COMMISSION ON OUTREACH AND INTERNATIONAL AFFAIRS
Minutes
October 18, 2018; 3:30-4:30 p.m.
Gateway Center; 902 Prices Fork Road; Suite 120

Attendance: Andrea Brunais, Urs Buehlmann, Lehi Dowell, Guru Ghosh, Roberto Leon, Shelley Martin, Karen Munden (via phone), Hunter Pittman (representing Heinrich Schnoedt), Brett Shadle, Susan Short, Xiaowei Wu, Patty Becksted (guest), Theresa Johansson (guest), Erin McCann (guest presenter)

Absent: Cheng Chen, Wayne Crotto, Gregory Daniel, Ed Jones, Juan Luis Nicolau, Valerie Ragan, Heinrich Schnoedt, Madilynne Tanner, Tom Thompson, Kang Xia

1. **Welcome and Introductions**
   Brett Shadle welcomed the group, self-introductions were made.

2. **Agenda Approval**
   Brett made the call for motion to approve the agenda; motion made; was seconded; all were in favor and the agenda was approved.

3. **Call for Announcements**
   The call for announcements was made. Andrea Brunais indicated that Season 5 of Save Our Towns was going to be posted soon. Andrea and her colleagues interview Mayors and Town Managers in Southwest Virginia. Susan Short announced the request for funding proposals to support Carilion Education Funds. The announcement was in this morning's VT News. Proposals need to be submitted by October 31, 2018 to Susan-sshort@vt.edu.

4. **Announcement of Approval of Minutes, September 20, 2018**
   The minutes from the September 20, 2018 meeting were sent out electronically for edits; they are currently in the approval period and will be sent to University Council and will be posted to the University Governance website upon approval by University Council. Minutes can be found: http://www.governance.vt.edu/. The main web page for COIA: https://www.outreach.vt.edu/VP/CommissionsAndCommittees/coia.html.

5. **Strategic Plan Update**
   Erin McCann presented an update on the Strategic Plan (**see attached**). Additionally, a handout was given (**see attached)**. Erin indicated that the plan has been updated based on feedback from various constituent groups; priorities and key opportunities were presented of what the groups want in the plan. Discussion included the language of the VT-Shaped student and how the outside community does not understand the language and what the definition means. Some outside of the Virginia Tech campus have expressed the feel of exclusiveness. The updated presentation does not include several key areas around the Commonwealth (Virginia Beach, Newport News, Richmond, Reynolds Homestead in Critz, Abingdon, AREC and Extension Agencies) as well as the lack of reference to the Global community.

   The expression of a disconnect with the branding exercise and the strategic planning was made. Discussion included the need for the core mission and commitment to rural Virginia. The Virginia Tech website is not representative of the breadth and depth of the University; and some feel that the institutional identify is being lost in the website. Several key areas are missing such as international, service learning, study abroad, global land-grant.

   The support and recognition for faculty to participate in education abroad and faculty research and international partners is lacking. Global rankings and collaborative research between the U.S. and international partners as well as retention of students of underrepresented minority and underserved students is also missing from the presentation.

   The issues of students being able to access the Cook Counseling Center was raised with some students having to wait a month for services due to understaffing. Approximately 18% of new students need services. There need to be alternatives as well as the lack of housing for students needs to be addressed.

The question was asked about what benchmarks are being set, and is another campaign to support the revenue sources being considered. With the number of bulleted items in the presentation, how many will require prioritization and which ones will be selected for taking action, since there are so many. Other dimensions must be added to our university in order to make Virginia Tech stand out as a unique university to attract both students and talent. Community partners, globalization, economic development and distance education aspects all need to be added, as well as consideration for faculty recruitment and optimizing the faculty-student ration. Space is an issue and includes lack of space in both classrooms as well as housing.

6. **Chairman's Report**
The University Council meeting from October 1, 2018 included the second reading and approval of the Commission on Graduate Studies and Policies Resolution to Establish a Master of Science Degree in Nutrition and Dietetics; and the Commission on Staff Policies and Affairs Resolution to Remove Board of Visitors Approval for Changes to the Staff Senate Constitution. Presentation from Tyler Walters on the University Libraries, and the announcement of Indigenous People's Day is observed on October 8, 2018. University Council minutes can be found: http://governance.vt.edu/.

As a follow-up to the letter that was sent to President Sands with regard to funding for Global Education Scholarships, and subsequently sent to Interim Provost, Cyril Clarke, a response from the Provost's Office was given. The response included a request from Dr. Clarke that more information and suggesting for establishing proper funding for study abroad to be compiled. Theresa Johansson, Director of Global Education put together a comprehensive document to include all aspects of funding and background information (**see attached**). The group indicated that the information contained in the document was good; however, the suggestion was made that the document needed to be concise and to lay out explicitly what was needed for funding. The question was raised about peer institution comparisons, and parameters that Virginia Tech may be missing. The need to increase diversity and account for regional struggles was expressed. Dr. Clarke has expressed an interest in vising COIA to speak with the group. The target audience for the document should include Cyril Clarke, Dwight Shelton, Ken Smith, Duane Pinkney, and Dwight's Chief of Staff. Several people agreed to help Theresa on the paring down of the document, and Brett will send out the second iteration out to COIA for review.

7. **Vice-Chair Report**
Urs Buehlmann reported the committee is complete for reviewing packets of information and Kim Rhodes indicated that the memo under Urs' name would go out in early November.

8. **Reports**
Tom Thompson was unable to attend and present the summary from the September 24, 2018 University Committee on International Affairs (UCIA) minutes, minutes for previous meetings of may be found at: https://www.outreach.vt.edu/VP/CommissionsAndCommittees/ucia/uciaminutes.html. Ed Jones was unable to attend, but Karen Munden talked about the Virginia State Fair that took place September 28-October 7, 2018, which highlighted agriculture products. She also spoke about the fall/winter conferences north (October 29), west (October 30), south (November 5), central (November 6).

9. **Commission Board Member Comments**
Brett called for any board member comments. Comments included a capital campaign was needed in order to get bigger numbers of students to receive scholarships for education abroad.

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

Respectfully submitted,

Kimberly Rhodes
Recording Secretary

TENTATIVE MEETING DATES FOR 2018-2019-*(All meetings will be from **3:30-4:30 p.m.** and will take place at the Gateway Center-902 Prices Fork)*
- November 15, 2018
- December 13, 2018
- NO JANUARY MEETING
- February 21, 2019
- March 21, 2019
- April 18, 2019
- May 9, 2019

Ut Prosim Difference:
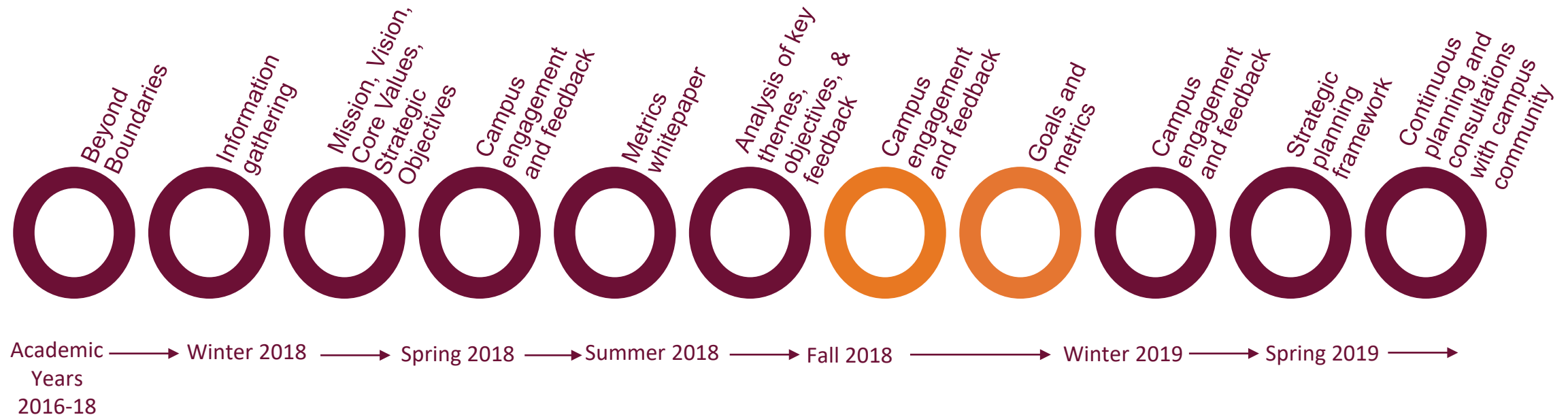## Feedback session and strategic planning updates
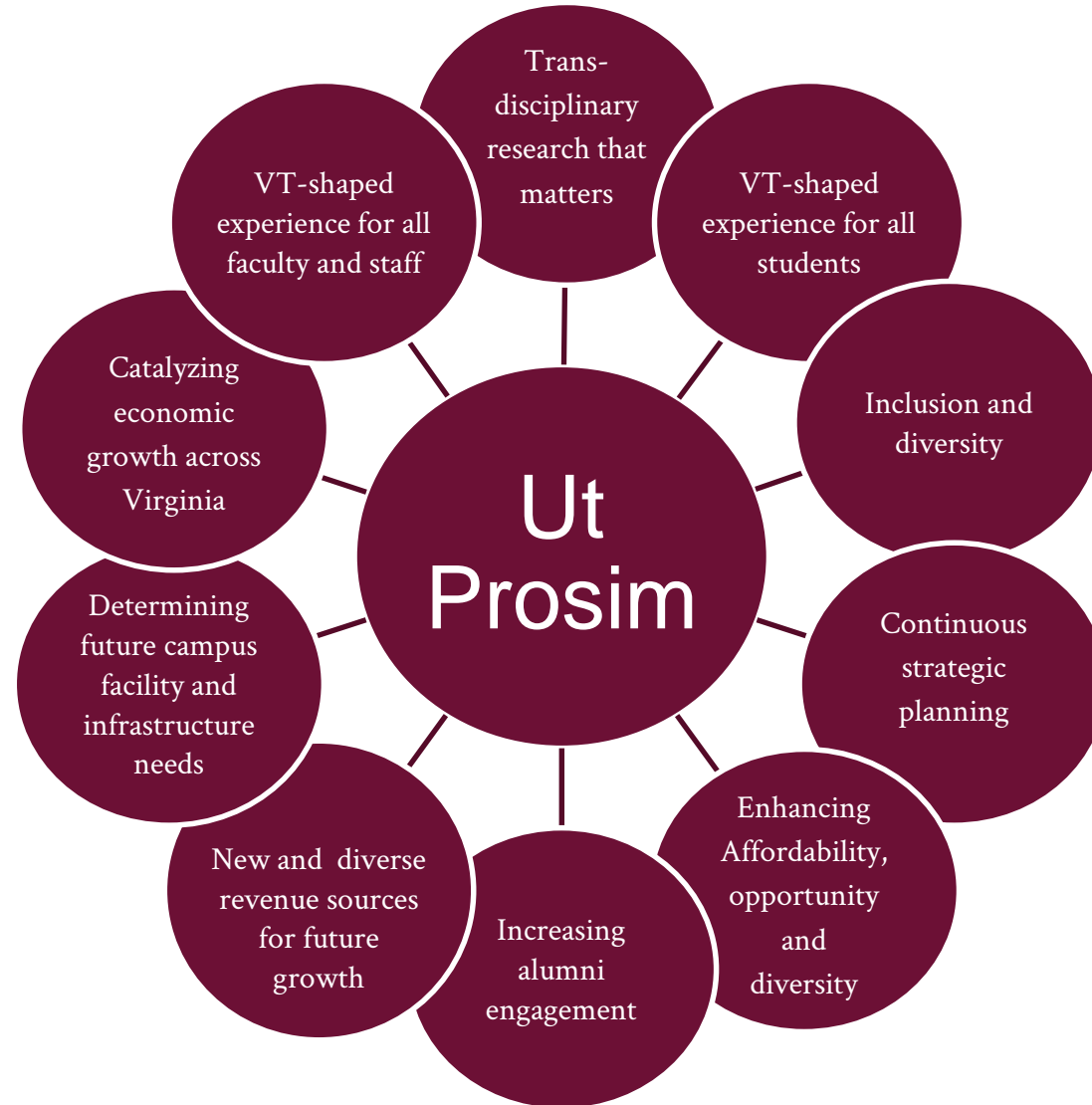
Strategic Planning
Fall 2018

STRATEGIC PLANNING PROCESS

BEYOND BOUNDARIES: UT PROSIM DIFFERENCE

Trans-disciplinary research that matters

VT-shaped experience for all faculty and staff

VT-shaped experience for all students

Catalyzing economic growth across Virginia

Inclusion and diversity

Ut Prosim

Continuous strategic planning

Determining future campus facility and infrastructure needs

Enhancing Affordability, opportunity and diversity

New and diverse revenue sources for future growth

Increasing alumni engagement

CAMPUS CONVERSATIONS

FACILITATED ROUND TABLE SESSIONS WITH OVER

12 ORGANIZED OPEN

CAMPUS CONVERSATIONS

FOR FACULTY, STAFF, STUDENTS & ALUMNI TO ATTEND

250 EXPERTS

OVER **22** UNITS & DEPARTMENTS MET WITHIN COLLEGES

MEETINGS WITH INSTITUTE DIRECTORS, FACULTY, & STAFF:

14

16 COMMISSIONS, COMMITTEES, & COUNCILS ENGAGED

VT OFFICE FOR STRATEGIC AFFAIRS
VIRGINIA TECH

Strategic Themes

Land-Grant Core Mission Themes

- ❖ VT-Shaped Experience for All Students

- ❖ VT-Shaped Experience for Faculty and Staff

- ❖ Transformational Research

- ❖ Economic Growth and Community Engagement Across Virginia

Operational Themes

- ❖ Enhancing Affordability, Opportunity, and Diversity

- ❖ Determining Future Campus Facility and Infrastructure Needs

- ❖ Identifying New & Diverse Revenue Sources For Future Growth

- ❖ Increasing Alumni Engagement

- ❖ Continuous Strategic Planning

Land-Grant Core Mission Themes

VT-Shaped Experience for All Students
- Developing diverse and inclusive VT-shaped learning experiences for all students
- Developing a responsive and innovative portfolio of post baccalaureate programs, degrees, and certificates to meet the needs of society
- Promoting holistic wellbeing as the cornerstone of student success
- Ensuring a robust infrastructure and student support access in Blacksburg, Roanoke, and the NCR
- Offering flexible and personalized degrees
- Identifying core areas for graduate education, excellence, and growth
- Increasing the number of underrepresented minority and underserved students
- Ensuring an inclusive, welcoming, affirming, and accessible living, learning, and working campus climate

VT-Shaped Experience for Faculty and Staff
- Ensuring a robust infrastructure for faculty and staff support and success in Blacksburg, Roanoke, and the NCR
- Increasing faculty and staff compensation
- Reviewing policies related to work-life balance including childcare, eldercare, spousal support, and partner hires
- Increasing the percentages of underrepresented minority faculty and staff and the percent of women faculty
- Ensuring an inclusive, welcoming, affirming, and accessible living, learning, and working campus climate

Transformational Research
- Supporting disciplinary expertise and recognition of research excellence
- Leveraging strengths and areas of opportunity across Institutes, Destination Areas, Strategic Growth Areas, & cross-college collaboration
- Developing and supporting state-of-the-art infrastructure for effective and efficient research administration and support
- Developing and expanding sustainable, state-of-the-art, shared-use instrumentation facilities
- Translating research discoveries into commercial products
- Creating and growing externally funded research expenditures and industry partnerships in Blacksburg, Roanoke, and the NCR

Economic Growth and Community Engagement Across Virginia
- Growing Virginia Tech's research, technology, policy, undergraduate, graduate, & professional education portfolios in the NCR
- Ensuring a robust relationship with the Commonwealth of Virginia as a land-grant institution
- Serving citizens of the Commonwealth in the spirit of Ut Prosim (that I may serve)

Operational Themes

Enhancing Affordability, Opportunity, and Diversity
- Ensuring affordability and opportunity for the diverse citizens of the Commonwealth
- Ensuring a robust infrastructure to advance diversity and inclusion
- Ensuring accountability for diversity and inclusion efforts across the institution and all institutional locations

Determining Future Campus Facility and Infrastructure Needs
- Aligning and streamlining institutional processes and policies to support growth, excellence, and collaboration in Blacksburg, Roanoke, the NCR, and other locations across Virginia
- Developing & ensuring a robust information technology system
- Developing infrastructure to enable the use of data to inform decisions
- Ensuring a robust physical plant with a focus on sustainability, environmental compliance, health, & safety
- Enhancing communications infrastructure to enhance visibility and recognition of Virginia Tech

Identifying New & Diverse Revenue Sources For Future Growth
- Ensuring a robust infrastructure and database for financial modeling and systems in Blacksburg, Roanoke, and the NCR
- Increasing diversity of funding sources including growing philanthropy and major gifts
- Increasing our endowment
- Growing the alumni giving rate

Increasing Alumni Engagement
- Developing lifelong learning opportunities for alumni engagement with Virginia Tech throughout their lives, studies, and careers
- Engaging, supporting, valuing, and recognizing the talents and influence of alumni
- Creating opportunities for alumni to engage around diversity and inclusion
- Ensuring a robust infrastructure and database for alumni engagement in Blacksburg, Roanoke, and the NCR

Continuous Strategic Planning
- Creating a process for data-informed continuous evaluation and assessment of initiatives
- Establish a process to capitalize on opportunities in Blacksburg, Roanoke, & the NCR, and other locations

Strategic Themes

❖ What challenges and /or opportunities might there be with these objectives?

❖ What might be Beyond Boundaries Big Bets?

Timeline and Next Steps

January - December 2018:

- Committees information gathering and education about the University
- Campus engagement and expert discussions on vision, mission, values, objectives
- Campus engagement on the Ut Prosim Difference
- Strategic Planning Advisory Committee reviews results and common themes, refines the vision, mission and core values

January - May 2019:

- Finalize Strategic Framework
- Incorporate the Ut Prosim Difference

Ongoing Feedback and Updates available at www.strategicaffairs.vt.edu

Thank you for your voices!
strategicaffairs.vt.edu

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Almost two years ago, recognizing the pressing need to provide our students with authentic cross-cultural learning experiences to prepare them for the realities of life in the 21st century, Virginia Tech joined the Institute for International Education's Generation Study Abroad (GSA) initiative with a commitment to increase our students' study abroad participation rate from less than 17% in 2015-16 to 23% by 2020. We consider this just the beginning of a sustained ambition to see close to 50% of our students graduate having engaged in this type of learning experience by 2030. Straight away, we encountered two unforeseen and daunting obstacles. The first, most immediate, is the current version of the PIBB, which does not reward departments for international activity and incentivizes increasing enrollment in the classroom. Secondly, the university's decision to increase undergraduate enrollment by 5,000 students over the next five years means that over that period we will need to continue increasing study abroad numbers just to maintain flat percentages

In spite of these challenges, we are thus far meeting our GSA commitment for increased study abroad participation, with an undergraduate participation rate in 2017-18 of over 19.5%, Virginia Tech's best year ever in this regard. That same year, though, brought us the greatest setback we have yet faced: the cancellation for 2019-20 and the foreseeable future of LCI's support for scholarship funds in the Global Education Office (GEO). Modest though it was, this annual contribution of $100,000 constituted almost three quarters of GEO's available funds for students on non-Steger programs abroad and the loss threw into harsh relief a bleak landscape devoid of institutional support for these important student opportunities.

Study abroad experiences are widely recognized as beneficial to students' personal development, academic progress, and career advancement.[1] Here at Virginia Tech, study abroad has been expressly singled out at the highest level of administration as a crucially important opportunity for our students. In his 2014 installation speech, Tim Sands recognized our students' status as "global citizens" and affirmed his commitment to several aspirational goals, among them that "every undergraduate who wishes to participate in study abroad will have the opportunity to do so without delaying progress toward their degree and without financial hardship," and that "every student…will have a culturally rich experience, with opportunities to live, work, and study with people whose life experience is very different than their own." Study abroad is indeed particularly important for a university like Virginia Tech, with our determination to educate and develop the whole student and encourage connections across boundaries of all sorts – personal, sociopolitical, disciplinary, and cultural – to provide a "VT-shaped" education. It is one of the four principal high-impact practices identified by VT's Beyond Boundaries Experiential Learning Committee as the type of purpose-driven, intentional engagement that would meet VT's criteria for experiential learning.

There is also great value for students in having new light shed on known subject matter, studying familiar disciplines in vividly relevant contexts, in shifted academic frameworks, and from unfamiliar intellectual perspectives. Intercultural study experiences can make a great contribution to learning within the Destination Areas, all of which "embrace equity in the human condition by seeking the equitable distribution and availability of physical safety and well-being, psychological well-being, respect for human dignity, and access to crucial material and social resources throughout the world's diverse communities." International experiences could be considered essential for such DAs as Global Systems Science, Integrated Security, and Intelligent Infrastructure. Study abroad is likewise ideally suited to enriching all of the university's Strategic Growth Areas, but it is fair to say that in two of these areas – Equity & Social Disparity for the Human Condition, and Policy – global reach in our students' educations is critical to fully developed work.

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[1] We recommend https://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Independent_Research_Measuring_the_Impact_of_Study_Abroad/ as a good source for study results pertinent to this topic.

Incorporating study abroad in the educational journey of our students can increase their success here at Virginia Tech and in their future careers. Large-scale studies have found that study abroad, especially for underrepresented students, improves completion and retention rates, increases academic performance and grade point averages, and promotes language-learning.[2] The experience has also been shown to increase students' curiosity, self-awareness, confidence, critical thinking skills, and positive work ethic.[3]

IIE's 2017 report on the impact of study abroad[4] notes that "within the context of today's global economy, most students will move into jobs where they work for or do business with international companies, as well as work with diverse colleagues." So it is hardly surprising that, according to a 2013 NACE report, the top five qualities that prospective employers most value are "soft" inter- and intrapersonal skills, above specific domain knowledge or technical skills.[5] President Sands had already recognized this when he arrived at Virginia Tech, noting in his installation speech that, "We are breaking free from the myth that employers focus on a graduate's major rather than the interpersonal, intrapersonal, and cognitive skills that a student has developed." The IIE report points out that study abroad advances the development of these very skills to a significant degree and goes on to identify numerous "power" skills fostered by study abroad, including intercultural skills, curiosity, flexibility and adaptability, interpersonal skills, communication, problem-solving, language, tolerance for ambiguity, teamwork, leadership, and work ethic.[6] Experiential learning, especially of a type that immerses students in unfamiliar contexts and challenges them to thrive, is highly effective in exercising and strengthening those skills.

Beyond the direct benefit to the students themselves, high rates of study abroad and student exchange also have institutional benefits. There are the benefits to faculty in strengthened international partnerships, built on bilateral exchanges, which open doors to collaborative research and graduate student exchange (often with institutions whose strengths complement rather than duplicate Virginia Tech's), faculty exchange, and international exposure. Faculty-led programs abroad can boost department enrollment, and mapped course equivalencies between VT and our international partner institutions can deepen and diversify curricular offerings far beyond what is possible with VT's resources alone. The Global Education Office is also seeking to involve administrative and auxiliary offices across campus in international staff exchange with our bilateral exchange partners. All of these connections can serve to enrich Virginia Tech's core activities of discovery, engagement, and service.

More broadly though, and perhaps more importantly, engaging our students in international learning experiences helps Virginia Tech fulfill its land-grant duty to the commonwealth and the nation. In his discussion of the Beyond Boundaries philosophy, Tim Sands notes that "the best way for VT to serve Virginians is to acknowledge that a global perspective is required to help citizens and companies

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[2] An assessment by the University System of Georgia found the students who studied abroad had a 17.8% higher 4-year graduation rate than those who did not study abroad. African-American students who studied abroad had a 31.2% higher four-year graduation rate (GLOSSARI Project, 2010) and Indiana University reported that study abroad students earned higher grades and completed degrees in four years at a higher rate than their peers (Indiana University, 2009).

[3] IIE Center for Academic Mobility Research and Impact's 2017 report "Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States," which can be found here.

[4] *Idem*

[5] The National Association of Colleges and Employers report, as quoted by Susan Adams in Forbes Magazine article (10/11/13), lists these as the ability to work in a team; to make decisions and solve problems; to plan, organize and prioritize work; to communicate verbally with people inside and outside an organization; and to obtain and process information.

[6] An analysis by the SAGE Research Project of 6,000 alumni over 50 years also demonstrates that study abroad has a substantial long-term impact on individuals' career paths and global engagement.

compete internationally and to help address our own complex problems locally." Graduating young people with the skills that employers most value, an understanding of our interconnectedness with other nations (and international connections of their own), and a readiness to work productively in the thoroughly and complexly entangled modern world will contribute concretely to our regional and national economies and, one hopes, to collaborative solutions to the great global problems of the age. This is particularly vital in the current political climate, when the US as a country is demonstrating just how easily we can lean toward isolation. Contact with difference is inevitable for the students who will graduate from Virginia Tech in the coming years, even if they never leave Southwest Virginia. The better we can equip them to thrive on diversity, the greater our hope for a strong future, and study abroad is a proven means to developing the skills students need to do so.

       As we strive to broaden access to and interest in study abroad at Virginia Tech, we find no scarcity of contrary forces. Students are discouraged from taking this step by family, by fear of the unknown, by reluctance to leave friends, by safety concerns, and by the simple fact of not seeing themselves as suitable candidates for the experience. By far the most obstinate deterrents are cost and the potential for delay in degree completion if courses taken abroad do not fit into the VT major. Essentially, the single deterrent is cost, since if finances did not dictate the need to graduate in as few semesters as possible, academic fit would not be an issue. The GEO does great work recruiting underrepresented students, reassuring parents of the relative safety of study abroad, persuading students in particularly inflexible majors that there are viable study abroad options for them, helping students understand that they won't miss anything irreplaceable by being away but will instead gain lifelong memories and friends—the list is unending. None of it matters, however, if students cannot afford to participate.

       This is the greatest challenge. The cost of study abroad is the bottleneck, the rate-limiting factor. With the work we have done in the past two years promoting study abroad and raising awareness across campus not just of the opportunities for study abroad, but of its inherent value, we have steadily built up a reservoir of pent-up demand. It is heartbreaking when, through consistent effort, we manage to bring an increasing number of students to our office to explore their options for a winter term, summer, or semester abroad and we enthusiastically encourage them to apply, only to have the student's hopes dashed when the conversation turns to cost. We have numerous resources to offer and strategies to suggest: We work with in-state students to find tuition exchanges that fit their academic needs, we help out-of-state students identify third-party programs that cost no more than an on-campus semester and are likely to provide transferrable academic credit, we show students where to look for external scholarships and advise them on applying for competitive national awards, etc. The unavoidable fact, however, is that to open the doors of study abroad to the majority of our student body, we must be able to provide scholarship support.

       What would it take to move the needle on access to study abroad for Virginia Tech students? This is, in fact, a two-pronged question. On one level, there is the absolute question of how much money it takes to move a student from "I cannot" to "I can." On another, somewhat more subtle level, there is the question of how we might use scholarship resources to change student behavior in ways that would return the greatest benefit for the dollars spent on study abroad. Let us look at the second of these questions first.

       Overwhelmingly, our students choose to study abroad for short durations, mostly in Western Europe. While well-executed short programs can be highly effective and Western Europe can be the very best setting for certain academic programs, for the sake of transformational learning, cost containment, and preparation for the realities of this century, we must challenge these student preferences. We also need to diversify Virginia Tech's study abroad population. Study abroad is

undertaken predominantly by white women[7], and many groups of students (e.g. students in majors with particularly inflexible course progressions, student athletes, students with disabilities) face their own barriers to study abroad. There are also individuals such as first-generation college students or students who have never left the state of Virginia, who often have difficulty seeing themselves as candidates for study abroad and may need extraordinary encouragement. Beyond their most essential function in making study abroad financially accessible where it otherwise would not be, scholarship funds can be an effective way of incentivizing students to choose semester programs over short-term, and locations in the developing world over less challenging destinations.

However, that core function of supporting our duty to make these opportunities accessible to all our students, not just those who are adding privilege to privilege, is our greatest concern. It is impossible for us to know how many students simply do not consider study abroad at all because they assume it is out of their reach – these students are invisible to us. We hear from students for whom our scholarships do make study abroad possible but we know, too, that for many even what support we can provide is not enough to make the difference. About fifteen students per year who have been given awards of $1,500 to $3,000 return those awards and inform us that they still cannot afford the experience. Consider the following comments from a few of our students:

> As an immigrant and a first-generation college attendee from Viet Nam, I never thought studying at university was something feasible, let alone participating in two French study abroad programs. Thanks to…the Global Education Office Scholarship and the Presidential Scholarship Initiative, the financial strain was lifted off of me and my family, allowing me to achieve fluency and confidently perform research in my third language, French.
> (Caitlin Huynh)

> I never thought I'd be able to study abroad because of finances, even though it's always been my dream. I also never thought I would be able to hold conversations in Arabic, go shopping in Dubai mall, and swim in the lagoons of Oman, but I did. I can't express how thankful I am for the Global Education Office Scholarship; without it, I wouldn't have been able to study abroad and feel so free. There's only so many people that can say they studied Arabic in Oman for a summer!
> (Aubrey Medina)

> Despite the generous amounts of scholarships that I was given I am still, unfortunately, unable to afford the trip because it would be around $9,000 out of pocket. Therefore, I will not be studying abroad in the fall (which I am very sad about). I went ahead and withdrew the application so that the scholarships can go to someone that will be able to attend the program.
> (Megan Crouch)

Of course, there is no way of determining precisely how much is needed, since program costs can range anywhere from $4,000 to upwards of $40,000, and every student's economic situation is unique, but we can draw on what we know to estimate. Before we lost our LCI funding, we were awarding c. $135,000 in GEO scholarships and were able to make at least modest awards to between 30-45% of the eligible students who applied. This would indicate that with between $300,000 and

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[7] It bears noting that at Virginia Tech we are making good progress toward encouraging students of color to study abroad, with participation percentages in all minorities except Latinos tracking at or above the corresponding percentage of the general student population. However, this may simply be a function of the relatively low overall levels of diversity here; as VT continues to be successful in attracting a more diverse student body, we will need to work hard to keep up.

$445,000 in annual funding (of which we currently have only $35,000) we could address the needs of those students who do apply. However, this ignores the population of students whose need is such that they do not even entertain the possibility of overseas study, who would need substantially larger individual awards and who are arguably the very students for whom it is most pressing that we address the accessibility issue.

We surveyed large, public universities across the country, asking how much they awarded in study abroad scholarships each year and where those funds came from. The fifteen responses[8] we received showed a range from $30,000 to $2.1 million. Of these, two award less than $120,000 yearly and three award $1 million or more; among the remaining ten, yearly scholarship awards average $508,000. Almost all have central funding from the university, many have contributions from departments and from various fees and, loosely speaking, as the amounts climb so does the reliance on endowments and gifts.

Given the importance of access to such experiential learning opportunities as these for Virginia Tech students, it should be reasonable to expect a base budget commitment of between $300,000 and $400,000 each year toward study abroad scholarships. Beyond this, there should be a dedicated advancement effort aimed at establishing a solid endowment to ensure that scholarship funds keep pace with our success in increasing study abroad participation among our students.

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[8] Ohio State, Penn State, Michigan State, Iowa state, Indiana Univ., Univ. of Illinois, Univ. of Washington, Univ. of Minnesota, Univ. of Wisconsin, UC Davis, Univ. of Maryland, Univ. of Colorado, University of SC, NC State, and UVA. Undergraduate enrollment ranges from 16, 000 to 46,000, with almost all falling between 26,500 and 36,500.