Visioning Workshop
June 16-17, 2022, Washington, DC

Sponsored by MIT-World Peace University
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The Visioning Workshop brought together more than 40 institutional leaders and partners from across India and the United States for conversation and planning to enhance collaborative opportunities in higher education. The workshop featured a keynote address from the Honorable Sethuraman Panchanathan, Director of the US National Science Foundation, outlining the opportunity and necessity for multilateral partnerships to address global challenges, and remarks from the Honorable Taranjit Singh Sandhu, Indian Ambassador to the US, in which the ambassador expressed support and encouragement for innovative approaches to collaboration between the two countries in teaching and research. At an opening dinner the evening before, Religious Freedom & Business Foundation President Brian Grim shared evidence from social science research that demonstrates the value of education, international cooperation, and cultural and religious pluralism as socio-economic assets.

The workshop comprised four panel discussions on topics representing opportunities to advance excellence in the higher education enterprises of both nations.

- The panel on "Innovative Partnerships" featured discussion of **the opportunity of the moment** we are in, with videoconferencing capability providing a powerful complement to in-person connections. Panelists emphasized a need for mission alignment in partnerships, and there was consensus that partnerships must clearly identify a mutual value proposition to be effective, building on shared priorities and values. A key point was the need to set measurable standards for success in agreements and follow through on evaluation so that partners can expand, enhance or sunset collaborations based on evidence.
- Discussion in the second panel, "Entrepreneurship and Commercialization," centered around fostering an institutional environment conducive to these vital priorities. Panelists discussed four means to creating such environments:
  - **Student mindset,** seeing entrepreneurship as a valid and valuable area of study, which can be shaped through a culture on campus that embeds entrepreneurship in student experiences, and by institutions modeling innovative approaches in their own self-management. Further, a need was identified to see education as not only credentialing for employment but as preparation for entrepreneurial endeavors.
  - **Curricular integration,** which may take the form both of integrating entrepreneurship and innovation as part of coursework within disciplines, and of connecting students in varied disciplines in ways that allow their distinctive strengths to complement one another.

- o **Faculty capacity-building**, which is crucial to success, as many faculty have disciplinary expertise but little experience/training themselves in entrepreneurship.
  - o **Mentoring** and promoting connections to successful entrepreneurs, who are often eager to work with students and faculty and share their expertise in a way that enhances and complements other modes of student learning.
- The third panel covered the "Research Ecosystem," and much of the conversation centered around **tools to use for building long-term solutions**, including exchange of post-docs and junior faculty, and potential research clusters formed around specific topics across institutions to identify and develop research proposals for funding from government agencies and corporate partners. There was significant emphasis on **research for impact** and setting aspirations for choosing focused and relevant topics for institutional and inter-institutional priorities with a global perspective and mindset. Critically, a vision was proposed for the **role of administrators in building the research ecosystem**, including an institutional culture of excellence and emphasis on an environment that values corporate partners, promotes commercialization, and reduces barriers to faculty research success.
- The final panel on "Pedagogical Innovations in Higher Education" began with an emphasis on outcomes-based education as a key priority. The discussion directly addressed questions of scale, access, and quality, with a reminder that **education is fundamentally interpersonal**, but must scale in forms that allow upskilling/reskilling and high-quality educational experiences for massive numbers of students in the coming years. **Experiential learning** in many forms was a priority among the participants, including a work-integrated model, broad access to internships, and a discussion of the variety of places learning happens and how to connect them into an integrated, coherent curriculum.

Visioning Workshop discussions yielded a number of potential actions to advance both the larger opportunity for collaboration between the two countries' higher education sectors and partnerships among smaller groups of institutions. A group of US presidents will work with MIT-WPU and Indian counterparts to **establish a university group in India** modeled on US organizations such as the US Association of Public and Land-Grant Universities (APLU), enabling mutually beneficial exchange among peer institutions in India. The American Council of Education (ACE) leadership development program will also serve as a model for **a program for Indian higher ed leaders** to gain experience paired with different US presidents and their leadership teams in ways that can enhance governance procedures and administrative capacity for Indian universities.

There was broad consensus and desire to maintain the momentum established at the Visioning Workshop. The organizers will plan a follow-up meeting of institutional leaders, likely hosted in Pune, to further develop specific collaborations and build toward a larger-scale conference encompassing the experience and practice of administrators and faculty from many institutions. Chief executives from an even greater representation in institutions could be invited to participate in the next phase of conversation. Academic Reforms, Faculty Development, Digital Technology, Affiliated College system and Assessment Reforms are five potential areas on which the next phase of discussions may be organized. Meanwhile, tools such as a web portal to serve as a clearinghouse for identifying research and pedagogical connections will be built and shared among participants.