Portland Professional and Graduate Center: Vision and Strategic Plan

November, 2014
Table of Contents

Executive Summary

Center Vision and Value Proposition

Meeting Student and Employer Needs

Creation of the Center

Financial Implications

Next Steps
Executive Summary

The creation of the Professional and Graduate Center in Portland is a transformative concept for the University of Maine System:

- There is strong support from the professional community to create a center which brings graduate business and legal education under one roof and helps drive the growth of small to medium businesses across Maine.
- There is clear student demand for revitalized graduate professional offerings in the Portland area.
- Market testing suggests that the Center, under conservative assumptions, could double in enrollments as it comes to scale.
- The Center can be economically self-sustaining in 3-5 years given appropriate investment, autonomy and leadership.
- Finally, the Center will create a model for distributed education across locations and between institutions in the University of Maine System and across the state of Maine.

Several next steps can build momentum for the Center and pave the way for broader stakeholder buy-in:

- Establishment of a broader advisory committee of statewide business leaders to shepherd the Center creation process, inform the leadership hiring process and spearhead the broader communication agenda around Center creation.
- Initial design of a leadership search process to identify likely candidate list and evaluate potential for entrepreneurial Center leadership grounded at the intersection of business and law.
- Building of System stakeholder alignment along three critical elements:
  1. Degree granting authority: degrees granted through the Center are University of Maine degrees (Maine Law degrees continue to be independently granted).
  2. Accreditation: JD program is ABA accredited; MBA program is AACSB accredited.
  3. Governance: Center leadership reports directly to the Chancellor, with business faculty receiving joint appointments to USM and U>Maine schools of business through their Center affiliation.
- Development of one integrated, entrepreneurial MBA program and multi-disciplinary program offerings with Maine Law.
- Consideration of a range of facility options to house the critical elements of the Center, and to exemplify the differentiated, autonomous nature of the Center as a new entity dedicated to meeting the labor needs of the state of Maine.
# Strategic Planning Process

## Team Structure

### Steering Committee
- **James Page**, Chancellor, U.Maine System
- **Eleanor Baker**, U.Maine System Trustee
- **Chris Emmons**, U.Maine Board of Visitors
- **Gregory Powell**, Alfond Foundation
- **Theresa Stone**, Alfond Foundation
- **Ted Alfond**, Alfond Foundation

- Provide overall project leadership and direction
- Participate in formal read-outs/presentations

### Working Group
- **Vendean Vafiades**, University of Maine System (chair working committee)
- **Ivan Manev**, Dean, Maine Business School
- **Joseph McDonnell**, Dean, USM College of Management and Human Service
- **Peter Pitegoff**, Dean, U.Maine School of Law
- **David Cluchey**, U.Maine School of Law Faculty
- **Bob Strong**, Maine Business School Faculty
- **James Suleiman**, USM Faculty
- **Rita Heimes**, U.Maine School of Law Faculty

- Provide agreement on a detailed Parthenon project plan of week-by-week activities, meetings and deliverables
- Participate in kickoff meeting and individual interviews with Parthenon
- Participate in working sessions throughout project duration
- Facilitate access to existing state and system data and provide consultation, as needed
- Participate in formal read-outs/presentations

### Parthenon Team
- **Bill Achtmeyer**, Founder and Senior Managing Director
- **Haven Ladd**, Managing Director
- **Michael Sandler**, Senior Advisor
- **Chip Franklin**, Vice President
- **Kate Kruger**, Senior Consultant
- **Crystal Moore**, Consultant
- **Jill Greenberg**, Senior Associate
- **Amy McLaughlin**, Associate

- Provide overarching project management and analytic support
Table of Contents

Executive Summary

Center Vision and Value Proposition

Meeting Student and Employer Needs

Creation of the Center

Financial Implications

Next Steps
Significant gap in labor market supply/demand leaves Maine businesses of all sizes searching for the talent needed to grow.
The Maine economy’s unique reliance on small businesses creates a dynamic ecosystem of needs, requiring a flexible and differentiated System approach.
Professional and Graduate Center Vision and Value Proposition

Macro analysis shows that simply building graduate programs does not inherently drive economic impact...

The Center will need to be innovative and directly focused on meeting labor market needs in order to be catalytic for economic development statewide.

Source: IPEDS, Census
Yet across the higher education landscape, institutions have found innovative ways to drive economic growth through deep connections with the labor market.

**Student Focused**

1. **Recruitment/Job Placement**
   - Industry and Academia engage to meet labor market needs and build the next generation’s workforce

2. **Experiential Teaching & Learning**
   - The integration of industry into curricula and learning experiences (motivated by workforce development)

3. **Lifelong Learning**
   - The development of an employer’s workforce through access to certificates, executive education, or programs that are fully customized to the workforce needs of the employer

**Economy-Focused**

4. **Advancement of Research**
   - Collaboration between the industry’s needs and the institution’s interest; projects to long-term and large scale projects

5. **Economic Dev./Tech Transfer & Commercialization**
   - Universities serve as place for innovation that bring together people and provide the infrastructure to incubate ideas

---

**Relevant Case Examples:**

- IBM
- Drexel University
- ASU College of Technology & Innovation
- Intel
- QuickStart
- UROC University Research Corridor
- NC State University
- University of Pittsburgh Joseph M. Katz Graduate School of Business
- Boeing
- Intel
- the UC Discovery Grant
- Georgia Research Alliance
- Olin College of Engineering
- University of Cincinnati
- P&G
- University of Illinois College of Law Patent Law Clinic

---

**Template for effective labor market engagement:**

1. Deep employer involvement in program design and delivery
2. Employer participation across all stages of the student lifecycle
3. Institutional flexibility in design and delivery of programs
Maine employers of all sizes demonstrate relevant human capital needs, and in initial conversations are eager to partner with the System in a variety of ways:

- “I would love for the University of Maine to do more outreach to employers”
- “I would really be interested in engaging with graduate students in an internship capacity as part of my project work”
- “An executive in residence type program would intrigue me”
- “I would love to give back to the Maine community in any way that I can”

### Initial Employer Perspectives

<table>
<thead>
<tr>
<th>Employer and Employer Size</th>
<th>Small (Less than 500 Employees)</th>
<th>Medium (500-2,000 Employees)</th>
<th>Large (2,000+ Employees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Companies with Job Openings in the Portland area</td>
<td>30</td>
<td>19</td>
<td>25</td>
</tr>
<tr>
<td>Total = 378</td>
<td>133</td>
<td>58</td>
<td>102</td>
</tr>
</tbody>
</table>

Source: Burning Glass; Parthenon Interviews

EMBARGOED UNTIL 2:00 P.M., MONDAY, NOVEMBER 17, 2014
The Professional and Graduate Center Vision and Value Proposition

The Professional and Graduate Center will bring together student, academic, and business/civic communities around a vision to drive economic development.

- **Academic Communities**: The Center will offer innovative interdisciplinary curricula with connections to the Maine labor market.
- **Business & Civic Communities**: The Center will sponsor academic research inspired by issues facing local economic needs in Maine.
- **Student Communities**: The Center will extend its student and faculty resources to contribute to business development activity with connections to the specific needs of the Maine community.
Enabling connections between academia and business begins with the core MBA and JD programs, and includes the potential to expand more broadly in the future.

**Step 1: Dynamic Integration of Law and Business Schools**
- Integration of existing business and law schools to promote interdisciplinary connections and better meet the needs of the Maine labor market
- Full-time and part-time MBA programs
- JD program
- JD/MBA Program

**Step 2: Connections to New Programs, Opportunities, and Initiatives**
- Creation of new flexible interdisciplinary modules, concentrations, and degree offerings aligned with specific identified Maine employer needs
- Emphasis on experiential learning opportunities serving the needs of both students and Maine employers
- Potential new program opportunities:
  - Distance learning-enabled connections to other System disciplines (e.g., STEM fields)
  - Summer Bridge Program
  - 1-Year Masters of Management
  - Targeted graduate certificates

**Step 3: Expanded Core Graduate Center**
- Expansion to other relevant academic areas that are created in partnership with or inspired by specific labor market needs
- Potential example expansion areas:
  - MBA/MPH (Healthcare)
  - MPP (Public Policy)
Table of Contents

Executive Summary

Center Vision and Value Proposition

Meeting Student and Employer Needs

Creation of the Center

Financial Implications

Next Steps
Meeting Student and Employer Needs

Employer perspectives are based on conversations with ~50 senior leaders with deep ties to the state of Maine to gauge their perspectives on the Center.
Meeting Student and Employer Needs

Stakeholders agree that the Center could be an economic driver for the region and a valuable resource to employers across the state...

Center will be highly beneficial for the State of Maine

- “The underlying concept is exciting — employers need the Center. The state needs more mid-level and senior people. Law schools generally lack business law curriculum but graduates could really benefit from it; CPAs could benefit from some legal coursework”

- “You are certainly on the right track by bringing the two programs together. The business community has been calling for something like this for some time”

- “Overall, this sounds very compelling, especially if this program is grounded in practice. The more you can get companies and retired CEO’s involved, so that this truly takes on an applied learning direction the better”

- “The Center would make the state more attractive — demonstrating to the business community that there strong human capital exists, and that the system is a potential partner in making it happen”

Exciting potential for interdisciplinary collaboration and program offerings

- “Generally speaking, a lot of these skills are merging together. Any graduate program that have two programs side by side is going to benefit. I went to HBS, and there were classmates who did joint programs who left with a more well rounded background than I did. From that standpoint, the center is going to be highly beneficial”

- “Especially with the small companies in Maine, employers need people who have well rounded business and law backgrounds. Often employers have to make the trade off between hiring people with different skills. The more the Center can graduate people have interdisciplinary backgrounds and skills, and people who can wear a lot of hats — the more it will help the labor market needs”

Interest in the opportunity to be involved

- “You have my vote of support; I think the state needs this. I would also add, that you are going to be hard pressed to find anyone to say that they are against it”

- “I’m excited about the opportunity and would gladly support where I can. I think there are so many ways you can take this thing: partnerships with UNE to develop healthcare concentrations, hands on experience and internships, and practice-based lecturer are all ways this can be done”

- “I think you’ll have good success — a lot of people in the state are willing to roll up their sleeves and collaborate to make this thing a success”

Source: Parthenon Interviews
Meeting Student and Employer Needs

Especially based in the economic center of the state. with a clear brand identity

- “As an organization, we had to figure out how to distinguish ourselves from the NYC firms. We focused on being known as the ‘Destination Agency;’ the center will need to do something similar. Capitalize on the fact that Portland is a vibrant city and a great place to vacation. Business school is already known as a 2-year vacation anyway”
- “There needs to be more of an academic presence in Portland for professional programs. Greater Portland is having a moment with top 10 lists. The center can ride the wave of momentum around that”
- “I can easily the Center in an abandon warehouse in Portland, with lots of open space for start-ups and economic development organizations”

Strong agreement on Portland as the location for the Center

- “Maine has a lot going for it in the healthcare sector. I am always looking for strong candidates with a Masters in Health Management or a MBA with a Healthcare focus. There is an real opportunity to create a niche offering in this area”
- “When thinking about alignment with the Maine economy, the state has a huge insurance industry. Concentrations and degree offerings around risk management will be a direct link to the labor market need”
- “There really isn’t a need for an executive MBA program; however, there is a strong need for a part-time MBA program and a program that connects the Engineering program. That’s the future, Innovation and Management”

Need for a clear identity that is distinct in the local market

Source: Parthenon Interviews
Meeting Student and Employer Needs

Current students and alumni were surveyed to better understand perspectives on the strengths and opportunities facing graduate programs.

Current Student and Alumni Survey Respondents

- U.Maine
- USM
- Maine Law

Survey Respondents:
- U.Maine
- USM
- Maine Law

Source: Parthenon Student and Alumni Survey (n=151)

Q: Overall, how satisfied are/were you with your experience?
Q: If you were to make the decision again, how likely would you be to still choose to attend your institution?

The University of Southern Maine School of Business
- 7= Extremely Satisfied: 6
- %6/7: 71%

The University of Maine School of Business
- 7= Extremely Satisfied: 5
- %6/7: 56%

The University of Maine School of Law
- 7= Extremely Satisfied: 4
- %6/7 (likely to repeat): 71%

Source: Parthenon Student and Alumni Survey (n=151)
Meeting Student and Employer Needs

Perceived strengths of the current three graduate programs vary...

Opportunity to bring together the unique strengths of each program under the Professional and Graduate Center umbrella

Source: Parthenon Student and Alumni Survey (n=151)
Meeting Student and Employer Needs

...while opportunities for improvement focus on program capabilities and outcomes, as well as clear linkages to labor markets and experiential learning.

**Partnerships with the local business community, both for networking and business growth are valuable to students**

- “I would like to see more connections and openness with the Portland community. Making the first step less intimidating might get more people to connect and network”
- “Doing more outreach to attorneys around the state to help with job placement would be really helpful. With the job market the way it is, a mid-tier law school with high employment rates for recent graduates would be very appealing”
- “There needs to be a meaningful, synergistic relationship with Maine’s business community to help USM take advantage of its significant strategic advantages”

**Clinical, internship and externship opportunities are critical to building practical experience and ultimately job placement**

- “Increase the number of clinics, or increase the number of students who can participate in clinic. Emphasize the externship program as well”
- “It is important that Maine Law provide students with a wide variety of opportunities, like clinics, externships and journals, that allow the students to practically develop their academic and legal skills. Employers look for these things when hiring new graduates. If these programs are cut, it encourages incoming and potential students to look elsewhere for schools that offer more practical legal training”
- “Demand for Intellectual Property and Privacy Law is growing across the country; bring back the IP program and expand the Privacy Law Program to better prepare graduates for the workforce”
- “Guarantee at least one clinical experience if students want it. In practice, every student who wants to pursue a clinical experience was able to, but I think that it scares prospective students to think that they might not be able to participate”

**Experiential learning opportunities would enhance the curriculum offering**

- “Focus on experiential learning. These opportunities are the most valuable in my job both during and after I receive my MBA”
- “There need to be more people that are willing to think out of the box to provide more real, tangible learning experiences”
- “Have opportunities for students to work in innovative, entrepreneurial and real-world atmospheres. More field trips to actual businesses”

Source: Parthenon Student and Alumni Survey (n=163)
Graduate business students show interest in a larger program, allowing for expanded curricular offerings and a larger and more diverse network.

**Q:** How would a substantial (>10%) increase in program size impact your learning experience?

**Q:** Why or how would this impact your learning experience?

**Increase Course Offerings:**
- “One of the biggest gripes of the MBA student body is the limited course availability, especially for full-time students. More students would lead to more courses offered, which would create happier students”
- “More program offerings would allow the students more opportunities for specialization. This would give an edge over other students that simply obtain the general MBA”
- “A larger program would force the program to expand its class offerings, which at times I felt were sparse”
- “It would create more interesting course opportunities”

**Improve Networking:**
- “More students would increase networking opportunities: one of the greatest benefits of attending graduate business school”
- “It would have been nice to meet a larger group of professionals”

**Create More Diversity:**
- “Bringing more people to the program who have different backgrounds and experiences will bring more ideas and different viewpoints to the discussions and problem solving”
- “We generally have the same classes with the same students. More classes and more students would allow for a more diverse experience”

Source: Parthenon Student and Alumni Survey (n=151)
### Objectives

- Practical, experiential, and dynamic
- Interdisciplinary orientation
- Center curriculum and resources closely aligned with the needs of the Maine economy
- Affordably priced

### Programmatic Offering

- MBA curriculum combining approaches of existing USM and U.Maine MBA programs
- JD curriculum based on the existing Maine Law program
- Experiential learning opportunities developed and expanded in close conjunction with curricular review and development process
- Expedited curriculum and program review and approval processes allow for dynamic programs focused on meeting labor market needs

### Organizational Structure

- Independent and flexible
- Direct report to the Chancellor
- Self sustaining financial plan
- Sustainable, flexible staffing structure drawing on full time faculty in residence at the Center, visiting faculty from system universities, and adjunct faculty from the business and law faculty

### Process Development Framework

Curriculum and Experiential Learning Opportunity Development:

- Curriculum Development Committee develops updated and integrated business and law curricula with an emphasis on the core Center objectives:
  - MBA curriculum combining approaches of existing USM and U.Maine MBA programs
  - JD curriculum based on the existing Maine Law program
- Experiential learning opportunities developed and expanded in close conjunction with curricular review and development process
- Expedited curriculum and program review and approval processes allow for dynamic programs focused on meeting labor market needs

Structure and Faculty Resources:

- Independent governance and financial autonomy will be supported by the System
- Center Administration will work in partnership with USM, U.Maine and Maine Law administrators to formulate the appropriate staffing and faculty resources for integrated and new programs

Accreditation:

- U.Maine and USM business program Deans will work together with AACSB to resolve accreditation issues
- Law School Dean will work with the ABA to ensure any curricular changes to the law program continue to satisfy ABA requirements
The Center would provide a suite of differentiated graduate study offerings based on the following core principles and grounded in business and law fundamentals.

### Practical, Experiential, Dynamic

- All curriculum development in the Center will continue to include a practical, experiential component.
  
  Examples:
  - Project-based experience
  - Courses taught by industry practitioners
  - Simulations, models, workshops recreate practice challenges
  - Entrepreneurial business and law clinics

- Student experiential learning opportunities (internships, externships, consulting projects, etc.) closely linked to broader curricular development process and employer needs

- Curricula and associated experiential learning opportunities should be constantly reviewed to ensure alignment with labor market needs

### Interdisciplinary Orientation

- Interdisciplinary course offerings
  - Development of interdisciplinary curricular modules aligned to employer needs that allow students to pursue a particular focus
  - Seamless cross registration of courses in different disciplines within the Center

- Faculty with interdisciplinary appointments

- Interdisciplinary research efforts

- Interdisciplinary community engagement initiatives

- Examples:
  - Small business and law clinics
  - Consulting opportunities for cross-discipline teams

### Close Alignment with the Maine Economy

- Curricular components based on local content where appropriate
  - Maine-based business case studies
  - Maine case law examples

- Joint faculty-industry applied research efforts

- Community engagement initiatives
  - Succession planning program
  - Social entrepreneurship challenge

- Ultimate facility design includes shared space with local businesses and community organizations, including meeting spaces for community events, conferences, fundraisers, etc.

### Affordably Priced

- Maintain cost advantage for in-state students
- Explore competitive pricing for out-of-state tuition

---

**EMBARGOED UNTIL 2:00 P.M., MONDAY, NOVEMBER 17, 2014**
Creation of the Center

Precedents exist at other institutions for creating similar innovative curricular and programmatic options for students

**Syracuse-JPMorgan Partnership: Global Enterprise Technology**

- Curriculum developed in partnership with JP Morgan
- Curriculum is actively refreshed every year

**Cornell NYU Tech**

- Degree offerings include: Master’s in Engineering in Computer Science, **one-year tech-focused MBA program** and an M.S. in Information Systems
- Graduate program that brings together components of the Computer Science, MBA, and Information Systems graduate programs to form a singular graduate community
- The center has **no departmental silos**

**Interdisciplinary Orientation**

- **Interdisciplinary program** with three areas of focus (finance, healthcare, entertainment) all grounded delivering the skills needed to succeed in large-scale, technology-leveraged global operating environments

**Multifaceted Integration to the Local Economy**

- Students have the opportunity to intern at the JPMorgan Chase Technology Center where **students work side-by-side with bank employees**

**Practical, Experiential, Dynamic**

**Offering**

**Structure**

Note: additional examples can be found in the Appendix starting on page 50

**EMBARGOED UNTIL 2:00 P.M., MONDAY, NOVEMBER 17, 2014**
Creation of the Center

Curriculum for the Center will be collaboratively developed to align with interdisciplinary opportunities and labor market needs

Who?

• Curriculum Development Committee — tasked with developing the innovative and differentiated curriculum that will attract enrollment growth and support Maine’s labor market needs
  - U.Maine business faculty
  - USM business faculty
  - Maine law faculty
  - Involvement from leaders in the civic, business, and law communities
  - Outside facilitation to encourage innovation and connection to the needs of the Maine economy

How?

• Curriculum will be developed by the Curriculum Development Committee
  - Review current goals and learning objectives against employer and student needs
• This permanent committee will continue to review and refresh curriculum as needed to ensure it is adapting to labor market trends and providing graduates with the skills and competencies needed to excel post-graduation

When?

• Proposed creation of a formal Curriculum Development Committee in the fall of 2014
Creation of the Center

Curriculum development process begins with efforts focused on intersection of the JD and MBA programs, followed by the introduction of new programs.

<table>
<thead>
<tr>
<th>Year 0</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
</table>

**Enhanced Interdisciplinary and Experiential JD and MBA Curricula**

- Joint committee to develop Center curricula formed
- MBA curricula reviewed and integrated curriculum developed
- MBA curriculum employed for first year MBA students
- MBA curriculum employed for all MBA students
- Law School curriculum reviewed and updated
- Law school curriculum employed for all JD students
- Experiential learning opportunities integrated into Center programs

**Enhanced Interdisciplinary Programs**

- Additional Business/Law programs identified in line with employer needs
- Integrated curriculum developed for interdisciplinary programs

**New Graduate Programs**

- Programs are approved and curriculum development begins
- Program curriculum design completed and approved
- Students enrolled in new programs
The Law School currently has the necessary academic and support structures to satisfy graduate students...
Creation of the Center: Current MBA Structure

...however, business programs have little dedicated support

Support from USM

- Registrar
- Financial Aid
- Hardware Tech Support

Support from U.Maine

- Registrar
- Financial Aid
- Hardware Tech Support

Dean, College of Management and Human Service

- Director for Student Affairs
- Graduate Business School Faculty
  (shared with undergraduate programs)

Dean of Maine Business School

- Graduate Business School Faculty
  (shared with undergraduate programs)
- Manager of MBA Programs & Internships

Note: FTEs not specified; Administrative Staff not specified
Creation of the Center

A recommended organizational structure would initially flesh out critical integrated roles, previously only existing at the law school, to cover all Center graduate programs.

Note: FTEs not specified; Administrative Staff not specified
Creation of the Center

The Business and Law Deans will oversee instruction and scholarship, while collaborating on the oversight of applied research and civic/business engagement

**CEO/SVP**

Responsible for the general administration of the Center, including all academic programs encompassed within the Center and non-academic functions contained within the Center
Includes:
- Leadership of the Center
- Liaison with the Chancellor’s Office
- Oversight of Center finances
- Administration of the personnel system
- Operation and maintenance of real and personal property under the jurisdiction of the Center
- Establishing a centralized system for fundraising, advancement, and development

**Leadership**

**Oversee**

**Director of Civic & Business Engagement**

- Fundraising
- Industry partnerships

**Director of Deans**

- Instruction
- Curriculum
- Scholarship

**Director of Research**

- Applied Research
## Creation of the Center

The Center will leverage contributions from four different types of faculty, building a flexible staffing model that can scale as the Center grows.

<table>
<thead>
<tr>
<th>Law School Faculty</th>
<th>MBA Faculty from USM and MBS</th>
<th>Full-Time Interdisciplinary Hires into the Center</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fully encompassed within the Center</td>
<td>• Tenure and tenure track faculty on appointment to the Center from their home schools of business</td>
<td>• New hires are predominantly interdisciplinary and joint appointments</td>
<td>• Can be hired into law, business and interdisciplinary programs as needed and as standards allow</td>
</tr>
<tr>
<td>• Report to Dean of Law within the Center</td>
<td>• Report to home school of business Deans</td>
<td>• Senior Lecturer or Professor of Practice designations</td>
<td>• Report to Dean of Law Program or Deans of Graduate Business Programs</td>
</tr>
<tr>
<td>• Teach onsite at the Center</td>
<td>• Teaching can be:</td>
<td>• Report to Graduate Business Program Director within the Center (joint appointments report to both Deans)</td>
<td>• Teach onsite or remotely</td>
</tr>
<tr>
<td></td>
<td>− Remote: distance technology option</td>
<td>• Teach and research onsite at the Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Onsite: semester in residence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Onsite: travel to Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All faculty members contribute to the experiential, interdisciplinary training of students
Creation of the Center

Center faculty will be developed by the leadership team and the current Business and Law Deans to ensure the highest quality experience for students.

Who?

- Business:
  - Dean of U.Maine School of Business
  - Dean of USM business program
  - New Director of Graduate Business programs
- Law: Law School Dean will continue to staff law programs
- Close coordination with Center CEO

How?

- Business: Once the curriculum has been designed, the deans and director will work together to staff the MBA program from the 4 types of faculty listed previously, consistent with AACSB guidelines and creating a flexible curriculum and staffing model that can increase in size with program growth
- Law: Staffing will be done consistently with ABA guidelines and creating a flexible curriculum and staffing model that can increase in size with program growth

When?

- Spring Year 1
- Finalized by Summer Year 1
- Monitored and revised as an ongoing process in alignment with Center enrollment growth
Creation of the Center

The Center should explore options for accreditation, while maintaining program autonomy

Who?

- Business:
  - Dean of U.Maine School of Business
  - Dean of USM business programs
  - Chancellor of University of Maine System
  - *Optional:* Business Dean from an outside institution that has experience with accreditation concerns around innovative programs
- Law: No major accreditation changes should be necessary

How?

- MBA:
  - U.Maine and USM business program Deans will work together with AACSB to ensure the new MBA will continue to satisfy accreditation requirements, while maintaining its independent governance and innovative curriculum vision
  - Chancellor’s Office provides support throughout this process
  - *Optional:* An outside Business Dean with experience in innovative programs and AACSB could be consulted if needed

When?

- Business:
  - Efforts to engage AACSB around this idea should begin immediately
  - Approval will take place following curriculum redesign effort
- Law: efforts to engage ABA around new law program concepts should begin immediately as needed
Table of Contents

Executive Summary

Center Vision and Value Proposition

Meeting Student and Employer Needs

Creation of the Center

Financial Implications

Next Steps
Financial Implications

To fully realize this vision, the Center must undertake the dynamic integration of existing programs and set the stage for new initiatives and opportunities.

**Organizational Design Assumptions**

**Step 1: Dynamic Integration of Law and Business programs**
- Leveraging of interdisciplinary modules into current curriculum
- Integration of support functions

**Step 2: Creation of New Programs, Opportunities, and Initiatives**
- Creation of new programs (within and across disciplines)
- Creation of program attributes that better engage local industry

**Step 3: Expanded Core Graduate Center**
- Expansion of core business and law offering to other relevant academic areas that are created in partnership with or inspired by specific labor market needs

**Programs**
- Continuation of current scholarship and applied research activity
- Continuation of existing industry engagement and service efforts

**Research**
- Creation of new forums and opportunities for applied research with Maine industry and/or aimed at economic development efforts

**Civic & Industry Engagement**
- Creation of new forums and opportunities for industry and community engagement and partnership

These activities must happen under the independent umbrella of the center, while leveraging existing resources of and building bridges back to the University of Maine system.
Growth and sustainability can come in several stages, each one allowing the Center to reinvest in expanding both existing and additional capabilities.

**Financial Implications**

- Combine programs
- Invest in additional support services
- Hire leadership
- Enable anticipated growth of law program

**Step 1: Dynamic Integration of Law and Business Schools**
- Grow MBA Enrollments
  - Year 3-5
  - Target marketing for the growth of MBA programs, both full and part time
  - Continue to grow support staff with enrollments

**Step 2: Creation of New Programs, Opportunities, and Initiatives**
- Add Programs
  - Year 5+
  - Build additional programs leveraging the faculty base, support services, and brand of the established Center
  - Initial candidates include:
    - One Year MBA
    - Bridge Program

**Step 3: Expanded Core Graduate Center**
- Incorporate processes to consider broadening of center academic core

---

**Growth Roadmap**

Center Creation
Year 1-2

Grow MBA Enrollments
Year 3-5

Add Programs
Year 5+

---

EMBARGOED UNTIL 2:00 P.M., MONDAY, NOVEMBER 17, 2014
**Financial Implications**

Investment in the Center will catalyze growth and stability in enrollments across programs, allowing each to operate at a sustainable scale.

**Enrollment by Program by Scenario**

**Center Development**
- Year 0 Center Creation: 436
- Year 1 Center Creation: 480
- Year 2 MBA Growth Stage 1: 560

**Self-Sustaining Growth**
- Year 3+ MBA Growth Steady State: 800
- Year 4+ Program Addition Stage 1: 850
- Year 5+ Program Addition Steady State: 910

**Growth Drivers:**
- Supply/Demand imbalance
- Low tuition
- Revitalized offering
- Location
- Marketing

**Legend:**
- Bridge
- One Year MBA
- JD/MBA
- JD Program
- Part-Time MBA
- Full Time MBA

**EMBARGOED UNTIL 2:00 P.M., MONDAY, NOVEMBER 17, 2014**
Financial Implications

As the Center builds to scale it will require several years of investment before reaching a breakeven steady state.

Projected Center Cash Flow

Cumulative investment of $7-10M over ~3 years
*Hire Additional Marketing Leadership, Supplement Career Services, and Provide Marketing Budget in Years 1 and 2*

Revenue:
- Tuition and fee prices remain constant
- One Year MBA programs pay MBA tuition
- JD/MBA students pay law school tuition
- Part-Time business students take 12 credits per year
- Full-Time business students take 20 credits per year

Costs:
- Number of faculty members increases with enrollments to maintain current student/faculty ratios in each program
- Building operations are accounted for at the market rate; the cost of owning a building is not included
- Student services costs are benchmarked with School of Law spending; variable costs increase with enrollment with an emphasis on career services
- Year 0-2 costs include $2M for development of distance learning capabilities on the Orono campus and a $1M marketing budget

<table>
<thead>
<tr>
<th>Year</th>
<th>Cash Flow</th>
<th>Distance Capital Cost</th>
<th>Cumulative Investment</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>-$3.1M</td>
<td>-$3.1M</td>
<td>-$3.1M</td>
</tr>
<tr>
<td>1</td>
<td>-$1.4M</td>
<td>-$1.4M</td>
<td>$0.0M</td>
</tr>
<tr>
<td>2</td>
<td>-$3.1M</td>
<td>-$3.1M</td>
<td>$0.0M</td>
</tr>
<tr>
<td>3</td>
<td>$0.6M</td>
<td>$0.0M</td>
<td>$1.4M</td>
</tr>
<tr>
<td>4</td>
<td>$0.6M</td>
<td>$0.0M</td>
<td>$1.4M</td>
</tr>
<tr>
<td>5</td>
<td>$0.0M</td>
<td>$0.0M</td>
<td>$0.0M</td>
</tr>
</tbody>
</table>

Revenue: $11.2M $11.2M $12.7M $15.7M $16.7M $18.1M

**Key Assumptions**
Financial Implications

A physical home for the Center is a critical driver of the overall vision, and of the Center’s ability to grow into financial independence and sustainability.

Facility Vision:
The Center will provide a means for innovative and interdisciplinary graduate education. It will physically allow for the co-location of business and law faculty and students, to facilitate the development of joint curriculum options and collaborative and practice research. This Center will also serve as a direct conduit to the business and economic community within the state of Maine. As part of a multi-use development, the Center can be of service to courts and clients, start-up companies, businesses, nonprofit organizations and government agencies, and research institutions.

A new, state of the art facility will be a destination point for students, helping to grow graduate enrollments in business and law, as well as a signal to the broader Maine community about the type of leaders being educated by the University of Maine system and its role in the Maine economy.

Facility Needs:

- Technology-enabled tiered classrooms
  - For video conference, streamed lectures, etc.
  - 2 classrooms must hold 130 students
- Small seminar classrooms
- Library
  - Student meeting rooms (projection equipment, whiteboards)
  - Student study space
  - Public computer terminals
- Moot Courtroom and support offices
- Two legal/business clinic spaces, entrepreneurial and legal aid
- Student study and meeting space
- Student organization and locker space
- Onsite cafe
- Deans office suite
- Faculty offices/ flexible “hoteling” space
- Office space for businesses, start-ups
- Studio space for recording lectures, etc.
Financial Implications

Initial options for building the core of the Center allow for a phased approach to considering broader facility needs.

<table>
<thead>
<tr>
<th>Level of Investment</th>
<th>Planting a Seed: Employer Engagement/Distance Learning Hub</th>
<th>Creating the Nucleus: Collaborative Learning Center</th>
<th>Build for Now: Under One Roof</th>
<th>Build to Vision: Full-Scale Center Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>• Leadership offices, offices of career services and employer partnerships, and DL capabilities begin to create the Center as a hub of employer — academia relationships</td>
<td>• Addition of flexible space for student learning and employer engagement allows for core innovations in the Center vision to occur on-site</td>
<td>• Facility designed to meet the needs of today’s business and law student population of 480 students</td>
<td>• Complete, state of the art facility built with projected growth in mind, with flexible space used as shared workspace or incubator space</td>
</tr>
<tr>
<td></td>
<td>• 25K square foot facility allows for employer engagement and DL connections to students, as well as central space for faculty collaboration and piloting of interdisciplinary offerings</td>
<td>• 50K square foot facility includes additional custom-built academic space and focuses on creating the physical hub for broader stakeholder engagement</td>
<td>• 100K square foot facility built with an eye toward potential expansion to meet growth requirements</td>
<td>• 165K square foot facility incorporates all elements of the full Center vision</td>
</tr>
</tbody>
</table>

| Facility Cost Estimates* | ~$15M | ~$25M | ~$50M | ~$75M+ |

*Note: Facility cost estimates are based on new construction costs.
Table of Contents

Executive Summary

Center Vision and Value Proposition

Meeting Student and Employer Needs

Creation of the Center

Financial Implications

Next Steps
Next Steps

A number of critical near-term steps would support a successful launch of the Professional and Graduate Center

1. Formalize a Steering/Advisory Committee to provide executive oversight, advocacy, support and decision making for the Center

2. Initiate process to identify and evaluate candidates for Center leadership (CEO position)

3. Create clear path at the System level for Center independence and autonomy from existing institution budgets and processes

4. Plan for initial integration of business and law faculties to develop curricula for Center programs, connections to the labor market, and experiential learning opportunities for students

5. Identify and develop a physical space for the Center that aligns with the vision and potential for catalytic impact on the Maine economy
Appendix
Appendix

Demographically, the student bodies of the two MBA programs complement each other, attracting similar types of students but providing different offerings.
A revitalized MBA program integrated with the School of Law enables clear differentiation against the competitive landscape, especially on price.

Cost of MBA Degree Across New England Institutions

Source: Program websites

EMBARGOED UNTIL 2:00 P.M., MONDAY, NOVEMBER 17, 2014
Appendix

EMBARGOED UNTIL 2:00 P.M., MONDAY, NOVEMBER 17, 2014

JD program currently attracts a significant number of applicants with diverse backgrounds, with sufficient student demand to support a healthy program.
In admissions the Law School has better outcomes admitting and yielding Maine residents, despite a very similar academic profile for each type of applicant.
Integrating components of existing programs requires flexibility, but can demonstrate a common interdisciplinary vision and achieve cost efficiencies.

### Independent Governance

**Core Academic Programs**
- The integrity of the law and business programs will be maintained
  - Curriculum and Instruction
  - Academic Advising

**Targeted Recruitment Strategy**
- Engaging prospective students and alumni will remain targeted efforts, but can collaborate and/or share best practices
  - Marketing & Admissions
  - Alumni Relations

**Student Supports**
- Student support functions can be more closely integrated to gain synergies
  - Career Services
  - Registrar
  - Technology Office

**System Capabilities**
- Other support functions will leverage existing system capabilities
  - Financial Aid
  - Technological Support
Appendix

Processes to continually evaluate potential new programs, research, and industry outreach allow the Center to stay aligned with and relevant to labor market needs.

<table>
<thead>
<tr>
<th>Potential Initiatives</th>
<th>Student Demand</th>
<th>Industry/Community Demand</th>
<th>Faculty Interest</th>
<th>Financial Implications</th>
<th>Mission Alignment</th>
<th>Overall Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• New Degrees (Online MBA, Part-Time JD, 1 Year Bridge)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interdisciplinary Focus for Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Experiential Focus for Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Employer-customized Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Applied Research Exchange</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Joint Research Projects with Industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Research Recruiter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Start-up and Small Business Office Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic &amp; Business Engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Social Entrepreneurship Challenge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interdisciplinary Entrepreneurship Challenge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Succession Planning Forum</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Corporate Event Space</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Innovative Model Benchmarking — Academic Programs

Degree of Transformation:

Lowest

Description:

University of Connecticut: Graduate Business Learning Center

- The Center is located in downtown Hartford, and is home to the University of Connecticut School of Business part-time and Executive MBA programs
- The center houses offices, classrooms, conference facilities, as well as the SS&C Technologies Financial Accelerator
- Full-time MBA program, currently located on the University of Connecticut’s main campus, will be moving to the Graduate Business Learning Center in 2014

University of Colorado: Innovation and Entrepreneurship Degree Program

- The program offers a Bachelor’s degree in Innovation (BI) through a unique multi-disciplinary coursework approach
- The program offers traditional courses like computer science, but also requires students to develop strong team skills, study innovation, engage in entrepreneurship, practice proposal writing and learn business and intellectual property law

Northwestern Law and Kellogg School of Management JD/MBA

- Fully integrated JD-MBA program that features an accelerated course of study; students complete the program in 3 years
- Students spend the first summer and full academic year is spent at Northwestern Law, the second year is spent at Kellogg and the third year is spent at Northwestern Law with the option of taking interdisciplinary law and business electives
- Candidates send one application through Kellogg, but members of both admissions committees review the application

Syracuse-JPMorgan Partnership: Global Enterprise Technology

- Interdisciplinary program that partnered with JP Morgan to create a ‘GET minor’ with curriculum tailored to their financial information technology systems needs
- Students have the opportunity to intern at the JPMorgan Chase Technology Center at Syracuse, and on-campus facility where students work side-by-side with bank employees conducting research and running global technology

Cornell NYU Tech

- Graduate program that brings together components of the Computer Science, MBA, and Information Systems graduate programs to form a singular graduate community that is designed to adapt to the changing global market
- The center has no departmental silos
- Students complete a master’s thesis project with a partnering company, or students create a NYC based company
- Degree offerings include: Master’s in Engineering in Computer Science, one-year tech-focused MBA program and an M.S. in Information Systems

Source: University websites
## Innovative Model Benchmarking — Academic Research

### Olin SCOPE

*Over the course of their undergraduate senior year, students work on their senior capstone project with multi-disciplinary research teams to develop solutions for industry sponsors.*

*The teams work to provide innovative solutions to a company’s real world problems.*

*Sponsors provide background to the team on how the project will benefit the company, as well as access to test facilities and corporate and market expertise as needed.*

*Has engaged companies like Boeing, Boston Scientific, Facebook, Harley-Davidson, Intuit, Raytheon and Trip Advisor.*

### Iowa System for Innovation

*Iowa State University operates a “System for Innovation” that coordinates and promotes seven programs that deliver assistance to Iowa businesses, which helps bring the universities own research into commercialization.*

*Iowa State’s Center for Industrial Research and Service operates field offices around the state to put businesses in touch with university resources and assistance.*

### Georgia Research Alliance

*A private, nonprofit corporation that brings together the Georgia’s Department of Economic Development and six participating research universities to launch new companies and create high-value jobs.*

*Eminent Scholars program recruits major, renowned, and entrepreneurial researchers to the state.*

*Provides incubator space for startups on and provides seed money for start-up cost.*

*Coordinates research activities across campuses, and facilities the commercialization of ideas that result from the research completed in Georgia.*

### University of Delaware: JPMorgan Innovation Center

*On-campus facility where UD faculty, UD students and JPMorgan Chase employees can work side-by-side on joint applied research projects.*

*Provides on-campus job opportunities for UD students.*

*Focused on building a pipeline of technology talent through University curriculum, enriching internships, and joint research projects to drive innovation.*

### North Carolina State: Centennial Campus

*A combined campus and research park that brings together teaching, research and engagement together in public/private partnerships to stimulate economic development in the state of North Carolina.*

*Houses more than 60 companies, government agencies non-profits, and 75 NC State research and academic units.*

*Provides hands-on research and academic programs that offer real-world experience to students through internships, corporate shadowing programs, and cooperative education assignments.*

---

Source: University websites, Parthenon interviews
## Innovative Model Benchmarking – Community Engagement

### Degree of Transformation:

| Low | High |

### Description:

<table>
<thead>
<tr>
<th>University of Buffalo: Corporate Champions Program</th>
<th>Boston University School of Law: Public Service Initiatives</th>
<th>Tulane University: Social Innovation Program</th>
<th>University of Kansas: RedTire</th>
<th>University of Illinois: Patent Clinic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corporate Champions are members of the local business community who partner with the School of Management for a full semester to provide a learning lab environment and access to senior leadership to a team of first-semester MBA students</td>
<td>At orientation, students participate in a Service Day, including a student speaker and student panel to talk about their involvement in service during their time as BU Law students</td>
<td>Tulane is a nationally recognized leader in collaborating with the community to create a culture of public service and civic engagement</td>
<td>Redefining Retirement program matches qualified graduates who want to own a business with business owners who are looking to retire</td>
<td>Student innovators from the College of Engineering that have potentially patentable inventions are referred to the Patent Clinic by the Technology Entrepreneur Center so they can be paired with law students</td>
</tr>
<tr>
<td>The Corporate Champions help MBA students to work through a Learning Lab Experience, a company site visit, and a community service activity</td>
<td>The students are then given the opportunity to participate in the Pro Bono Program: students sign a pledge form to perform a minimum of 35 hours of pro bono work over the course of their 3 years of law school</td>
<td>NewDay Social Entrepreneurship Challenge annually awards $20K in seed funding to Tulane students dedicated to finding innovative, sustainable solutions to pressing social challenges</td>
<td>Their goal is to prevent rural businesses from closing because an owner can't find a successor or a buyer</td>
<td>Law students are paired with the inventors to draft a patent application and patents are filed with the US Patent and Trademark Office</td>
</tr>
<tr>
<td>Full-year civil and criminal law clinics that can be taken for course credit</td>
<td>Full-year civil and criminal law clinics that can be taken for course credit</td>
<td>Changemaker Institute is a student-driven program that supports students developing their own ideas for social change through workshops, mentoring and funding opportunities</td>
<td>RedTire is a matchmaking service where program staff screen prospective replacements and then identify good matches for purchase opportunities; the program then helps negotiate the purchase and transition ownership</td>
<td>Provides law students with real-world patent prosecution experience and provides the entrepreneurs with $10K of free legal services</td>
</tr>
</tbody>
</table>

Source: University websites
## University-Industry Partnership Case Studies: Recruitment/Job Placement

<table>
<thead>
<tr>
<th>Drexel University Co-Op Program</th>
<th>Olin College SCOPE</th>
<th>University of Pittsburgh Executive in Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Description</strong></td>
<td><strong>Unique Institutional Offerings</strong></td>
<td><strong>Success Stories and Impact</strong></td>
</tr>
<tr>
<td>Students can gain up to 18 months of experience by the time they graduate from their undergraduate program</td>
<td>Senior Capstone Project in Engineering – over the course of their undergraduate senior year, students work in multidisciplinary teams to provide innovative solutions to a company’s real world problems</td>
<td>Gives students access to mentors with decades of experience in the corporate world</td>
</tr>
<tr>
<td>Co-op program also offered to graduate students meeting certain academic requirements</td>
<td>Sponsors provide a challenging engineering program, a $50,000 sponsorship fee and background to the team on how the project will benefit the company</td>
<td>Engages five executives to mentor MBA students at Katz School of Business</td>
</tr>
<tr>
<td>Students can choose from more than 1,200 co-op employers in 35 states and 35 international locations</td>
<td>Provides access to corporate technical and market expertise, hardware and test facilities as needed</td>
<td>All of the mentors are engaged in the Pittsburgh community either as business leaders or Katz alumni</td>
</tr>
<tr>
<td>Steinbright Career Development Center provides students with invaluable resources, including career counseling, workshops, job fairs and resume reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Success Stories and Impact</strong></td>
<td><strong>Other similar programs:</strong></td>
<td></td>
</tr>
<tr>
<td>Over 4,000 total undergraduate co-op students employed</td>
<td>Executive-in Residence at Longwood University</td>
<td></td>
</tr>
<tr>
<td>Undergraduate students receive higher starting salaries than their peers due to their co-op job experience</td>
<td>Executive-in Residence at Lubar School of Business, UW Milwaukee</td>
<td></td>
</tr>
<tr>
<td>Average co-op undergraduate salary equal to $638 per week</td>
<td>Executive-in Residence at Daniels School of Business, Denver University</td>
<td></td>
</tr>
</tbody>
</table>

Source: Program Websites. A New Paradigm for Economic Development by the Rockefeller Institute
# Appendix

## University-Industry Partnership Case Studies: Experiential Teaching & Learning

<table>
<thead>
<tr>
<th>University of Illinois’ Patent Clinic</th>
<th>BP’s Energy Biosciences Institute, University of California, Berkeley</th>
<th>Procter &amp; Gamble/University of Cincinnati Simulation Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides students with real-world patent prosecution experience and is intended as a capstone class for those entering the practice of patent law</td>
<td>Formed in 2007, through a competition started by energy company, BP, researching applications of biological knowledge to energy solutions</td>
<td>Established to support undergraduate and graduate students, post-doctorates and faculty to perform research activities with P&amp;G technical staff</td>
</tr>
<tr>
<td><strong>Unique Institutional Offerings</strong></td>
<td><strong>Unique Institutional Offerings</strong></td>
<td><strong>Unique Institutional Offerings</strong></td>
</tr>
<tr>
<td>Students innovators with potentially patentable inventions are referred to the Patent Clinic by the Technology Entrepreneur Center at the College of Engineering</td>
<td>EBI hopes to be involved in a renewable energy solution through the study of all aspects of biofuel production, from feedstock growth to societal impact</td>
<td>Assist in the high performance modeling and simulation of products, systems and processes that are related to P&amp;G product lines</td>
</tr>
<tr>
<td>Law students are paired with the inventors to draft a patent application and patents are filed with the US Patent and Trademark Office</td>
<td></td>
<td>Provides experiential learning opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develops highly capable talent in simulation for future recruitment by P&amp;G</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Success Stories and Impact</strong></td>
</tr>
<tr>
<td>Provides inventors a service that would have cost them $10,000</td>
<td>Employs 564 people</td>
<td>Received Inaugural Economic Prosperity University Award, which recognizes an institution that is making connections between university-engaged economic development areas</td>
</tr>
<tr>
<td>Responsible for at least 8 patent submissions per year</td>
<td>197 submitted journal articles in 2011</td>
<td>Staffed by 9 students</td>
</tr>
<tr>
<td></td>
<td>More than 1,000 researchers have been engaged in EBI Investigations and have published more than 400 academic posters and journal papers</td>
<td>UC facility, supplied with P&amp;G simulation tools</td>
</tr>
</tbody>
</table>
## Appendix

### University-Industry Partnership Case Studies: Lifelong Learning

<table>
<thead>
<tr>
<th>ASU Polytechnic’s College of Tech and Innovation and Intel Partnership</th>
<th>Cabela’s Corporate Academy/Western Nebraska Community College</th>
<th>Georgia QuickStart Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Description</strong></td>
<td><strong>Program Description</strong></td>
<td><strong>Program Description</strong></td>
</tr>
<tr>
<td>• Intel and ASU partnered to develop programs that:</td>
<td>• Provides customized work place training tailored to the needs of Cabela’s business and employees</td>
<td>• Provides customized workforce training free-of-charge to qualified businesses in Georgia</td>
</tr>
<tr>
<td>• Integrate parallel computing into existing degree offerings</td>
<td>• Cabela’s offers tuition reimbursement to participate in training</td>
<td>• Delivers training in classrooms, mobile labs or directly on the plant floor, wherever it works best for the company</td>
</tr>
<tr>
<td>• Customized engineering degree that will provide a BSE from ASU with a focus on materials science</td>
<td>• Corporate Academy AOS Degree is granted upon completion of a series of customized Skill Awards designed to meet Cabela’s needs, plus required General Education, Electives and Cabela-designated Courses</td>
<td>• Has helped to train employees in the Biotech/Healthcare, Manufacturing, Warehouse/Distribution, Agribusiness, Automotive and Service sectors</td>
</tr>
<tr>
<td><strong>Unique Institutional Offerings</strong></td>
<td><strong>Unique Institutional Offerings</strong></td>
<td><strong>Unique Institutional Offerings</strong></td>
</tr>
<tr>
<td>• Flexible engineering degree program allows Intel employees to get a degree in engineering on an accelerated schedule that allows them to continue working full-time for Intel</td>
<td>• 46 credits of customized coursework to complete the program</td>
<td>• 4 offices across the state of Georgia</td>
</tr>
<tr>
<td><strong>Success Stories and Impact</strong></td>
<td><strong>Success Stories and Impact</strong></td>
<td><strong>Success Stories and Impact</strong></td>
</tr>
<tr>
<td>• Provides 60 credit hours in 24 months</td>
<td>• 73,589 Cabela’s employees have completed 1,942 credit hours of training</td>
<td>• Contributed to the development of the Georgia BioScience Training Center</td>
</tr>
<tr>
<td>• 25 students per cohort</td>
<td>• Cabela’s has 29 stores across the US and one in Canada, with 3 stores slated to open. On average WNCC trains 300-400 people with each new store opening</td>
<td>• Delivered 133 customized training programs to companies creating or retaining jobs in Georgia in 2013</td>
</tr>
<tr>
<td>• Intel hires more engineering students from ASU than from any other university in the country</td>
<td>• 46 credits of customized coursework to complete the program</td>
<td>• 12,428 jobs were created or saved with QuickStart’s help in 2013</td>
</tr>
<tr>
<td>• Partnership earned Secretary of State Award for Corporate Excellence for partnering with 8 Vietnamese universities to improved their engineering programs</td>
<td>• 73,589 Cabela’s employees have completed 1,942 credit hours of training</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix

### University-Industry Partnership Case Studies: Advancement of Research

<table>
<thead>
<tr>
<th>University Of California Industry-University Cooperative Research Program (IUCRP)</th>
<th>Virginia Tech NSF Industry/University Cooperative Research Center</th>
<th>Georgia Research Alliance (GRA) Atlanta, GA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Description</strong></td>
<td><strong>Unique Institutional Offerings</strong></td>
<td><strong>Success Stories and Impact</strong></td>
</tr>
<tr>
<td>• Funds research that is critical to California, the nation and the world</td>
<td>• Security and Software Engineering Research Center focusing on research projects related to cyber security</td>
<td>• A private, nonprofit corporation that brings together the Georgia’s Department of Economic Development and six participating research universities to launch new companies and create high-value jobs</td>
</tr>
<tr>
<td>• Enable researchers and community agencies to collaborate and solve the most pressing problems in the state</td>
<td>• Engages industry affiliates for systemic program support, and provides a unique framework for partnership between academia and industry on projects of all sizes</td>
<td>• Eminent Scholars program recruits major, renowned, and entrepreneurial researchers to the state</td>
</tr>
<tr>
<td>• Has contributed to the areas of Electronics Manufacturing and New Materials, Digital Media, Communications and Networking, and Information Technology for Life Science</td>
<td>• Provides grants for training undergraduates, graduate and postdoctoral researchers, whose work with benefit California communities</td>
<td>• VentureLab program provides incubator space for startups on one of six Georgia campuses and provides seed money for start-up cost</td>
</tr>
<tr>
<td>• Provides grants for training undergraduates, graduate and postdoctoral researchers, whose work with benefit California communities</td>
<td>• Accelerates innovation in CA</td>
<td>• Attracted 60 renowned researchers and invested $510M in companies that has created 5,500 new jobs, and established 150 new companies</td>
</tr>
<tr>
<td>• Growing CA’s skilled workforce and creating the foundation for new jobs</td>
<td>• Establishes the foundation for creating new CA companies</td>
<td>• VentureLab has launched 300+ new companies and 6,000+ high-skill, high-value jobs</td>
</tr>
<tr>
<td>• Companies get an average of a 7x return on investment from participating in the programs because of their ability to leverage a pool of new technologies and have access to a unique recruiting pipeline</td>
<td>• Companies get an average of a 7x return on investment from participating in the programs because of their ability to leverage a pool of new technologies and have access to a unique recruiting pipeline</td>
<td></td>
</tr>
</tbody>
</table>
## University-Industry Partnership Case Studies: Economic Development/ Tech Transfer & Commercialization

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Unique Institutional Offerings</th>
<th>Success Stories and Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>North Carolina State's Centennial Campus</strong> Raleigh, NC</td>
<td>• A combined campus and research park that brings together teaching, research and engagement together in public/private partnerships to stimulate economic development in the state of North Carolina</td>
<td>• Houses more than 60 companies, government agencies non-profits, and 75 NC State research and academic units  • Provides hands-on research and academic programs that offer real-world experience to students through internships, corporate shadowing programs, and cooperative education assignments</td>
</tr>
<tr>
<td><strong>University of Michigan University Research Corridor</strong></td>
<td>• Alliance between Michigan State University, the University of Michigan and Wayne State University to transform, strengthen and diversify the state’s economy</td>
<td>• Sparks regional economic development via invention, innovation and technology transfer by educating a work force prepared for the knowledge economy and by attracting smart and talented people</td>
</tr>
<tr>
<td><strong>Iowa State System for Innovation</strong> Ames, Iowa</td>
<td>• Iowa State University operates a “System for Innovation” that coordinates and promotes seven programs that deliver assistance to Iowa businesses, which helps bring the universities own research into commercialization</td>
<td>• Iowa State’s Center for Industrial Research and Service operates field offices around the state to put businesses in touch with university resources and assistance  • The Pappajohn Center for Entrepreneurship provides a wide variety of business-related guidance and assistance to local businesses through the university</td>
</tr>
</tbody>
</table>

### Program Description

- **North Carolina State's Centennial Campus** Raleigh, NC
  - A combined campus and research park that brings together teaching, research and engagement together in public/private partnerships to stimulate economic development in the state of North Carolina

- **University of Michigan University Research Corridor**
  - Alliance between Michigan State University, the University of Michigan and Wayne State University to transform, strengthen and diversify the state’s economy

- **Iowa State System for Innovation** Ames, Iowa
  - Iowa State University operates a “System for Innovation” that coordinates and promotes seven programs that deliver assistance to Iowa businesses, which helps bring the universities own research into commercialization

### Unique Institutional Offerings

- **North Carolina State's Centennial Campus** Raleigh, NC
  - Houses more than 60 companies, government agencies non-profits, and 75 NC State research and academic units
  - Provides hands-on research and academic programs that offer real-world experience to students through internships, corporate shadowing programs, and cooperative education assignments

- **University of Michigan University Research Corridor**
  - Sparks regional economic development via invention, innovation and technology transfer by educating a work force prepared for the knowledge economy and by attracting smart and talented people

- **Iowa State System for Innovation** Ames, Iowa
  - Iowa State’s Center for Industrial Research and Service operates field offices around the state to put businesses in touch with university resources and assistance
  - The Pappajohn Center for Entrepreneurship provides a wide variety of business-related guidance and assistance to local businesses through the university

### Success Stories and Impact

- **North Carolina State's Centennial Campus** Raleigh, NC
  - Creation of 894 jobs, $75 million annual increase in the growth state product, and $6.5 million in state and local tax revenues

- **University of Michigan University Research Corridor**
  - Draws $1.878B in federal academic research dollars
  - 137,583 students enrolled in fall 2010
  - 573,621 alums of a URC university living in Michigan, making up 7.6% of Michigan’s population over 18, and earned 16.4% of all wage and salary income in Michigan

- **Iowa State System for Innovation** Ames, Iowa
  - Has provided technical assistance and resources to 667 companies, resulting in $1.8 billion ($1.5 billion in sales gained or retained, $227 million in new investments, $100 million in costs saved or avoided) with 25,675 jobs added

---

*Source: FY13 Board of Regents, State of Iowa, Annual Economic Development and Technology Transfer Report; Georgia Research Alliance website; NC Centennial Campus Website; A New Paradigm for Economic Development by the Rockefeller Institute*