capacity for data-intensive and high-performance computing.

Our goals are to ensure competency in data analysis and computational methods as a component of general education for all students and to develop an appropriate infrastructure for e-learning and high-performance computing.

**Meeting our research expectations**

This plan reaffirms our commitment to research and discovery that serves the good of local communities, the commonwealth, and the nation. To excel in a competitive research environment, we will continue to focus resources on a selected number of strategically important fields that offer significant growth potential, enable us to capitalize on the strengths of our faculty, and best position us to build the resources essential to developing world-class expertise beyond our current domains of scholarship.

To excel in a competitive research environment, we will continue to focus resources on a selected number of strategically important fields that offer significant growth potential.

Our research efforts will also become increasingly translational in nature, or geared toward practical applications. A translational approach has long been the standard in the medical and pharmaceutical sciences, but it also informs research in agriculture, natural resources, engineering, and the biological, behavioral, and social sciences. By emphasizing the translational approach to research and scholarship, we will build upon our strengths in basic research and reinforce the ethos of innovation and collaboration that are fundamental facets of our land-grant mission.
Our goal is to establish a distinctive and globally recognized profile that emphasizes translational research and scholarship and builds upon our existing and emerging strengths.

**Organizational efficiency and flexibility**

As the university prepares to move into the next planning period, we will be challenged to continue to meet demands for increased productivity and efficiency without sacrificing quality. We will also have to manage costs and the pressures caused by our resource constraints. Potential items for exploration include thorough reviews of administrative policies and procedures, the administrative leadership structure, resource allocation strategies, governance procedures, and operating efficiencies.

Virginia Tech will actively evaluate opportunities and, where appropriate, pursue the creation of new affiliated units, both nonprofit and for-profit entities, that can diversify our sources of revenue and create other advantages. These new units will have administrative and financial structures that will be responsive to a rapidly changing external environment. One example is a new corporation, Virginia Tech Innovations Corporation (VTIC). Serving as a parent and guiding organization for nonprofit subsidiaries and for-profit spinoff organizations that embark on university-related research and technology projects, VTIC currently has two subsidiaries: VTT, LLC, housing a national tire research center, and VT-IT, LLC, focusing on information-technology initiatives. Some of these newly created affiliated units will be linked to Virginia Tech by affiliation agreements; their purpose will be to channel resources to the university to support core functions. To achieve these outcomes, we will need to leverage the professional expertise of our business faculty and alumni.

From an academic perspective, ensuring quality, innovation, and results will also benefit from an intentional process designed to explore, evaluate, and act upon new or unanticipated areas of scholarship or emerging world problems. A university-wide “think tank” approach may provide a mechanism to maintain steady attention on the unmapped future.
A particular challenge will be ensuring we are nimble and flexible in decision-making while maintaining the principles of shared governance. Our shared governance system is intended to involve all areas of the university and all major groups in the process of policy formation; the system requires comprehensive and open communication. Given the changes in structure and flexibility since the current governance structure was conceived and the potential future changes as envisioned by this plan, it is imperative that we examine the role of each component of governance to assess whether efficiency can be improved while still maintaining the principles of the system. Currently, there are 10 commissions that report to the University Council and 14 committees that report to one or more of those commissions. The University Council reports to the president, who reports to the board of visitors. We will examine whether each piece of the governance puzzle is still relevant, whether new or altered pieces are needed, and if there are other models available to achieve the goals of shared governance in an efficient and flexible manner.

A final challenge is to explore additional ways to enhance year-round academic operations, especially in the area of undergraduate education. To be successful, expanded year-round operations will be aimed at enhancing academic opportunities, improving facility usage, reducing pressure on overburdened courses by offering more sections in the summer, and providing students with viable options and incentives to reduce the time to graduation.

Our goal is to ensure “quality, innovation, and results” by reviewing and revising our current business practices for opportunities to optimize efficiency, flexibility, and accountability without sacrificing our ability to remain innovative and competitive.

The sections below outline strategies to stimulate further progress in response to the structuring challenges presented in the plan. The sections focus on research and innovation, the life of the mind, and the Virginia Tech experience.
Research and innovation

The rapid pace of change is an opportunity to leverage the creativity and innovation that have always marked our best efforts and contributed the most to developing our reputation. This leveraging requires a focused effort on creating and supporting seamless networks where individuals and ideas can meet to spark creativity, collaboration, and innovation.

In the spirit of our mission, we will contribute to business-, industry-, and policy-relevant research with a focus on multiple dimensions of security, resilience, health, and sustainability. These themes will also underpin much of our outreach activities and service learning.

Much of our research will continue to focus on various dimensions of national and local security; the resiliency of systems, organizations, communities, and ecosystems; the evolving health and medical enterprise; and local, regional, and global sustainability. Virginia Tech will contribute to national and local security through research programs in cyber-security, food security, and the management and security of communication systems (such as wireless, networks, and smart grids) essential to future infrastructure needs. We will also build on our initiatives in the field of resiliency with an emphasis on the interface between science, technology, and policy. Resilience is construed here as the ability of an entity, such as an organization, organism, or system, to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse, disruptive, and/or paradigm-shifting events. Research on resilience involves a broad spectrum of disciplines. Physicists and engineers study the resilience of complex systems, ecologists investigate the nuances of system stability and resilience of ecosystems, and social scientists from organizational theorists to urban planners view resiliency as a key element in understanding and planning for stability in communities of all sizes.
The study of the brain and cognitive and behavioral sciences provides multiple high-impact opportunities for cross-disciplinary discovery, application, and implementation. From a strategic perspective, an emphasis on studying aspects of the mind and brain offers an opportunity to engage faculty from multiple colleges and institutes. Neuroscience research will also yield important findings that are relevant to many disciplines. Studying the complex interactions among genomic, environmental, and behavioral factors will require methods that are grounded in high-performance computing and networks capable of moving, processing, and storing enormous volumes of data. Virginia Tech’s strengths in computational science and high-performance computing provide us with a unique opportunity to be leaders in this area of health-related research.

Our increased capacity in health sciences, with the establishment of the Virginia Tech Carilion Research Institute and the affiliated School of Medicine, represents a significant opportunity to contribute to our mission. Some of the health-care professional training and activities will adopt a “one health” approach in order to cope with global health challenges that will affect the well-being of humans, animals, and the environment. Virginia Tech will also continue to promote communication, integration, and collaboration among its professional health programs.

Additionally, Virginia Tech will leverage existing and emerging strengths in the following areas: energy, materials, and technology; water science, policy, and management; transportation and communication infrastructures; natural resources, ecosystems, and environmental quality; informatics and policy; food and food systems; and sustainable international development. An increased capacity for data-intensive, high-performance computing—including geographic-information systems, visualization, and policy informatics—is crucial to facilitating advanced research in these areas.
Emerging strengths that have been identified for future growth will complement the emerging areas of research that have grown over the past five years. To ensure the continued success of our existing strengths, we will support growth in bioinformatics, nanotechnology, polymers, energy, transportation, and robotics research and scholarship.

The networked university

Virginia Tech students, faculty, and staff operate in a world of increasingly permeable boundaries. The world is undergoing significant economic and demographic shifts. In an interconnected—and therefore interdependent—world, students and faculty members will become increasingly international in orientation. The increasingly collaborative nature of research as well as the amplified emphasis on data-sharing at the national and supranational levels will favor institutions that provide students and faculty with early exposure to the practices that are becoming essential to generating new knowledge.

Our future research investments therefore will be facilitated by the development of strategies to leverage networked collaborations internally as well as with the business community, national laboratories, international partners, government agencies, and other universities. We must reduce both internal and external barriers to relationships with these entities. Building networks and pursuing collaborative opportunities will provide a firm foundation to continue to pursue excellence in research and scholarship. These efforts will create more research opportunities for faculty and students, improve Ph.D. student recruitment, increase Ph.D. production, and enhance our curricular breadth and teaching quality.

Pathways to interdisciplinary success

Virginia Tech will create and support environments for its educational and research programs that support innovative, high-quality, and high-impact outcomes. We will provide appropriate infrastructure, administrative support, and opportunities for collaboration, and the time and freedom to create, apply, and communicate new
knowledge. We will facilitate the development of new and innovative graduate programs that build on interdisciplinary strengths, both existing (e.g., the Genetics, Bioinformatics, and Computational Biology Program) and emerging (e.g., health sciences). The best way to accomplish these goals is to recruit, support, and reward outstanding faculty with strong disciplinary expertise and openness to innovation. By allowing intra- and interdisciplinary teams to work without unnecessary barriers, we can achieve superior results. By way of close partnerships with research institutes, centers, and other internal and external partners, we will continue to provide the intellectual and operational framework to achieve our aspirations.

**Principal strategies**

- Increase graduate enrollment toward a target of an additional 1,000 students, mostly at the doctoral level in science, technology, engineering, mathematics, and health sciences (STEM-H), broadly defined to include associated subject areas, such as STEM-related entrepreneurship, science and technology policy, and ethics.
- Build on our capacity in the National Capital Region for research into issues of security and resiliency.
- Increase the number of post-doctoral positions in STEM-H research areas.
- Create new academic organizational frameworks—“faculties”—initially in health sciences and potentially in computational/information sciences. These faculties will promote research and the development of new graduate programs, foster innovative and synergistic interactions among Virginia Tech faculty, assist in setting long-term strategic priorities, and build partnerships with external collaborators in which teams of researchers can compete more effectively for significant levels of external funding.
- Create meaningful partnerships with businesses and government entities to address critical and complex problems by co-locating researchers and practitioners in “living labs” where users, in partnership with researchers, drive problem formulation and research design. Leveraging the strengths of our business programs will provide a competitive advantage.
As an example of a strategic global investment, develop research programs on energy and critical technologies, informatics, infrastructure, policy, and planning at Virginia Tech’s new partnership facility in India.

The life of the mind

Inspiring creativity, curiosity, and critical thinking

The Virginia Tech experience encourages all learners to recognize the inherently reciprocal relationships among learning, intellectual development, discovery, and engagement. By creating learning environments, programs, and curricula that broaden and deepen students’ knowledge, Virginia Tech will help students increase their capacity for reasoning and analysis, rational and aesthetic judgment, and oral and written communication, and their capacity to identify problems and contribute to their resolution.

Research—broadly conceived to include discovery-based and creative activities—can be a hallmark experience for every Virginia Tech student. As an experiential learning activity that synthesizes knowledge and skills acquired in the classroom, research provides a unique opportunity for students to contribute to knowledge creation. All students can benefit from research experiences, such as the collection and analysis of data, connecting a basic research question to the solution of an applied problem, or interpreting art, society, and culture in new and provocative ways. At Virginia Tech, students will analyze, interpret, and synthesize information from a variety of sources; practice holistic reasoning; improve verbal, visual, and written communications skills; organize and contribute to team efforts; gain global perspective; and enhance self-confidence and preparation for a career and/or post-baccalaureate education. These goals are consistent with our current First Year Experience Quality Enhancement Plan.
and with proposals to develop theme-based strategies for each academic year involving self-awareness, service, mentoring, and leadership. They also align well with the learning aspirations established by the Division of Student Affairs.

A commitment to research and experiential learning for students requires that we incorporate a diverse and inclusive range of perspectives and resources into undergraduate and graduate courses across all disciplines. We will respect multiple ways of knowing and experiencing phenomena under study. The inclusive-excellence framework provides a solid foundation upon which we can focus our diversity-related initiatives.

We will expand our ability to attract high-quality graduate students by continuing to offer strong and progressive graduate programs that are appropriately supported. This objective also requires us to focus on the quality of the graduate experience beyond disciplinary curricular offerings, including the cultivation of a culture of interdisciplinary collaboration and professional development. We will continue to address the intellectual and social environment for our graduate students through a process of continual improvement of graduate stipends, housing, faculty-student relations, mentoring, and leadership opportunities.

**A new vision for undergraduate general education**

Each undergraduate will benefit from an education that allows the pursuit of at least one area of study in sufficient depth such that the student meets the intellectual and professional expectations of that discipline. Every major will be responsive to university-wide expectations for integrating diversity, global and international experiences, undergraduate research opportunities, and/or experiential and service learning. Every major already has clearly defined learning outcomes that demonstrate how critical reasoning, analysis, communication, and other skills are achieved. All of these components of a major will continue to be built on a foundation of superior academic advising. In addition, students are expected to learn some aspects of other disciplines as part of a broader general education, and to demonstrate competence in fundamental areas such as computational-thinking skills, critical analysis, and written and verbal communication.
Given the dynamic and unpredictable nature of the world in which our students will live, it is important to reexamine the effectiveness of our general education program. We must consider radical changes that will meet these goals, such as supporting specified combinations of majors and minors and encouraging more students to pursue double majors to meet their general education requirements. We will also reexamine the foundational learning expectations for all students. Computational thinking and informatics/digital fluency are becoming basic skills needed in all disciplines. Since an effective general education program includes providing strong foundations for the major courses of study while facilitating the integration of a broad base of knowledge, we will become a leader in providing innovative, creative approaches to general education. To this end, Virginia Tech will comprehensively evaluate and modify the current Curriculum for Liberal Education to embrace alternate pathways to a general education and to incorporate computational thinking and informatics/digital fluency as basic skills for all students, thereby enabling our students to be engaged citizens and life-long learners.

E-learning and distance learning

Advances in technology are dramatically reshaping the educational landscape in two important ways: by creating unique opportunities to enhance classroom and online education and by expanding the range of essential skills that students must acquire in order to excel in complex and rapidly changing digital and networked environments.

Technological changes and new paradigms for learning are moving forward at a remarkable pace. E-learning courses (synchronous and asynchronous, fully online or hybrid) that leverage technology, communication tools, and teaching-learning processes are now embraced and expected as part of educational experiences.

Virginia Tech remains strongly committed to exploring how to best harness technology to improve the quality of education it offers students. Through the continued development of our online and hybrid courses, we will continue to explore and
embrace sound pedagogy through a combination of active and engaged learning and appropriately matched technological tools. The university also remains committed to expanding access to affordable and high-quality education to commonwealth residents through online education. We will also continue to provide professional-development opportunities to ensure that faculty members have the skills and conceptual frameworks necessary to use technology to provide meaningful student-to-student and student-to-faculty interaction, active learning opportunities, and timely and constructive feedback.

Developing information-literacy, digital-fluency, and computational-thinking skills is an important facet of every student’s educational experience at Virginia Tech in the 21st century. We must empower students to embrace technology and to be knowledgeable, wise, and effective participants in digital communities. Students must be provided multiple opportunities to interact meaningfully with technology in order to sharpen analytical skills, foster abstract thinking, enable the effective synthesis and manipulation of data, and improve fluency with the computational methods and models that are necessary to solve otherwise intractable problems.

**Principal strategies**

- Increase undergraduate involvement in meaningful research experiences and experiential learning opportunities by adopting a “hands-on, minds-on” philosophy that promotes connecting real-life experience with academic concepts.
- Increase support for international experiences and foreign-language competency for undergraduate and graduate students.
- Develop ways to integrate computational science/informatics and digital fluency for managing and analyzing complex data sets across a wide range of disciplines.
- Develop and implement alternate pathways for the general education of all students.
Continue to investigate, develop, and utilize current and emerging technologies to enhance traditional classrooms, provide mobile access, and expand high-quality distance-learning opportunities.

Review the financing, fee structure, staffing, and incentives for teaching and learning through distance education in order to establish a progressive profile of offerings.

Identify opportunities during construction and renovation to create flexible classroom spaces that fully support e-learning components.

Increase the quality and availability of academic advising for all students from orientation through graduation.

**Ut Prosim** (That I May Serve) is the essence of the Virginia Tech experience, the guiding principle of our community. The motto rests upon a foundation of trust, integrity, respect, and compassion. We cannot serve without honoring diversity. We cannot be a vibrant community without promoting caring and inclusiveness, respecting individuality, and valuing the unique contributions of each of our members.

To continue to attract the best students, post-doctoral scholars, faculty, and staff, Virginia Tech will continue to implement programs and policies that create the superior research, learning, and workplace environments essential to a vibrant academic institution. We will continue to expand our efforts to foster diversity and inclusion. This includes considering the unique needs of nontraditional students and veterans.

We will also explore and expand programs that promote and enhance health and well-being, cultural awareness, and life-long learning. Given the competitiveness of the labor market, we will continue to prioritize the development of relationships with public, private, and nonprofit organizations that enable

We strive to be known not only as a great university where students can live, work, and study in dynamic and inclusive spaces, but as a great workplace where faculty and staff benefit from our commitment to their success.
us to provide robust internship and externship opportunities for our students prior to graduation. These opportunities, coupled with exceptional career services, will ensure that Virginia Tech graduates are well-positioned to succeed in an increasingly competitive labor market and, as alumni, to continue to benefit from and contribute to the Virginia Tech community.

We must also invest in professional development for our faculty and staff, expand and improve policies that promote a healthy work-life balance, and ensure that we have inspiring learning and workplace environments. We strive to be known not only as a great university where students can live, work, and study in dynamic and inclusive spaces, but as a great workplace where faculty and staff benefit from our commitment to their success.

Additionally, we must work toward campus sustainability by developing a campus-wide willingness and commitment to critically evaluate our practices and embrace new technologies and innovative solutions. This commitment must include extensive engagement and collaboration among students, faculty, staff, and administrators. The university will implement the Climate Action Commitment and Sustainability Plan and ensure ongoing evaluation and critical examination of the university’s policies and practices toward ensuring the most effective and sustainable use of our human, fiscal, and environmental resources.

**Principal strategies**

- Pursue quality-of-life initiatives in support of the university as a vibrant, dynamic, and sustainable workplace with physical and cultural environments that promote life-long learning and mind/body wellness.
- Implement the Climate Action Commitment and Sustainability Plan as appropriate.
- Support the academic initiatives of the Inter-institutional Academic Collaborative of the Atlantic Coast Conference, recognizing the added value our successful athletics programs bring to the life of the campus.
**Implementation**

To deliver on our promise of “quality, innovation, and results,” it is essential that we adopt a clearly defined process that ensures the principal strategies outlined in this plan are implemented, the subsequent results are measured and evaluated, and future plans are recalibrated as appropriate. Our success rests on our ability to critically evaluate our policies and practices and our willingness to strive to become increasingly flexible and adaptable while remaining fully rooted in our core values and mission as a comprehensive university.

While this plan formally addresses the years 2012-2018, the new horizon is simultaneously the next decade, the next year, and the next month. While no institution can possibly anticipate all of the environmental changes, economic impediments and opportunities, or organizational pressures it will encounter, its leaders can develop the mechanisms, foster a culture, and inculcate a mind-set that enables the university to not only adapt but to thrive, regardless of circumstance. To be effective, this plan must become a living document that guides our efforts while it is continually tested and revised.

Realizing the principal strategies in this plan requires collaboration, coordination, and communication across all levels of the university. Additionally, realizing the strategies requires resources and appropriate metrics and mechanisms that ensure accountability. An implementation panel appointed by the president will work with vice presidents and deans to produce a report that assesses and details the university’s progress toward the strategies and goals outlined in this plan. In 2015, the president will revisit the principal strategies of this plan with a mid-term update. The implementation panel will assess current environmental factors and trends and prepare a report with recommendations for modifying these strategies to ensure the continued success and excellence of Virginia Tech.
Organizational Structure of Virginia Tech Office of the University Provost and Vice President for Academic Affairs

TAB 7
Commission on Outreach and International Affairs (COIA) Orientation
September 15, 2016

Outreach and International Affairs Organizational Chart

TAB 8
Virginia Cooperative Extension Organizational Chart

TAB 9
Virginia Tech Guidelines for Promotion and Tenure Dossiers

TAB 11
All candidate dossiers must be submitted to the university promotion and tenure committee according to the following guidelines.

**Document Format:** The dossier should be formatted as follows:

- font type of either Verdana or Arial
- minimum font size of 11
- single-spaced
- double-spaced between paragraphs
- margins of 1-inch left/right and top/bottom
- pages are not numbered.

Dossiers are prepared and submitted as electronic documents. Using version 8.0, 9.0, or Adobe Acrobat XI Professional, a candidate submits his or her dossier to the department as a pdf-file with the major headings (I – IX and A – M) bookmarked. (It is not necessary to bookmark outline items V.B.1 – 15.) Adobe Acrobat XI Professional software for Mac or Windows is available from the following website: [http://www2.ita.vt.edu/software/department/products/adobe/acrobat_pro/index.html](http://www2.ita.vt.edu/software/department/products/adobe/acrobat_pro/index.html)

*Please be sure to activate OCR Text Recognition (go to Document—OCR Text Recognition—Recognize text using OCR…) on each dossier before bookmarking it.*

Section II of the promotion and tenure dossier is not prepared by the candidate. The department head, departmental promotion and tenure committee, dean, and college promotion and tenure committee will insert section II into the candidate’s electronic dossier. The departmental and college administrative assistants are responsible for bookmarking those major headings (II. A – G).

A separate table of contents is not necessary. The electronic bookmarks act as a table of contents. If a section is not applicable to a candidate’s dossier, please include the outline number in the body of the dossier, but indicate that the section is not applicable or “N/A.” There is no need to bookmark a section that is not applicable. The final document should be saved with the bookmarks showing. Go to File → Properties → Initial view → Navigation tab – select Bookmarks Panel and Page → Ok.

**Dossier Outline:** Specific instructions for preparing each section of the dossier are as follows.

**Cover Page:** The provost provides a standard cover page, available at [www.provost.vt.edu](http://www.provost.vt.edu). Please note that the cover page includes the specific committee votes. Please record the complete vote, including zeros where appropriate. Department and college administrative assistants should ensure that
all information is completed on the cover page before sending the dossier to the next level. It is very important to indicate the appropriate type of promotion (promotion in academic rank, conferral of non-mandatory tenure, conferral of mandatory tenure) so that candidates are reviewed in the appropriate order.

I. Executive Summary

Provide an executive summary, no more than three pages in length in outline form. The summary should address accomplishments and significant contributions pertinent to the candidate’s field, which may include the following, but are not necessarily limited to these topics or to this list order:

- Awards
- Education
- Research and teaching interests
- Professional appointments
- Publications. Full listing of selected (or all, if page limit allows) should be included
- Candidates for promotion to professor should include in the executive summary only publications and other scholarly contributions since their promotion to associate professor. Candidates for promotion to professor may include all publications and scholarly activities in the appropriate section of V. Research and Creative Activities.
- Competitive grants (selected, or all if page limit allows)
- Other sponsored research (selected, or all if page limit allows)
- Courses taught (selected, or all if page limit allows)
- Student advising (selected, or all if page limit allows)
- Outreach and professional service (selected, or all if page limit allows)
- Inclusive practices and diversity initiatives (selected, or all if page limit allows). Candidates should include a list of activities that promote or contribute to inclusive teaching, research, outreach, and service.

Candidates should use tables to summarize their contributions. Sample tables are provided. Please modify the tables to best present the candidate’s work in a summary fashion.

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II. Recommendation Statements

A. Statement from the dean

The statement from the dean is an informative, individualized assessment of the candidate’s credentials as they relate to Section 3.4.4 of the *Faculty Handbook* from the perspective of the college and the dean. The dean’s statement should be addressed to Thanassis Rikakis, Executive Vice President and Provost.

B. Statement from the college committee

The statement from the college committee should be quite detailed and should include the division of the vote. Indicate the actual vote tally, rather than stating that the vote was “unanimous” or a “positive majority.” For example, “The college committee voted (10—yes, 3—no, 1 abstain, 1 ineligible) to recommend the candidate for promotion with tenure to associate professor.” An explanation of the negative, abstentions, or ineligible votes must be included. The college committee’s statement should be addressed to the dean. Please note that a voting category has been established, ineligible, which should be used by college committee members who served on and voted as a member of the department committee and thus are ineligible to vote at the college level.

C. Statement by the department head, chair, or school director

This statement is limited to 5-6 pages in length, and should include:

- A summary of the candidate’s professional assignment at Virginia Tech.
- An evaluation of the academic performance and effectiveness of the candidate in each of the areas of faculty responsibility: teaching and academic advising; research and creative activities; and outreach. The statement should include the position responsibilities, how these
expectations relate to expectations of faculty members in peer departments, and AY or CY designation.

- The expectations for external funding (e.g. grants and contracts), mentoring graduate students (e.g. masters vs. doctoral), publications and the role that funding plays for the faculty member’s research and scholarship in your unit and in peers units nationally.
- Information regarding the quality and appropriateness of publication forums.
- Information regarding the significance of keynote presentation/lecture venues.
- A summary of important accomplishments and an interpretation of significant contributions.
- Information regarding the candidate’s contributions to an inclusive campus and collegial workplace at Virginia Tech.
- An explanation of the procedures by which the candidate was evaluated.
- Reflection on comments from outside reviewers, particularly if an explanation or refutation is warranted.
- The head or director’s recommendation on the case.
- The head or director’s statement should be addressed to the dean.

D. Statement by the department or school promotion and tenure committee

This statement should include a detailed evaluation of the candidate and the division of the vote. Indicate the vote tally, rather than stating that the vote was “unanimous” or a “positive majority.” For example, “The departmental committee voted (8—yes and 0—no) to recommend the candidate for promotion with tenure to associate professor.” Please include an explanation of the negative, abstentions, or ineligible votes. In the absence of a unanimous recommendation, a minority report may be included. In most cases, however, the basis for a split vote should be evident in the committee letter. The department or school committee’s statement should be addressed to the department head or director.

E. Statements from other units for faculty with joint appointments or other formal interaction

If the candidate’s research is primarily through a team in a research center or institute, the center or institute director (or designee) should provide a letter of evaluation. These statements should be addressed to the department head or director.

F. For faculty who present significant interdisciplinary or multidisciplinary and collaborative teaching, research, outreach, or extension as part of the record, the dossier should include one evaluation letter from the director, coordinator, or leader of the interdisciplinary or multidisciplinary
program. This letter should be addressed to the department head or director.

Do not include an excessive number of “congratulatory” letters.

G. Letters of evaluation submitted by outside reviewers from peer institutions

The committee expects to see all external letters received, not just selected letters. The dossier must contain, at a minimum, four external review letters. External reviewers are expected to be professors at major research universities; these reviewers should be viewed as senior contributors to the appropriate related discipline(s) or area of scholarship. It is the responsibility of the departmental promotion and tenure committee and/or department head to solicit evaluations from outside reviewers. In a parallel but independent process, the candidate and the departmental promotion and tenure committee (and/or department head) will each prepare a list of outside reviewers. There may be instances when the committee and the candidate suggest the same outside reviewer. This is perfectly acceptable; however, candidates may not suggest all of the outside reviewers. If a candidate and the committee choose the same reviewers, please be sure to indicate that in the table. The final set of external reviewers should include a balance between those suggested by the candidate and those suggested by the committee. At least three letters should come from those selected by the department committee/head/committee chair. Any deviation from this distribution should be explained in the dossier. If a candidate chooses not to submit a list of external reviewers, the dossier should note that the candidate was invited to provide a list, but chose to let the department select the reviewers. The final list of outside reviewers should never be shared with the candidate. Reviewers should not be former advisors, postdoctoral supervisors, co-investigators on grants, or coauthors on recent publications, or should not have other relationships that may be perceived as being too close to the candidate. When possible, avoid selecting external reviewers from the candidate’s Ph.D. granting institution or from universities at which the faculty member had a prior faculty position.

Reviewers are expected to be at peer institutions or other major research universities. If the best person to evaluate the work is not at a major research university, please explain. A listing of Virginia Tech’s SCHEV-approved peer institutions can be found at http://www.ir.vt.edu/work_we_do/PeerInstitutions/homepage_SCHEV.html. However, other major research universities may be very appropriate sources of external reviewers; committees are not confined to the official SCHEV-peer list.
If a candidate has received an extension of the tenure probationary period, this should be addressed in the external review request as follows: “This candidate has received an extension of his or her tenure probationary period under approved university policies. You are asked to evaluate the candidate’s accomplishments and appropriateness for tenure and promotion to associate professor as if the record had been accumulated during our normal six-year probationary period.” If a candidate has received a semester or two with modified duties, it is only necessary to inform the external reviewers if the teaching load reduction is substantial and notable. If external reviewers are informed, please do not state a reason for modified duties.

1. Provide information about the outside reviewers in a table format, as follows:

<table>
<thead>
<tr>
<th>Reviewer</th>
<th>Institution</th>
<th>Suggested by Candidate</th>
<th>Suggested by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Jones</td>
<td>Stanford Univ.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>John Smith</td>
<td>Michigan State Univ.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Jane Brown</td>
<td>Oregon State Univ.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Bob Akers</td>
<td>Iowa State Univ.</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

2. Following the table, provide a brief (two to three paragraphs) biographical sketch of each reviewer and explain why he or she was particularly suited to review the candidate’s work. If a reviewer is not from a peer institution or major research university, please address the reasons that the reviewer was selected. The majority of reviewers are expected to be from a peer institution (SCHEV Peers) or other major research university.

3. Following the biosketches, provide a sample copy of the letter of instruction sent to outside reviewers.

4. Following the sample outside review instruction letter, provide the letters from outside reviewers.

III. Candidate’s Statement

The candidate’s statement should be no more than three pages in length. Neither this statement, nor any part of it, should be repeated or further developed elsewhere in the dossier. This statement should explain such matters as the character, coherence, direction, and purpose of the candidate’s scholarly and professional work, including the integration of teaching, research and creative activity, and service. Scholarship, which is pervasive across all three missions of the university, is broadly defined at Virginia Tech as the creation of knowledge that is peer reviewed and publicly disseminated. The candidate should provide the context for her/his work in the specific areas of
scholarship and how her/his contributions are evaluated nationally. As a land-grant university, Virginia Tech values the application of teaching and research in fulfillment of its outreach and extension responsibilities. Outreach accomplishments should be reported in context of research and teaching, as well as international and professional service. Faculty with extension appointments should also relate their program accomplishments to teaching, research, and outreach.

The statement should enable members of the university promotion and tenure committee to understand clearly the candidate’s professional aims and achievements. The statement should explain the work and its impact. This statement should provide all reviewers with a clear understanding of the candidate’s research and creative activities; teaching, outreach, and extension achievements; international activities; and active involvement in diversity and inclusion. Where possible, the candidate’s statement should reference specific scholarly achievements documented in the remainder of the promotion and tenure dossier.

IV. Teaching and Advising Effectiveness

Teaching and advising are multifaceted activities. In any assessment of a candidate for promotion and tenure, both the quality and the quantity of the individual’s achievements in teaching and advising should be presented in the dossier. A number of measures to demonstrate the quality of teaching and advising are available: development of instructional material and of courses and curricula; student, peer, and alumni evaluations; contributions as an academic advisor; recognition and awards for teaching or advising effectiveness; the long term effect of a faculty member on the personal and professional success of students; student achievements; and incorporating inclusive pedagogy in teaching.

Those evaluating candidates for promotion or tenure should give special consideration to teaching effectiveness. The assessment of teaching and advising effectiveness rests on a comprehensive review of both qualitative and quantitative measures. To be evaluated favorably, an individual should contribute to the accomplishment of the mission of the university in several aspects of teaching.

The promotion and tenure dossier should provide the following information about teaching and advising:

A. Recognition and awards for teaching or advising effectiveness

B. A chronological list of courses taught since the date of appointment to Virginia Tech. Candidates who held a position at the same rank at another institution may include courses taught at that rank prior to their appointment to Virginia Tech.
The chronological list should include courses by term and year, credit hours, course enrollments, and the faculty member’s role (if not solely responsible for the course).

C. A chronological list of non-credit courses, workshops, and other related outreach and/or extension teaching since the date of appointment to Virginia Tech.

D. Completed theses, dissertations, other graduate degree projects, major undergraduate research projects, and honors theses directed

E. Postdoctoral Fellow training and research

Format the information in this section, as follows:

Student: Mary Jones  
Degree and Institution: Ph.D., Dept. of Toxicology, NC State University  
Employed: August 2000 – present  
Publications: 2  
Meeting Presentations: 3  
Employment after leaving postdoctoral position: State Toxicologist’s Office, Durham, NC

F. Current positions held by the candidate’s masters and doctoral recipients

G. Special achievements of current/former undergraduate and graduate students

H. Current academic advising responsibilities—graduate and undergraduate

Please include the students who are currently working on their theses, dissertations, etc.

I. Course, curriculum, and program development

The dossier must provide a persuasive evaluation of the faculty member’s effectiveness as a teacher and an advisor. It should explain the point or meaning of any data, information, or examples included as evidence. Data from student evaluations, for example, are not necessarily self-explanatory; the numbers usually require interpretation and comparison. Where comparisons are warranted and would be helpful, they should be included. The quality of a candidate’s achievements and ability as a teacher should be clearly demonstrated. Evidence such as the following should be included:

J. Student evaluations of instruction
Include the rating scale and college and/or department averages. Include data on all courses evaluated, enrollment in each course, number of students turning in evaluations, and numerical averages. Do not include student comments from teaching evaluations. Include evaluations of non-credit courses or other outreach or extension-related teaching, which should include participant data as defined above and evidence of the impact of programs on participants.

K. Peer evaluations of instruction

Provide at least two letters or reports from departmental or college peer reviewers regarding the candidate’s teaching and advising effectiveness.

L. Alumni evaluations of instruction

Inclusion of alumni evaluations of instruction is optional. If included, describe how the letters/evaluations were solicited.

M. Demonstrated efforts to improve one’s teaching effectiveness, including, but not limited to, pursuing training in inclusive pedagogy and incorporating the Principles of Community into course development.

V. Research and Creative Activities

While both the quality and quantity of a candidate’s achievements should be examined, quality should be the primary consideration. Quality should be defined largely in terms of the work’s importance in the progress or redefinition of a field or discipline, the establishment of relationships among disciplines, the improvement of practitioner performance, or in terms of the creativity of the thought and methods behind it. Original achievements in conceptual frameworks, conclusions, and methods should be regarded more highly than work making minor variations in or repeating familiar themes in the literature or the candidate’s previous work. Determination of excellence is difficult and requires informed professional judgment.

Quantity is often easier to measure than quality, since comparisons can be made more readily. However, because scholars and artists sometimes—and for good reasons—disseminate essentially the same information or exhibit the same work, it is important to note the relationships among various publications, exhibitions, and performances where redundancy or duplication appears to occur.

Some disciplines more readily lend themselves to greater numbers of scholarly works. Thus, it is essential that quality be the primary, although not the only, criterion to evaluate a candidate’s achievements.
Candidates should list only those publications, projects, or performances which have appeared or been accepted for publication or presentation. They should not include work currently submitted and being reviewed or work in progress.

For each publication, project, or performance, please indicate the lead author or performer’s name(s) in bold text, for example:

**Jones, M. A.** and Smith, J. E., 2001. The role of As60A, a TGF-β homolog, in *Anopheles stephensi* innate immunity and defense against *Plasmodium* infection. *Infection, Genetics, and Evolution* 1:131-141.

Papers, publications, or performances in collaboration with current or former students should include an asterisk at each student’s name.

The dossier should provide a persuasive assessment of a candidate’s research and creative achievement. Achievement and ability should be clearly demonstrated. It is important, for example, to identify refereed publications or juried exhibitions and the professional status of a press, journal, performance or exhibition. It is important to show the professional quality of a candidate’s achievements through such means as qualified peer evaluations, published reviews, external evaluations, grants, awards, or prizes.

Increasingly, scholarly and professional associations are acknowledging the need for more diverse perspectives within fields. The dossier may address the candidate’s involvement with work groups, conferences, special journal editions, or other efforts that advance the scholarship of diversity within her or his field.

The promotion and tenure dossier should provide the following information about research and creative activity:

A. Awards, prizes, and recognitions

B. List of contributions

Contributions should be identified by type and presented in a standard appropriate bibliographic form. Cite page numbers. Indicate lead author, per the example given above.

Candidates for promotion to professor should list all scholarly contributions in reverse chronological order, but should indicate which contributions occurred since the last promotion. The contributions since last promotion should be consistent with those reported in the Executive Summary.
1. Books or monographs

2. Book chapters

3. Books edited

4. Textbooks authored

5. Textbooks edited

6. Papers in refereed journals (both print and electronic)

Provide a qualitative assessment of the paper, which may include article-level metrics as well as broader impacts such as media coverage or effect on public policy. For example, counts of citations, views, downloads, Altmetric scores or percentiles, and mentions may be listed with their sources.

Optionally, provide a qualitative assessment regarding the journals in which the candidate has published. This should be a statement about the level of prestige and relevance of the journal in the specific field or area, and may include acceptance rates, journal impact factor, or similar information. For example:

- *American Journal of Agricultural Economics*, a leading journal in the field of agricultural economics. Published five times a year by the American Agricultural Economics Association. The acceptance rate is 26 percent.
- Sponsored by the National Council on Family Relations, the *Sourcebook of Family Theory and Research* is the seminal reference work on theory and methods for family scholars and students. The *Sourcebook* represents a “Who’s Who” of family researchers with contributions from the best, innovative, and upcoming researchers in family studies.

7. Papers in refereed conference proceedings

8. Performances, exhibitions, compositions

9. Digital scholarship

10. Reviews
11. Numbered extension publications

12. Prefaces, introductions, catalogue statements, etc.

13. Papers and posters presented at professional meetings

14. Translations

15. Abstracts

16. Other papers and reports

C. Sponsored research and other grant awards

Explicitly cite the principal investigator(s)—all names that appear on the grant proposal, year, and duration of the award, percentage of candidate’s participation, source (agency) of the award, and the amount. Identify whether the proposal addresses broadening participation or increasing engagement of underrepresented groups within one’s field, or otherwise advances knowledge about diverse populations, as defined by one’s field. Indicate the percentage of candidate’s participation. Do not include unfunded grant applications. Do not include proposals that have been submitted, but rejected (not funded). The department head’s letter may address the issue of grant proposals submitted but not funded if this is deemed an important reflection of effort, for example.

D. Invited keynote presentations or lectures

E. Editorships, curatorships, etc.

1. Journals or other learned publications

2. Editorial boards

3. Exhibitions, performances, displays, etc.

F. Economic contributions and entrepreneurship

1. Start-up businesses (including competitive grants and contracts such as SBIR awards and other notable business achievements)

2. Commercialization of discoveries

3. Other

G. Intellectual properties
Provide insight regarding the significance of the intellectual property and its contribution to the university mission.

1. Software
2. Patents
3. Disclosures (pre-patent)

VI. International and Professional Service and Additional Outreach and Extension Activities

Faculty members should seek ways in which they connect their scholarship to enhance international and global understanding as well as advance their professional disciplines. The quality and effectiveness of international activities and professional service should be documented.

Additional outreach and extension contributions and creative activities not reported under teaching and research may be reported in this section. Simply enumerating activities, identifying committees and task forces, listing reports and studies is not sufficient. It is important to show the professional quality of a candidate’s achievements through such means as qualified peer review, stakeholder evaluations, reviews of published materials, conference and workshop assessments, and letters from committee chairs. The dossier should provide the following information:

A. International programs accomplishments
   1. International recognition and awards
   2. International research collaborations
   3. Other international activities

B. Professional service accomplishments, such as:
   1. Service as an officer of an academic or professional association
   2. Other service to one’s profession or field (e.g., service on committees)
   3. Professional meetings, panels, workshops, etc., led or organized

C. Efforts to diversify the disciplines such as:
   1. Disciplinary or interdisciplinary efforts to attract underrepresented students to different majors and graduate programs at Virginia Tech.
2. Participation in campus, local, regional, or national organizational efforts to promote diversity and inclusion in scholarly or professional fields.

D. Additional outreach and extension activities and outcomes

This section is designed to capture outreach and extension-related program activity that is not reported in previous sections. Community service unrelated to the candidate’s professional responsibilities (e.g., leading a youth group, coaching youth sports teams) should not be included in the dossier. Specific areas that may be appropriately reported here include:

1. Peer evaluations of extension program(s)
2. Professional achievements in program development, implementation, and evidence of impact
3. Outreach and extension publications, including trade journals, newsletters, websites, journals, multimedia items, etc.
4. Presentations in area of expertise to community and civic organizations, including schools and alumni groups, etc.
5. Outreach to underrepresented or underserved communities, in the Commonwealth, domestically, or internationally.
6. Service on external boards, commissions, and advisory committees
7. Expert witness/testimony
8. Consulting that is consistent with university/department priorities
9. Recognitions and awards for outreach and extension effectiveness

VII. University Service

Faculty members have significant roles in the governance, development, and vitality of the university and academic profession. Service to the university and academic professional organizations constitutes an important faculty responsibility, as does advising of student organizations.

A. University meetings, panels, workshops, etc. led or organized

B. Department, college, and university service, including administrative responsibilities
C. Service that promotes diversity and inclusion (e.g., participation in a caucus designed to promote inclusion; participation in gateway and pipeline programs; advising and assisting student ambassador programs). 
Broad categories and examples of diversity contributions developed by the Commission on Equal Opportunity and Diversity are available at the following website: http://www.provost.vt.edu/efars/diversity_reporting.html

D. Service to students—involvement in co-curricular activities, advising student organizations, etc.

VIII. Work Under Review or In Progress

(When appropriate, please provide indicators of the scope of the work such as number of pages for a book manuscript, venue for proposed performance, agency where the grant is or will be submitted, etc.)

A. Work submitted and under review

B. Work in progress

IX. Other Pertinent Activities
Alumni Awards for Outreach Excellence

Alumni Award for Excellence in International Education
Alumni Award for Excellence in International Outreach
Alumni Award for Excellence in International Research

TAB 12
ALUMNI AWARDS FOR OUTREACH EXCELLENCE

Alumni Award for Outreach Excellence (Individual Achievement)
Alumni Award for Outreach Excellence (Team Achievement)

Description of Award:

These awards, sponsored by the Alumni Association, recognize sustained outstanding contributions of university employees who are engaged in strategic partnerships that enhance the economic and social well-being of individuals, families, businesses, and communities around the commonwealth, the nation, and the world, and enrich and strengthen the university’s discovery, learning, and engagement missions.

Criteria:

The selection committee will consider evidence of excellence in the performance of outreach and engagement programs including:

1. Program results
   a. Bi-directional and reciprocal
   b. Partnership based
   c. Regular exchange of ideas
2. Innovation
3. Creativity
4. Subject matter expertise
5. Communication
6. Meets the needs and interest of the target audience
7. Demonstration of sustained engagement

The description of the work should highlight its focus, including how it is planned and implemented to deliver coherent content in response to the needs and interest of the target audience.

Nature of Award:

The Commission on Outreach and International Affairs, with the support of the Virginia Tech Alumni Association, sponsors an annual awards program entitled “Alumni Awards for Outreach Excellence” including two awards—one for individual accomplishments and one for team accomplishments. The Commission also sponsors an award for each of the eight colleges (for individuals or teams).

Recipients of the Alumni Awards receive $2,000, a plaque, and are automatically inducted into the Academy of Outreach Excellence. Detailed information may be found at http://www.outreach.vt.edu/QuickLinks/Awards_and_committees.aspx.
Eligibility:

- Applicants must be current instructional/research faculty of Virginia Tech for a period of at least three years. Retired faculty are not eligible.
- Preference will be given to sustained outreach and engagement over a period of at least three years, although in exceptional cases, the award may be given for a single piece of outstanding work without regard to time.
- Applicants who have received their respective college’s outreach and engagement award may apply, though receiving their college’s award is not a prerequisite to be considered for this award.
- Prior applicants are eligible to re-apply with an updated cover letter and other application materials.

Application Requirements and Process:

The application package to be submitted by the applicant(s) must include the following (12 pages maximum):

1. Application Form: [http://www.outreach.vt.edu/QuickLinks/Awards_and_committees.aspx](http://www.outreach.vt.edu/QuickLinks/Awards_and_committees.aspx)
2. Cover letter (not to exceed four pages): The letter should highlight the contributions to outreach and engagement by the applicant(s), including a description of the effort and how it meets the selection criteria. Please be sure to include:
   - Applicant Name(s) and Position/title(s) within the university
   - Description of work completed and why it merits recognition
   Suggested points that may be covered:
   - Description of the outreach and engagement program and activities
   - How the program responds to the current needs and interests of people
   - Highlights of the subject matter expertise of the applicant(s)
   - Communication methods utilized in the program
   - Evidence of outreach and engagement leadership by the applicant(s)
   - Professional/scholarly activities by the applicant(s)
3. Citation statement for the award announcement (limit of 100 words).
4. Two letters of support from constituents served by the applicant’s or applicants’ outreach and engagement activities (not to exceed one page each).
5. If desired, additional documentation referenced in the cover letter to support the application (not to exceed four pages).

Application packages must be submitted by **4 p.m. January 29, 2016** either as a single PDF document to rhodesk@vt.edu; or hard copy to:

Outreach Excellence Awards Selection Committee
Kimberly Rhodes
Campus Mail (0265)
Gateway Center
902 Prices Fork Road; Suite 120
Blacksburg, VA  24060
Application Form

2016 Alumni Award for Outreach Excellence

(please type or print clearly the below information)

Applicant(s) Information

Name(s): 

Email(s): 

☐ Individual Award ☐ Team Award

Classification: ☒ Instructional or Research Faculty

ID Number(s) (if available)

Department Name: ____________________________ Dept Org #: ______________

Position Title(s): ____________________________ Mail Code: ______________

Department Head Name: ____________________________

College Dean Name: ____________________________

Nominator Information (optional-only if nominated)

Nominated by: ____________________________

Email: ____________________________

Nominator’s Department: ____________________________

Nominator’s Title: ____________________________ Mail Code: ______________
ALUMNI AWARDS FOR INTERNATIONAL EXCELLENCE

Nature of Awards
Three awards are sponsored by the Virginia Tech Alumni Association. Winners are selected by the University Council of International Affairs. At the annual Faculty Staff Awards Ceremony. Each winner receives a suitable memento and $2,000 provided by the Virginia Tech Alumni Association. There are three categories: Education, Outreach, and Research.

Nomination Requirements
- Tenure-track, administrative/professional faculty, instructors, and classified staff members are eligible.
- Any faculty or staff member or currently enrolled student may nominate an individual.
- Those offering nominations should submit a letter to the selection committee that describes the contributions of their nominee in relation to the selection criteria.

Nominations must include the following information:
1. A letter of nomination that includes a description of the nominee’s contributions to international education while at Virginia Tech. The letter should be provided by the person nominating.
2. Two additional letters of support. The person nominating, in consultation with the nominee, should arrange for the two additional letters to be sent.
3. A copy of the nominee’s Curriculum Vitae. A current CV should be supplied by the nominee.

Additional documentation exemplifying the nominee’s international contributions may be included. The nomination packet must be no longer than 15 pages, including letters and supplemental documentation. The person nominating, in consultation with the nominee, should arrange for such documentation to be forwarded.
ALUMNI AWARD FOR EXCELLENCE IN INTERNATIONAL EDUCATION

This award recognizes contributions by faculty and staff members who have had an impact on international education at Virginia Tech. The honor recognizes individuals whose efforts have resulted in thoughtful approaches to international education including:

- Service to the community
- Global education
- Services to international students and scholars
- Course development
- Program development
- External partnerships, awards, and recognitions

Criteria
The selection committee will consider:
1. Contributions to the internationalization of Virginia Tech
2. The impact on students
3. The impact on the campus and community
4. The significance of the initiative
5. The sustainability of the initiative

The nomination packet should include evidence of some or all of the above forms of exemplary activity.
ALUMNI AWARD FOR EXCELLENCE IN INTERNATIONAL OUTREACH

This award recognizes contributions by faculty and staff members who have demonstrated an impact on international outreach at Virginia Tech. The honor accords recognition to individuals whose outreach efforts extend to communities or countries outside the United States

Criteria
The selection committee will consider candidates’:
1. Contributions to the internationalization of Virginia Tech
2. Significance or impact
3. Sustainability of outreach activities

The nomination packet should include evidence of some or all of the above forms of exemplary activity.
ALUMNI AWARD FOR EXCELLENCE IN INTERNATIONAL RESEARCH
This award recognizes faculty and staff members who have made significant contributions in international research at Virginia Tech. The honor recognizes individuals whose research and scholarship extend beyond the United States, thereby enhancing Virginia Tech’s reputation internationally.

Criteria
The selection committee will consider candidates’:
1. Contribution to Virginia Tech’s international reputation
2. Research significance or impact within the discipline
3. Research significance or impact outside the discipline

The nomination packet should include evidence of some or all of the above forms of exemplary activity.
University Council Constitution

TAB 13
University Council
Constitution and Bylaws

November 6, 1995
(Last updated March 3, 2016)

Published by the University Council of Virginia
Tech
Preamble

BELIEVING that the fundamental goal of this land-grant university is to serve as a dynamic force in society by providing both a reservoir of knowledge and a stimulating academic atmosphere for the transmittal and application of that knowledge; and further believing that the establishment of these conditions encourages the discovery of new principles and truths and the development of an appreciation of human values; and

BELIEVING that the attainment of the objective requires mutual understanding and joint effort of the governing board, administration, faculty, staff, and students; and

BELIEVING that a university functions most effectively under orderly but flexible and adaptive processes of administration and government:

Virginia Polytechnic Institute and State University does hereby enact a Constitution and Bylaws for the University Council with the approval of the President of the University and the Board of Visitors, by whom authority is delegated.

Preface

With the passage of Morrill Act by Congress in July, 1862 and subsequent action of the Virginia Legislature in 1864, 1872, and 1944, Virginia Polytechnic Institute and State University was created and has been developed as a university charged with the responsibility to serve the citizens of Virginia and the nation.

Recognizing the complexity of university governance and acknowledging the need for faculty, staff, and student participation in the conduct of university affairs, the University Council, University Commissions, University Advisory Councils, and University Standing Committees provide an organizational structure through which faculty, salaried staff, student, and administrative responsibilities are shared and fulfilled.

The University Council and the University Commissions constitute the main resident bodies for policy formulation. Their memberships include representation from Administration, Faculty Senate, Staff Senate, College Faculty Associations, Administrative and Professional Faculty, Graduate Student Assembly, Student Government Association, and representatives from other interest groups where appropriate. The University Commissions formulate and recommend policies to the University Council, which in turn makes recommendations to the President of the University. Final authority rests with the President of the University and the Board of Visitors.

The Constitutions and Bylaws of the Faculty Senate, Staff Senate, Graduate Student Assembly, and Student Government Association are presented in separate publications. Persons concerned with the governance of the University are encouraged to consult the constitutions and bylaws of these organizations.
Constitution of the University Council

Article I. Name
The name of the council is the University Council of Virginia Polytechnic Institute and State University.

Article II. Purpose
The purpose of the University Council is to assist the President of the University in formulating and implementing university policy in a manner which attempts to ensure that Virginia Polytechnic Institute and State University always strives effectively toward its goals, which are:

1. To provide an environment conducive to the pursuit of learning, teaching, scholarship, research, and service.

2. To anticipate and meet the educational needs of society in general and the Commonwealth and nation in particular.

Article III. Functions
The functions of the University Council are:

1. To advise the President of the University on matters of university governance.

2. To accept functions and authority delegated to it by the President of the University.

3. To review and make recommendations on matters of concern to the faculty, staff, students, and administration, such matters being placed on the University Council agenda by any Council member in accordance with this Constitution and its accompanying Bylaws.

4. To refer appropriate matters to the commissions, advisory councils, Faculty Senate, Staff Senate, groups, or individuals for consideration and recommendations.

Article IV. Membership
Section 1. Composition
The members of the University Council are:

Ex Officio Members:
• President of the University (non-voting chairperson)
• Secretary of the University Council (non-voting)
• Faculty Representative to the BOV (President of the Faculty Senate – non-voting)
• Staff Representative to the BOV (President of the Staff Senate – non-voting)
• Undergraduate Student Representative to the BOV (non-voting)
• Graduate Student Representative to the BOV (non-voting)
• Executive Vice President and Provost
• All Vice Presidents of the University
• All Academic Deans of the University
• Dean of University Libraries
• Executive Director of Equity and Access
• Chairs of all University Commissions
• Vice President of the Graduate Student Assembly
• Vice President of the Student Government Association

Elected Members:
• Seven Faculty Senators elected by the Faculty Senate
• One faculty representative from each of the academic colleges elected by the faculty in each of the colleges
• One representative from the library faculty elected by the Library Faculty Association
• One professional faculty representative elected from Cooperative Extension
• One professional faculty representative elected from: general administration, academic support, student affairs
• One student representative elected by the Black Organizations Council
• One faculty/staff representative elected by the Black Faculty and Staff Caucus
• One at-large faculty/staff representative elected annually by the Commission on Equal Opportunity and Diversity
• One student representative elected annually by the Commission on Equal Opportunity and Diversity
• Seven staff representatives elected by the Staff Senate
• Two representatives from the Graduate Student Assembly elected by the Graduate Student Assembly
• Five representatives from the Student Government Association elected by the Student Government Association

Ex officio members of the University Council may be automatically added or removed or titles revised to reflect the university’s evolving organizational structure, and thus the number of members of University Council may fluctuate slightly over time. Ex officio membership of University Commissions and Committees listed in the University Council By-laws will change automatically, as appropriate, to coincide with changes in ex officio membership of University Council.

If at the beginning of any academic year the total number of voting university administrators (deans and vice presidents) who hold ex officio positions on University Council equals or exceeds the total number of all other faculty on University Council, then the Faculty Senate may elect the additional faculty necessary to ensure that the number of faculty exceeds the number of voting ex officio university administrators by one. (Last updated June 13, 2005, June 4, 2007 – BOV approved, & August 31, 2015)
Section 2. Voting Privileges

All members of University Council, exclusive of the Chairperson, the Secretary, and the faculty and staff representatives and two student representatives to the Board of Visitors, shall have voting privileges. (Last updated June 13, 2005 and June 4, 2007 – BOV approved)

Section 3. Term of Membership

Term of membership of elected representatives on University Council is as follows: Faculty and staff representatives are elected for terms of three years and are not eligible for re-election to a consecutive term. Terms are staggered to permit election of approximately one-third each year. When additional faculty are elected at the beginning of the academic year to maintain a faculty majority over voting administrators, those faculty will serve a one-year term. Student representatives are elected for one-year terms and are not eligible to serve more than two years. The at-large faculty/staff representative elected by the Commission on Equal Opportunity and Diversity serves for one year. Vacancies in unexpired terms are filled by the relevant body. Persons filling an unexpired term are eligible for re-election to a full term. Elections are effective the first day of July. (Last updated on June 13, 2005 – BOV approved)

Section 4. Alternates, Substitutes, and Visitors

The University Council may permit elected alternates with voting privileges and substitute members with voting privileges, where such privileges are not limited by the constitution and bylaws of the participating assembly, association, senate, or group. Visitors may attend University Council meetings.

Article V. Officers

Section 1. Officers

The officers of the University Council are Chairperson and Secretary.

Section 2. Chairperson

The President of the University is Chairperson of the University Council. In the absence of the President, the Executive Vice President and Provost of the University acts for the President as Chairperson of the University Council.

Section 3. Secretary

The Secretary of the University Council is appointed by the President of the University. (Last updated August 31, 2015)

Article VI. Commissions, Advisory Councils, and Committees

University Commissions, University Advisory Councils, University Standing Committees, University Operational Committees, and other University committees are established according to ARTICLES VII, VIII, IX, X, and XI, respectively, to carry out certain functions and operations of governance.
A list of University Standing Committees (specifying for each its composition, its charge, and the governance body to which it reports) shall be maintained as an integral part of the Bylaws of the University Council. Current information on Operational Committees is maintained elsewhere, as specified in the Bylaws.

The University Council can recommend the creation of new Committees, the deletion of existing Committees, or changes in Committee chairpersonship, composition, or function. Should a concern arise which calls for the University Council to consider such an action, the matter shall be placed on the Council agenda (in the form of an appropriate Resolution) by one of the Commissions or Advisory Councils, the Faculty Senate, the Staff Senate, or by a University Council member.

**Article VII. University Commissions**

**Section 1. Organization**

The University Commissions are:

- Commission on Administrative and Professional Faculty Affairs
- Commission on Equal Opportunity and Diversity
- Commission on Faculty Affairs
- Commission on Graduate Studies and Policies
- Commission on Outreach and International Affairs
- Commission on Research
- Commission on Staff Policies and Affairs
- Commission on Student Affairs
- Commission on Undergraduate Studies and Policies
- Commission on University Support

**Section 2. Responsibilities**

The Commissions report to the University Council. In addition to the functions and duties prescribed for each in Sections 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17 of this Article, the Commissions shall undertake such other functions and duties as may be delegated to them from time to time by the University Council.

**Section 3. Referral**

It is essential (and expected) when policy is being formulated in a commission or considered in the University Council, on a matter of particular concern to any governance body represented on the Council, that the concerned body have an opportunity to study, debate, and state its position on the matter at hand, before final action is taken by the Council. To this end, the Bylaws of the University Council, Article II, shall specify formal procedures by which referrals are accomplished. These procedures must be approved by the Faculty and Staff Senates. Any amendment to Article II of the Bylaws of the University Council that effects a change in the referral procedures cannot become effective until endorsed by affirmative vote of the Faculty Senate and Staff Senate.
Section 4. Election of Chair

The chair shall be a member of the non-administrative faculty and staff members of the commission except as noted below. (Professional faculty representatives are eligible to serve as chair.) The Vice President of the Faculty Senate shall be the chair of the Commission on Faculty Affairs. The Vice President of the Staff Senate shall be the chair of the Commission on Staff Policies and Affairs. The chair of the Commission on Administrative and Professional Faculty Affairs shall be from among the elected administrative and professional faculty members. The chair of the Commission on Student Affairs shall be elected from among the commission membership.

A vice chair shall be elected from among the continuing eligible members as early as possible during the academic year, but no later than the end of October. The vice chair shall serve as needed during the current year and shall become chair of the commission during the subsequent year. Should the vice chair be unable to serve as chair in the subsequent year, the commission shall elect a chair from among eligible members. The Commissions on Faculty Affairs and Staff Affairs may elect a vice chair if desired; however, the chair positions will be held by the vice presidents of the respective Senates.

Section 5. Voting Privileges

All members of University Commissions shall have voting privileges.

Section 6. Term of Membership

Terms of membership of elected representatives on Commissions are as follows: Faculty Senators, Staff Senators, representatives of college faculty, library faculty, administrative and professional faculty, the salaried staff, and any other elected non-student commission members are elected for a term of three years. They may serve no more than two full consecutive terms on any given commission. Terms are staggered to permit election of approximately one-third of the membership each year. Deans are elected by the Council of College Deans and serve for two years. The student representatives serve for terms of one year and are not eligible to serve more than two consecutive terms. Vacancies in unexpired terms are filled by the relevant body. Elections are effective the first day of July.

Section 7. Alternates, Substitutes, and Visitors

The commissions may permit elected alternates with voting privileges and substitute members with voting privileges, where such privileges are not limited by the constitution and bylaws of the participating assembly, association, senate, or group. Visitors may attend commission meetings.

Section 8. Commission on Administrative and Professional Faculty Affairs

Charge: To study, formulate, and recommend to University Council policies and procedures affecting the employment and working conditions of administrative and professional (A/P) faculty. Areas for consideration include: morale of administrative and professional faculty; procedures for appointing, evaluating, disciplining, recognizing, and promoting administrative and professional faculty; benefits, educational and personal leave, and extra-university professional activity; and matters of equity and diversity that affect the university's professional environment. The Commission is also responsible for reviewing
grievances advanced to the level of the Executive Vice President and Provost or the Associate Vice President for Administration and to advise them prior to action.
(Last updated August 31, 2015 & October 16, 2015)

Section 9. Commission on Equal Opportunity and Diversity

**Charge:** To advise the President’s Inclusion and Diversity Executive Council and to study, formulate, and recommend to University Council policies and procedures as they relate to the university’s responsibilities regarding equal opportunity, affirmative action, accessibility, compliance, diversity, and inclusion. Areas for consideration include recruitment, retention, and advancement of faculty, staff, and students, in a manner consistent with the university’s principles of community and commitment to equal opportunity and access.
(Last updated August 31, 2015)

Section 10. Commission on Faculty Affairs

**Charge:** To study, formulate, and recommend to the University Council policies and procedures affecting faculty employment and professional standing of the collegiate faculties, the library faculty, and Extension and public service faculty on continued appointment. Areas for consideration include: commencement; academic freedom and faculty morale; procedures for appointing, evaluating, disciplining, recognizing, and promoting faculty, including department heads and chairs; tenure, benefits, academic and personal leave, and extra-university professional activity; and matters of equity and diversity that affect the University's professional environment.

Section 11. Commission on Graduate Studies and Policies

**Charge:** To study, formulate, and recommend to University Council policies and procedures concerning on- and off-campus graduate academic matters. Areas for consideration include: admissions, academic progress, degree requirements, commencement; registration and scheduling; curricula, courses, advising, and instruction; teaching and research; financial assistance including assistantships, scholarships, fellowships, and tuition; library resources; and other matters affecting the graduate student academic environment.

Section 12. Commission on Outreach and International Affairs

**Charge:** To study, formulate, and recommend to University Council policies and procedures concerning the engagement of the University in service, outreach, and international affairs. Areas for consideration include: Cooperative Extension, continuing and professional education, economic development including community resource and leadership development; liaison with affiliated corporations and institutes; international programs; and other matters affecting service, outreach, and international affairs. The Commission on Outreach and International Affairs will liaison with the Commission on Undergraduate Studies and Policies with issues regarding study abroad and international exchange programs. (Last updated June 7, 2004 – BOV approved)

Section 13. Commission on Research

**Charge:** To study, formulate, and recommend to University Council policies and procedures concerning research. Areas for consideration include: sponsored programs, core programs and interdisciplinary research; intellectual properties; animal care and human subjects;
indirect costs and overhead; research facilities, centers and institutes, and library resources; liaison with affiliated corporations and institutes; and other matters that affect research.

Section 14. Commission on Staff Policies and Affairs

Charge: To study, formulate, and recommend to University Council policies and procedures affecting the working conditions of classified and university staff and to promote staff participation in the University community. Areas for consideration include: staff morale; evaluation, communication with supervisors, recognition, and career development; staff relations with administrators, faculty, and students; benefits and personal leave; extra-university professional activity; matters of equity and diversity that affect the University's professional environment; and other matters affecting the staff environment.

Section 15. Commission on Student Affairs

Charge: To study, formulate, and recommend to University Council policies and procedures affecting graduate and undergraduate student life and morale. Areas for consideration include: student relations with peers, staff, faculty, administrators, alumni, and the community; student organizations, social life, and recreation; employment, placement, and counseling; residential life, health, safety, and quality of student related services; and other matters affecting student life.

Section 16. Commission on Undergraduate Studies and Policies

Charge: To study, formulate, and recommend to University Council policies and procedures concerning on- and off-campus undergraduate academic matters. Areas for consideration include: library resources, admissions, academic progress, degree requirements, Honor Systems and study environment; In-Honors programs, curricula, courses, advising, and instruction; student honors and awards; financial aid, scheduling, registration and other matters affecting the undergraduate student academic environment.

Section 17. Commission on University Support

Charge: To study, formulate, and recommend to University Council policies and procedures related to support of the three missions of the university. Areas for consideration include: accounting, budget administration, purchasing; computing, communications and publications, physical facilities, parking and transportation, corporations and auxiliaries, Development Office, Institutional Research, liaison with the Virginia Tech Foundation, the Alumni Association, and other related matters.

Article VIII. University Advisory Councils

Section 1. Organization

University Advisory Councils are established to carry out certain functions and operations of governance.

The University Council has established the University Advisory Council on Strategic Budgeting and Planning.

Section 2. Responsibilities
The University Advisory Councils report to the University Council. In addition to the functions and duties prescribed in the Sections of this Article specific to a University Advisory Council, the University Advisory Councils shall undertake such other functions and duties as may be delegated to them from time to time by the University Council.

**Section 3. Voting Privileges**

All members of University Advisory Councils shall have voting privileges.

**Section 4. Term of Membership**

Term of membership of representatives on University Advisory Councils is as follows: Faculty Senators, Staff Senators, representatives of college faculty, library faculty, administrative and professional faculty, the salaried staff, and any other elected non-student council members serve for a term of three years. They may serve no more than two full consecutive terms on any given advisory council. Terms are staggered to permit replacement of approximately one-third of the membership each year. Deans are elected by the Council of College Deans and serve for two years. The student representatives serve for terms of one year and are not eligible to serve more than two consecutive terms. Vacancies in unexpired terms are filled by the relevant body. Membership is effective the first day of July.

**Section 5. Alternates, Substitutes, and Visitors**

The advisory councils may permit alternates with voting privileges and substitute members with voting privileges, where such privileges are not limited by the constitution and bylaws of the participating assembly, association, senate, or group. Visitors may attend meetings of University Advisory Councils.

**Section 6. University Advisory Council on Strategic Budgeting and Planning**

**Charge:** The Advisory Council on Strategic Budgeting and Planning serves a primary advisory role for the university budgeting and planning process. It reports jointly to the President and the University Council. Areas for consideration include: monitoring the University planning and budgeting processes; participating in and advising on the development of biennial budgets, the formulation of the university plan, and the development of university capital and facilities plans, and the reconciliation of the plan and the available resources; consulting on other budget and planning matters; and addressing matters of policy relative to budget and planning and appropriate for governance consideration and, in such instances, making recommendations to the University Council.

**Records and Confidentiality:** When acting in its advisory and consulting role, the Advisory Council will treat information, discussions, and recommendations with discretion and, whenever requested, in confidence since there will be times in the budget and planning process when matters must be handled confidentially. When acting in its capacity as a normal part of the governance system, the Advisory Council will keep minutes and forward approved copies of such to University Council.

**Article IX. University Committees**

**Section 1. Organization**
University Standing Committees are those committees constituted on a continuing basis by the President on recommendation of the University Council to deal with matters of a university-wide interest. Each standing committee reports directly to at least one commission.

The President also constitutes ad hoc and special committees as may be needed for consideration of matters of a non-recurring nature.

Section 2. Committee Membership

Membership on most standing committees should include undergraduate students, graduate students, salaried staff, and faculty representatives as well as administrators. Committee membership may be determined by a variety of methods: appointment by the President, nomination by the relevant body with appointment by the President, or election at large. The host commission usually appoints a commission member to the standing committee. Standing committees may also be constituted wholly, or in majority, by members of the host commission. The method of selection shall be specified in the University Council By-Laws.

The standing committee chair shall be from among the committee members. The chair shall be appointed by the President, recommended by the host commission with appointment by the President, or elected by the committee, as specified in the By-Laws.

All standing committee members will have voting privileges.

Ad hoc and special committee members are appointed by the President of the University. The President also determines for each of these committees which of the committee members shall be chairperson.

Section 3. Term of Appointment

Terms of membership of elected representatives on University Standing Committees are as follows: Faculty Senators, Staff Senators, representatives of college faculty, library faculty, administrative and professional faculty, the salaried staff, and any other elected non-student committee members are elected for a term of three years. They may serve no more than two full consecutive terms on any given committee. Terms are staggered to permit election of approximately one-third of the membership each year. Deans are elected by the Council of College Deans and serve for two years. The student representatives serve for terms of one year and are not eligible to serve more than two consecutive terms. Vacancies in unexpired terms are filled by the relevant body. Elections are effective the first day of July.

Ad hoc and special committee members serve according to the terms established when the committee is constituted.

Section 4. Committee Reports

All standing committees shall prepare minutes of their meetings, as a permanent record of committee activity. Each standing committee will submit its approved minutes to the commissions to which it reports for review and approval. Committee-approved minutes will also be submitted to the chairs of the Faculty and Staff Senates, and the administrator of the Virginia Tech University Council website.
Article X. Operational Committees

University Operational Committees are those committees constituted on a continuing basis and appointed by the President, Executive Vice President and Provost, or one of the Vice Presidents to deal with matters of university-wide interest that fall primarily within the responsibilities of the appointing officers. Unless made the subject of specific legislation to the contrary, each University Operational Committee is constituted, charged, and staffed as the appointing administrative officer deems appropriate. A record of University Operational Committee chairs and members shall be maintained by the Secretary of the University Council. Approved minutes of meetings of University Operational Committees shall be written by each committee and maintained by the administrator who established it and to whom it reports. (Last updated August 31, 2015)

Article XI. Other Committees

The University Council, University Commissions, and University Advisory Councils may request and their chairpersons may appoint special committees, boards, and ad hoc committees as needed.

Article XII. Meetings and Procedures

Section 1. Parliamentary Procedures

The latest edition of Robert’s Rules of Order [Webster’s New World Robert’s Rules of Order, Simplified and Applied], subject to special rules as may be adopted by the University Council, shall govern the procedures of the University Council, University Commissions, University Advisory Councils, University Standing Committees, and other committees and boards. (Last updated June 7, 2004 – BOV approved)

Section 2. University Council Procedures

1. The University Council shall meet regularly during the academic year and at other times as called by the Chairperson. Cancelled meetings shall be noted in the minutes of the subsequent University Council meeting.

2. The Secretary shall prepare and distribute the agenda to members of the Council one week prior to each meeting. Items to be placed on the agenda must be submitted to the Secretary at least ten days prior to the meeting date. The Secretary will record the minutes (including attendance) of each University Council meeting, which will be distributed to all members of the Council. The minutes will be available to the public on the University Council website.

3. Any member of the University Council may place an item on the agenda by following the procedures of Article XII, Section 2(2). This procedure provides a means for any group to submit items of urgency directly to the University Council for consideration. However, under normal operating procedures, policy recommendations and decisions are reviewed by the appropriate commissions and then submitted to the University Council for disposition.
Section 3. Procedures for University Commissions and Advisory Councils

1. Each University Commission and University Advisory Council shall meet regularly during the academic year and at other times as called by the Chairperson.

2. The Chair of each Commission and Advisory Council shall prepare and distribute the agenda to members of the Commission or Council one week prior to each meeting. Items to be placed on the agenda shall be in the hands of the Chair at least ten days prior to the meeting date. The Chair may appoint or designate a Secretary to record the minutes (including attendance) of each Commission or Advisory Council meeting, which will be distributed to all members of that body for their approval. Approved minutes will be sent to the Secretary of University Council for distribution to University Council members for routine review and subsequent posting to the University Council website. The minutes may be distributed to members of the Faculty Senate and Staff Senate, and to other personnel in the University designated by the Commission, Advisory Council, or the University Council.

Section 4. Committee Procedures

Each University Standing Committee, University Operational Committee, special committee, ad hoc committee, and board meets as frequently as required to fulfill its responsibilities.

Article XIII. Amendments

Section 1. Notice of Proposal

Notice of proposal to amend the Constitution shall be given in the University Council agenda and considered at no fewer than two meetings of the University Council prior to voting. The proposed amendments shall be distributed with the agenda. A two-thirds affirmative vote of all members of the Council is required for approval.

Section 2. Ratification and Approval

Except in the case where adoption of a different parliamentary authority is proposed, an amendment to the Constitution becomes effective upon ratification in the following order by the Faculty and Staff Senates and the University Council, and approval by the President of the University and the Board of Visitors. A different parliamentary authority or set of guidelines may be adopted at the University Council’s first meeting of the academic year by a two-thirds affirmative vote of all members of the Council and will stay in effect until changed. Mid-year changes are not allowed. Approvals by the Faculty and Staff Senates and the Board of Visitors are not required in this case. (Last updated June 7, 2004 – BOV approved)

Section 3. Amendments to the Bylaws

Notice of any proposal to amend the Bylaws shall be given in the agenda. An affirmative vote of the majority of all University Council members is required for adoption. (See Article VII, Section 3 regarding changes to the referral procedures.)
Bylaws of the University Council

I. Meetings of the University Council

1. Regular meetings of the University Council shall be held on the first and third Mondays of each month from the opening of the Fall Semester until the end of the academic year in May. The Chairperson may cancel or postpone regular meetings for cause.

2. Special meetings of the University Council may be called by the Chairperson.

3. Prior to the initial Council meeting of each semester, the President and Executive Vice President and Provost will convene the chairs of the commissions to exchange information on issues and action items that are pending or foreseen in the coming semester.

4. Information gathered in the semester meetings of commission chairs will be communicated to Council members at the first meeting of the semester. At that time, each chair will be asked to elaborate, if desired, on the information about that commission’s agenda, and to provide clarification where necessary.

5. As each semester begins, the Council secretary will solicit suggestions for issues of general concern appropriate to presentation or group discussion, and will further conduct a poll to determine priority of interest. These topics will then be addressed as time allows following each of the semester’s Council meetings.

6. At each subsequent meeting of Council, prior to the approval of each commission’s minutes, the relevant chair shall be free to highlight selectively and to elaborate upon particular issues of concern to that commission; Council chair will periodically remind commission chairs of this option.

7. The status of all resolutions will be maintained on a University Council webpage, to be developed and maintained by Council secretary, to allow members of the university community to monitor the status of a given proposal through committees, commissions, and Council. Each commission chair will be responsible for providing such information to the University Council webpage operator for posting.

(Last updated January 2008)

II. Policy and Program Review and Approval Process

1. The University Commissions formulate new policies or policy revisions and propose new or revised programs, either on their own initiative or by direction of the President, the University Council, or the Board of Visitors.

2. In preparing the case for a new policy or program, each Commission shall keep constituencies (and also, as appropriate, other Commissions, the Faculty Senate, the Staff Senate, the Graduate Student Assembly, and the Student Government Association) sufficiently well informed that relevant advice and counsel from outside the
Commission proper can be brought to bear at the policy (program) formulation stage. It is the responsibility of individual Commission members, mainly by means of their cross-representational affiliations, to accomplish this.

3. Commissions shall prepare policy (program) proposals in standard Resolution form. These Resolutions shall be worded so as to provide, along with any accompanying explanation or annotation, sufficient information and background upon which to base subsequent debate of the issues involved. Policy (Program) Resolutions shall be titled and shall carry the name of the forwarding Commission and the date of Commission approval. Resolutions shall be forwarded to the Secretary of the University Council, who shall place them on the agenda, and send them to all members of the University Council, the editors of the student newspapers, and the Presidents of the Faculty Senate, the Staff Senate, the Graduate Student Assembly, and the Student Government Association. This distribution is to serve as official notification of the proposed policy (program) consideration, not just for individual members, but for all offices and governance bodies represented on University Council.

4. The Secretary of University Council shall distribute Commission minutes to all members of the University Council for routine review, noting said minutes on the agenda. When minutes come before Council for acceptance, the Council will verify the Commission decisions regarding which of the items brought to it are policy (program) items; those items in the minutes that Council considers policy (program) items shall be returned to the appropriate Commission for resubmission in the Resolution form.

5. On receipt of a Resolution from a Commission, the University Council shall take the following steps in the review process:

a. The Secretary shall place the Resolution on the agenda for the next succeeding Council meeting, under New Business, marked “First Reading.” Copies of the Resolution shall be available at the Council meeting for the convenience of all present.

b. A Policy (Program) Resolution cannot be placed on the University Council agenda for First Reading at the end of the academic year unless there are at least two meetings at which it can be considered. Otherwise, First Reading must be delayed until the start of a new academic year. The University Council may approve a request for first reading and action on a resolution at its last meeting of the academic year by a vote of three-fourths of the membership present (see c. below).

c. Council may discuss but shall take no action on a Resolution at “First Reading,” unless by consent of three-fourths of the members present. Deferral requests may be made at this time.

d. At the next succeeding meeting of the University Council, the Resolution shall appear on the agenda under Old Business, with the date of the First Reading indicated as well as its deferral status. Deferral requests may be made at this time.
If no deferral is requested, the University Council shall act on the Resolution at that meeting.

e. If a request for deferral of the Resolution is made at the time of First or Second Reading, it shall be honored for a time period not exceeding six weeks from the date of the First Reading. However, Council may override a request for deferral by a vote of three-fourths of the membership present. The Resolution, with date of First Reading, will continue to appear on the agenda throughout the period of deferral. Deferral can occur only once for a given Resolution.

f. During the deferral period, the Senates and other governance units may forward recommendations relating to the Resolution to the Secretary of the University Council, and those recommendations will be distributed to Council members with the agenda for the next succeeding meeting.

g. At the end of six weeks after the date of First Reading, the deferral period ends and the Resolution is placed on the Council agenda under Old Business. Subsequent Council action may be approval, disapproval, referral, amendment, or indefinite postponement (which essentially kills the resolution).

h. If the Council refers a resolution to the originating body (or to the Secretary) for editorial changes or to incorporate amendments adopted during Council debate, the edited resolution will be placed on the agenda of the next Council meeting for consideration under Old Business, not subject to deferral.

i. If the Council refers a resolution to the originating body for other than editorial changes or to incorporate amendments adopted during Council debate, the resolution will be considered a “new” resolution when it is resubmitted for Council consideration. That is, it will be placed on the agenda marked “First Reading” as in (a) above, and is subject to deferral.

III. University Commissions

University Commissions are established according to the Constitution of the University Council to carry out certain functions and operations of governance. Membership of each Commission is as listed in the following sections.

A. Commission on Administrative and Professional (A/P) Faculty Affairs (CAPFA)

Membership*:
- Vice Provost for Faculty Affairs or designee
- Associate Vice President for Administration or designee
- Associate Director for Field Operations and Administration, Virginia Cooperative Extension
- One academic dean selected by the Council of College Deans
- Three elected A/P representatives from general administration
- Two elected A/P representatives from Extension
- Three elected A/P representatives from academic support areas
• One elected A/P representative from student affairs
• One Faculty Senator elected by the Faculty Senate
• One Staff Senator elected by the Staff Senate
• One representative from the Graduate Student Assembly elected by the Graduate Student Assembly
• One representative of the Student Government Association elected by the Student Government Association

*The chair will be elected from among the nine elected administrative and professional faculty members of the commission by the commission membership. (Last updated on June 15, 2011 & October 16, 2015)

B. Commission on Equal Opportunity and Diversity

Membership*

• Vice Provost for Inclusion and Diversity & Vice President for Strategic Affairs
• Executive Director of Equity and Access
• Associate Vice President for Administration
• Vice Provost for Faculty Affairs
• Vice President for Student Affairs
• Director, Cranwell International Center
• Dean of Students
• One academic dean selected by the Council of College Deans (two-year term)
• Three faculty representatives elected by the Faculty Senate, of which at least one must be a senator (three-year terms)
• Three staff representatives elected by the Staff Senate, of which at least one must be a senator (three-year terms)
• One representative of the administrative/professional faculty elected by CAPFA (three-year term)
• One staff representative from the Commission on Staff Policies and Affairs (one-year term)
• One student representative from the Commission on Student Affairs (one-year term)
• One faculty representative from the Commission on Faculty Affairs (one-year term)
• Eight Faculty or Staff community representatives (three-year terms)

Community representatives shall be chosen by one of two methods. Where there is a single widely representative organization for faculty and staff, this organization would have responsibility for electing a representative. Where there is no appropriate organization (or multiple organizations), then a related office, program, or center serving related interests will be responsible for the nominations and election (or selection) of a community representative. The Vice Provost for Inclusion and Diversity & Vice President for Strategic Affairs will be responsible for overseeing the identification of community representatives, including assuring that named organizations, programs or offices use an open process for securing nominations and interested participants if an election is not feasible or reasonable.

1) Representatives elected by a university organization with open membership for faculty and staff (one representative each):
   Black Caucus
HokiePRIDE (Formerly LGBTAA)  
Hispanic Faculty/Staff Caucus

2) Representatives elected (or selected) by the following university offices or programs (one representative each):
- Women’s Center
- American Indian Studies Program
- University ADA Services
- Cranwell International Center
- Appalachian Studies Program

- Three faculty, staff, or student at-large members (three-year term for faculty/staff representatives; one-year term if a student is selected)

The at-large members will be chosen by an application process, open to faculty, staff, and students, and conducted by the commission annually for the available, undesignated slot. The commission will forward at least two nominations (so long as there are at least two) for each vacant position to the president for appointment to the commission. The commission may rank the candidates in order of preference. The at-large positions are designed to allow representation from groups not identified above as well as individuals who would make significant contributions to the work of the commission, regardless of background.

- Two representatives of the Student Government Association: the Chair of the SGA Diversity Committee and one representative elected by the Student Government Association (one-year term)
- One representative of the Graduate Student Assembly elected by the Graduate Student Assembly (one-year term)
- One student representative elected by the Council of International Student Organizations (one-year term)

*The chair will be elected from among the non-ex officio faculty or staff members of the commission (Last updated on November 2, 2009, July 21, 2014, October 16, 2015, & March 3, 2016)

C. Commission on Faculty Affairs

Membership:
- Vice President of the Faculty Senate, Chair
- Executive Vice President and Provost
- Two academic deans selected by the Council of College Deans
- Eight Faculty Senators elected by the Faculty Senate
- One non-ex officio A/P faculty representative elected by CAPFA from: general administration, academic support, student affairs, Extension
- One Staff Senator elected by the Staff Senate
- One representative from the Graduate Student Assembly elected by the Graduate Student Assembly
• One representative from the Student Government Association elected by the Student Government Association

(Last updated August 31, 2015)

**D. Commission on Graduate Studies and Policies**

**Membership***:

• Vice President and Dean for Graduate Education
• Vice Provost for Undergraduate Academic Affairs
• One academic dean selected by the Council of College Deans
• Dean of University Libraries
• One representative of the off-campus centers appointed by the Executive Vice President and Provost
• Two Faculty Senators elected by the Faculty Senate
• One faculty representative from each of the academic colleges elected by the faculty in each of the colleges
• One representative from the Library Faculty Association elected by the Library Faculty Association
• One non-ex officio A/P faculty representative elected by CAPFA from: general administration, academic support, student affairs, Extension
• One tenure-track faculty member from the Northern Virginia Campus appointed by the Executive Vice President and Provost
• One Staff Senator elected by the Staff Senate
• Chief Justice of the Graduate Honor System
• Five Graduate Students elected by the Graduate Student Assembly (two must be Assembly members and at least three colleges must be represented by the five students)
• One representative from the Student Government Association elected by the Student Government Association

*The chair will be elected from among the non-administrative faculty and staff members of the commission by the commission membership. (Last updated on May 3, 2010, August 6, 2013, & August 31, 2015)

**E. Commission on Outreach and International Affairs**

**Membership***:

• Vice President for Outreach and International Affairs
• Associate Vice President, International Affairs
• Director of Cooperative Extension
• Associate Vice President for Engagement
• One academic dean selected by the Council of College Deans
• Two Faculty Senators elected by the Faculty Senate
• One faculty representative from each of the academic colleges elected by the faculty in each of the colleges
• Three elected representatives of the Cooperative Extension non-ex officio A/P faculty (CAPFA to provide names of elected individuals)
• One member from the area of International Affairs who shall be the chair of the University Council on International Affairs (UCIA) or his/her designee
• One Staff Senator elected by the Staff Senate
• One representative from the Graduate Student Assembly elected by the Graduate Student Assembly
• One representative from the Student Government Association elected by the Student Government Association

Note: At least 2 faculty members on the Commission on Outreach and International Affairs will have experience in leading study abroad programs.

*The chair will be elected from among the non-administrative faculty and staff members of the commission by the commission membership. (Last updated February 21, 2005, August 24, 2012, & October 9, 2012)

F. Commission on Research

Membership*:
• Vice President for Research and Innovation
• One representative from the Office of the Vice President for Outreach and International Affairs
• Associate Vice President for Research Programs
• One academic dean selected by the Council of College Deans
• One department- or division-level administrative representative appointed by the President
• One representative of research-related interdisciplinary programs, groups or centers appointed by the President
• Two Faculty Senators elected by the Faculty Senate
• One faculty representative from each of the academic colleges elected by the faculty in each of the colleges
• One representative from the Library Faculty Association elected by the Library Faculty Association
• One non-ex officio A/P faculty representative elected by CAPFA from: general administration, academic support, student affairs, Extension
• One Representative in the Postdoctoral Associate rank elected by persons in that rank**
• Two representatives working in research faculty appointments as defined in the Virginia Tech Faculty Handbook (excluding Postdoctoral Associates) elected by persons in those ranks**
• One Staff Senator elected by the Staff Senate
• One representative of the Graduate Student Assembly elected by the Graduate Student Assembly
• One representative of the Student Government Association elected by the Student Government Association

*The chair will be elected from among the non-administrative faculty and staff members of the commission by the commission membership.

**The nomination and election process for these positions will be conducted by the Office of Research, which will report election results to the President.

(Last updated July 21, 2014, July 1, 2015, & March 3, 2016)

G. Commission on Staff Policies and Affairs
Membership:
- Vice President of the Staff Senate, Chair
- Associate Vice President for Administration
- One academic dean selected by the Council of College Deans
- Nine staff members elected by the Staff Senate
  - Three from the Staff Senate
  - Three from academic units
  - Three from administrative units
- One administrative department head or equivalent appointed by the Vice President for Finance and Chief Financial Officer
- One academic department head or equivalent appointed by the Executive Vice President and Provost
- One non-ex officio A/P faculty representative elected by CAPFA from: general administration, academic support, student affairs, Extension
- One Faculty Senator elected by the Faculty Senate
- One representative from the Graduate Student Assembly elected by the Graduate Student Assembly
- One representative from the Student Government Association elected by the Student Government Association


H. Commission on Student Affairs

Membership*:
- Vice President for Student Affairs
- Vice President and Dean for Graduate Education
- Vice Provost for Undergraduate Academic Affairs
- Two A/P faculty representatives from the Division of Student Affairs appointed by the Vice President for Student Affairs
- Cadet Colonel of the Corps of Cadets
- President, Black Organizations Council
- Doctoral candidate elected by the Graduate Student Assembly
- Masters candidate elected by the Graduate Student Assembly
- President, Asian American Student Union
- President, Council of International Student Organizations
- President, Graduate Student Assembly
- President, Latino Association of Student Organizations
- President, Lesbian, Gay, Bisexual and Transgender Alliance
- Representative of the Greek Councils chosen by the Director of Fraternity and Sorority Life
- President, Residence Hall Federation
- President, Student Government Association
- President, Senior Class
- President, Junior Class
- One non-ex officio A/P faculty representative elected by CAPFA from: general administration, academic support, student affairs, Extension
- One representative elected by the Faculty Senate
- One Staff Senator elected by the Staff Senate
- Graduate Student representative to the Board of Visitors
- Undergraduate Student representative to the Board of Visitors
- Vice President, Graduate Student Assembly
- President of the Jewish Student Union

*The chair will be elected from among the non-administrative faculty, staff, graduate student and undergraduate student members of the commission by the commission membership. (Last updated March 1, 2010, May 3, 2010, June 20, 2011, May 24, 2012, August 6, 2013, & August 31, 2015)

I. Commission on Undergraduate Studies and Policies

Membership*:
- Executive Vice President and Provost
- Associate Dean of the Graduate School
- Vice Provost for Undergraduate Academic Affairs
- The academic deans
- Two Faculty Senators elected by the Faculty Senate
- One faculty representative from each of the undergraduate academic colleges elected by the faculty in each of the colleges
- One representative from the Library Faculty Association elected by the Library Faculty Association
- One non-ex officio A/P faculty representative elected by CAPFA from: general administration, academic support, student affairs, Extension
- One Staff Senator elected by the Staff Senate
- One representative from the Graduate Student Assembly elected by the Graduate Student Assembly
- Chief Justice of the Undergraduate Honor System
- Director of Academic Affairs of the Student Government Association
- Three other undergraduate students elected by the Student Government Association (at least three colleges are to be represented by the four undergraduate students)

*The chair will be elected from among the non-administrative faculty and staff members of the commission by the commission membership.

(Last updated August 6, 2013, August 31, 2015, & October 16, 2015)

J. Commission on University Support

Membership*:
- Vice President for Administration
- Vice President For Finance and Chief Financial Officer
- Vice Provost for Resource Management and Institutional Effectiveness
- Vice President for Advancement
- Vice President for Information Technology and Chief Information Officer
- Vice President for Student Affairs or designee
- Associate Vice President and Chief Facilities Officer
- One academic dean selected by the Council of College Deans
- Five faculty elected by the Faculty Senate including two Senators
• One representative from the Library Faculty Association elected by the Library Faculty Association
• One non-ex officio A/P faculty representative elected from Extension
• Two Staff Senators elected by the Staff Senate
• One representative from the Graduate Student Assembly elected by the Graduate Student Assembly
• One representative from the Student Government Association elected by the Student Government Association

*The chair will be elected from among the non-administrative faculty and staff members of the commission by the commission membership.


IV. University Advisory Councils

University Advisory Councils are established to carry out certain functions and operations of governance. When so established, the membership shall be as listed in the following section.

A. University Advisory Council on Strategic Budgeting and Planning

Membership:
• Executive Vice President and Provost, Co-Chair
• Vice President for Finance and Chief Financial Officer, Co-Chair
• Assistant Vice President for Budget and Financial Planning
• Vice Provost for Resource Management and Institutional Effectiveness
• Assistant Vice President for University Planning

The following are appointed by the President from among the officers of each group:
• One officer of the Faculty Senate
• One officer from each of the academic college faculty associations *
• One officer of the Library Faculty Association
• One officer of the Staff Senate
• One officer of the Graduate Student Assembly
• One officer of the Student Government Association

The following are elected from among administrative and professional faculty in their respective areas:
• One non-ex officio A/P faculty representative elected by CAPFA from Extension
• One non-ex officio A/P faculty representative elected by CAPFA from: general administration, academic support, or student affairs


* Faculty in colleges that do not have associations will elect two candidates for the Council and the President will select one of them to serve.

V. University Committees

Each of the University Committees, enumerated below, is appointed by the President of the University, as set forth in the Constitution of the University Council, Article IX.

A. Academic Support
**Charge:** To systematically review and provide advice on broad policy issues relating to academic support, including but not limited to the university calendar, scheduling and registration, scholarships and financial aid, classroom management, and summer school.

**Reports to:** Commission on Undergraduate Studies and Policies

**Chairperson:** The faculty representative from the Commission on Undergraduate Studies and Policies

**Membership:**
- The faculty representative from the Commission on Undergraduate Studies and Policies selected annually by the Commission (this person will also be the committee chairperson)
- Two Provost area representatives selected by the Executive Vice President and Provost (three-year term)
- One Assistant/Associate Dean selected by the Council of College Deans (two-year term)
- Vice President for Student Affairs or designee
- One faculty representative from each of the academic colleges nominated by the faculty in each of the colleges (three-year terms)
- One faculty senator nominated by the Faculty Senate (three-year term)
- One administrative and professional faculty representative nominated by the Commission on Administrative and Professional Faculty Affairs (three-year term)
- One staff representative nominated by the Staff Senate (three-year term)
- One student representative from the Commission on Student Affairs selected annually by the Commission (one-year term) (Last updated August 31, 2015)

**B. Athletics**

**Charge:** To review and provide advice on broad policy issues relating to intercollegiate athletics.

1. Provide advice to the Athletic Director on such matters as financial aid for student athletes, residential life for student athletes, program balance between revenue and non-revenue sports, recruiting, admissions, NCAA compliance, and general intercollegiate athletic budgetary and operational matters.

2. Provide advice to the Executive Vice President and Provost on matters related to academic progress of athletes, the admission policy for athletes, academic advising of athletes, and relations with academic departments and faculty in general.

3. Participate in the search process for the selection of the Athletic Director. The Committee will also participate in periodic evaluations of the Athletic Director in coordination with the University official to whom the Athletic Director reports.

**Reports to:** Commission on Undergraduate Studies and Policies

**Chairperson:** The President will annually appoint a chair from among its members.

**Membership:**
- Vice President for Finance and Chief Financial Officer
• Vice President for Student Affairs or designee
• Vice Provost for Undergraduate Academic Affairs
• Director of Athletics
• Senior Associate Athletics Director for Development and Executive Director of the Hokie Club
• President’s appointed faculty representative to the NCAA
• One alumni representative of the Virginia Tech Alumni Association selected by the Vice President for Advancement (three-year term)
• One college dean selected by the Council of College Deans (two-year term)
• One faculty representative from each of the academic colleges nominated by the faculty in each of the colleges (three-year terms)
• One representative from the Commission on Undergraduate Studies and Policies selected annually by the Commission (one-year term)
• One representative selected by the Virginia Tech Athletic Fund Incorporated (three-year term)
• One faculty senator nominated by the Faculty Senate (three-year term)
• One administrative and professional faculty representative nominated by the Commission on Administrative and Professional Faculty Affairs (three-year term)
• One staff representative nominated by the Staff Senate (three-year term)
• One representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)
• Two scholarship athletes selected by the Athletic Director. One at the freshman-sophomore level and one at the junior-senior level (one-year terms)
• One representative from the Student Government Association nominated by the Student Government Association (one-year term)

(Last updated August 31, 2015 & March 3, 2016)

C. Campus Development Committee

Charge: To make recommendations and to serve as a conduit to disseminate information and solicit feedback concerning the planned physical development of the university’s built environment, specifically as it relates to buildings, grounds, and transportation planning.

Reports to: Commission on University Support

Chairperson: The President will annually appoint a chair from among its members.

Membership:
• Associate Vice President and Chief Facilities Officer
• Director of Transportation Planning
• Dean, College of Architecture and Urban Studies
• The Assistant Vice President for University Planning
• A Provost area representative selected by the Executive Vice President and Provost (three-year term)
• One student affairs area representative selected by the Vice President for Student Affairs (three-year term)
• One dean from an academic college selected by the Council of College Deans (two-year term)
• Three faculty representatives nominated by the Faculty Senate (three-year terms)
• One administrative and professional faculty representative nominated by the Commission on Administrative and Professional Faculty Affairs (three-year term)
• One staff representative nominated by the Staff Senate (three-year term)
• One representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)
• One representative from the Student Government Association nominated by the Student Government Association (one-year term)

D. Commencement

Charge: To plan and implement the University's Commencement programs.

Reports to: Commission on Faculty Affairs

Chairperson: The President will appoint a chair, usually for a three-year term.

Membership:
• President’s Appointment as Chairperson
• The President’s Chief of Staff
• The Associate Vice President for University Relations
• The Commandant of Cadets
• One Physical Plant representative selected by the Associate Vice President and Chief Facilities Officer (three-year term)
• The Director of Processions (selected by the Chairperson)
• The Director of Ushers (selected by the Chairperson)
• One Graduate School representative selected by the Vice President and Dean for Graduate Education (three-year term)
• The Commencement Marshal (always the immediate past president of the Faculty Senate) (one-year term)
• One faculty representative from each academic college nominated by the faculty in each of the colleges (three-year terms)
• One representative from the Commission on Undergraduate Studies and Policies selected annually by the Commission (one-year term)
• One staff representative nominated by the Staff Senate (three-year term)
• One representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)
• The President of Senior Class (one-year term)
• The President of Junior Class (one-year term)

(Last update July 21, 2014)

E. Computing and Communications Resources

Charge: To make recommendations for the efficient utilization of the University's computer facilities and to recommend policies that relate to the operation, maintenance, and development of the University's communications network. The Committee's scope of concerns includes all instructional, research, extension, and administrative computing provided through the University's computing facilities, and all existing or proposed devices connected to the computing facilities.
Reports to: Commission on University Support

Chairperson and Vice-Chairperson: The committee shall initially elect from its members a chairperson and vice-chairperson. The vice-chairperson shall succeed the chairperson in the next year. Each year after the first year, a new vice-chairperson shall be elected who will succeed the present chairperson.

Membership:
- The Vice President for Information Technology and CIO (also representing the Commission on University Support)
- The Executive Director, Network Infrastructure and Services
- Nine at-large members of the faculty-A/P faculty-staff (with appropriate expertise) nominated by the Vice President for Information Technology and CIO in conjunction with the Presidents of the Faculty and Staff Senates and the chair of the Commission on Administrative and Professional Faculty Affairs (three-year terms) (one must be an A/P faculty member and one must be a staff employee)
- One representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)
- One representative from the Student Government Association nominated by the Student Government Association (one-year term)

F. Employee Benefits Committee

Charge: To recommend policies and to advise the University Administration in matters relating to employee benefits.

Reports to: Commission on Staff Policies and Affairs, Commission on Faculty Affairs

Chairperson: The President will appoint a chair annually from among its members.

Membership:
- The Associate Vice President for Administration
- The Vice Provost for Faculty Affairs
- The University Benefits Programs Director
- One faculty representative from the Commission on Faculty Affairs selected annually by the commission (one-year term)
- Three faculty senators nominated by the Faculty Senate (three-year terms)
- One staff representative from the Commission on Staff Policies and Affairs selected annually by the Commission (one-year term)
- Three staff senators nominated by the Staff Senate (three-year terms)
- One administrative and professional faculty representative nominated by the Commission on Administrative and Professional Faculty Affairs (three-year term)

(Last updated on October 16, 2015)

G. Energy and Sustainability Committee

Charge: To review and provide advice to the University Administration on broad policy issues relating to the university’s energy supply and use, and resource conservation.

Reports to: Commission on University Support
Chairperson: The President will appoint a chair annually from among members of the committee.

Membership:
- Vice President for Administration or designee
- Vice President for Finance and Chief Financial Officer or designee
- Associate Vice President and Chief Facilities Officer
- Sustainability Program Manager
- Chief of Operations and Deputy to the Associate Vice President, Student Affairs
- The Assistant Vice President for University Planning
- Two representatives from Virginia Tech Facilities selected by the Vice President for Administration (three-year term)
- One representative from Virginia Tech Environmental Health & Safety Services selected by the Vice President for Administration (one-year term)
- Four representatives from the Faculty Senate nominated by the Faculty Senate (three-year terms)
- Two representatives from the Staff Senate nominated by the Staff Senate (three-year terms)
- One college dean selected by the Council of College Deans (two-year term)
- Two graduate student representatives nominated by the GSA (one-year terms)*
- Two undergraduate student representatives from the Student Government Association nominated by the SGA (one-year terms)*

*This enables students who are not part of GSA or SGA to be nominated

H. Faculty Honorifics

Charge: To review credentials and achievements of candidates or nominees for University faculty awards or for University nominations for external awards as charged by the Executive Vice President and Provost or the President (where that responsibility is not vested in other committees), and to make recommendation to the Executive Vice President and Provost or the President, as appropriate. In addition, the Committee shall review nominations for honorary degrees to be awarded by the University.

Reports to: Commission on Faculty Affairs

Chairperson: The Executive Vice President and Provost or a designee.

Membership:
- The Executive Vice President and Provost (also representing the Commission on Faculty Affairs)
- One Alumni Distinguished Professor nominated by the Faculty Senate (three-year term)
- One University Distinguished Professor nominated by the Faculty Senate (three-year term)
- One member of the Academy of Faculty Service nominated by the Faculty Senate (three-year term)
- One member of the Academy of Teaching Excellence nominated by the Faculty Senate (three-year term)
• One recipient of the Alumni Award for Excellence in Extension nominated by the Faculty Senate (three-year term)
• One recipient of the Alumni Award for Research Excellence nominated by the Faculty Senate (three-year term)
• One representative from the Named Professors nominated by the Faculty Senate (three-year term)
(Last updated August 31, 2015)

I. Graduate Curriculum

**Charge:** To address the issues formerly under the auspices of the Course and Program Criteria Committee.

**Reports to:** Commission on Graduate Studies and Policies

**Chairperson:** Vice-chair (chair-elect) of Commission on Graduate Studies and Policies

**Membership:**
• One Graduate School representative selected by the Vice President and Dean for Graduate Education (three-year term)
• One Enrollment Services representative selected by the Vice Provost for Enrollment and Degree Management (three-year term)
• The vice-chair of the Commission on Graduate Studies and Policies
• One faculty representative from each of the academic college graduate curriculum committees selected by the curriculum committees (three-year terms)
• One representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)

(Last updated on January 8, 2013, to correct a typographical error of a two-year term to a three-year term for the faculty representatives from each academic college & August 6, 2013.)

J. Honor System Review Board

**Charge:** To review recommended Honor System verdicts and penalties and to make recommendations to the President concerning same, as specified in Honor System Constitution.

**Reports to:** Commission on Undergraduate Studies and Policies

**Chairperson:** Administrative or Faculty Committee Member Appointed by the President

**Membership:**
• Two administrative, instructional, or library faculty members appointed by the President of the University (three-year terms)
• Three instructional or library faculty members nominated by the Faculty Senate (three-year terms)
• Appropriate student members as outlined in Constitution of Honor System: Chief Justice, Associate Chief Justice, all Associate Justices (one-year terms)

(Last updated June 15, 2011)

K. Intellectual Property
Charge: To make policy recommendations to the Executive Vice President and Provost dealing with patents, copyrights, and related mechanisms for the protection/exploitation of intellectual properties.

Reports to: Commission on Research

Chairperson: Vice President for Research and Innovation (or designee)

Membership:
- The Vice President for Research and Innovation (also representing the Commission on Research)
- An administrative leader within the office of the Vice President for Research and Innovation selected by the Vice President for Research and Innovation
- University Controller
- The University Legal Counsel (or designee)
- The President of VTIP
- Nine at-large members of the faculty-A/P faculty-staff (with patent and copyright experience) nominated by the Vice President for Research and Innovation in consultation with the Presidents of the Faculty and Staff Senates and the chair of the Commission on Administrative and Professional Faculty Affairs (three-year terms) (one must be an A/P faculty member and one must be a staff employee)
- One Representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)
- One Representative from the Student Government Association nominated by the Student Government Association (one-year term)


L. Library

Charge: To disseminate knowledge and make recommendations concerning policies, services, and development of the University's libraries.

Reports to: Commission on Graduate Studies and Policies; Commission on Undergraduate Studies and Policies; and Commission on Research

Chairperson: The President will annually appoint a chair from among its members.

Membership:
- The Dean of University Libraries (also representing the Commission on Graduate Studies and Policies)
- One faculty representative from each of the academic colleges nominated by the faculty in each of the colleges (three-year terms)
- One faculty senator nominated by the Faculty Senate (three-year term)
- Library faculty representative on the Commission on Undergraduate Studies and Policies (concurrent with CUSP term)
- Library faculty representative on the Commission on Research (concurrent with COR term)
- One staff representative nominated by the Staff Senate (three-year term)
- One representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)
• One representative from the Student Government Association nominated by the Student Government Association (one-year term)

(Last updated April 18, 2005)

M. Transportation and Parking

Charge: To review and recommend rules and regulations governing traffic (including pedestrian, bicycle, and vehicles), parking (including permit sales, citations and special events), and alternative transportation methods; review and recommend programs to enhance campus parking, traffic, and transportation methods.

Reports to: Commission on University Support

Chairperson and Vice-Chairperson: The committee shall initially elect from its members a chairperson and vice chairperson. The vice chairperson shall succeed the chairperson in the next year. Each year after the first year, a new vice chairperson shall be elected who will succeed the present chairperson.

Membership:
• The Director of Parking and Transportation
• The Chief of Police
• One faculty or staff representative from the Commission on University Support selected annually by the Commission (one-year term)
• Three faculty representatives nominated by the Faculty Senate (three-year terms)
• One administrative and professional faculty representative nominated by the Commission on Administrative and Professional Faculty Affairs (three-year term)
• Three staff representatives nominated by the Staff Senate (three-year terms)
• One representative from the Graduate Student Assembly nominated by the Graduate Student Assembly (one-year term)
• One representative from the Student Government Association nominated by the Student Government Association (one-year term)

(Last updated March 29, 2010 & May 29, 2013)

N. Undergraduate Curriculum

Charge: To review and make final recommendations to the Commission on Undergraduate Studies and Policies concerning degree requirements, courses, academic progress, standards and criteria, and other policies and procedures affecting undergraduate curriculum and instruction.

Reports to: Commission on Undergraduate Studies and Policies

Chairperson: Vice-chair (chair-elect) of Commission on Undergraduate Studies and Policies

Membership:
• The vice-chair of the Commission on Undergraduate Studies and Policies (ex officio)
• One faculty representative from each of the undergraduate academic colleges (three-year term)
• One staff representative elected by the Staff Senate (three-year term)
• One representative from the Student Government Association (one-year term)
• The chair of the University Curriculum Committee for General Education (one-year term)
• One Enrollment Services representative selected by the Vice Provost for Enrollment and Degree Management (three-year term)

(Last updated on January 8, 2013, August 6, 2013, & March 3, 2016)

O. University Curriculum Committee for General Education

Charge: To give leadership to the Curriculum for General Education and to make final curricular recommendations to CUSP concerning the inclusion of courses in the Curriculum for General Education.

Reports to: Commission on Undergraduate Studies and Policies

Chairperson: Faculty member of the committee, elected by the committee and having previously served as vice-chair of the committee

Membership:
• The Executive Vice President and Provost or a designee
• Assistant Provost for Assessment and Evaluation
• One Division of Student Affairs representative selected by the Vice President for Student Affairs (three-year term)
• Two faculty members selected by the Executive Vice President and Provost (three-year terms)
• One faculty representative selected by each undergraduate college curriculum committee (three-year terms)
• One representative from University Studies
• Two faculty representatives nominated by the Faculty Senate (three-year terms)
• One faculty representative from the Commission on Undergraduate Studies and Policies selected annually by the Commission (one-year term)
• Two representatives from the Student Government Association nominated by the Student Government Association (one-year terms)
• One AP faculty representative from the University Libraries elected by the Library Faculty Association (three-year term)


VI. Operational Committees

Operational Committees are created (or dissolved), appointed, and charged by the Executive Vice President and Provost or one of the Vice Presidents, not requiring but subject to University Council action, as set forth in the Constitution of the University Council, Article X.

When creating, dissolving or changing the composition or charge of an Operational Committee, the appointing officer shall inform the University Council of the action being taken.
Appointing officers shall report to the Office of the President the names of the chairpersons and members of Operational Committees, and inform that Office when new persons are appointed and old members replaced.

The Office of the President will have available upon request a current list of Operational Committees, noting for each its appointing officer, its charge, its chairperson, and its membership.

(Last updated August 31, 2015)
Commission on Outreach and International Affairs (COIA) Orientation
September 15, 2016

COIA Agenda and Minutes from May 7, 2015-May 5, 2016

TAB 14
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
May 7, 2015
3:30-4:30 p.m.
325 Burruss Hall
AGENDA

1. Welcome
   - Self-Introductions
   Reed Kennedy

2. Agenda Approval
   Reed Kennedy

3. Announcements
   Reed Kennedy

4. Approval of Minutes, April 16, 2015
   Minutes have been approved electronically and have been forwarded to University Council and to University Governance website.
   Reed Kennedy

5. Nominations for Chair
   Group

6. Chairman’s Report
   - University Council Meetings-April 20 and May 4, 2015
   Reed Kennedy

7. Vice-Chair’s Report
   - Alumni Award for Outreach Excellence (Individual and Team)
   Shannon Jarrott

8. Reports:
   - University Council on International Affairs (UCIA) Meeting-April 27, 2015
   Reed Kennedy

9. Commission Board Member Comments
   Group

PROPOSED MEETING DATES FOR 2015-2016
(All meetings will take place from 3:30-4:30 p.m. in the Gateway Center, Suite 120, unless noted otherwise)

September 17, 2015 3:00-3:30 p.m. (Orientation for new members)
September 17, 2015 3:30-4:30 p.m. (All members)
October 15, 2015
November 12, 2015
December 10, 2015

NO JANUARY MEETING

February 18, 2016
March 17, 2016
April 14, 2016
May 5, 2016
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
May 7, 2015; 3:30-4:30 p.m.
325 Burruss Hall

Attendance: Jan Helge Bøhn, Andrea Brunais, Howard Chung, Guru Ghosh, Shannon Jarrott, Reed Kennedy, Llyn Sharp, Michael Schwarz (via phone), Susan Short, Ian Van Pelt, Eric Vance

Absent: Montasir Abbas, Kathy Alexander, Don Back, Kirsten Buhls, Lee Cooper, Christine Fiori, Brian Hairston, Ed Jones, Andrew Overbay, Elizabeth Spiller, Elankumaran Subbiah

1. Welcome and Introductions
Reed Kennedy welcomed the group and self-introductions were made.

2. Agenda Approval
Reed made a call for the approval of the agenda and any changes; the agenda was motioned to approve as is; was seconded and was approved.

3. Announcements
Reed made the call for announcements.

Shannon Jarrott announced that Brett Shadle would be replacing her on the Commission on Outreach and International Affairs (COIA). Guru Ghosh indicated that the new Associate Vice President for International Affairs should be announced soon and will be sent to COIA as well. Susan Short announced that the VT in Hampton Roads event yesterday exceeded expectations; there were 85 VT ambassadors and 300 key stakeholders from the peninsula. Jan Helge Bøhn received positive feedback and his department received five (5) company contacts. Eric Vance announced he would be traveling to Tanzania, Ethiopia, and Nigeria in relation to the LISA 2020 program. Shannon Jarrott announced she would be leaving VT and will be working at Ohio State; Reed Kennedy announced that Chris Fiori would also be leaving VT.

4. Approval of Minutes, April 16, 2015
The minutes from the April 16, 2015 meeting were sent out electronically for updates; have been approved and sent to University Council and will be posted to the University Governance website upon approval by University Council. Minutes can be found at: http://www.governance.vt.edu/.

5. Nominations for Chair
Reed Kennedy opened the floor for nominations; after review of the 2014-2015 COIA members, there were a few people eligible, but not present. Jan Helge volunteered to serve as Chair; the motion was made; seconded; and by unanimous vote, Jan Helge was voted Chair. Vice-Chair will be decided at the September meeting.

6. Chairman’s Report
Reed reported on the April 20 and May 4, 2015 University Council meetings. Old business included the second readings of the Commission on Equal Opportunity and Diversity resolutions to Affirm CEOD as Governing Body Within the New InclusiveVT Structure; and resolution to Revise the Commission on Equal Opportunity and Diversity’s Charge; both passed. New business for first reading included the Commission on Graduate Studies and Policies resolution to Adopt a New Honor Code for the Doctor of Vet Med Students at VT; the COIA resolution to revise the University Council on International Affairs By-Laws; the Commission on Research’s resolutions to revise Policy No. 13020 – Policy on Misconduct in Research to address “Selfplagiarism”; resolution to revise Policy No. 13015 – Policy on Ownership and Control of Research Results; resolution to revise Policy 13000 – Policy on Intellectual Properties; and the Commission on Student Affairs’ resolution for Replacement of the Constitution of the Graduate Student Assembly. The May 4th meeting included all the new resolutions listed above, which all were approved. Minutes can be found at: http://www.governance.vt.edu/.
7. **Vice-Chair’s Report**  
Shannon Jarrott discussed revision of some of the documents for the Alumni Award for Outreach Excellence. Some of the changes to the process suggested were to eliminate the nomination process; adding engagement to the language; and moving toward the format of the Alumni Award for International Outreach for clarity. An email containing some of the revised documents for consideration will be forthcoming. Additionally, the motion was made to bring forth the suggestion to the Development Office for University Alumni to set a priority for substantially increasing the amount for all Alumni Awards. The motion was seconded; voted on and approved.

8. **Reports**

   a. **Virginia Cooperative Extension (VCE)**  
      We did not have a report from the VCE.

   b. **University Council on International Affairs (UCIA) Meeting**  
      Reed Kennedy gave the UCIA report, which included: Two (2) Humphrey Fellows were in attendance at the meeting, a total of ten (10) will be here until August; Kathleen Alexander’s presentation on Botswana; the Holiday Inn project on Prices Fork update; search for the Risk Management Assistant Director in the Global Education Office (GEO); curriculum grants being offered; VT personnel that were in Nepal got out prior to the earthquake; Kurdistan visitors delayed; the success of the Street Fair despite the rain; more international students arriving on campus this year. David Brady reported a new government process in place; search updates with regard to the Director for the Office of International Research, Education and Development (OIRED), Associate Vice President for International Affairs, and the search for the Cranwell Director. Nicole Sanderlin had reported on the Fulbright Award that she received to India for three (3) weeks; the approval of the UCIA bylaws revisions is nearly complete; and Jackie Bixler will be the Vice-Chair for next year. Debby Stoudt announced the winners of the Alumni Awards-Kathleen Alexander-Excellence in International Research; Jan Helge Bohn-Excellence in International Outreach; and Lance Matheson-Excellence in International Education.

      Michael Schwarz also added that the J-1 visitor process has been going smoothly for Aquaculture. He asked that once we receive an update on the Oman project, that perhaps Oman could be integrated with Aquaculture. Guru responded that the Sheik, OTC group and research are to be here in early September with progress toward architecture.

      Please see minutes located at: [https://www.outreach.vt.edu/UCIA/minutes_index.html](https://www.outreach.vt.edu/UCIA/minutes_index.html).

9. **Commission Board Member Comments**  
The call was made for member comments. Jan Helge indicated that the raise for the awards could be done with investments and endowments.

      Guru indicated that enrollment targets would exceed 6,000, with a 400% increase in international students; 25% increase in African American students; and a 25% increase in Hispanic students. The increase is attributed to different recruiting efforts/events; and targeting different areas.

      The members of COIA who are rotating off were thanked, as well as Shannon and Reed’s efforts in leadership and Kim Rhodes’ efforts in support.

      A motion to adjourn was made, seconded, all in favor; adjourned at 4:24 p.m.

Respectfully submitted,

Kimberly Rhodes  
Recording Secretary
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
September 17, 2015
3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Rd; Suite 120
AGENDA

1. Welcome
   - Self-Introductions
   - Charge to Commission

2. Call for Agenda Approval

3. Call for Announcements

4. Announcement of Approval of Minutes, May 7, 2015
   Minutes have been approved electronically and have been forwarded to University Council and to University Governance website

5. Chairman’s Report
   - Meeting of Commission Chairs Report
   - University Council Report (no meetings since last meeting)
   - Engagement Leadership Council-June 4 & September 3 (Cancelled)

6. Election of Vice-Chair

7. Reports:
   - Virginia Cooperative Extension (VCE)- Summary forthcoming
   - University Council on International Affairs (UCIA) Meeting-August 24, 2015

8. Commission Board Member Comments

TENTATIVE MEETING DATES FOR 2015-2016
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

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<tr>
<th>Date</th>
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<tr>
<td>September 17, 2015</td>
<td>3:00-3:30 p.m.</td>
<td>Orientation for new members</td>
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<td>September 17, 2015</td>
<td>3:30-4:30 p.m.</td>
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COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
September 17, 2015; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Bonnie Alberts, Jan Helge Bøhn, Andrea Brunais, Howard Chung, Dave Close, Guru Ghosh, Reed Kennedy, Jenn Mackay, Karl Markgraf, Channing Mitchell, Nicole Sanderlin, Susan Short, Eric Vance

Absent: Montasir Abbas, Kathy Alexander, Brian Hairston, Ed Jones, Michael Schwarz, Elizabeth Spiller

1. Welcome and Introductions
Jan Helge Bøhn welcomed the group; self-introductions were made. Guru Ghosh gave the charge which included Outreach and International Affairs mission to build relationships with communities and people that we serve through cultures; to bring back to VT and strengthen those relationships. The charge is for the Commission on Outreach and International Affairs to look at policies and procedures to be competitive in our work.

2. Agenda Approval
Jan Helge made the call for approval of the agenda with the exception of moving reports and items around in the agenda; was seconded and approved. A handout with regard to the Commission Chairs meeting was passed around for discussion later in the meeting (see attached).

3. Announcements
Jan Helge made the call for announcements.

Guru announced and welcomed Karl Markgraf, Associate Vice President for International Affairs. Eric Vance announced that at the last meeting, there were three (3) statistics labs that have been set up and now there are five (5) in the U.S. Guru also recognized Elankumaran “Kumaran” Subbiah’s death and asked everyone to keep his family in their thoughts.

4. Approval of Minutes, May 7, 2015
The minutes from the May 7, 2015 meeting were sent out electronically for updates; have been approved and sent to University Council and will be posted to the University Governance website upon approval by University Council. Minutes can be found at: http://www.governance.vt.edu/.

5. Chairman’s Report
Jan Helge referred to the Commission Chair’s handout with regard to the hope to grow the global agenda; improve experiences and assess experiences; international recruitment strategy; and globalizing the curriculum.

There have been no University Council meetings since the last meeting; therefore there is nothing to report.
The June 4, 2015 Engagement Leadership Council included guest speakers from VT Engage and work to capture student and faculty engagement at VT. Discussion included how are faculty recording and how activities are being captured. The September 3, 2015 meeting was postponed until October 22, 2015.

6. **Election of Vice-Chair**  
Several people were nominated for the Vice-Chair position; by the end of the meeting, Eric Vance accepted the nomination and seconded; all were in favor.

7. **Reports**

a. **Virginia Cooperative Extension (VCE)**  
We did not have a report from the VCE; summary to come from Ed Jones and communicated to the group.

b. **University Council on International Affairs (UCIA) Meeting**  
Nicole Sanderlin, Chair of UCIA, reported on the UCIA meeting from August 24, 2015. The meeting included welcoming Van Crowder, Executive Director of the Office of International Research, Education and Development (OIRED); David Clubb, Cranwell Center and Vice-Chair of UCIA; and Randy Penson, Assistant Director for Global Safety and Risk Management. There has been an increase in international students; 42% for undergraduates as well as graduate student increase; UCIA is setting priorities for this year to include improving Study Abroad and globalizing the curriculum.

Please see minutes located at: [https://www.outreach.vt.edu/UCIA/minutes_index.html](https://www.outreach.vt.edu/UCIA/minutes_index.html).

8. **Commission Board Member Comments**  
The group was asked to think about three (3) topics for people to take a lead on and deliver through this commission for this year.

A motion to adjourn was made, seconded, all in favor; adjourned at 4:35 p.m.

Respectfully submitted,

Kimberly Rhodes  
Recording Secretary
Commission Chairs' Meeting
September 8, 2015

Commission on Outreach and International Affairs (COIA)
Chair: Jan Helge Bohn, Mechanical Engineering (0710), bohn@vt.edu, 231-3276

Proposed action plan for 2015-2016:

Select three items to focus on this year:

1. Strengthen the fiscal infrastructure needed to grow the university’s global agenda
   a. Work with the Vice President for Advancement
      i. Identify priorities within the university’s global agenda that would appeal to domestic and international alumni
      ii. Grow the active alumni base abroad to support this agenda
   b. Move towards near-net-zero-cost student experiences abroad
   c. Support faculty creation and maintenance of student programs abroad
      i. Improve financial models for faculty-led and faculty-organized student programs abroad

2. Improve the quality of student experiences abroad
   a. Increase the average duration of the experiences abroad; research shows significant measurable growth takes place after 2-3 months abroad
   b. Grow foreign language training capabilities
   c. Initiate a systematic evaluation of existing student programs abroad
      i. Pre- and post-experience participant assessment
      ii. On-site visits by faculty assessment teams

3. Develop an international student recruitment strategy
   a. Work with the Vice Provost for Enrollment & Degree Management to increase number of degree-seeking students
   b. Improve infrastructure for integration of F/J students into our community
   c. Increased emphasis on English language training for graduate students as the number of international graduate students per faculty member increases

4. Globalize the curriculum
   a. Identify and remove roadblocks that discourage participation
      i. Inhibiting academic and administrative policies and procedures
      ii. Inhibiting cost structures
   b. Leverage the increasing F/J student population
Notes taken at Commission Chairs’ meeting:

I presented this document (page 1) at the commission chairs’ meeting, seeking suggestions from Drs. Sands and Rikakis on which of these items that they would encourage COIA to focus on this year.

Drs. Sands and Rikakis both emphasized that all four groups of questions were of importance and on their agenda this semester. They smilingly rebuffed my attempt towards the end of the meeting to pull their comments together and single out particular items for us to focus on, after they had expanded this list:

Dr. Rikakis added a fifth area to be considered: How do we feel about increasing our global footprint? In particular, he called for a cost-benefit analysis of our investment in centers abroad. He felt that a critical review of these investments were in order, though pointed out that he is not against such centers on principle, and highlighted the tangible and broad benefits of CMU’s investment in Qatar. Dr. Sands briefly added the investments in VT India as an example where such analysis would be needed.

In the review of the first area, Dr. Sands pointed out that there is a need to dramatically improve the affordability of student experiences abroad, citing that only 14% of students going abroad are on financial aid, referring to experiences abroad thus being limited to the wealthy students, and that it is incumbent upon us to raise significant amounts of funding to make this happen.

Dr. Sands ended with encouraging COIA — and subsequently the other commissions as he elaborated — to start thinking about how VT international goals might be described within his Envisioning Virginia Tech in 2047 initiative. In effect, he made this the sixth topic.
1. Welcome
   - Self-Introductions

2. Call for Agenda Approval

3. Call for Announcements

4. Announcement of Approval of Minutes, September 17, 2015

5. Chairman’s Report
   - University Council Report September 28, & October 5, 2015

6. Vice-Chairman’s Report
   - Alumni Affairs for Outreach Excellence

7. Reports:
   - Virginia Cooperative Extension (VCE)
   - University Council on International Affairs (UCIA) Meeting-September 28, 2015

8. Identifying COIA objectives for 2015-2016

Commission Board Member Comments

TENTATIVE MEETING DATES FOR 2015-2016
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

November 12, 2015
December 10, 2015
NO JANUARY MEETING
February 18, 2016
March 17, 2016
April 14, 2016
May 5, 2016
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
October 15, 2015; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Montasir Abbas (via phone), Bonnie Alberts, Jan Helge Bøhn, Howard Chung, Dave Close, Reed Kennedy, Michael Lambur (for Ed Jones), Jenn Mackay, Karl Markgraf, Channing Mitchell, Nicole Sanderlin, Gerhardt Schurig, Michael Schwarz (via phone), Susan Short, Eric Vance

Absent: Kathy Alexander, Andrea Brunais, Guru Ghosh, Brian Hairston, Ed Jones, Elizabeth Spiller

1. Welcome and Introductions
   Jan Helge Bøhn welcomed the group; self-introductions were made.

2. Agenda Approval
   Jan Helge made the call for approval of the agenda; motion to approve was made; was seconded and approved.

3. Announcements
   No announcements were made.

4. Approval of Minutes, September 17, 2015
   The minutes from the September 17, 2015 meeting were sent out electronically for updates; and are currently in process. Once all edits have been received, they will be sent to University Council and will be posted to the University Governance website upon approval by University Council. Minutes can be found at: http://www.governance.vt.edu/.

5. Chairman’s Report
   Jan Helge spoke about the University Council meetings from September 28 & October 5, 2015; which included the approval of degree programs and a look at the next 30 years at Virginia Tech. A presentation was given and a website will soon be available for people to add comments.

   Specifically the September 28th meeting brought new business of the Commission on Undergraduate Studies and Policies resolution to approve the new major, Family and Consumer Sciences; and the resolution to change the name of the University Curriculum Committee for Liberal Education (UCCLE) to the University Curriculum Committee for General Education (UCCGE) and to Change the Membership.

   The October 5th meeting brought the second reading and passing of the two items described above; as well as the visioning initiative. There was no new business. Both the meeting minutes and presentation slides are located at: http://www.governance.vt.edu/.

6. Vice-Chairman’s Report
   Discussion included updating and revising the language of the Alumni Awards for Outreach Excellence. Although a name change cannot occur at this time, the Commission will bring forth a name change in the spring. The title will remain the same for the time being and the language will be revised to reflect engagement where appropriate. Changes included the formatting; specifically identifying the award is for instructional/research faculty (as communicated by Tom
Tillar); removing the nomination process but still leaving the flexibility of people to be nominated; changing the language from nomination letter to cover letter; and removing the word suggested citation statement to reflect citation statement. Motion to approve suggested changes; members present voted on proposed changes and were approved (see attached).

7. Reports

a. Virginia Cooperative Extension (VCE)
   Michael Lambur reported that he and Ed Jones were most recently at an Extension Directors Conference; in which they were one of seven groups to be showcased at the meeting out of over 100 groups represented.

b. University Council on International Affairs (UCIA) Meeting
   Nicole Sanderlin reported on the UCIA meeting from September 28, 2015. She indicated that Charles Phlegar, Vice President for Advancement, attended the meeting. He spoke about the merging of Advancement with Alumni Relations and University Relations; and his planned initiatives to encourage alumni donations. The Cranwell Center also reported that the undergraduate international student numbers have increased by 46% moving from 376 to 549; and that the graduate international student numbers have increased by 29%; bringing the total number of international students up by 17%. Given the increase in student numbers; staff support is also increasing.

   Please see minutes located at: https://www.outreach.vt.edu/UCIA/minutes_index.html.

8. Identifying COIA objectives for 2015-2016
   Jan Helge circulated a hand-out (see attached); and asked the group to identify projects to work on and get ideas to Kim Rhodes to compile prior to the next meeting.

9. Commission Board Member Comments
   No comments were made.

   A motion to adjourn was made, seconded, all in favor; adjourned at 4:40 p.m.

Respectfully submitted,

Kimberly Rhodes
Recording Secretary
University Council Meeting  
September 28, 2015

Commission on Outreach and International Affairs (COIA)  
Chair: Jan Helge Bøhn, Mechanical Engineering (0710), bohn@vt.edu, 231-3276

The commission plans to focus its attention this academic year on the following issues:

1. Strengthen the fiscal infrastructure needed to grow the university's global agenda  
   a. Work with the Vice President for Advancement to identify priorities within the university's global agenda that would appeal to domestic and international alumni, and to grow the active alumni base abroad to support this agenda  
   b. Move towards near-net-zero-cost student experiences abroad, for both service learning and coursework  
   c. Support and incentivize faculty creation, maintenance, and quality assurance of student programs abroad, with the objective to positively impact student experiences, faculty research partnerships, and targeted communities abroad  
   d. Grow foreign language training capabilities for outgoing students, and emphasize programmatic English language training for graduate students to support increasing the number of international graduate students per faculty member

2. Develop an international student recruitment strategy, working with the Vice Provost for Enrollment & Degree Management to selectively increase the number of degree-seeking undergraduate- and graduate-students from abroad

3. Articulating a vision for Virginia Tech’s global footprint in 2047, and begin to identify and remove roadblocks that discourage participation, such as inhibiting academic and administrative policies, procedures, and cost structures
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
November 12, 2015
3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Rd; Suite 120
AGENDA

1. Welcome
   • Self-Introductions

Jan Helge Bøhn Group

2. Call for Agenda Approval

Jan Helge Bøhn

3. Beyond Boundaries-Creating a Vision for 2047 Virginia Tech as a Global Landgrant University

Katherine Keeney

4. Call for Announcements

Jan Helge Bøhn

5. Announcement of Approval of Minutes, October 15, 2015

Minutes have been approved electronically and have been forwarded to University Council and to University Governance website

Jan Helge Bøhn

6. Chairman’s Report
   • University Council Reports October 19, November 2, 2015
   • Engagement Leadership Council-October 22, 2015

Jan Helge Bøhn

7. Vice Chairman’s Report
   • Alumni Affairs Award for Outreach Excellence

Eric Vance

8. Reports:
   • Virginia Cooperative Extension (VCE)
   • University Council on International Affairs (UCIA) Meeting-October 26, 2015

Ed Jones
Nicole Sanderlin

9. Discussion of COIA Projects for 2015-2016

Jan Helge Bøhn

Commission Board Member Comments

Group

TENTATIVE MEETING DATES FOR 2015-2016
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

December 10, 2015
NO JANUARY MEETING
February 18, 2016
March 17, 2016
April 14, 2016
May 5, 2016
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
November 12, 2015; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Bonnie Alberts, Kathy Alexander, Jan Helge Bøhn, Andrea Brunais, Howard Chung, David Clubb (for Nicole Sanderlin), Ed Jones, Reed Kennedy, Channing Mitchell, Gerhardt Schurig, Michael Schwarz (via phone), Eric Vance, Heather Evans (guest), James Harder (guest), Katherine Keeney (guest), Judy Ridinger (guest), Robert Stephens (guest)

Absent: Montasir Abbas, Dave Close, Guru Ghosh, Brian Hairston, Jenn Mackay, Karl Markgraf, Djordje Minic, Nicole Sanderlin, Susan Short, Elizabeth Spiller

1. Welcome and Introductions
   Jan Helge Bøhn welcomed the group; self-introductions were made.

2. Agenda Approval
   Jan Helge made the call for approval of the agenda; motion to approve was made; was seconded and approved.

3. Beyond Boundaries—Creating a Vision for 2047 Virginia Tech as a Global Landgrant University
   Robert Stephens lead the discussion outlining the living laboratories model. Overview included 1) Experiments involving both teaching and research; 2) Extension Model; 3) Family; 4) Disaster Scenario which includes adaptable and resilient situations as they relate to the university. The different scenarios were presented from the Global land-grant committee working document (see attached). Scenarios included Bill Hopkins’ Living Laboratory Scaled for the World; Tyler Walters’ Developing Countries, Developing Infrastructures; and Anisa Zvonkovic’s Preparing Students for Jobs/Life We Don’t Even Know Exist.

   Discussion included a look at the website: http://www.beyondboundaries.vt.edu/about.html; and how Virginia Tech can advance as a global land-grant institution.

   The global land-grant white paper; Envisioning Virginia Tech Beyond Boundaries was also discussed with the group (see attached).

   Discussion included how can we uplift Virginia Tech so people will want to be a part and how can we prioritize issues that are global and have become our issues.

   Katherine Keener indicated that future conversations could occur over email; COIA is invited to send additional comments to her.

4. Announcements
   The meeting concluded after item #3.

5. Approval of Minutes, September 17, 2015
   See item #4 above (The minutes from the September 17, 2015 meeting were sent out electronically for approval and will be posted to the University Governance website upon approval by University Council. Minutes can be found at: http://www.governance.vt.edu/.)
6. **Chairman’s Report**
   See item #4 above.

7. **Vice-Chairman’s Report**
   See item #4 above.

8. **Reports**
   a. **Virginia Cooperative Extension (VCE)**
      See item #4 above.

   b. **University Council on International Affairs (UCIA) Meeting**
      See item #4 above. (Minutes located at: https://www.outreach.vt.edu/UCIA/minutes_index.html)

9. **Discussion of COIA Projects for 2015-2016.**
   See item #4 above.

10. **Commission Board Member Comments**
    See item #4 above.

    Members left gradually after 4:35 p.m.

Respectfully submitted,

Kimberly Rhodes
Recording Secretary

**TENTATIVE MEETING DATES FOR 2015-2016**
(All meetings will be from **3:30-4:30 p.m.** and will take place at the Gateway Center-902 Prices Fork)

December 10, 2015
NO JANUARY MEETING
February 18, 2016
March 17, 2016
April 14, 2016
May 5, 2016
ENVISIONING VIRGINIA TECH
BEYOND BOUNDARIES

GLOBAL LAND-GRANT WHITE PAPER

PREPARED BY:
JAMES HARDER

SEPTEMBER 2015
“Envisioning Virginia Tech – Beyond Boundaries” (Beyond Boundaries) sets out to advance the university as a global land-grant and address the shifting landscape of higher education (Sands, 2015). To achieve this goal, the leaders of Beyond Boundaries must grapple with a number of tradeoffs. How does the university strike a balance between local and global commitments? How does the university remain accessible as a public institution while continuing to increase in international prestige?

Additionally, external shifts in the field of higher education challenge Virginia Tech to think of new operating models that will allow us to compete with other institutions around the world. The Beyond Boundaries process will allow us to think deeply about how Virginia Tech will respond to a myriad of factors. How does the university leverage increased global interdependence and technology to strengthen its research, teaching and engagement? How does Virginia Tech garner the required distinction, in its scholarship and teaching, it needs to attract the highest quality faculty, students, and partnerships? How can the university prepare students to be global citizens that personify Ut Prosim throughout the world?

These questions require the university community to think critically about its long-term direction. Where are the gaps in higher education, and within your own discipline, that Virginia Tech can fill? To answer the President’s charge, the members of Beyond Boundaries need to serve as a catalyst for developing game-changing directions that complement the university’s strengths, context and history.

**What is Global Higher Education?**

The meaning of global higher education is multi-faceted and variable (Altbach & Knight, 2007; Knight, 2015). Most rankings boil it down to international student and faculty ratios, though more nuanced rankings have begun to emerge. Altbach & Knight (2007) contend that university administrators have a manifold definition of what an international university means:

Even though international is a term used by a large majority of higher education institutions, it means very different things. Most institutions would apply it to their collaboration with partners in other countries and participation in regional or global networks. Many would point to the international and intercultural make-up of their student body and faculty/staff. Others would refer to their off-campus research and teaching centers in different parts of the world. Some would refer to the international and intercultural dimension of their institution’s mission and goals, whereas others would specifically describe their efforts to internationalize academic programs and research initiatives. And there are those who would use international to describe their perception of the “world class” nature of their institution. More recently, educators suggest that the term has come to represent internationally co-founded and co-partnered new independent institutions (108).

In this paper I use the word “international” primarily as an adjective to identify an aspect of a university as having international focus. Often, international characteristics of a university are surface-level and transactional in nature (e.g. how many foreign born students are enrolled). In contrast, I use the term “global” as a holistic, in-depth term. The evidence of the global
university is in the minutiae. It focuses on creating intensity and second-level experiences for learners and researchers. A global university provides exposure to transformational, even transcendent, international opportunities.

In many ways this contrast between the application of the words “international” and “global” exemplifies the difficulty in becoming a global university. An example can help to illustrate this point. Many universities provide students with opportunities to study internationally; however, a select few offer study abroad scholarships, provide for buildings with living and classroom space in foreign countries, create forums for students to discuss their international experience with the broader university community, and develop partnerships that address the typical barriers for students to undertake study abroad (e.g. guaranteed course transfer, tuition swaps, on-time graduation). In short, there are schools that have surface-level international programs and there are schools that make global higher education part of their DNA. This white paper sets out to explore the upper-echelon of higher-education programs operating in a global context and the ways that they have transitioned from international into global experiences.

A secondary aim is to glean ideas about how Virginia Tech can globalize while maintaining its land-grant, public focus (e.g. access, engagement). This is a careful balance to strike. Other land-grant, public universities that have begun to define what a global-land grant looks like can serve as a useful blueprint:

Michigan State University aims to be a Global Land Grant University of international distinction and a 21st century influence as a local, national, and international resource for knowledge creation and knowledge dissemination. We aim to promote problem solving to address society’s needs locally and globally, to advance diversity within community by encouraging greater understanding of a multi-cultural and global society…MSU embraces an over-arching vision of an internationally engaged university that will provide broad opportunities for all students, faculty, staff, and other constituents to become globally aware, capable of collaborating with colleagues and clients at home and abroad, and able to operate effectively in a global environment (MSU, 2004).

A central focus of the work conducted throughout the “Envisioning Virginia Tech – Beyond Boundaries” process will be an articulation of how Virginia Tech finds its own equilibrium between global and local missions as means to advance both in tandem.

**Virginia Tech in 2015**

Virginia Tech has a broad array of international programs, assets, and people. Two international locations – the Steger Center for International Scholarship at Virginia Tech and (under construction) VT, India – provide the Virginia Tech community with opportunities for research and learning aboard. Virginia Tech also has a language institute, international center, and global education office. Many other Virginia Tech assets create indirect benefits to global education.

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1 This is not an exhaustive listing of Virginia Tech’s international offerings.
For example, the work at the Institute for Critical Technology and Applied Science addresses solutions to global problems and attracts top-tier international faculty to the university. The Virginia Tech Corporate Research Center also provides international scholars with opportunities for developing patents, research, and business models that engage global issues. Further, the Office of International Research, Education and Development manages international projects that offer public engagement on a global scale (e.g. Integrated Pest Management Innovation Lab).

In comparison to other universities Virginia Tech struggles in the international categories of world university rankings. In the Times Higher Education World University Rankings for 2014-15 Virginia Tech is ranked 275-300 overall, yet scores only 28.9/100 on the “International Outlook” category (ranking the university #372 nearly 100 slots behind its overall position). The recently released 2015 U.S. News and World Reports global rankings placed Virginia Tech 248th, far below the university’s national ranking (70th). Comparatively SCHEV+4 schools averaged a USNWR global ranking of 76th. Table 1 shows each SCHEV+4 schools’ performance on the national and global rankings, as well as a comparative of their performance called “Relative Score,” which looks at the difference between their national and global ranking.

In the Fall of 2014, Virginia Tech had an international undergraduate population of 1,121 (4.62%) and an international graduate population of 1,890 (29.02%) (Virginia Tech Office of Institutional Research and Effectiveness, 2015abc). Virginia Tech’s study abroad figures also lag behind typical global university standards. According to the Virginia Tech Global Education Office, 1,221 Virginia Tech students studied abroad in 2014-15. Fifty-nine percent of these participants studied in shorter time frame programs (e.g. week, month) (Rachel Fitzgerald, personal communication, August 26, 2015).

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2 The Times Higher Education World University Rankings for 2014-15 – establish three metrics for determining a school’s ranking: (1) the ratio of international to domestic students, (2) the ratio of international to domestic faculty, and (3) the proportion of peer-reviewed publications that include an international co-author. Carrying equal weight (2.5% of total THE score) these metrics offer surface-level depth in understanding the international quality of a university, but are a useful benchmark of where the university stands in international higher-education. For an in-depth analysis of Virginia Tech’s rankings and the implications of its ranking see Sharif (this volume).

3 Similarly, the QS World University Rankings weights international student and faculty ratios at 5% (each) of their total score. Virginia Tech ranks #401 and #391 respectfully on these ratios, which also trail the university’s overall ranking of #355. It should be noted that most international rankings have been heavily critiqued for being poor indicators, if not simply unfairly biased determinants, of university quality. There was recently an “admission by QS that, in reputation surveys, universities can occasionally be nominated as excellent in subjects in which they neither offer programmes nor conduct research” (EU Report, in favorites tab, 19).
Table 1: Virginia Tech benchmark institutions: USNWR national and global rankings

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<th>Benchmark Institutions</th>
<th>USNWR National</th>
<th>USNWR Global</th>
<th>Relative Score</th>
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<tbody>
<tr>
<td>University of Arizona</td>
<td>121</td>
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<td>57</td>
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What can be gleaned?

Interviews for this research produced several takeaways. First, Virginia Tech’s existing international programs are loosely coupled and could benefit from increased integration and uniformity. Interviewees felt that it was important to find a way to bring all international programs and support under one roof. This would allow for increased interaction between international offices – currently the University Council for International Affairs relies on monthly meetings – and provide infrastructure to house globally-focused teaching, research, and engagement. This was a similar conclusion to the University of North Carolina – Chapel Hill’s
“Strategic Roadmap for Globalizing,” which created a Global Education Center to house its Carolina Global programs.

Second, Virginia Tech needs to think critically about how it employs assets abroad. The Steger Center’s current curriculum mirrors course offerings at the Pamplin Business School, which helps keep undergraduates on a 4-year graduation path. Many globally focused universities find ways to differentiate the learning experience abroad through location-specific coursework and distinctive offerings that typically count as electives for students, without disrupting the four-year graduation path. Additionally, many universities offer course articulation agreements that allow common courses to be transferred between universities without the need for authorization. To this end, it may make sense for Virginia Tech to abandon resource intensive international assets and focus on smoothing partnerships in critical disciplines and geographic locations.

Expanding International Research and Education

Attracting the best – students, scholars, and research partners – from anywhere they can be found has become the modus operandi of the world’s best institutions. As borders become softer, the competition for the best has become more intense.

– Jamil Salmi (2009, 64)

Many universities use targeted hiring to bolster global academics and scholarship, including the creation of endowed professorships and research faculty. The University of North Carolina Chapel Hill’s “Strategic Roadmap for Globalizing” allocates $65 million of the projects total $67 million designated endowment to faculty and research investments. For example, the “Roadmap” plans to develop a Global Research Institute and Internationally-Oriented Faculty disbursing $35 million for:

- Five Asia-oriented professorships (including one Eminent Distinguished Professorship).
- Two Africa-oriented Professorships.
- Seven additional internationally-oriented professorships (through private and state support).
- Four Eminent Distinguished Visiting Scholars.
- Eight UNC faculty fellowships.
- Five graduate dissertation fellowships.
- Eight undergraduate research assistants.
- Fourteen travel awards for UNC faculty and visiting scholars.

Of special interest is the fact that UNC’s “Roadmap” includes funding for both mid-career professors and undergraduate researchers, as well as funding for visiting professors. High-quality global education should serve as an incubator of ideas that brings together a spectrum of differing generations, perspectives, and methods. UNC used the “Roadmap” as a means to “build on our faculty strengths in key areas where we have comparative advantage and distinguish UNC as the place for acquiring new knowledge in areas not already being explored by our competitors” (Strategic Roadmap, 2009). UNC’s “Roadmap” is about differentiation and bolstering existing assets, not breadth.
Most experts believe that the most important factor in attracting international students is a university’s ability to produce cutting edge research and high-quality academic reputation (Salmi, 2009). Mihaly Csikszentmihalyi contends there is an exponential effect in high-quality scholarship:

In the sciences, being at the right university – the one where the most state of the art research is being done in the best equipped labs by the most visible scientists – is extremely important. George Stigler describes this as a snowballing process, where an outstanding scientist gets funded to do exciting research, attracts other faculty, then the best students – until a critical mass is formed that has an irresistible appeal to any young person entering the field [emphasis added] (as cited in Salmi, 2009, 20).

The 2015 CGS International Graduate Admissions Survey confirms this argument. It shows that institutions with the Carnegie Foundations’ “Very High Research Activity” are experiencing growth in international applications but all other types of research universities are experiencing contraction (Redden, 2015). For example, institutions with “Very High Research Activity” account for 80% of the 676,484 total international graduate applications in 2014. STEM fields are also a driver of international students whom apply to American universities, comprising 50% of all graduate international applicants. The report shows “International applications in engineering -- the most popular field of study for non-American students -- increased by 4 percent [in 2014]” (Redden, 2015). If these statistics continue, it is likely that the horizon of academia is about distinction and specialization, especially in STEM fields.

Michigan State University’s ongoing “Bolder By Design” (BBD) visioning process explicitly targets increased international faculty and research. BBD calls for the university to “Expand MSU’s global reach through themes or areas of expertise in which MSU has significant capacity to effectively engage abroad in research, instruction, international development and problem solving” (5). Of note, Michigan State’s land-grant mission seems to extend into the international context calling for the university to “Establish partnerships which benefit MSU and our partner institutions and which produce societal benefits here and abroad” (5). Michigan State even incorporates international publications into its tenure process to codify the importance of international collaboration in promotions.

What can be gleaned?

International students prioritize STEM fields, especially engineering. Virginia Tech is currently ranked 21st in Engineering by the U.S. News and World Report and has other high performing STEM subjects. Many higher-education scholars believe that the comprehensive university model of producing breadth is failing (Salmi, 2009). Salmi argues “A crucial element of [a university’s strategic] vision is the selection of a niche market toward which the institution will seek to build and maximize its comparative advantage…Part of the vision setting will therefore consist of delineating the main areas where the institution wishes and has the potential to operate at the forefront” (54).
As education online surges and broader globalization trends continue to decrease the costs of information and skills acquisition (e.g., ease of travel and communication), the highest quality students and researchers desire universities with Csikszentmihalyi’s critical mass. Virginia Tech has an opportunity to use targeted hires or a new global research center as a way to create a new area of differentiation in engineering, agriculture, or another core strength. Further, finding ways to develop new lines of endowed fellowships in areas relevant to Virginia Tech’s global-land grant mission can serve as a way to stimulate high-quality research and education, as well as contribute to the university’s reputation.

International research also benefits from the other aspects of a global university. Sharif (this volume) contends: “As the university builds relationships with institutions abroad and focuses its resources on simplifying access to international partners, global collaboration is more likely to occur. These broader, structural changes will ease the way for individual faculty and departments to initiate the type of collaboration that leads to multinational coauthored work” (19). The simple act of placing a greater emphasis on global research, education, and engagement, in of itself, creates momentum for other aspects of the global university.

**Locations**

*Today, 41 percent of [Carnegie Melon University]’s 13,300 students come from outside the United States. Some of those international students earn their CMU degrees without ever traveling to Pittsburgh; others start their studies in one country and finish in another.*

*(Sabo, 2015, 24)*

A global education is about providing distinctive and transformative opportunities to students. Although many students can gain global skills in a domestic setting, providing students with international experience—through campuses or study abroad—can be the cornerstone to a global education.

**Branch Campuses**

Geographic expansion through the creation of international branch campuses has been a major trend at many top American universities. The Cross-Border Education Research Team at SUNY-Albany estimates that 229 international branch campuses operate in seventy-two host countries. NYU has arguably built the strongest network of global campus locations. Their Global Academic Centers system includes locations in Abu Dhabi, UAE; Accra, Ghana; Berlin, Germany; Buenos Aires, Argentina; Florence, Italy; London, UK; Madrid, Spain; New York, USA; Paris, France; Prague, Czech Republic; Shanghai, China; Sydney, Australia; Tel Aviv, Israel; and Washington, DC. NYU even offers degree-granting programs in Shanghai and Abu Dhabi.

NYU prides itself on providing students with the infrastructure they need to study abroad, while keeping tuition and fees consistent with normal study on the anchor campus (Global, 2015). Further, NYU’s global network includes assets and personnel that deepen the experience in study abroad locations. For example, NYU Prague includes housing for around 200 students through
university-leased apartments and residence halls, as well as 40 dedicated faculty and 10 administrative staff (Global, 2015).

NYU’s global offerings also include purposive features that help students deepen their study abroad experience. First, they offer a Global Ambassadors program that “allows returning study away students to share their experiences with the NYU community.” Second, NYU provides merit-based scholarships and grants that don’t require separate application. Instead all applicants are considered for financial support. Third, NYU created freshman year abroad programs in Florence, London, Paris or Washington, DC. These programs allow incoming students the ability to gain experience abroad before putting down roots in New York (Global, 2015).

Many of Virginia Tech’s SCHEV peers have developed branch campuses abroad – including Georgia Tech (France), Texas A&M (Qatar), Cornell (Qatar), Michigan State (Dubai). Many Virginia schools have also expanded their international reach with branch campuses and offices – including Virginia Commonwealth (Qatar), George Mason (Qatar) and Virginia (China).

Virginia universities’ branch campuses have produced a range of outcomes. On a positive note, VCU Qatar operates a school of art and design located in Doha that includes 58 faculty from 17 nationalities, 300 students from 42 nationalities, and 538 alumni hailing from 33 nationalities. The degrees offered at VCU Qatar are fully accredited in the United States and Qatar. Conversely, in 2005 George Mason abandoned the branch campus it opened in Ras-al-Khaymah, UAE. Tamar Lewin (2009) summarized the barriers that George Mason faced in the Middle East:

George Mason has struggled since it opened its branch in Ras al Khaymah, an emirate with neither the dazzle of Dubai nor the oil wealth of Abu Dhabi. It never attracted many students, with about 120 in degree programs and 60 in its English-language program. None of the faculty members came from the home campus, there was constant turnover in the leadership, and the branch had not completed the lengthy process of gaining local accreditation.

International presence isn’t limited to classrooms and dormitories. In 2014, the University of Virginia opened an East Asia Center in Shanghai, which aims to “strengthen its academic programs, research, internships, alumni engagement and recruitment of students” (Celebration, 2015). A physical international presence can provide a powerful recruitment tool and outreach opportunity. However, as the George Mason experience illustrates branch campuses can be hard to manage and sustain. More broadly, branch campuses have also been criticized for human rights violations, having a negative influence on local culture, and concerns about academic freedom.

Study Abroad Partnerships

Many universities enter into study abroad partnerships that help alleviate the barriers to student participation (e.g. course transfer, cost). For example the Global Engineering Education Exchange (Global E3) gives member institutions uniformity in study abroad offerings through tuition swap, pre-approved coursework, and opportunities to extend study abroad through
“supplemental internships after their study abroad experience…[which] help provide students with industrial placements near the university, co-op internships within the university, and more” (About, 2015). Participants in the E3 program include SCHEV peers like Michigan, Florida, SUNY-Buffalo and Pittsburgh. E3 international partners provide the opportunity to study engineering coursework in 23 countries.

What Can Be Gleaned?

Institutional partnerships that address the primary obstacles to study abroad (e.g. finances, academic fit) may be an attractive way to advance global offerings for students without significant outlays (due to seed funding from the NSF, AT&T Foundation, and U.S. Department of Education participation in Global E3 is just $2,500 per year for member institutions (About, 2015). Further, the ability to study specialized content at a foreign university promotes the depth of learning and experience that the global student need to be prepared for a global career.

A global campus can be an important facet of advancing global opportunities. Beyond Boundaries committee members need to consider the appropriate balance of assets, partnerships, and spending to achieve the university’s global vision. In his installation speech President Sands declared “it is impossible to view our mission in anything less than a comprehensive global context. Our students are global citizens. They expect to be prepared to compete globally, and we need to do everything we can to provide those opportunities.” It is the task of the Beyond Boundaries process to color in what that means in practice.

Joint Ventures

No other institution can claim both an expansive mountain campus and a campus in the “Capital of the Free World,” all in the same state. We must find ways to exploit this “Binary Star” by building our National Capital Region presence into a Global Innovation District that serves all three functional mission areas of discovery, learning and engagement. A Virginia Tech faculty member, staff member or student will see the Blacksburg campus and the National Capital Region as one, and we must focus on reducing the physical, social, bureaucratic, and financial barriers to becoming, effectively, one distributed campus.

President Sands (2014)

One of the emerging alternatives to the international branch campus is the development of a joint research and education campus (referred to henceforth as a joint venture). Joint ventures are typically located in metropolitan area. They use their urban location as a global platform for students and researchers to fuse their work with real world problems. This provides an attractive opportunity to increase a university’s international profile and grow its geographic footprint without leaving the U.S.

Three joint ventures – Cornell Tech, Global Innovation Exchange, and The Berkeley Global Campus – are reviewed here to illustrate the aspects of a typical collaboration. Each of these joint ventures are still in the budding stages of development and have simply announced the project as well as their plans for construction (none are complete at this writing). These three institutions were selected because they are the first universities to create joint ventures of this
nature. Further, they were selected because each of the U.S. universities in the joint venture is a SCHEV peer, two are public (Washington and Cal-Berkeley) and two are land-grant universities (Cornell and Cal-Berkeley). Two ventures incorporate international university partners, which attempt to benefit from the reputation of innovation fostered by the foreign schools (e.g. Technion) and as a way to broaden the joint ventures global impact. International partnerships of this nature are important to contemplate as we consider alternatives to advancing globally.

In many ways the point of a joint ventures is to create a symbiotic relationship with community and private-sector businesses to serve as employers, mentors and formal partners with the university. Each venture incorporates aspects that are relevant to other task force groups in Virginia Tech’s 2047 initiative:

- **Campus Setting** – Each joint venture broadens the participating universities’ geographic location. For the international schools, it is attractive to secure an American location; for the American universities, it extends the reach of the physical campus into vibrant urban regions. The joint ventures are also founded on creating a deeper link between the university and the larger community (e.g. Cornell Tech specifically addresses NYC’s limitations in the technology sector), which is particularly attractive to a land-grant, public university’s mission. Further, each of the projects’ campuses are at the cutting edge of modern architecture and academic design.

- **Funding Models** – Each of the joint ventures develop new resource streams for partner institutions. Joint ventures are intentionally structured to create new parties that are interested in the university’s success (e.g. companies, location specific individuals or organizations). Further, each joint venture serves as a microcosm of the broader university’s capacity to think forward and attract the highest quality students and researchers.

- **Preparing Students** – Each of the joint ventures offer students new degree options (e.g. health technology, startup postdocs) and partnerships (Microsoft, Google, Verizon) that link the learning experience to practical experience. For the universities, each joint venture establishes a new area of inquiry that falls outside of its traditional education and research specializations.

**Cornell Tech**

Cornell Tech is an alliance between Cornell University, Technion Israel Institute of Technology, and New York City. From the perspective of Cornell, the endeavor bolsters its international reputation through initiating partnerships with NYC and an acclaimed international university. Further, the academic structure of Cornell Tech, which uses a loose coupling of disciplines and appointments (including guest professorships alongside faculty from Cornell and Technion), provides a platform for scholarly collaboration and applied research. Cornell Tech also differentiates the degree offerings of Cornell, including distinctive graduate degrees in three hub areas – connective media, health tech and built environment – which it calls “Areas of Impact” as well as a Cornell Tech specific MBA and startup postdoc.

The joint venture currently operates out of Google’s New York office in Chelsea and is set to open the first phase of the new campus on Roosevelt Island (between Manhattan and Queens) in 2017. The Roosevelt Island campus is itself a visionary design and is taking several construction
risks (notably Cornell Tech chose not to build a data center of servers and instead relies solely on cloud services). Descriptions of the project call attention to its open-ended design:

There is, in that sense, a sort of Zen to the planning process. Committing to flexibility means committing to nothing. Embracing technology means not buying too much of it (Wolfman-Arent, 2014).

The structures include a “net zero” building, designed by Pritzker Prize-winner Morphosis, that will generate as much energy as it consumes; a 24-story Handel Architects-designed dorm that would reach nearly as high as the neighboring Queensboro Bridge; and a Weiss/Manfredi-designed giant staircase that runs through the space to encourage collaboration across the campus (Chaban, 2015).

Cornell Tech emerged from a competitive bidding process initiated by New York City that offered to provide $100 million and the Roosevelt Island parcel to the winning university. The campus provide benefits to each of its constituencies:

For New York City, the campus has the potential to develop a high-tech industry that many say is underrepresented in the city’s economy. For Technion, the campus gives the Israeli institute, widely credited with transforming the country from an agrarian economy to a high-tech capital, a chance to demonstrate show its quality on the international scene. Finally, victory in the competition and the potential success at the new campus could likely help cement Cornell as one of the major players in the high-tech industry, along with Stanford University and the Massachusetts Institute of Technology (Kiley, 2011).

Since each participant garners distinct benefits, they are willing to each provide financial resources and support to the project. Diversified revenue and ideas has increased the quality of the final product, which is set to cost over $2 billion.

When it is fully built out Cornell Tech plans to encompass two million square feet, 2,000 students, 280 professors and will cost over $2 billion. According to new Virginia Tech VP for Advancement Charlie Phlegar (who was a member of Cornell Tech’s steering committee) a condition of the Cornell Tech project was that it would not divert monies from the Ithaca campus or the university’s annual budget. Since the project requires a projected $2 billion in spending, diversification in resource streams was important to the project’s success. A unique venture of this scale redefines the financial donors that the university can solicit for contributions. For instance, funders to the Cornell Tech venture included New Yorkers and tech industry donors who would not previously have considered Cornell in the sphere of their philanthropy. The planned Executive Education Center received a $50 million naming gift from Verizon and the academic building received a $100 million naming gift from Mike Bloomberg and the Bloomberg Philanthropies.

Lastly, Cornell Tech is in a reflexive relationship with its community. As stated above, the $2 billion partnership was initiated by an RFP by New York City’s Mayor Bloomberg. The Mayor perceived a deficiency in the city’s technology sector and sought a means to increase that industry through academic inspiration.
**Global Innovation Exchange (GIX)**

The GIX joint venture is comprised of the University of Washington (UW), Tsinghua University (China), and Microsoft. The institutions are partnering together to “pioneer new models of global teaching and learning by directly connecting students and faculty through equal collaborations with research-led companies and non-profits in a holistic, project-based environment that will prepare students to help solve a range of global challenges.” The exchange is also designed to facilitate integration of new partner universities, companies and research institutions that emerge through time.

GIX will be located ten miles from the UW campus in Bellevue, WA and will include a 100,000 square foot building that can accommodate nearly 3,000 expected students. Similar to Cornell Tech, it uses local designers, Wright Runstad & Co., to create an innovative and community centered campus. It will be in the Spring District of Bellevue that will incorporate two office buildings (aimed at attracting commercial tenants), retail space, access to light rail, and a brewpub. Since GIX will be built in a burgeoning part of Bellevue, that hopes to expand the existing technology corridors of Seattle, it mirrors university extension.

GIX’s original corporate partnership is with Microsoft and seeks to extend the GIX classroom into real world using project-based learning. For example, Microsoft will become a consistent source for student development through “ideas for research projects as well as to offer mentors and internships for students” (Redden, 2015). Microsoft’s contribution of applied education experience is supplemented by a $40 million dollar gift that is set to grow alongside the partnership.

The first cohort of degree seeking students will attend GIX in 2016 (offering one master’s degree in Technology Innovation) but the campus expects 3,000 students within a decade. Innovation is one of the motivating factors in establishing the venture. University of Washington interim President Ana Mari Cauce called Tsinghua “the pacesetter for innovation in China.” Tsinghua University is often called the MIT of China (Redden, 2015) and will bolster teacher and student quality within GIX.

**The Berkeley Global Campus at Richmond Bay (BGC)**

The BGC is still in the formative stages and has not announced partner universities and companies. Although BGC is still in its formative stages it is presented here because of its overtly global focus and the lessons that can be gleaned from understanding the preliminary stages of the venture process. The impetus for BGC is a rebuttal by Cal’s Chancellor Dirks to the current trend of global education:

> Until now American universities seeking to expand their global profile have used a single model: establish a physical presence overseas through the construction of a foreign campus or the opening of small, consular-style offices. When I was at Columbia I helped to develop eight consular offices across the world, and at some point we may still pursue that path. But we have now determined a way to launch a new kind of global engagement by staying right here at home. We have the opportunity to become the first American university to establish an international campus in the United States, right here in the East Bay, in Richmond, California (The Berkeley, 2014).
In many ways Cal is trying to attract global offerings from international universities by providing space and infrastructure. This model attempts to replicate the success of Education City in Qatar in a domestic setting.

A globally oriented U.S. campus is a response to many of the concerns inherent to education abroad – which include human rights violations, negative influence on local culture, and concerns about academic freedom. Chancellor Dirks believes “At home we are on much more solid ground when it comes to protecting and supporting academic freedom, transparency, different forms of advocacy and political engagement, and protection of intellectual property” (The Berkeley, 2014).

At this point BGC’s lone partner is the Richmond Bay community, where it could have a drastic impact on the future of the shoreline. Projections show that the BGC has the potential to include “5.4 million square feet with a potential employment of up to 10,000 people” (Bergman, 2014). Richmond City Manager Bill Lindsey believes “that the Berkeley Global Campus, in connection with planning for the southern shoreline, is the biggest economic development event since the shipyards in Richmond…And we want to make sure that it takes us literally through the next hundred years of good, positive growth for our community” (Bergman, 2014).

What Can Be Gleaned?

A joint venture of this nature would be a game changer for Virginia Tech. While the Presidential commitment required for a project of this nature is already in place, Virginia Tech does not currently have the international reputation of these cases (USNWR ranks Virginia Tech #248 in its global rankings; Cal #3, Washington #14, and Cornell #23). However, that does not mean that Virginia Tech shouldn’t/couldn’t pursue a joint venture. It raises questions for the university to think critically about: How does Virginia Tech demonstrate its benefit to a municipality in the NCR? Who might the university partner with? What assets can be leveraged to make Virginia Tech more attractive for a joint venture? For example, Cornell’s bid to New York City was enhanced by a $350 million promised donation to the project (Perez-Pena, 2011).

The joint ventures listed here weave together community and academic benefits. This model could offer Virginia Tech a potential vehicle to establish an extension-like offering to new or broader audience. It could also help the university diversify its resource base, which would be necessary to the creation of a joint venture, through location/sector specific donors. Additionally, local and state governments could be brought on to provide financial resources, land, tax credits or administrative support.

Cornell Tech, and to a lesser extent BGC and GIX, expand the geographic footprint of their universities. A new joint venture could offer Virginia Tech the potential to deepen its roots in the NCR or another locality. Access to the NCR is particularly attractive to the global vision of the university since it is a influential international city. The Washington region is filled with offerings for students (domestic and foreign) and faculty. For example, securing classroom research, and living space, as well as developing relationships with private, non-profit, and public sector organizations could deepen the student experience and help existing Virginia students afford to study/intern in the NCR.
International Students

“Higher education has the potential to reduce or increase inequalities depending on the form of policies institutions, governments, inter-government organizations and transnational associations implement.”

(Unterhalter & Carpentier, 2010, 2)

International students are an important element of globalizing a university. Salmi (2009) argues, “An influx of top students can be instrumental in upgrading the academic level of the student population and enriching the quality of the learning experience” (60). International students present opportunities for universities to grow, diversify and increase in academic excellence; however, to strengthen the university’s global approach administrators and faculty must remain conscious of how to integrate international students cultures, ideas and experiences into the broader university’s ethos. This section considers the ways that other high-performing global universities attract, integrate, and sustain relationships with potential, current and former international students.

Attract

Targeted recruiting is the first step toward encouraging higher-quality and -quantity of international students. In the age of social media and online communication international recruitment provides an opportunity for personal interaction and customized outreach. The University of Sheffield won the 2014 Times Higher Education award for International Student Strategy for its production of YouTube videos that prepare students to study in the UK and how to complete/process country specific visa application procedures in countries like China and India.

Basic outreach and recruitment is a deficiency for many American schools. The “2015 World’s Top Universities Through Student Eyes” report found that many universities neglect to undertake basic communication seriously: “20 percent of US and Canadian universities fail to reply to student inquiries, and universities that do reply still fail to follow up with students interested in their programs (4 out of 5 times).” Providing high-quality materials and following through with requests for information provide a potential area for recruitment distinction.

It is also important to evaluate the broader trends of international students studying in the U.S. Year to year numbers show that Chinese (-2%) and European (-1%) applicants are declining; whereas Indian (12%) and Brazilian (4%) applicants are growing, though these countries growth is cooling in a relative sense – Brazilian applicants increased 25% in 2012 and 61% in 2013. A 2011 study by UNESCO showed the vast majority of students still come from China and India. It showed that 723,000 Chinese and 223,000 Indian students accounted for about 45% of all students carrying out tertiary education worldwide (Gopinath, 2015).

Integrate

Students, regardless of their nationality, want more than a lecture and course-based education. As instruction and learning undertaken in the classroom becomes widely available through books,
MOOCs, websites, and other resources the value students derive from coursework functions decreases. To this end it is likely that the university’s role outside the lecture hall will intensify:

Elite universities will need to ensure that they personalise students’ development to prepare them for leadership and influence. They will also need a robust ecosystem of extra-curricular and incubated real-world experiences where students can learn and demonstrate leadership. To maintain their elite status, they will need to ensure top-quality peer networking for their students by attracting the world’s best and brightest candidates. And, as Gillian Tett, the notable Financial Times columnist reminded us, the matchmaking function of universities, particularly for the elite, will remain important even with the proliferation of online options. Mentorship for students will also be critical as students will increasingly expect these highly personalised interactions to form part of their education. This will mean a large commitment of resources, but is absolutely necessary if these universities are to produce world-class graduates, maintain their relevancy and remain elite [emphasis added] (Barber, Donnelly, & Rizvi, 2013, 56).

Depth in the student experience is likely to become the defining metric in student choice, especially international students who face significant costs to study in the U.S.

Sustain

As international students matriculate, the best universities find ways to develop strong ties with alumni, even in cases where graduates return to their home countries. Sustaining these relationships is critical for universities that hope to produce Barber, Donnelly and Rizvi’s (2013) “robust ecosystem.” At top universities international alumni organizations cultivate resources and develop lasting connections. UVa has eighteen international alumni organizations, MIT has 42 international clubs (internationals comprise 14% of MIT’s entire alumni organization). Alumni relations also can lead to opportunities for mentors and internship placements. This is especially important in international locations where internships, partnerships, and networks (for students and the broader university) can be difficult to secure/enter.

One of the motivating rationales of creating the joint venture is to replicate the connection created between Stanford and Silicon Valley:

At Stanford more than elsewhere, the university and business forge a borderless community in which making money is considered virtuous and where participants profess a sometimes inflated belief that their work is changing the world for the better. Faculty members commonly invest in start-ups launched by their students or colleagues (Auletta, 2012).

Encouraging more graduates to take on mentor roles in international locations could be a way for Virginia Tech to distinguish its offerings for students and alumni networks.
Virginia Tech’s founding as a land-grant university grounds the university in a public service ethos that is responsible for developing opportunities for student and community advancement. As the world flattens and becomes more transient, the university’s capacity for advancement expands in scope. To do so, Virginia Tech must think critically about how its broadened international lens transforms its mission and audience. It is likely that the university needs to re-envision its recruitment, campus setting, curriculum, outreach, and international development organization to increase its appeal and ability to educate global students, whether domestic or foreign born. Virginia Tech does not currently have an international student recruitment strategy. How could the university begin to target and increase its attractiveness to high-quality international students?

In the future, the university cannot solely concentrate on American funding agencies and alumni support. Virginia Tech does not currently have an international alumni branch. Current Virginia Tech VP for Outreach and International Affairs Guru Ghosh calls international giving the “frontier of funding” and argues that moving forward the university needs to be more nimble in our financial approach.

As Virginia Tech deepens its global ties, it is imperative that it think about how the local and state influences shift alongside. Hopefully, global and local interests can remain a reciprocal relationship. For example, Texas A&M’s degree offering branch campus in Qatar prioritizes the parent university’s existing strengths through the two locations’ geographic similarities – petroleum engineering is highly relevant to both places. Texas A&M is ranked 1st (undergraduate) 2nd (graduate) in the subfield by the *U.S. News and World Report* (Fact Sheet, 2014). Virginia Tech should begin to cultivate opportunities that use its own existing strengths as a means to provide global service that is steeped in its agricultural and mechanical roots.
References


Bill Hopkins
Living Laboratory Scaled for the World

The effects of climate change, pollution, invasive species, and emerging diseases have become issues that impact the daily lives of all Virginians. For example, coastal VA is subjected to such frequent flooding that more than 1.6 million citizens are expected to relocate from the coastal region by 2070, creating unprecedented planning challenges across inland urban areas. The water quality of the Chesapeake Bay and coastal regions has plummeted due to the combined influence of acidification from CO2 emissions and nutrient/pollution loading from agriculture/urbanization, and important fisheries are now depleted. Likewise, droughts, increased surface temperatures, and invasive insects have decimated plant, invertebrate, and vertebrate biodiversity across Appalachia, altering these unique Mountain communities and compromising the ecosystem services that they provide to society. Increased frequency and intensity of drought caused by climate change, coupled with diminished soil quality across much of VA, have reduced crop yields to a fraction of what they were in 2015. To make matters worse, a fungus introduced from Asia has eliminated soybeans from the Commonwealth’s once diverse agricultural portfolio and the poultry industry in VA has been severely compromised by a newly introduced, highly contagious strain of bird flu that also infects people and challenges our healthcare system.

These cumulative issues have put the Commonwealth’s economy in a precarious position with limited federal assistance available, and government funding for education and medical care in rural communities has plummeted due to increased demands in densely populated urban areas. Rapid technological innovation is required to solve these issues, and the dynamic interplay amongst them, yet these new technologies raise their own set of problems, risks, and ethical considerations. Virginia Tech now relies almost entirely on tuition, philanthropy, and corporate and federal partnerships to fund its operations. Global competition for philanthropic and private sources of funding, as well as for the best students and faculty, is now intense among new global actors pursuing these critical resources.

The problems facing the Commonwealth of Virginia and Virginia Tech are not unique. Instead, they are becoming the global norm. Coupled with famine, inter-state conflicts, terrorism, fiscal crises, and rising energy prices, the complex global scenario reveals that robust global partnerships are required to find solutions. Yet, with increased population growth and a growing global economy, the political landscape has become increasingly complex at state, federal, and international levels.

Tyler Walters
Developing Countries, Developing Infrastructures

By 2047 the developing countries and continents of 2010s are rapidly building their infrastructures and addressing societal problems. For instance, some of the developing world regions have growing economies that require new infrastructures, e.g. improved roads, electrical grids and other energy plants, new facilities, reliable clean water supply to cities, modern sewer systems, and the latest in fiber optic networks. Many of the world’s leading companies are present in these regions and building the new infrastructures. On a global level, clean water sources that were thought to be nearly inexhaustible are
being depleted by human consumption and industries. Petroleum as a leading energy source is growing in scarcity as well and is becoming increasingly difficult to extract from the Earth. Basic technologies exist to broadly commercialize renewable energy sources at affordable levels. Among these are solar, wind, plant-based, and other bio- and geo-chemical energy sources. However, these technologies still have not been commercialized and deployed globally.

In response to these conditions, there is a rise in regionally-based, multi-national research coordinating organizations that prioritize and commission research at a large scale to solve these challenges of infrastructure and energy, as well as other global problems. Once commissioned, these research coordinating organizations aid in assembling multi-national groups comprised of faculty, students, and other researchers from universities, governments, corporations, and private research organizations worldwide. For the students involved, participating in these research initiatives adds a layer of experiential learning from the field that they would otherwise not gain. This gives them a leg up when competing in the job market globally upon graduation and makes them more attuned to working with people from a wide variety of cultures.

The participating U.S. land-grant institutions leverage their Federal partnership in the Cooperative Extension Service (CES) to work directly with the people living in some of these world regions and apply the research findings as they are generated. Specifically, they help people in learning more about how to use and conserve clean water and energy in their homes and businesses. There are emerging practices coming from the initial research being conducted by the regional research group. The CES takes the lead on addressing clean water and energy supply issues not only as technical problems, but as problems of a socio-economic, political, and ethical nature as well. The CES begins by holding meetings and workshops regarding the choices governments are making about which businesses and people will be supplied with new water and energy resources first, as they emerge. The emphasized message is that these decisions are intended to be made in a transparent and ethical manner; one that improves the regional people's’ general welfare as well as their economies. As the new research, local practices, and governmental processes are being tested and implemented, the CES begins testing these in back in Virginia, as the Commonwealth attempts to reduce pressures on its own clean water supply. Despite the support and enthusiasm for the regional research-coordinating organizations, there remain deep impediments confronting their research groups. Most notable are the significant differences in legal systems and research-related policies across the participating nations, particularly with regard to the regulation of biological hazardous materials.

Leading universities involved in the regional research groups come not only from the U.S. and Europe, but also from countries such as Australia, Brazil, China, India, Japan, Russia, and South Africa. Virginia Tech is a participating research university and initially leverages its research portfolios in clean water and biofuels to be utilized by the regional research group in which it participates. Virginia Tech and the other institutions and organizations in the research group will proceed together as a consortium with commercializing technologies in these two areas, once they are perfected enough for broad use.
Anisa Zvonkovic

Preparing Students for Jobs/Life We Don’t Even Know Exist

In 2047, Virginia Tech has capitalized on its position as the land grant university of Virginia and its connections to other land-grant universities in order to focus on how individuals and families in the Commonwealth can flourish economically and personally in the new global world.

Global forces - including climate change, political and religious extremism, unrest and migration, and other conditions - have affected the way Virginians live. As a result, the needs of Virginians in terms of daily life (including how they live in households and how they earn income) have changed, with changes in ecosystems and infrastructure including but not limited to agriculture. Global industries have affected quality of life for Virginians. Vocational and practical skills training for children, youth, and families, as well as aging adults needing to earn income throughout their lives, have resulted in the land-grant university providing training for micro-industries and entrepreneurship in the global economy, post-information economies, and caregiving. Similarly, the research generated by scientists at Virginia Tech related to the environment, economies, and well-being of individuals has broad impact around the world as individuals, families, and communities are confronted with social and environmental problems. Virginia Tech has had to develop strong presences across the state as the ways large-scale circumstances have affected Virginians has varied.

From a global perspective, Virginia Tech now serves a culturally diverse population. Degree seeking students will increasingly come from other regions of the world, with increases in students from Latin America and Africa most notable. A deep understanding of cultural history and current global politics is essential for instructing these students. Graduate education will continue to be interdisciplinary and bifurcated between scholarship in the academy and industry. Physical face-to-face interactions, while still important, have been significantly replaced with realistic and engaging virtual interactions, lessening the need for specific, dedicated physical spaces. Because much of the daily tasks of life have been shifted to autonomous systems, and people can engage in deep and meaningful ways from anywhere, more people are taking advantage of continual learning through universities and other institutions beyond the traditional four-year model.

Tensions To Keep In Mind for All Scenarios:

What are the effects of losing public funding on scholars’ ability to conduct exploratory research? Public funding provides the capacity for scholarship to act as a knowledge center and a beacon of discovery. As the university moves toward increased reliance on funding models that are attached to external audiences objectives and motives, even market forces, how will the university maintain its presence as an independent advocate of ideas?

How does disruptive technology influence the university? Increasingly powerful (and cheap) computers, automated systems, social media, flipped classrooms, online forms of learning, online peer-reviewed journals, the unknown drastically change the world that we live in. Moving toward 2047, disruptive
technologies will present boundaries for the university to cope with and overcome. For example, the virtual classroom and other advances in technology could increase the ease of access to upper-echelon universities. Because of this change, Virginia Tech may be engaged in a battle for students and research dollars with elite universities. How will Virginia Tech maintain its relevance under these conditions and exploit disruptive technology vis-a-vis other higher education institutions?

*How does the university become more adaptable and less risk averse?* Some groups in the beyond boundaries project have discussed the idea of moving away from disciplinary degrees, or even the colleges system, toward more open-minded approaches for organization (perhaps under the university’s institute model). If higher education undergoes drastic realignment, the university must be positioned to quickly react to shifting market forces. Yet universities are renowned for their ability to calcify “how things are done” and resist change. How will Virginia Tech bolster its capacity to respond and transform?

*How does the university navigate political forces that can drain financial resources, create regulatory systems, and inhibit the university’s ability to react?* It is easy to imagine that the state legislature will drive down its financial contribution to the university (just about every presentation and group I’ve attended has discussed this). Similarly, it's likely that the university will receive additional unfunded mandates and regulatory obligations. It's not even hard to imagine political leaders prohibiting the university from achieving an innovative presence in the NCR (e.g. gatekeeper, sluggish process, financial obstruction). How does the university articulate its needs to state and federal political leaders in a way that leads to expedient, efficient and effective outcomes?

*Partnerships can have as many costs as they have benefits.* Partnerships, alliances, consortiums offer clear benefits; however, these benefits are in tension with several downsides and vulnerabilities. Over the long-run partnerships can be difficult to sustain interest within members (especially across sectors). Global unrest (e.g. new cold war, financial turmoil) could also complicate foreign partners, who often serve as the primary funders of partnerships. Further, valid criticisms underlie the model of providing Western solutions to global and/or third world problems (e.g. neo-colonialism, advancing American companies’ interests, drain on local economies/cultures). Before entering a partnership, or breaking ground on a Virginia Tech-led project on foreign soil, the university needs address these concerns with long-term time horizon in mind.

*How does the university cope with current financial limitations?* The university’s current endowment - ranked 116th at $796,437\(^1\) - is a major constraint to the university's capacity moving forward. Many of the university’s competitors are better positioned in this area. Disruptions - due to global unrest, financial markets, or technology - could create a consolidation in higher education that could drastically realign the industry. Virginia Tech’s current financial limitations could constrain its capacity to respond under extreme conditions.

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\(^1\) [http://www.nacubo.org/Documents/EndowmentFiles/2014_Endowment_Market_Values_Revised2.27.15.pdf](http://www.nacubo.org/Documents/EndowmentFiles/2014_Endowment_Market_Values_Revised2.27.15.pdf)
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS  
December 10, 2015  
3:30-4:30 p.m.  
Gateway Center; 902 Prices Fork Rd; Suite 120  
AGENDA

1. Welcome  
   - Self-Introductions  
   Jan Helge Bøhn  

2. Call for Agenda Approval  
   Jan Helge Bøhn  

3. Call for Announcements  
   Jan Helge Bøhn  

4. Announcement of Approval of Minutes, November 12, 2015  
   Jan Helge Bøhn  
   Minutes are currently in process of being approved electronically and will be forwarded to University Council and will be posted to the University Governance website. The October 15, 2015 minutes were approved electronically and were sent to University Council and are posted to the University Governance website.  

5. Chairman’s Report  
   Jan Helge Bøhn  
   - University Council Reports October 19, November 2, November 16, & December 7, 2015  
   - Engagement Leadership Council-October 22 & December 3, 2015  

6. Vice-Chair Report  
   Eric Vance  
   - Alumni Affairs Award for Outreach Excellence  
   - Awards Committee Member Selection  

7. Reports:  
   Nicole Sanderlin  
   - Virginia Cooperative Extension (VCE)  
   - University Council on International Affairs (UCIA) Meetings-October 26, November 30, 2015  

8. Discussion of COIA Projects for 2015-2016  
   Jan Helge Bøhn  

9. Commission Board Member Comments  
   Group  

TENTATIVE MEETING DATES FOR 2015-2016  
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)  

NO JANUARY MEETING  
February 18, 2016  
March 17, 2016  
April 14, 2016  
May 5, 2016
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
December 10, 2015; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Bonnie Alberts, Jan Helge Bøhn, Howard Chung, Reed Kennedy, Jenn Mackay, Karl Markgraf, Channing Mitchell, Nicole Sanderlin, Gerhardt Schurig, Eric Vance

Absent: Montasir Abbas, Kathy Alexander, Andrea Brunais, Dave Close, Henri de Hahn, Guru Ghosh, Brian Hairston, Ed Jones, Djordje Minic, Michael Schwarz, Susan Short, Elizabeth Spiller

1. Welcome and Introductions
   Jan Helge Bøhn welcomed the group; self-introductions were made.

2. Agenda Approval
   Jan Helge made the call for approval of the agenda; motion to approve was made; was seconded and approved.

3. Announcements
   Kimberly Rhodes brought to the group’s attention that present members should be aware and considerate of those on the telephone and we should periodically check with callers to see if they have comments to add. Additionally, Jan Helge indicated that presenters should send any handouts and materials to Kim ahead of time so she can forward to those calling in and they can follow along.

4. Approval of Minutes, November 12, 2015
   The minutes from the November 12, 2015 meeting were currently in process of being approved electronically and will be forwarded to University Council will be posted to the University Governance website upon approval by University Council. Minutes can be found at: http://www.governance.vt.edu/.

5. Chairman’s Report
   The University Council meetings from October 19, November 2, November 16 and December 7, 2015 are located at: http://www.governance.vt.edu/. Items noted by Jan Helge were resolutions for the Neurosciences school and changes in shared governance.

   The Engagement Leadership Council minutes from October 22, 2015 and December 3, 2015 are located at: https://www.outreach.vt.edu/Council/council_minutes.html; the meetings included sharing of programs and workshops as well as COIA’s goals for this year.

6. Vice-Chairman’s Report
   Eric Vance indicated that a reminder announcement was going out for folks to get their application packets into the committee by 4 p.m. on January 29, 2016. He made the call for volunteers to serve on the Alumni Awards for Outreach Excellence Selection Committee. Karl Markgraf, Jenn Mackay, Gerhardt Schurig and Channing Mitchell volunteered to serve on the awards committee. Eric thanked those volunteers.

7. Reports
   a. Virginia Cooperative Extension (VCE)- No report was given this time.
b. University Council on International Affairs (UCIA) Meeting
Nicole Sanderlin gave an update on the UCIA meeting on November 30, 2015. Minutes from previous meetings including the October 26, 2015 meeting are located at: https://www.outreach.vt.edu/UCIA/minutes_index.html. She spoke about the Alumni Award for International Education, Research and Outreach and the deadline of 5 p.m. on January 29, 2016; the International Education Policy Committee, which is a subgroup/working group of UCIA, is working on finalizing priorities for the coming year. The Global Travel Oversight Committee which oversees new programs and creating a better system to track students and faculty was tested during the Paris attacks where students and faculty abroad were identified and contacted. The UCIA is currently their By-Laws to include a representative from the Corps of Cadets. Nicole asked if broadening membership was something that the COIA needed to consider.

Jan Helge discussed bringing in speakers to the COIA meeting; possibly to address undergraduate international strategies and the next campaign to raise funding. Nicole suggested sending a document that Don Back from the Language Culture Institute (LCI) has discussing the Pathway Program, LCI/Bridge.

Karl Markgraf indicated possibly bringing Wanda Dean, Mildred Johnson, Juan Espinoza and Don Back to a meeting. Discussion included diversifying the international student population and recruitment strategies, setting goals for targeting students and getting sponsorships. With regard to fundraising, there is a need for funds to facilitate students going abroad; discussion must include ways to reduce costs and improve curriculum to include general studies and courses for credit.

Discussion included bringing in Charles Phlegar, VP for Advancement and the group from Admissions for future meetings. The group asked Jan Helge what is the end result/product that needs to be submitted to the Provost and President (resolution, white paper, final report, etc.).

9. Commission Board Member Comments
No comments were made.

Members left gradually after 4:45 p.m.

Respectfully submitted,

Kimberly Rhodes
Recording Secretary

TENTATIVE MEETING DATES FOR 2015-2016
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

NO JANUARY MEETING April 14, 2016
February 18, 2016 May 5, 2016
March 17, 2016
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
February 18, 2016
3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Rd; Suite 120
AGENDA

1. Welcome
   - Self-Introductions
   Jan Helge Bøhn Group

2. Call for Agenda Approval
   Jan Helge Bøhn

3. Call for Announcements
   Jan Helge Bøhn

4. Announcement of Approval of Minutes, December 10, 2015
   Jan Helge Bøhn
   Minutes have been approved electronically and have been forwarded to University Council and to University Governance website

5. Chairman’s Report
   - University Council Report February 1, 2016
   Jan Helge Bøhn

6. Alumni Awards for Outreach Excellence
   Committee Member

7. Reports:
   - Virginia Cooperative Extension (VCE)
     Joe Hunnings
     Nicole Sanderlin

Commission Board Member Comments
Group

TENTATIVE MEETING DATES FOR 2015-2016
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

March 17, 2016
April 14, 2016
May 5, 2016
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
February 18, 2016; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Montasir Abbas (via phone), Bonnie Alberts, Jan Helge Bøhn, Howard Chung, Dave Close, Guru Ghosh, Joe Hunnings (for Ed Jones), Jenn Mackay, Karl Markgraf, Nicole Sanderlin, Gerhardt Schurig

Absent: Kathy Alexander, Andrea Brunais, Henri de Hahn, Brian Hairston, Ed Jones, Reed Kennedy, Djordje Minic, Channing Mitchell, Michael Schwarz, Susan Short, Elizabeth Spiller, Eric Vance

1. Welcome and Introductions
   Jan Helge Bøhn welcomed the group; self-introductions were made.

2. Agenda Approval
   Jan Helge made the call for approval of the agenda; motion to approve was made; was seconded and approved.

3. Announcements
   No announcements were made.

4. Approval of Minutes, December 10, 2015
   The minutes from the December 10, 2015 meeting were approved electronically and forwarded to University Council. They will be posted to the University Governance website upon approval by University Council. Minutes can be found at: http://www.governance.vt.edu/.

5. Chairman’s Report
   The University Council meeting from February 1, 2016 are located at: http://www.governance.vt.edu/. Items noted by Jan Helge were resolutions for the formation of a University Governance Task Force and Resolution of Shared Governance. He described a one-year pilot program with the committee to meet and discuss.

6. Vice-Chairman’s Report
   Karl Markgraf spoke with regard to the Alumni Awards for Outreach Excellence. The committee met and agreed upon potential winners. There is a minor issue with regard to the clarification of the team award and whether or not all members need to be teaching faculty or not. Jan Helge is to follow up on this item. Additionally, to note the proposal to vote on changing the name of the Alumni Award for Outreach Excellence will be sent out electronically and all members need to vote.

7. Reports
   a. Virginia Cooperative Extension (VCE)-Joe Hunnings discussed an International Exchange Opportunity in Ireland, and a $-H program in Senegal. (see attachments)

   b. University Council on International Affairs (UCIA) Meeting
      Nicole Sanderlin gave an update on the UCIA meeting from January 25, 2016. Minutes from previous meetings are located at: https://www.outreach.vt.edu/UCIA/minutes_index.html)
She discussed that the sub-committee is reviewing the application packets for the Alumni Awards for International Education, Research and Outreach and the hope to have winners selected soon. Additionally, Nicole talked about the International Education Policy Committee, which is a subgroup/working group of UCIA, that had their meeting most recently and will be looking at policies with regard to Study Abroad.

8. **Commission Board Member Comments**  
Jan Helge discussed that he is working on bringing in speakers to the March and April COIA meetings to address undergraduate international strategies and the next campaign to raise funding. He is working on getting Wanda Dean and Mildred Johnson, the suggestion was to include Juan Espinoza and Don Back.

Motion to adjourn was made; seconded and all were in favor. The meeting adjourned at 3:59 p.m.

Respectfully submitted,

Kimberly Rhodes  
Recording Secretary

**TENTATIVE MEETING DATES FOR 2015-2016**  
(All meetings will be from **3:30-4:30 p.m.** and will take place at the Gateway Center-902 Prices Fork)

NO JANUARY MEETING  
February 18, 2016  
March 17, 2016  
April 14, 2016  
May 5, 2016
Teagasc – the Agriculture and Food Development Authority – is the national body in Ireland providing integrated research, advisory and training services to the agriculture and food industry and rural communities. It was established in September 1988 under the Agriculture (Research, Training and Advice) Act, 1988.

The organization is funded by State Grant-in-Aid; the National Development Plan 2007 to 2013; fees for research, advisory and training services; income from national and EU competitive research programmes; and revenue from farming activities and commodity levies.

Teagasc is a client-based organization employing approximately 1,100 staff at 52 locations throughout Ireland with an annual operating budget in excess of €160 million ($182 million). They operate in partnership with all sectors of the agriculture and food industry and with rural development agencies. They have developed close alliances with research, advisory and training agencies throughout the world and are continuously seeking to expand their international contacts.

- There are over 250 advisors based at county and local offices.
- The eight colleges and local training/research centres are staffed by college lecturers, technicians and education officers.
- Research services are provided by 216 research scientists, 51 specialists and specialist advisers and 116 research technicians and technologists, 171 support staff and approximately 175 Walsh Fellows (PhD students) at six dedicated centres.

Teagasc Advisors
Advisors are generally graduates in Agriculture, Horticulture or Forestry who work as part of a local team to develop agricultural resources in the area. Contact is made with farmers through farm visits, discussion groups, office and phone consultations and training courses. They play a vital role in ensuring that farmers can participate in development schemes and assist with applications for EU and national programmes to support farm incomes.

Knowledge Transfer
- Animal & Grassland
  - Dairy
  - Cattle
  - Grassland
  - Sheep
  - Pigs
- Crops, Environment & Land Use
  - Crops
  - Horticulture
  - Environment
Teagasc Advisory Service members can avail themselves of:

- An adviser with full access to specialist and research backup
- On-farm visits, according to contract
- Herd and flock management advice
- Business and financial planning
- Office and phone consultations
- Farm management advice
- Grassland management planning service
- Breeding advice
- Nutrition and ration formulation service
- Advisory Services
- Advice on farm buildings and paddock layout
- Assistance with Department of Agriculture schemes
- Options planning for the future
- Advice on alternative enterprise development
- Joint programmes with industry
- Participation in enterprise-based discussion groups
- Young farmer discussion groups
- Farm partnership services
- The Teagasc Cost Control Planner
- Use of the Teagasc Profit Monitor
- Environment and REPS advice and planning service
- Soil and grass analysis service
- Access to farm walks, demonstrations and public events
- A monthly newsletter with practical and timely advice
- Today's Farm magazine six times a year
- BETTER farm programmes
- Access to adult farmer education courses and programmes
- The very latest agriculture and food research updates
- An independent and confidential advisory service
Scaling-Up the “4-H Senegal: Positive Youth Development in Agriculture” Program
March 17-April 2, 2016

Introduction
As part of ERA’s efforts to promote food security by developing human and institutional capacity in agricultural education, training, and research institutions across Senegal, we have identified Positive Youth Development (PYD) modeled after the 4-H program of the Cooperative Extension system as a promising avenue for innovative outreach.

In 2015, ERA spearheaded the establishment of three youth development clubs in and around Toubacouta. The initial groundwork was completed by Bineta Guissé, an ERA staff member who had previously visited with 4-H of VCE as part of a study tour. In March 2015, a training on 4-H and PYD was held in Toubacouta for a diverse set of partners. The training was led by VCE 4-H specialist and professor emerita Kathleen Jamison, current ERA Chief of Party Tom Archibald, and Ms. Guissé. The three clubs serve different age groups and have different foci. Local grassroots youth workers lead the day-to-day operations of the clubs, with direct facilitation support from Peace Corps volunteers and from agricultural experts from ENSA and ISFAR.

Goal
Support the scaling-up of the 4-H Senegal program to two new regions (three new sites) and the strengthening of the program in the pilot site.

Objectives
For the two new regions (the areas of St. Louis and Ziguinchor/Bignona), the objectives are to:

1. Provide an introduction to the theory and practice of PYD and 4-H
2. Establish a roadmap to integrate 4-H into the local context using existing university and grassroots development capacity and structures
3. Plan programs/activities (adapted from U.S. 4-H curricula) to implement with newly formed clubs
4. Observe and participate in practical implementation of programs/activities and provide formative feedback to 4-H educators/volunteers

For the previously established pilot region (the area of Toubacouta), the objectives are to:

1. Facilitate a reflection session on lessons learned from piloting 4-H, including
   a. Questions of PYD/4-H theory and practice in action
   b. Practical and logistical needs to meet 4-H goals in the coming year
   c. Institutional arrangements to render 4-H sustainable
2. Provide an advanced refresher course on the theory and practice of PYD and 4-H
3. Demonstrate and help to adapt advanced programs/activities related to gardening and poultry raising (based on U.S. 4-H curricula)

1 Peace Corps Senegal, L’École Nationale Supérieure d’Agriculture (ENSA), L’Institut Supérieur de Formation Agricole et Rurale (ISFAR), L’Agence Nationale de Conseil Agricole et Rural (ANCAR), and numerous local partners, such as the primary school of Ndoumbouji, the village of Santama, the centre d’interprétation de Toubacouta, and grassroots youth groups.
## Itinerary (draft)

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### Preparations Needed
- Revision of Level 1 training materials
- Creation of Level 2 training materials
- Selection of appropriate curricula to adapt
- Translation of curricula and training materials
- Meetings to get on the same page about what is needed and how to approach the work
- Planning for follow-up, evaluation, research, and reporting on the work

### Estimated budget for Senegal travel per person
$3,879.00
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
March 17, 2016
3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Rd; Suite 120
AGENDA

1. Welcome
   • Self-Introductions
     Jan Helge Bøhn
     Group

2. Call for Agenda Approval
     Jan Helge Bøhn

3. Call for Announcements
     Jan Helge Bøhn

4. Announcement of Approval of Minutes, February 18, 2016
   Minutes have been approved electronically and have been
   forwarded to University Council and to University Governance website
   Jan Helge Bøhn

5. Chairman’s Report
   • University Council Report-March 14, 2016
   • Engagement Leadership Council-March 3, 2016
     Jan Helge Bøhn

6. Vice Chairman’s Report
     Eric Vance

7. Reports:
   • Virginia Cooperative Extension (VCE)
     Ed Jones
   • University Council on International Affairs
     (UCIA) Meeting-February 29, 2016
     Nicole Sanderlin
   • First Reading; UCIA By-Laws change in Membership
     Nicole Sanderlin

Commission Board Member Comments
Group

TENTATIVE MEETING DATES FOR 2015-2016
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

April 14, 2016
May 5, 2016

TENTATIVE MEETING DATES FOR 2016-2017
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
March 17, 2016; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Bonnie Alberts, Jan Helge Bøhn, Andrea Brunais, Howard Chung, Ed Jones, Karl Markgraf, Channing Mitchell, Nicole Sanderlin, Gerhardt Schurig, Eric Vance

Absent: Montasir Abbas, Kathy Alexander, Dave Close, Henri de Hahn, Brian Hairston, Guru Ghosh, Reed Kennedy, Jenn Mackay, Djordje Minic, Michael Schwarz, Susan Short, Elizabeth Spiller

1. **Welcome and Introductions**
   Jan Helge Bøhn welcomed the group; self-introductions were made.

2. **Agenda Approval**
   Jan Helge made the call for approval of the agenda; motion to approve was made; was seconded and approved.

3. **Announcements**
   No announcements were made.

4. **Approval of Minutes, February 18, 2016**
   The minutes from the February 18, 2016 meeting were approved electronically and forwarded to University Council. They will be posted to the University Governance website upon approval by University Council. Minutes can be found at: [http://www.governance.vt.edu/](http://www.governance.vt.edu/).

5. **Chairman’s Report**
   The University Council meeting from March 14, 2016 are located at: [http://www.governance.vt.edu/](http://www.governance.vt.edu/). Items noted by Jan Helge were first readings of three (3) resolutions from the Commission on Undergraduate Studies and Policies to include three (3) new majors.

   The Engagement Leadership meeting that was held on March 3, 2016; included an overview and tour of CDAC; and several Program Updates. Minutes are located at: [https://www.outreach.vt.edu/QuickLinks/outrch_council.html](https://www.outreach.vt.edu/QuickLinks/outrch_council.html).

6. **Vice-Chairman’s Report**
   Eric Vance gave the report on the Alumni Affairs Award for Outreach Excellence and the winners were chosen, however, cannot be announced until Special Events puts out their publication(s).

7. **Reports**
   a. **Virginia Cooperative Extension (VCE)**-Ed Jones spoke about some events coming up; including an advisory group that is currently meeting with representatives from around the state; and in early April the National Health Outreach Conference will take place at the Hotel Roanoke (April 6-8, 2016). [http://www.cpe.vt.edu/2016nhoc/](http://www.cpe.vt.edu/2016nhoc/)

   b. **University Council on International Affairs (UCIA) Meeting**
      Nicole Sanderlin gave an update on the UCIA meeting from February 29, 2016. Minutes from previous meetings are located at: [https://www.outreach.vt.edu/UCIA/minutes_index.html](https://www.outreach.vt.edu/UCIA/minutes_index.html). She said Kate Preston Keeney
came to speak to UCIA about the Beyond Boundaries-Global Programs; and the sub-committee Envisioning the Land grant University. Beyond Boundaries is still accepting comments; they are collecting and sifting through the data and hope to have destination areas finalized this summer. Discussion included finalizing the destination areas; a new budget model (legacy to a metric system); the Global Education Office (GEO) working with a new process, the Hokie Sentinel
(http://www.educationabroad.vt.edu/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=B96A5CEB-EC18-CD1C-B95889C263BC250F&Link_ID=C8C7CF88-D3B6-9DE5-E97F09C34E5DEF2E), which prepares and protects Hokies traveling abroad; the 2017 Fulbright competition will be opening on March 31, 2016; and International Week will be held March 21-25, 2016 sponsored by the Council of International Student Organizations (CISO) and the Cranwell International Center.

c. **First Reading: UCIA By-Laws Change in Membership**
Nicole described the background for the change in membership to include an employee of the university that works in the Corps of Cadets division at Virginia Tech. The purpose for this change is to include units across the university doing international work. The Corps of Cadets is engaged in overseas cultural exchanges and participates in language training in critical areas. David Clubb raised the topic to include a representative. The second reading will take place at the April 14, 2016 COIA meeting and a vote will take place (those not in attendance will send their votes to Kim Rhodes electronically rhodesk@vt.edu prior to the meeting).

The suggestion was made to see if we can give April Myers a heads up that the resolution be included in the April 18, 2016 University Council meeting and if it does not get approved through COIA, it will be withdrawn. Kim will send April a note explaining the situation and see what may be able to be accomplished prior to the end of the academic year.

8. **Commission Board Member Comments**
Eric will let the commission know if he will still be able to perform his duty as Chair next year as soon as he is able.

Andrea Brunais announced that there will be an op-ed piece on the Flint Michigan Water issue in the Richmond Times coming out soon as well as a piece that includes the Office of International Research, Education and Development (OIRED) partnering with Extension Agents to present a piece on backyard gardening without pesticides. Andrea will let Kim know the timelines on these pieces to be send out to the commission.

Motion to adjourn was made; seconded and all were in favor. The meeting adjourned at 4:21 p.m.

Respectfully submitted,

Kimberly Rhodes  
Recording Secretary

**TENTATIVE MEETING DATES FOR 2015-2016**
(All meetings will be from **3:30-4:30 p.m.** and will take place at the Gateway Center-902 Prices Fork)

| April 14, 2016 | May 5, 2016 |

March 17, 2016
University Council on International Affairs
Notice of Proposal to Amend Bylaws

Presented by David Clubb
Vice Chair and Member, UCIA
Director, Cranwell International Center

I propose to amend “Article IV. Membership / Section 1. Composition,” of the University Council on International Affairs (UCIA) Bylaws, to add the Virginia Tech Corps of Cadets under “Representatives of Other University Offices” and to thereby add a representative from the Virginia Tech Corps of Cadets as a member of UCIA with full voting rights.
University Council on International Affairs
Bylaws

January 31, 2004
Published by the University Council on International Affairs of Virginia Tech

Updated: December 15, 2014

Preamble

Virginia Tech is committed to fostering a community that welcomes all people and their ideas in pursuit of world-class education, research, and engagement.

BELIEVING that Virginia Tech is an internationally recognized university because of education, research, and engagement with other universities, its international presence in the scientific community, and linkages with government and international agencies in the pursuit of learned society activities, and

BELIEVING that vibrant faculty and administrative leadership will continually advance the interests of Virginia Tech to pursue global issues for which the university can make a significant difference in the lives of its students, alumni, and key stakeholders worldwide,

Virginia Polytechnic Institute and State University does hereby enact bylaws for the University Council on International Affairs with the approval of the Commission on Outreach and International Affairs (COIA), the University Council, the President of the University, and the Board of Visitors, by whom authority is delegated.

Article I. Name

The name of the council is the University Council on International Affairs (UCIA).

Article II. Purpose

The UCIA acts in support of the Virginia Tech International Mission and the University Strategic Plan:

The international mission of Virginia Tech is to reflect through all activities of its tripartite mission (education, research, engagement) an appreciation of the significance of other cultures and languages and of global change and to address the environmental, political, economic, social, and technological challenges that confront communities across the globe.
UCIA is the direct voice of its constituencies to COIA. It recommends policy to COIA and to the University Administration.

**Article III. Functions**

The functions of UCIA are to:

1. Assist the Vice President for Outreach and International Affairs in formulating and implementing university policy relevant to all international matters, including aspects of education, research, and engagement.
2. Recognize achievement in all areas of international education, research, and engagement.
3. Sponsor and/or support affairs and activities that promote or recognize international scholarship.
4. Serve as a catalyst for international academic programming.
5. Form special/ad hoc committees to research relevant/timely subjects.
6. Develop recommendations for policy/procedure changes to advise the Vice President for Outreach and International Affairs and COIA.
7. Increase university-wide coordination of international activities and initiatives by sharing information and resources across colleges, international centers, and agencies.
8. Advance goals and objectives of the university’s Strategic Plan.

UCIA will be instrumental in accomplishing these goals:

1. Further the university’s reputation and international prominence across academic disciplines.
2. Engage the entire university community in the university’s leading strengths through interdisciplinary cross-cutting initiatives. Programs with the greatest potential for excellence will be targeted and given the resources to seek national and international recognition.
3. Develop an appreciation of other cultures by expanding the university’s global focus; increasing international study and research opportunities; expanding international government, university, and corporate partnerships; and fostering an internationalization of the curriculum.

**Article IV. Membership**

**Section 1. Composition**

- University Administration Representatives
  - Provost and Senior Vice President
  - Vice President for Outreach and International Affairs
  - Associate Vice President for International Affairs
  - Chairperson of the University Council on International Affairs
  - Associate Provost for Resource Management and Planning
• College Representatives (Associate Dean or Director of International Programs or their designees)
  o College of Agriculture and Life Sciences
  o College of Architecture and Urban Studies
  o Pamplin College of Business
  o College of Engineering
  o College of Liberal Arts and Human Sciences
  o College of Natural Resources and Environment
  o College of Science
  o Virginia-Maryland College of Veterinary Medicine
• Directors of International Units (or their designees)
  o Director, Cranwell International Center
  o Director, Office of Export and Secure Research Compliance
  o Chair, Department of Foreign Languages and Literatures
  o Director, Global Education Office
  o Director, Office of International Research, Education, and Development
  o Director, International Support Services
  o Director, Language and Culture Institute
  o Director, Steger Center for International Scholarship
• Representatives of Other University Offices
  o Alumni Relations
  o Athletics
  o Development and University Relations
  o Graduate School
  o Student Affairs
  o University Libraries
  o University Office of Undergraduate Admissions
  o Office of the University Registrar
  o University Scholarships and Financial Aid
• Faculty Senate Representative
• Staff Senate Representative
• Undergraduate Student Representative
• Graduate Student Representative

Section 2. Voting Privileges

All members of UCIA shall have voting privileges.

Section 3. Alternates, Substitutes, and Visitors

UCIA may permit elected alternates with voting privileges and substitute members with voting privileges, where such privileges are not limited by the constitution and bylaws of the participating assembly, association, senate, or group. Visitors may attend the meetings of the UCIA.
Article V. Officers

Section 1. Officers

The officers of the UCIA are Chairperson, Vice Chairperson, and Secretary.

Section 2. Chairperson

The immediate past Vice Chair is historically elected as the Chairperson by the UCIA membership. The Chairperson, working with the Vice President for Outreach and International Affairs and the Associate Vice President for International Affairs, develops the agenda and presides over UCIA meetings. The Chairperson facilitates the follow-up on UCIA actions and strategies and reports the consensus view of the body to the Vice President of Outreach and International Affairs and to the COIA. The term of the Chairperson is one year.

Section 3. Vice Chairperson

The Vice Chairperson is elected by the UCIA membership. The Vice Chairperson assists the Chairperson with all responsibilities and fills in when the Chairperson is absent. The term of the Vice Chairperson is one year.

Section 4. Secretary

The Secretary is appointed by the Vice President for Outreach and International Affairs from among staff members who report to him/her. The term of the Secretary is at the discretion of the Vice President for Outreach and International Affairs.

Section 5. Representative to the Commission on Outreach and International Affairs

UCIA shall be represented at the COIA by its Chairperson or by another member appointed by its Chairperson.

Article VI. Committees

UCIA may request and appoint special committees, boards, and ad hoc committees as needed.

Article VII. Meetings and Procedures

Section 1. Parliamentary Procedures

The latest edition of Robert’s Rules of Order, subject to special rules as may be adopted by UCIA, shall govern the procedures of UCIA, and other committees and boards appointed by UCIA.
Section 2. University Council on International Affairs Procedures

1. UCIA shall meet regularly during the academic year and at other times as called by the Chairperson. Canceled meetings shall be noted in the minutes of the subsequent meetings.

2. The Secretary shall prepare and distribute the agenda to members of UCIA at each meeting. Items to be placed on the agenda must be submitted to the Secretary or the Chairperson prior to the meeting date. The Secretary will record the minutes (including attendance) of each UCIA meeting. The minutes will be distributed to UCIA members and posted on UCIA’s website.

3. Any UCIA member may place an item on the agenda by notifying the Secretary or the Chairperson before the meeting.

4. UCIA may submit its recommendations to the Vice President for Outreach and International Affairs or, when appropriate, to COIA.

Article VIII. Amendments

Section 1. Notice of Proposal

Notice of proposal to amend these bylaws shall be given in the UCIA agenda and considered at no fewer than two UCIA meetings prior to voting. Proposed amendments shall be distributed with the agenda.

Section 2. Ratification and Approval

Amendments to the bylaws will be considered ratified by UCIA following an affirmative vote of a majority of UCIA members. Following ratification by UCIA, amendments to the bylaws must be approved by COIA before becoming effective.

URL: http://www.outreach.vt.edu
Virginia Tech
RESOLUTION TO REVISE UNIVERSITY COUNCIL ON INTERNATIONAL AFFAIRS
BYLAWS
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS (COIA)
COIA 2015-2016A

Whereas, the Commission on Outreach and International Affairs (COIA) exists to study,
formulate, and recommend to University Council policies and procedures concerning
the engagement of the University in service, outreach, and international affairs; and

Whereas, the University Council on International Affairs (UCIA) reports to COIA on
matters of policy related to international affairs; and

Whereas, the University Council on International Affairs (UCIA) aims to include
representatives of all units within the university that have responsibility for managing
international matters; and

Whereas, UCIA and COIA have approved the recommended changes to the UCIA
Bylaws;

Therefore be it resolved, that the University Council approve the recommendation
from COIA to amend the UCIA Bylaws as follows:

Content changes:
- Article IV. Membership. Section 1. Composition. Corps of Cadets added as a
  "Representative of Other University Offices."

RECOMMENDATION:

That the above resolution to amend the Bylaws for the University Council on
International Affairs be approved effective ________.
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
April 14, 2016
3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Rd; Suite 120
AGENDA

1. Welcome
   • Self-Introductions
     Jan Helge Bøhn Group

2. Call for Agenda Approval
   Jan Helge Bøhn

3. Call for Announcements
   Jan Helge Bøhn

4. Announcement of Approval of Minutes, March 17, 2016
   Jan Helge Bøhn
   Minutes have been approved electronically and have been forwarded to University Council and to University Governance website

5. Chairman’s Report
   • University Council Report-No meetings since last time
   • Engagement Leadership Council-No meetings since last time
   Jan Helge Bøhn

6. Vice-Chair Report
   Eric Vance

7. Reports:
   • Virginia Cooperative Extension (VCE)
     Ed Jones
   • University Council on International Affairs (UCIA) Meeting-March 28, 2016
     Nicole Sanderlin
   • Second Reading of UCIA Resolution and vote

Commission Board Member Comments
Group

TENTATIVE MEETING DATES FOR 2015-2016
(All meetings will be from 3:30-4:30 p.m., and will take place at the Gateway Center-902 Prices Fork)

May 5, 2016

TENTATIVE MEETING DATES FOR 2016-2017
(All meetings will be from 3:30-4:30 p.m., and will take place at the Gateway Center-902 Prices Fork)

September 15, 2016  3-3:30 p.m.-COIA Orientation for new members
September 15, 2016  3:30-4:40 p.m.-Regular meeting for all members
October 20, 2016
November 17, 2016
December 15, 2016
NO MEETING IN JANUARY
February 16, 2017
March 16, 2017
April 20, 2017
May 11, 2017
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
April 14, 2016; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Bonnie Alberts, Jan Helge Bøhn, Andrea Brunais, Howard Chung, Guru Ghosh, Ed Jones, Jenn Mackay, Karl Markgraf, Nicole Sanderlin, Michael Schwarz (via phone), Eric Vance

Absent: Montasir Abbas, Kathy Alexander, Dave Close, Henri de Hahn, Brian Hairston, Reed Kennedy, Djordje Minic, Channing Mitchell, Gerhardt Schurig, Susan Short, Elizabeth Spiller

1. Welcome and Introductions
Jan Helge Bøhn welcomed the group; self-introductions were made.

2. Agenda Approval
Jan Helge announced an addition to the end of the agenda which was to discuss Chair of COIA nominations for next year.

Discussion of the slate of eligible members to serve as Chair of COIA included: Bonnie Alberts, Kathy Alexander, Jan Helge Bøhn, Dave Close, Brian Hairston, Reed Kennedy and Djorde Minic.

Jan Helge made the call for approval of the agenda with the addition; motion to approve was made; was seconded and approved.

3. Announcements
No announcements were made.

4. Approval of Minutes, March 17, 2016
The minutes from the March 17, 2016 meeting were approved electronically and forwarded to University Council. They will be posted to the University Governance website upon approval by University Council. Minutes can be found at: http://www.governance.vt.edu/.

5. Chairman’s Report
The University Council meeting from April 4, 2016 are located at: http://www.governance.vt.edu/. Items to note included the second readings of the Commission on Undergraduate Studies (CUSP) and Polices resolutions to approve three (3) new majors: International Public Policy, International Relations and National Security and Foreign Affairs in Bachelor of Arts in International Studies. New business included two (2) resolutions from CUSP: Revision to PPM 11b, Prohibiting Students from Repeating Courses to Improve Grade Averages; and Resolution to Adopt the Implementation Plan for the Pathways General Education Curriculum to Guide Implementation of Resolution CUSP 2014-15H.

6. Vice-Chairman’s Report
Eric Vance indicated that the announcements for the winners of the Alumni Affairs Award for Outreach Excellence should start being announced April 25th.

7. Reports
   a. Virginia Cooperative Extension (VCE)-Ed Jones spoke about an exchange program where there will be two (2) agents traveling to Ireland this summer and two (2) representatives from Ireland will be arriving next week. Additionally two (2) agents that were conducting 4-H activities just returned from Senegal.

   b. University Council on International Affairs (UCIA) Meeting
Nicole Sanderlin gave an update on the UCIA meeting from March 28, 2016. Minutes from previous meetings are located at: https://www.outreach.vt.edu/UCIA/minutes_index.html. Nicole reported that Matt Winston, Senior Associate Vice President for Alumni Relations presented at the UCIA meeting. His presentation focused on connecting with international alumni and the overall Advancement initiative. Matt wants to connect with the U.S. students who have had international experience and set up a reunion. He spoke about a new system to track alumni overseas.

   There has been a $30,000 grant awarded to Service without Borders that will support the post-earthquake relief efforts in Nepal. The grant will assist in a future project to work with water projects.
The Language and Culture Institute announced the arrival of the Humphrey Fellows; the Global Education Office will have their spring pre-departure orientation on April 20th; and there was a Fulbright reception on Tuesday, April 12th. The Alumni Awards for International Excellence have been chosen and notified and the announcement will come from Special Events soon.

c. **Second Reading: UCIA By-Laws Change in Membership**

Nicole announced that according to University Council, the by-laws change in membership for UCIA does not require approval from University Council. Therefore once COIA approves of the change, the process is complete. Kim O’Rourke suggested changes to the by-laws which would solidify this process in addition to change UCIA from a council to a university operation committee. The changes to the UCIA by-laws will need to be discussed by UCIA with readings and approval and then brought to COIA for readings and approval.

The second reading was presented to add a representative from the Corps of Cadets to the UCIA membership. All members present voted in favor of this change; absent members are sending their votes in electronically. Notice will go out to the group once votes are in.

8. **Discussion of Chair of COIA for 2016-2017**

As an added discussion item, the following members were nominated: Bonnie Alberts, Kathy Alexander, Jan Helge Bøhn, Dave Close, Brian Hairston, Reed Kennedy and Djorde Minic. Bonnie declined the nomination. The motion was seconded, the members will be notified of their nomination and will be given a chance to accept or decline the nomination and voting will take place at the May 5, 2016 meeting.

9. **Commission Board Member Comments**

Guru Ghosh announced that Karl Markgraf and Randy Penson gave a presentation to the Safety and Security Committee meeting with regard to faculty and students abroad and how to respond in an emergency. Information also included faculty saving for contingencies and the policy for funding. Karl is to revise the policy for contingency funding and cancelled programs. Discussion included different models of setting up funding.

Nicole announced that the International Street fair was taking place this Sunday in downtown Blacksburg from noon-5 p.m.

Michael Schwarz announced several events including applied nutrition in the Philippines; hazard control training; aquaculture society; sustainable development in aquaculture; a Virginia investor working with Virginia State and Virginia Tech for programs in Ghana; and a VCE Aquaculture training and continuing education workshop in Petersburg on April 28th.

Guru announced that Karl and Susan Short will be presenting to the Board of Visitors (BOV) on the Engagement and International Affairs portfolio in conjunction with board member, Dennis Treacy’s visit overseas and Muni Muniappan will be presenting on IPM.

Jan Helge announced that he and Don Back would be traveling to Germany for the Hannover Messe International Trade Show.

Andrea Brunais indicated that VT News would be releasing the Hannover Messe, International Trade Show story as a top story.

Motion to adjourn was made; seconded and all were in favor. The meeting adjourned at 4:30 p.m.

Respectfully submitted,

Kimberly Rhodes
Recording Secretary

**TENTATIVE MEETING DATES FOR 2015-2016**

(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

May 5, 2016
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
May 5, 2016
3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Rd; Suite 120
AGENDA

1. Welcome                     Jan Helge Bøhn
   - Self-Introductions       Group

2. Call for Agenda Approval    Jan Helge Bøhn

3. Call for Announcements     Jan Helge Bøhn

4. Announcement of Approval of Minutes, April 14, 2016  Jan Helge Bøhn
   Minutes have been approved electronically and have been
   forwarded to University Council and to University Governance website

5. Chairman’s Report           Jan Helge Bøhn
   - University Council Report April 18 & May 2, 2016
   - Engagement Leadership Council-No meetings since last time

6. Vice Chair Report           Eric Vance

7. Election of Chair for 2016-2017 Group

8. Reports:
   - Virginia Cooperative Extension (VCE)   Joe Hunnings
   - University Council on International Affairs
     (UCIA) Meeting-April 25, 2016           Nicole Sanderlin

9. University Global Recruiting Plan Juan Espinoza/
   Mildred Johnson

10. Commission Board Member Comments Group

TENTATIVE MEETING DATES FOR 2016-2017
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

September 15, 2016  3-3:30 p.m.-COIA Orientation for new members
September 15, 2016  3:30-4:40 p.m.-Regular meeting for all members
October 20, 2016
November 17, 2016
December 15, 2016
NO MEETING IN JANUARY
February 16, 2017
March 16, 2017
April 20, 2017
May 11, 2017
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
May 5, 2016; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Bonnie Alberts, Jan Helge Bøhn, Andrea Brunais, Dave Close, Guru Ghosh, Joe Hunnings (for Ed Jones), Jenn Mackay, Channing Mitchell, Nicole Sanderlin, Michael Schwarz (via phone), Gerhardt Schurig, Eric Vance

Absent: Montasir Abbas, Kathy Alexander, Howard Chung, Henri de Hahn, Brian Hairston, Ed Jones, Reed Kennedy, Karl Markgraf, Djordje Minic, Susan Short, Elizabeth Spiller

1. Welcome and Introductions
Jan Helge Bøhn welcomed the group; self-introductions were made.

2. Agenda Approval
Jan Helge made the call for approval of the agenda; motion to approve was made; was seconded and approved.

3. Announcements
No announcements were made.

4. Approval of Minutes, April 14, 2016
The minutes from the April 14, 2016 meeting were approved electronically and forwarded to University Council. They will be posted to the University Governance website upon approval by University Council. Minutes can be found at: http://www.governance.vt.edu/.

5. Chairman’s Report
The University Council meeting from April 18, 2016 and May 2, 2016 are located at: http://www.governance.vt.edu/
Items to note included the Commission on Undergraduate Studies and Polices’ (CUSP) second reading of the resolution to revise PPM 11b, prohibiting Students from repeating courses to improve grade averages and the second reading of the resolution from CUSP to adopt the implementation plan for the Pathways General Education Curriculum to guide Implement of Resolution. New business included the first reading of resolution from the Commission of Equal Opportunity and Diversity (CEOD) to update CEOD membership to include caucus representatives; the resolution to approve intersectional diversity in Pathways Curriculum; the resolution from the Commission on Faculty Affairs to approve collegiate professor series for non-tenure track instructional faculty members; the resolutions from the Commission on Student Affairs to revise and expand the statement of self-reporting and bystander intervention for the Student Code of Conduct; the resolution for the expansion of the drug policy for the Student Code of Conduct; the resolutions from CUSP to approve the following new majors: Clinical Neuroscience, Cognitive and Behavior Neuroscience, Experimental Neuroscience, Computational and Systems Neuroscience; and the resolution to establish guidelines for independent study and undergraduate research. The May 2, 2016 meeting included the second reading for all new business from the April 18th meeting.

6. Vice-Chairman’s Report
Eric Vance reported that the winners of all the Alumni Affairs awards have been publically announced. The winners for the Alumni Award for Outreach Excellence were Annie Pearce (individual) and Marc Edwards and the Flint Water Team (team award). He continued the discussion for us to consider the name change of the award, which will need to be requested by the Chair of COIA and sent to Matt Winston. Suggestions included Alumni Award for Engagement Excellence. Additionally, Eric indicated that the verbiage for the eligibility criteria with regard to the team awards should be clarified to further define the team award winners. A team should have a faculty lead, and that the team could include other non-faculty members. Discussion also included the Academy of Outreach Excellence; and while it is not an active Academy that we should still keep the members as being in the Academy, and perhaps to address the activities of the Academy at a future date.

Nicole Sanderlin reported on the Alumni Awards for International Education; Outreach and Research. The winners were: Lori Blanc received the Alumni Award for Excellence in International Education; Jianfeng Zheng received the Alumni Award for Excellence in International Outreach and Rolf Müller received the Alumni Award for Excellence in International Research.
Nicole also mentioned that David Club, current Vice Chair of the University Council on International Affairs, will become the Chair for next academic year.

7. **Election of Chair for 2016-2017**
Kimberly Rhodes read the slate of COIA members that were eligible to serve as Chair for next academic year, due to Eric Vance being unable to serve. Bonnie Alberts, Kathy Alexander, Jan Helge Bohn, Dave Close, Brian Hairston, Reed Kennedy and Djorde Minic are eligible. These members were contacted by email, and all declined the nomination except Jan Helge and Dave. The motion to nominate Dave was made, seconded, all present were in favor. Kim will let April Myers know.

8. **Reports**
   a. **Virginia Cooperative Extension (VCE)**-Joe Hunnings had nothing new to report.
   b. **University Council on International Affairs (UCIA) Meeting**
      Nicole Sanderlin gave an update on the UCIA meeting from April 25, 2016. Minutes from previous meetings are located at: [https://www.outreach.vt.edu/UCIA/minutes_index.html](https://www.outreach.vt.edu/UCIA/minutes_index.html). Nicole reported that the Humphrey Fellows are in Blacksburg, and are being hosted by the Language Culture Institute (LCI). LCI is looking for conversation partners for the fellows. The Fulbright finalists were announced; and competition is now open for Fulbrights for next year. The winners are: Matthew “Jake” Mathey, BS, Mechanical Engineering: English Teaching Assistantship (Poland); Nora Salem, MFA, Creative Writing: “Understanding Islamic Feminism through Personal and Public Spirituality” (Malaysia) and Andrew Gaddis, VTCSOM: “Exchanges Beyond Needles at Insite, North America’s Only Supervised Injection Site” (Canada). The Office of Global Education is handling the Fulbright process.

9. **University Global Recruiting Plan**
   Our guests, Juan Espinoza and Mildred Johnson, did not attend for the presentation.

10. **Commission Board Member Comments**
    Michael Schwarz announced many projects that were going on in his area, to include the Indo-Us 21st Century Knowledge Initiative (OSI) – 2015 of which VT is a partner; workshops coming in July; World Aquaculture Society to take place in Cape Town in 2017 & in 2018 in Montpellier, France; the 11th annual International Conference on Recirculating Aquaculture & 2016 Aquaculture Innovation Workshop to be held on August 19-21 in Roanoke.

    Jan Helge described the Hannover Messe, Germany Exhibition April 25-29, 2016 which included President Obama, Governor McAuliff, and many representatives from Virginia Tech. The exhibition brought together many people from the U.S. to Germany to strengthen partnerships between businesses including industrial enterprises, products and machines.

Motion to adjourn was made; seconded and all were in favor. The meeting adjourned at 4:20 p.m.

Respectfully submitted,

Kimberly Rhodes
Recording Secretary

**TENTATIVE MEETING DATES FOR 2016-2017**
(All meetings will be from 3:30-4:30 p.m. and will take place at the Gateway Center-902 Prices Fork)

- September 15, 2016  3-3:30 p.m.-COIA Orientation for new members
- September 15, 2016  3:30-4:40 p.m.-Regular meeting for all members
- October 20, 2016
- November 17, 2016
- December 15, 2016
- NO MEETING IN JANUARY
- February 16, 2017
- March 16, 2017
- April 20, 2017
- May 11, 2017
COIA Meeting Dates for 2016-2017

TAB 15
COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS (COIA)
TENTATIVE MEETING DATES FOR 2016-2017

All meetings will take place from 3:30-4:30 p.m. in the Gateway Center, Suite 120, unless noted otherwise

- September 15, 2016 3:00-3:30 p.m.  Orientation for new members
- September 15, 2016 3:30-4:30 p.m.  All members
- October 20, 2016
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- NO JANUARY MEETING
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