

August 4, 2015

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

Our nation's higher education institutions have long held great economic potential. Higher education spending on research and development in FY2013 totaled \$67.2 billion¹. This resulted in over 24,500 patent applications and 43,300 licenses, a 20% increase in new commercial products from the year prior². While the primary purpose of academic research remains the education of America's next generation of scientists and engineers, it is vital that our innovations are commercialized so they may benefit society and create economic opportunity. Our nation's corporate sector has been the biggest beneficiary of innovation generated by faculty and students. However, we know we can do better.

Early-stage ideas and novel technologies need to be further along before the market is ready to embrace their true potential. We believe higher education has a unique role in supporting students, faculty, and regional community members to advance this innovative potential. Ideas alone do not create economic impact. It is the innovator behind the innovation who makes the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation, and an entrepreneurial mindset can be taught. Moreover, we believe the innovation ecosystem has the potential to engage all students, regardless of major or department.

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to one or more of the following to help make that possible:

We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. Until now, a student's success is judged based on individual scores, but their future employers require that they know how to work in teams. They also favor recent graduates who have real-world

¹ <http://www.nsf.gov/statistics/2015/nsf15314/>

² https://www.autm.net/AM/Template.cfm?Section=FY_2013_Licensing_Activity_Survey&Template=/CM/ContentDisplay.cfm&ContentID=13870

experiences. We will utilize team-based learning and create practical experiences to engage all students, regardless of major, through the curricular (Engineering Projects in Community Service [EPICS], freshman design) and extracurricular experiences (Engineers Without Borders, National Academy of Engineering Grand Challenge Scholars Program, Design for America, Startup Weekend, 3 Day Startup, Roosevelt Institute, VentureWell E-Teams, Epicenter University Innovation Fellows). We will urge all students, regardless of major, to participate in one or more such activities and we will create networks to help strengthen and coordinate these resources for maximum success.

We commit to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation. Research shows that teams can strengthen the innovative potential of the project at hand when they incorporate multiple viewpoints. We will do this by taking a critical look at our current outreach methods and practices, such as prerequisite requirements and declarations of major that serve as artificial barriers to the participation of a diversity of innovators.

We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly.

Centrally located innovation spaces, makerspaces and co-working spaces are breeding grounds for a creative culture on campus. This culture is counter to traditional approaches, such as lab facilities that are only open to students taking a certain class or enrolled in a certain major. We will work to maximize the accessibility of such spaces to students of all majors.

We commit to connecting the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another.

From learning and venture creation resources to prototyping labs and makerspaces, a high-functioning ecosystem is one in which stakeholders are highly networked and able to leverage one another. We will work to create networking opportunities for these campus leaders, encouraging collaboration and mutual support.

We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes. We recognize that the best innovation and entrepreneurship ecosystems foster a culture of risk-taking and stamp out a fear of failure. We will do this by celebrating all entrepreneurial activity, from small wins and big wins to small failures and big failures, by holding more demo days, maker faires, competitions, design challenges, hackathons, speakers series and other events.

We commit to encouraging the creation of student and faculty venture teams to explore commercialization opportunities, spinning out of the university ecosystem when they are able. We will do this by expanding the number of seed funding opportunities, mentoring and advising resources available to such teams. We will also do this by investigating and changing current policies that inhibit participation in innovative and entrepreneurial activities.

We commit to expanding programs that require faculty and students to “get out of the building” and talk with potential users of new products or services. Successful innovators are willing to reach beyond the walls of academia to ensure their innovations will be embraced by humanity. Only by understanding the customer’s pain points and validating a business model hypothesis can an innovator successfully advance an offering beyond the walls of academia. We will do this by expanding on-campus innovation programs, such as NSF I-Corps and Lean LaunchPad for faculty, researchers, students and regional community members.

We commit to supporting innovative faculty teaching practices that nurture 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches. We will evaluate current faculty incentives to incorporate new teaching methods and build teams of institutional change agents who share and help advance best practices quickly and effectively.

To mark this first-ever Demo Day at the White House, we commit to enhancing and expanding our innovation ecosystems using these eight principles. Collectively, we will redefine the role higher education plays in ensuring a competitive U.S. economy.

Sincerely,

University Presidents as well as Administrative, Faculty and Student Stakeholders from:

Bucknell University
California Polytechnic State University,
San Luis Obispo
Case Western Reserve University
Clark Atlanta University
Clark University
Clemson University
Georgetown University
Illinois Institute of Technology
New York Institute of Technology
New York University Polytechnic School
of Engineering
New Mexico State University
North Dakota State University
Olin College of Engineering
Temple University

Tennessee Tech University
University of Alabama
University of Maryland
University of Michigan
University of Nevada, Las Vegas
University of New Haven
University of North Carolina at
Greensboro
University of Oregon
University of Pittsburgh
University of Portland
University of Texas Arlington
University of Wisconsin Milwaukee
William Jewell College
Wingate University
Albemarle County Public Schools

Supporting Organizations:



Stanford
University



VENTUREWELL

<http://epicenter.stanford.edu>



university
innovation
fellows

<http://www.universityinnovationfellows.org>



<http://www.usasbe.org/>



<http://www.ewb-usa.org/>



<https://engineering.purdue.edu/EPICS>

Colleges & Universities submit your commitment here: <http://bit.ly/1CYmFy0>.

Bucknell University
www.bucknell.edu

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Keith W. Buffinton, Dean of Engineering
Alejandro Ramirez de Arellano, University Innovation Fellow
Peter Puleo, University Innovation Fellow
Jared Feindt, Dean's Office Executive Intern

California Polytechnic State University, San Luis Obispo
<http://www.calpoly.edu>

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Debra Larson, PhD, PE, Dean of Engineering
Tod Nelson, Executive Director, Cal Poly Center for Innovation & Entrepreneurship, SLO HotHouse

Case Western Reserve University
<http://www.case.edu>

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Following is a brief summary of work undertaken this past year:

Case Western Reserve University means business when it comes to innovation and entrepreneurship. With various campus activities centered around Think[box], our innovation and creativity center, we aim to touch all students, faculty, and community members in the job of innovation. From ideation and collaboration, to prototyping and manufacturing, to business and product development, we are investing and raising over \$30M in this pursuit. This Fall, the University will open the first phase of its renovated 50,000 sq. ft. Think[box] facility and it will be a unifying structure for innovation not only on campus, but throughout our community.

Jeff Duerk, Dean, Case School of Engineering

Clark Atlanta University
www.cau.edu

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Following is a brief summary of work undertaken this past year:

- We have opened the Center for Innovation & Entrepreneurial Development (CIED) alongside the Center for Undergraduate Research and Creativity (CURC) to provide a platform for cross discipline research and innovation through a design thinking approach.
- We have renovated a 1000 sq ft design lab outfitted with highly collaborative technologies and tools, and have hosted students, faculty, and members of the community for design thinking workshops.

David Duncan, Director for the Center of Innovation & Entrepreneurial Development

Clark University

<http://www.clarku.edu/gsom/undergraduate/innovation.cfm>

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- Last year, Clark University was named the 13th most entrepreneurial research university by Forbes magazine. This year, we are still on the list at number 16.
- Total course enrollments for AY 14-15 was 291 students (just over 10% of the total undergraduate student population). This is an enrollment increase for the second year in a row.
- GSOM hired a full-time faculty member, a professor of practice in management and entrepreneurship, who will begin teaching in Fall 2015. Prior to this, teaching was covered entirely with part-time practitioners.
- Two student ventures celebrated milestones in their on-campus operations as their sustain their entrepreneurial learning lab operations. The Community Thrift Store re-opened in a new storefront location at 932 Main Street with a ribbon-cutting ceremony featuring President David Angel. The Local Root introduce a mobile market concept to supplement their farm stand operations with great success.
- Rebecca Liebman '15 launched LearnLux and raised over \$50,000 in early seed funding prior to graduation and was accepted into MassChallenge for the upcoming year to further build and launch her financial literacy business targeted at millennials.
- A six workshop series on launching new ventures was planned and executed by a Clark University entrepreneur-in-residence in collaboration with three other Worcester universities. The goal was to provide collaborative programming to entrepreneurial Worcester-based college students and increase communication and collaboration between students in the city of Worcester.

- \$5,000 was awarded to three student ideas through the Ureka Big Idea Challenge to launch a hydroponics business, open a campus-based pub and create a mentoring program for college students struggling academically.
- Five Clark University start-ups were accepted into Startup Worcester, a co-working space for the upcoming year. These five teams will be given one year memberships to the co-working space, the local Chamber of Commerce and local Venture Forum networking organization.

Amy Whitney, Director

Laura Virga, Senior Project Coordinator, Clark I&E Program

Khaled Khalifa, Project Coordinator, Clark I&E Program

Thao Nguyen, President, Clark Entrepreneurship Club

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- Creative Inquiry, a signature undergraduate program for problem-based learning, engages approximately 2000 students each year in faculty-led projects.
- Problem-based learning forms the centerpiece of Clemson's 2020 Forward Strategic Plan.
- Clemson, in partnership with multiple state agencies, nonprofit organizations and private businesses is hosting South Carolina's first summit on Inclusive Entrepreneurship, August 4th, 2015.
- Clemson's Minority Student Success Initiative engages minority students in programs and events that enhance a variety of personal and professional networks.
- The Watt Family Innovation Center, a state-of-the-art teaching and learning environment, will open in Fall of 2015 with 70,000 square feet of space dedicated to problem-based learning.
- At its "Enterprise Campuses" such as the International Center for Automotive Research (ICAR) and Clemson University Restoration Institute (CURI), Clemson offers state-of-the art research and collaboration facilities to industry partners and faculty researchers engaged in applied research.
- The Faculty Fellows Program of the Spiro Institute for Entrepreneurial Leadership connects faculty with industry partners to build sustainable relationships between high growth businesses and faculty expertise.

- Clemson's MBA-Entrepreneurship program actively connects students to the Southeast's dynamic entrepreneurial ecosystem.
- Starting this fall Clemson launches its first entrepreneurship living-learning community, called IDEAS, with more than 50 students engaged.
- Our students win many national award in design and innovation, including the MIT-Lemelson "Cure-It" prize, the Collegiate Inventors Competition, the VentureWell BMEStart Competition and the Engineering World Health Design Competition.
- In fall of 2015, Clemson will enroll its first students in an entrepreneurship minor to accompany any major.
- Clemson's senior design programs have a well-established emphasis on venture and intellectual property and support I&E activities by our students.
- Clemson sponsors many k-12 outreach programs and courses that have been offered, including the LemonADE Stand through e-merge @the garage in Anderson, and the bio Design Discovery Program in Greenville.
- Through the Spiro Institute for Entrepreneurial Leadership, Clemson hosts multiple events such as pitch competitions, start-up weekends, summer workshops, and a speaker series.
- Clemson's DEN—the Design And Entrepreneurship Network—connects students and faculty with community mentors and teaches them design and entrepreneurship skills as they grow their business ideas
- Clemson participates in the University Innovation Fellows Program and will participate in a Leadership Circle next year. This is a national program to train student leaders in innovation and entrepreneurship on college campuses.
- Clemson is in the second national cohort in the Pathways to Innovation Program. This program is a national mentorship network to assist universities in best practices for engineering innovation and entrepreneurship program development.

James P. Clements, President

Breanne Przestrzelski , Graduate Teaching Assistant, Bioengineering

Connor Bolick, University Innovation Fellow

Justin Shaw, University Innovation Fellow

Georgetown University
startuphoyas.com

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Jeff Reid, Founding Director, Georgetown Entrepreneurship Initiative

Illinois Institute of Technology

<http://www.iit.edu>

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Frances Bronet, Provost

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Following is a brief summary of work undertaken this past year:

- Created the Aggie Innovation Space which made available to student across New Mexico State University.
- We encourage students to participate in the Studio G Incubator for student businesses startup.
- Participating in the EpiCenter Pathways to Innovation program to deploy innovation education through out the engineering curriculum.

Garrey Carruthers, Chancellor
Shanta Thoutam, University Innovation Fellow
Brendan Sullivan, University Innovation Fellow
Jamie Valesquez, University Innovation Fellow
Ember Krech, University Innovation Fellow
Karl Johannes, University Innovation Fellow
Marcio Garcia, University Innovation Fellow

New York Institute of Technology
www.nyit.edu

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Following is a brief summary of work undertaken this past year:

- Over the last year, NYIT's School of Engineering and Computing Sciences (SoECS) launched its newly created Entrepreneurship and Technology Innovation, and has partnered with Stanford's Epicenter. The SoECS has also joined forces with the School of Management to offer Entrepreneurship Seminars to students.
- The SoECS is supporting a group of its students who responded to the National Academy of Engineers Grand Challenges competition, proposing to design a robot that can teach pre-logic and coding to young children. As a result, our students have been selected to compete at the global competition in Beijing, China, in September.

***Nada Marie Anid, Ph.D., Dean, School of Engineering and Computing Sciences
A team of NYIT students has been leading the project "Personalized Assisted Learning" to build an entertaining robotic dog to engage children in logical thinking and teach pre-logic skills. They responded to the National Academy of Engineers' (NAE) Global Grand Challenges Competition (GGCC), and have been selected to present at the NAE GGCC in Beijing on September 14-16, 2015, during the "Students Day." These students include: Bonnie Du, Nicole Gutierrez, Benson Lee, Kazi Raihan, Elias Urena and Pai Zhu.***

New York University, Polytechnic School of Engineering

<http://engineering.nyu.edu/>

nyuaabe.org

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Following is a brief summary of work undertaken this past year:

- We have started developing an app to connect students working on projects to connect students who need teammates to help take their projects to the next level.
- For our freshman orientation, we're partnering with clubs and administration to launch a social entrepreneurship theme that we will extend throughout the semester. As part of this, we are working with the AABE new energy/sustainable development challenge.

Jay Kumar, University Innovation Fellow

Noah Geib, University Innovation Fellow

Paul Dariye, President of EIA (Entrepreneurs in Action)

Earl Co, President of Patent Pending

Sederick Dawkins, Vice President of American Association of Blacks for Energy (AABE)

Krishna Namita Simha, Greenhouse Guardian

Izabela Correa, Greenhouse Guardian

Daniel Burakov, Greenhouse Guardian

North Dakota State University
www.ndsu.edu

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- NDSU has successfully established an 'Innovation Alliance' consisting of representatives from five colleges.
- 2015 will herald the fifth annual Innovation Challenge, with a sum total of 115 student teams representing every college on campus.
- NDSU has recently joined the Clinton Global Initiative University Network, with a student team winning the 'Codeathon' held at this year's CGI-U meetup.
- Students and faculty members are leveraging on-campus innovation activity with grants and awards from local, state, and national organizations, including the North Dakota Department of Commerce Venture Grant, a Venturewell 'E-Team,' and an Ozy Genius Award, in addition to local partnerships.

Dean Bresciani; President

Beth Ingram; Provost

Gary Smith; Dean, Engineering

Jane Schuh; Interim Dean, Business

Chuck Hoge; Director, NDSU Research and Technology Park

David L. Wells, Professor, Industrial and Manufacturing Engineering

Sherri N. Stastny; Associate Professor, Health, Nutrition and Exercise Science

Andrew Mara; Professor, English

Tim O. Peterson; Professor, Management and Marketing

Paul Brown; Senior Lecturer, Management and Marketing

Janice Haggart; Senior Lecturer, Microbiology

Andrew Dalman, University Innovation Fellow; graduate student, Mechanical Engineering

Jordan Brummond, University Innovation Fellow; senior, Microbiology

Drew Spooner, University Innovation Fellow; senior, Marketing

Jacob Larson, University Innovation Fellow; senior Manufacturing Engineering

Olin College of Engineering

<http://www.olin.edu>

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Vincent P Manno, Provost and Dean of Faculty

Temple University

<http://www.temple.edu/engineering>

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- We are a member of the 2015 cohort of universities and college for the NSF/Stanford/Epicenter Pathways to Innovation Program.
- We have submitted a proposal to the Commonwealth of Pennsylvania for establishing the Temple University Innovation Center which will be integrated with innovation and entrepreneurship programs in the College of Engineering, The Fox School of Business and the College of Science and Technology.

Dr. David Brookstein, Associate Dean for Undergraduate Affairs

The University of North Carolina at Greensboro

<http://www.uncg.edu>

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

- We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career.
- We commit to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation.
- We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly.
- We commit to networking connecting the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another.
- We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes.
- We commit to encouraging the creation of student and faculty venture teams to explore commercialization opportunities, spinning out of the university ecosystem when they are able.
- We commit to expanding programs that require faculty and students to "get out of the building" and talk with potential users of new products or services.
- We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches.

Dana Dunn, Acting Chancellor & Provost and Executive Vice Chancellor

The University of Texas at Arlington

<http://www.uta.edu/uta/>

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

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- We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches.

Following is a brief summary of work undertaken this past year:

- UT Arlington has established an Entrepreneurship Certificate. To earn the certificate, students take a combination of entrepreneurship courses offered by the College of Business, and other Colleges on campus (i.e., engineering, liberal arts, etc.)
- UT Arlington hosted its first Innovation Symposium in October, 2014. In October, 2015, we will host an Innovation Day that will include an innovation competition, panel discussions on innovation, entrepreneurship and how to get funded, a poster session featuring research conducted by UT Arlington researchers, and displays of innovations created by UT Arlington researchers and start-up companies.
- Beginning in the fall, 2015, UT Arlington will offer a workshop series on entrepreneurship. The series will consist of 12 interactive workshops ranging in topics from vetting your idea, splitting the pie, thinking about accounting, what kind of business to establish, how to pitch to investors, etc. The workshops will be available to faculty and students interested in starting a company. The technology transfer office will be on hand during all sessions to answer questions about and work with the participants on IP questions.
- Beginning in the fall 2015, UT Arlington will hold an innovation competition wherein teams will register ahead of time. On a given day, the teams will pick up a kit containing an assortment of items and receive instructions. The teams will be tasked with creating something useful using only the items in the kit. At the Innovation Day, teams will display their entries, and answer questions from the judges. Prizes will be awarded at a luncheon to follow the competition.
- UT Arlington opened a maker space in the library that is available to all students.

Teri Schultz, Director, Office of Technology Management

University of Pittsburgh
<http://www.pitt.edu>

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

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- We commit to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation.
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- We commit to expanding programs that require faculty and students to "get out of the building" and talk with potential users of new products or services.

Patrick Gallagher, Chancellor

Universidad del Turabo

<http://ut.pr>

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- We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches.

Following is a brief summary of work undertaken this past year:

- During this year our team has focused in creating strategies to develop entrepreneurial mindset and E&I in the academic community through interdisciplinary collaboration. Among the designed strategies are:
- Impact the freshman seminar including entrepreneurship and innovation as a module in the for all university programs.
- Implement innovation and entrepreneurship experiences in existent courses of the academic programs.
- Promote extracurricular innovation and entrepreneurship activities with the collaboration of the existing entrepreneurship centers.
- Train faculty with methodologies to include innovation and entrepreneurship experiences in their courses.

Roberto Loran, PhD., Vice-Chancellor

Sandra R. Pedraza, Eng., Director of Innovation and Entrepreneurship Office

University of Maryland
innovation.umd.edu

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- We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches.

Following is a brief summary of work undertaken this past year:

- <http://ter.ps/iechronicle>
- <http://ter.ps/iehuffpost>
- <http://innovation.umd.edu/about/ie-rankings-and-impact/#infographic>

Dean Chang, Assoc VP I&E

University of Michigan
<http://www.cfe.umich.edu>

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David C. Munson, Jr., Robert J. Vlasic Dean of Engineering

University of Nevada, Las Vegas
<http://www.unlv.edu/engineering/>

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

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Len Jessup, President
Rama Venkat, Dean, Engineering, UNLV

University of New Haven
<http://www.newhaven.edu>

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

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- We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches.

Following is a brief summary of work undertaken this past year:

- Jonathan Spiegel inducted as University Innovation Fellow
- Seven online modules to develop entrepreneurial thinking in engineering students developed with support from the Kern Family Foundation. Two more modules are under development. The modules are being integrated into engineering courses.
- A new Entrepreneurial Engineering Living Learning Community was created for freshmen.
- Team-based learning is part of the culture in the college and widely deployed.
- Two 24-hour Imagination Quests were held in conjunction with Villanova University, with students from both campuses participating.
- Planning is underway to build a makerspace on campus.
- A 2-week engineering summer camp for Grades 10-12 students, with partial support from Sikorsky Aircraft, focused on CAD, design, creativity, rapid prototyping and construction was held. Diverse students were recruited.
- A 3-Day startup weekend in being organized for November 2015.

Steve Kaplan, President
Daniel May, Provost
Ronald Harichandran, Dean of Engineering
Maria-Isabel Carnasciali, Assistant Professor
Jonathan Spiegel, University Innovation Fellow

University of Oregon

<https://uoregon.edu>

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Charles Williams, Associate Vice President for Innovation

Andrew Nelson, Associate Professor and Executive Director of the Innovation Network @ UO

Claire Sakaguchi, University Innovation Fellow

University of Portland

www.up.edu/cfe

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- We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches.

Following is a brief summary of work undertaken this past year:

- Landscape analysis and canvas
- Design for Innovation Space
- Expanded UIF program
- Establishment of freshman and Sophomore level courses in Entrepreneurship and Innovation

Peter Rachor, Director for Entrepreneurship and Innovation

University of Wisconsin-Milwaukee

<http://www.uwm.edu>

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- We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches.

Following is a brief summary of work undertaken this past year:

- Student Startup Challenge – completed third year of this co-curricular program that pairs student entrepreneurs with project teams in existing classes to help entrepreneurs develop their business model and prototype devices while building an entrepreneurial culture at UWM
- Launch of NSF I-Corps Site – UWM has launched an NSF I-Corps site collaborating with four other Milwaukee institutions to teach lean launch methodologies to faculty and graduate student teams; this three year program will ultimately train 90 teams in LLP methods
- University Innovation Fellows – UWM completed a second year of the University Innovation Fellows where four new students joined three existing UI Fellows in this program to create student entrepreneurial change agents with the support of Stanford's Epicenter program

Mark A Mone, Chancellor

Alex Francis, PhD Student of Mechanical Engineering, University Innovation Fellow

Founder Isopoint Technologies

Rob Salamon, Student of Mechanical and Electrical Engineering, University Innovation Fellow, Founder Smallwaukee Properties

**David Gallegos, Masters Student of Biomedical Sciences, University Innovation Fellow
Founder dg1 Technologies**

Nicole Green, Masters Student of Management, University Innovation Fellow, Co-Founder REDSKYTEK

Amin Mojtahedi, PhD Candidate in Architecture, University Innovation Fellow, Co-Founder AIM

Garry Jean-Pierre, Student of Electrical Engineering, University Innovation Fellow

William Jewell College

<http://www.jewell.edu>

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

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Following is a brief summary of work undertaken this past year by William Jewell College's University Innovation Fellows, 2014-2015:

- (September) Created William Jewell College Landscape Canvas, which enabled Fellows to assess student resources and opportunities and understand the College's strengths, weaknesses, goals, and momentum.
- (October) Attended UIF Mid-Atlantic Meetup in Washington, D.C., where Fellows learned design thinking and how to engage students in I&E (Innovation and Entrepreneurship) from University of Maryland's Academy for Innovation and Entrepreneurship and visited one of the capital's startup incubators, 1776.
- (November) Hosted Design Thinking for Physicists, a workshop during the Society of Physics Students conference that aimed to solve challenges in STEM education

Anne C Dema, Provost

Bradley Dice '16, University Innovation Fellow, diceb@william.jewell.edu

Wingate University

<http://www.wingate.edu/academics/entrepreneurship>

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

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Debbi Brock, Assistant Professor of Entrepreneurship & Marketing

Albemarle County Public Schools

<http://www.k12albemarle.org>

Our goal is to provide all students with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

- We commit to offering a standalone entrepreneurship course at every high school in our division; middle school entrepreneurship courses for high school credit
- We commit to developing an entrepreneurship-focused academic pathway articulation between Albemarle County Public Schools, Piedmont Virginia Community College, and the University of Virginia in which students can concurrently earn a high school diploma and Associate's degree and gain automatic admission into the University of Virginia upon completion provided certain criteria are met.
- We commit to providing dedicated and accessible spaces in every school facility for students to actualize ideas before, during, and after school.
- We commit to developing an annual Summer Entrepreneurship Academy, and offering workshops and Startup Weekend-type events throughout the year
- We commit to advancing collaborative project-based learning focused on real-world problems as early and as frequently as possible in a student's academic career.
- We commit to expanding the innovation network to include underserved populations and encouraging practices that result in more diverse team creation.
- We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly.
- We commit to networking the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another.
- We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes.
- We commit to encouraging the creation of student and faculty venture teams to explore and pursue entrepreneurial opportunities through startup supports.
- We commit to expanding programs that facilitate faculty and students to "get out of schools" to experience community work environments, develop networking and work experience opportunities, and engage in authentic partnerships.
- We commit to supporting innovative teaching practices that nurture 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches.

Following is a brief summary of work undertaken this past year:

- [Making it Real, American School Board Journal, June 2015](#)
- [Albemarle Students Present Entrepreneurial Ideas, NBC29, 6/15/2015](#)
- [Eighth Graders Present Fruits of Entrepreneurial Class, Charlottesville Tomorrow, 6/1/2015](#)
- [Students Show Inventions at Innovation Expo, NBC29, 12/7/14](#)
- [Education Innovation Expo, CBS19, 12/7/14](#)
- [Startup Weekend EDU and Hackathon Innovates Educational Ideas, CBS19, 11/16/14](#)
- [Community Members Brainstorm and Startup Weekend EDU, NBC29, 11/16/14](#)
- [Monticello High School Hosting Startup Weekend, NBC29, 11/13/15](#)
- [Maker Movement Reinvents Education, Newsweek, 9/8/14](#)
- [Program Exposes Students to Entrepreneurship, Daily Progress, 6/9/14](#)
- [Entrepreneurial Students Present Their Business Ideas, CBS19, 6/9/14](#)
- [Educators Stress Entrepreneurial Thinking During Tom Tom, Charlottesville Tomorrow, 4/12/14](#)

Dr. Pamela R. Moran, Superintendent

Chad S. Ratliff, MBA, M.Ed., Director of Instructional Programs



President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

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Dean Catherine Usoff, GSOM
Amy A. Whitney, Director
Dr. John Dobson, Professor of Practice



August 4, 2015

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

Our nation's higher education institutions have long held great economic potential. Higher education spending on research and development in FY2013 totaled \$67.2 billion[1]. This resulted in over 24,500 patent applications and 43,300 licenses, resulting in a 20% increase of new commercial products, from the year prior[2]. While the primary purpose of academic research remains the education of America's next generation of scientists and engineers, it is vital that our innovations are commercialized so they may benefit society and create economic opportunity. Our nation's corporate sector has been the biggest beneficiary of innovation generated by faculty and students. However, we know we can do better.

Early-stage ideas and novel technologies need to be further along before the market is ready to embrace their true potential. We believe higher education has a unique role in supporting students, faculty and regional community members to advance this innovative potential. Ideas alone do not create economic impact. It is the innovator behind the innovation who make the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation and an entrepreneurial mindset can be taught. Moreover, we believe the innovation ecosystem has the potential to engage all students, regardless of major or department.

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to one or more of the following to help make that possible:

We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. Until now, a student's success is judged based on individual scores, but their future employers require that they know how to work in teams. They also favor for recent graduates who have real-world experiences. We will utilize team-based learning and create practical experiences to engage all students, regardless of major, through the curricular (Engineering Projects in Community Service [EPICS], freshman design) and extracurricular experiences (Engineers Without Borders, National Academy of Engineering Grand Challenge Scholars Program, Design for America, Startup Weekend, 3 Day

Startup, Roosevelt Institute, VentureWell E-Teams, Epicenter University Innovation Fellows). We will urge all students, regardless of major, to participate in one or more of such activities and we will create networks to help strengthen and coordinate these resources for maximum success.

We commit to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation.

Research shows that teams can strengthen the innovative potential of the project at hand when they incorporate multiple viewpoints. We will do this by taking a critical look at our current outreach methods and practices, such as prerequisite requirements and declarations of major that serve as artificial barriers to the participation of a diversity of innovators.

We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly.

Centrally located innovation spaces, makerspaces and co-working spaces are breeding grounds for a creative culture on campus. This culture is counter to traditional approaches, such as lab facilities that are only open to students taking a certain class or enrolled in a certain major. We will work to maximize the accessibility of such spaces to students of all majors.

We commit to connecting the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another.

From learning and venture creation resources to prototyping labs and makerspaces, a high-functioning ecosystem is one in which stakeholders are highly networked and able to leverage one another. We will work to create networking opportunities for these campus leaders, encouraging collaboration and mutual support.

We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes.

We recognize that the best innovation and entrepreneurship ecosystems foster a culture of risk-taking and stamp out a fear of failure. We will do this by celebrating all entrepreneurial activity, from small wins and big wins to small failures and big failures, by holding more demo days, maker faires, competitions, design challenges, hackathons, speakers series and other events.

We commit to encouraging the creation of student and faculty venture teams to explore commercialization opportunities, spinning out of the university ecosystem when they are able.

We will do this by expanding the number of seed funding opportunities, mentoring and advising resources available to such teams. We will also do this by investigating and changing current policies that inhibit participation in innovative and entrepreneurial activities.

We commit to expanding programs that require faculty and students to “get out of the building” and talk with potential users of new products or services.

Successful innovators are willing to reach beyond the walls of academia to ensure their innovations will be embraced by humanity. Only by understanding the customer’s pain points and validating a business model hypothesis can an innovator successfully advance an offering beyond the walls of academia.

We will do this by expanding on-campus innovation programs, such as NSF I-Corps and Lean LaunchPad for faculty, researchers, students and regional community members.

We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches. We will evaluate current faculty incentives to incorporate new teaching methods and build teams of institutional change agents who share and help advance best practices quickly and effectively.

To mark this first-ever Demo Day at the White House, we commit to enhancing and expanding our innovation ecosystems using these eight principles. Collectively, we will redefine the role higher education plays in ensuring a competitive U.S. economy.

Sincerely,

A handwritten signature in black ink, appearing to read 'Frances Bronet', written in a cursive style.

Frances Bronet
Provost & Sr. VP of Academic Affairs

August 4, 2015

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The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

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Early-stage ideas and novel technologies need to be further along before the market is ready to embrace their true potential. We believe higher education has a unique role in supporting students, faculty, and regional community members to advance this innovative potential. Ideas alone do not create economic impact. It is the innovator behind the innovation who makes the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation, and an entrepreneurial mindset can be taught. Moreover, we believe the innovation ecosystem has the potential to engage all students, regardless of major or department.

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to one or more of the following to help make that possible:

We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. Until now, a student's success is judged based on individual scores, but their future employers require that they know how to work in teams. They also favor recent graduates who have real-world experiences. We will utilize team-based learning and create practical experiences to engage all students, regardless of major, through the curricular (Engineering Projects in Community Service [EPICS], freshman design) and extracurricular experiences (Engineers Without Borders, National Academy of Engineering Grand Challenge Scholars Program, Design for America, Startup Weekend, 3 Day Startup, Roosevelt Institute, VentureWell E-Teams, Epicenter University Innovation Fellows). We will urge all students, regardless of major, to participate in one or more such activities and we will create networks to help strengthen and coordinate these resources for maximum success.

We commit to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation. Research shows that teams can strengthen the innovative potential of the project at hand when they incorporate multiple viewpoints. We will do this by taking a critical look at our current outreach methods and practices, such as prerequisite requirements and declarations of major that serve as artificial barriers to the participation of a diversity of innovators.

We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly. Centrally located innovation spaces, makerspaces and co-working spaces are breeding grounds for a creative culture on campus. This culture is counter to traditional approaches, such as lab facilities that are only open to students taking a certain class or enrolled in a certain major. We will work to maximize the accessibility of such spaces to students of all majors.

We commit to connecting the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another. From learning and venture creation resources to prototyping labs and makerspaces, a high-functioning ecosystem is one in which stakeholders are highly networked and able to leverage one another. We will work to create networking opportunities for these campus leaders, encouraging collaboration and mutual support.

We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes. We recognize that the best innovation and entrepreneurship ecosystems foster a culture of risk-taking and stamp out a fear of failure. We will do this by celebrating all entrepreneurial activity, from small wins and big wins to small failures and big failures, by holding more demo days, maker faires, competitions, design challenges, hackathons, speakers series and other events.

We commit to encouraging the creation of student and faculty venture teams to explore commercialization opportunities, spinning out of the university ecosystem when they are able. We will do this by expanding the number of seed funding opportunities, mentoring and advising resources available to such teams. We will also do this by investigating and changing current policies that inhibit participation in innovative and entrepreneurial activities.

We commit to expanding programs that require faculty and students to “get out of the building” and talk with potential users of new products or services. Successful innovators are willing to reach beyond the walls of academia to ensure their innovations will be embraced by humanity. Only by understanding the customer’s pain points and validating a business model hypothesis can an innovator successfully advance an offering beyond the walls of academia. We will do this by expanding on-campus innovation programs, such as NSF I-Corps and Lean LaunchPad for faculty, researchers, students and regional community members.

We commit to supporting innovative faculty teaching practices that nurture 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches. We will evaluate current faculty incentives to incorporate new teaching methods and build teams of institutional change agents who share and help advance best practices quickly and effectively.

To mark this first-ever Demo Day at the White House, we commit to enhancing and expanding our innovation ecosystems using these eight principles. Collectively, we will redefine the role higher education plays in ensuring a competitive U.S. economy.

Sincerely,

A handwritten signature in blue ink that reads "E. Guiliano". The signature is fluid and cursive, with a large initial "E" and a stylized "G".

Edward Guiliano, Ph.D.
President

[1] <http://www.nsf.gov/statistics/2015/nsf15314/>

[2] https://www.autm.net/AM/Template.cfm?Section=FY_2013_Licensing_Activity_Survey&Template=/CM/ContentDisplay.cfm&ContentID=13870



OFFICE OF THE PRESIDENT

NDSU Dept 1000 | PO Box 6050 | Fargo ND 58108-6050 | 701.231.7211 | Fax 701.231.8722 | www.ndsu.edu

August 4, 2015

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

We believe that our nation's higher education institutions offer great economic potential. Across the nation, higher education spending on research and development in FY2013 totaled \$67.2 billion [1]. This resulted in over 24,500 patent applications and 43,300 licenses, a 20% increase in new commercial products from the preceding year [2]. While the primary purpose of academic research remains the education of America's next generation of scientists and engineers, we believe that it is also vital that our innovations are commercialized so they may benefit society and create economic opportunity. Our nation's corporate sector has been the biggest beneficiary of innovation generated by faculty and students. However, we know we can do better.

Early-stage ideas and novel technologies need to be further along before the market is ready to embrace their true potential. We believe higher education has a unique role in supporting students, faculty, and regional community members to advance this innovative potential. We are well-aware that ideas alone do not create economic impact. It is the engaged person behind the innovation who makes the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation, and an entrepreneurial mindset can be stimulated and nurtured through creative application of university resources. Moreover, we are committed to the notion that the innovation ecosystem has the potential to engage all students, regardless of major or department.

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we re-affirm our commitment to the following to help make that possible:

We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. We have initiated a Grand Challenge Request for Proposals, seeking faculty initiatives for engaging students in quests for bold approaches to address the National Academy of Engineering Grand Challenges. Further, NDSU has been an aggressive participant on the University Innovation Fellows program. Our UI Fellows have been active and effective catalysts for the larger student body. We also sponsor student teams in the Clinton Global Initiative University Network, and we support One Million Cups Fargo, TEDx Fargo, Startup Weekend, Startup Weekend for Women and Engineers Without Borders.

We commit to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation. Our Innovation Alliance is a grass-roots collaborative of faculty from five of our colleges, whose mission is to stimulate and nurture student innovation on every corner of our campus.

We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly. The NDSU University Innovation Fellows team has offered a proposal for establishment of a co-working innovation space in the middle of the campus, where it would be accessible to the majority of the student body. There is already a limited-access student co-working space located in the basement of the College of Business, and selected faculty have made their labs available to student innovators, providing an initial locus for student innovation workspaces.

We commit to connecting the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another. Our Innovation Alliance is funded by the Office of the Provost to coordinate a variety of initiatives that promote student innovation. This group supports the NDSU Innovation Challenge, the University Innovation Fellow program, the Clinton Global Initiative University Network and informal connections of innovative NDSU students with counterparts on other campuses

We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes. The Awards Banquet for the Innovation Challenge is a campus-wide event, held in the largest ballroom in our Memorial Union. This is a celebration of all of the student innovation teams, whether prize winners or not. The NDSU President and Provost are central participants in the ceremonies.

We commit to encouraging the creation of student and faculty venture teams to explore commercialization opportunities, spinning out of the university ecosystem when they are able. We are in the process of launching our fifth annual Innovation Challenge, a student innovation competition that reaches every college on our campus. The IChallenge program offers a series of no-cost workshops for student innovators to refine their innovative and entrepreneurial skill sets. We are in the planning stages for several additional steps to nurture high-achieving student innovators towards commercialization of their inventions.

We commit to expanding programs that require faculty and students to “get out of the building” and talk with potential users of new products or services. We have sponsored faculty (in two colleges) to attend the Lean LaunchPad for Educators workshop for the past two years. We have sponsored faculty (from three colleges) to attend either VentureWell Open or CGIU Annual. IAlliance plans for 2015-16 include expanding this aspect of faculty development.

We commit to supporting innovative faculty teaching practices that nurture 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches. Our faculty have developed and implemented innovative and unique elective courses that direct undergraduate student energies to exploration of significant problems -- new types of bone implants, prosthetic devices, social problems, agricultural challenges. These are one-credit elective courses, repeatable for credit and available to students across all disciplines.

This note would not be complete without a small summary of some of the initiatives that are now underway at NDSU to stimulate and nurture student innovation and entrepreneurship:

- * We have established a faculty-driven Innovation Alliance to coordinate several initiatives. Innovation Alliance includes faculty from five colleges at NDSU.
- * We are conducting the fifth annual Innovation Challenge, a competition for innovative student teams that has attracted entries from 115 teams and over 360 students in its first four years, representing every college on campus. Total prize money every year is \$20,000, and is provided by local industry partners.
- * We are entering our third year in the University Innovation Fellows program -- one UI Fellow in 2013-14; four in 2014-15; at least five in 2015-16. Purposefully, half of the NDSU UI Fellows team is from disciplines outside of engineering.
- * We have launched participation in the Clinton Global Initiative University Network in 2014-15, with four teams accepted and represented at the annual meeting. Target is to double in 2015-16.
- * We are nurturing spin-off company proposals (in various stages) from student innovators.
- * We are active in integrating the enthusiasm of NDSU students with the energy of Startup Fargo through our students' (and faculty) presentations at One Million Cups Fargo and Health Pitch Fargo.
- * We have been leveraging on-campus innovation activity with grants to student groups from state government, foundations and national entrepreneurship support organizations -- including North Dakota Department of Commerce Venture Grants, a VentureWell E-Team grant, an OZY Genius Award, and InnovateND competitors. We also partner with numerous local companies.

Sincerely,

Dean Bresciani; President

Beth Ingram; Provost

Gary Smith; Dean, Engineering

Jane Schuh; Interim Dean, Business

Chuck Hoge; Director, NDSU Research and Technology Park

David L. Wells, Professor, Industrial and Manufacturing Engineering

Sherri N. Stastny; Associate Professor, Health, Nutrition and Exercise Science

Andrew Mara; Professor, English

Tim O. Peterson; Professor, Management and Marketing

Paul Brown; Senior Lecturer, Management and Marketing

Janice Haggart; Senior Lecturer, Microbiology

Andrew Dalman, University Innovation Fellow; graduate student, Mechanical Engineering

Jordan Brummond, University Innovation Fellow; senior, Microbiology

Drew Spooner, University Innovation Fellow; senior, Marketing

Jacob Larson, University Innovation Fellow; senior Manufacturing Engineering

[1] <http://www.nsf.gov/statistics/2015/nsf15314/>

[2] https://www.autm.net/AM/Template.cfm?Section=FY_2013_Licensing_Activity_Survey&Template=/CM/ContentDisplay.cfm&ContentID=13870



OFFICE OF THE PRESIDENT

Box 5007 • Cookeville TN 38505-0001 • 931-372-3241 • Fax 931-372-6332 • tntech.edu

August 3, 2015

The Honorable Barack Obama
United States President
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

Tennessee Technological University (TTU) is committed to student success, preparing our students for a competitive economy and producing professionals equipped to create jobs. TTU has had a tradition of hands-on engineering and our students have been considered by the industry as ready for the workforce. We are now committed to make them innovators as well.

Our goal at Tennessee Tech University is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Our faculty and students have been increasingly engaged in these activities over the past few years including receiving grants from the National Science Foundation I-Corps, Small Business Innovative Research and other forming start-ups. The TTU College of Engineering was among the first cohort of 12 universities, and the only university in Tennessee, selected to participate in the Pathways for Innovation Program run by the Stanford University Epicenter.

Our nation's higher education institutions have long held great economic potential. Higher education spending on research and development in FY2013 totaled \$67.2 billion[1]. This resulted in over 24,500 patent applications and 43,300 licenses, resulting in a 20% increase of new commercial products, from the year prior[2]. While the primary purpose of academic research remains the education of America's next generation of scientists and engineers, it is vital that our innovations are commercialized so they may benefit society and create economic opportunity. Our nation's corporate sector has been the biggest beneficiary of innovation generated by faculty and students. However, we know we can do better.

Early-stage ideas and novel technologies need to be further along before the market is ready to embrace their true potential. We believe higher education has a unique role in supporting students, faculty and regional community members to advance this innovative potential. Ideas alone do not create economic impact. It is the innovator behind the innovation who make the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation and an entrepreneurial mindset can be taught. Moreover, we believe the innovation ecosystem has the potential to engage all students, regardless of major or department. Today, we commit to the following to help make that possible:

We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. Until now, a student's success is judged based on individual scores, but their future employers require that they know how to work in teams. They also favor for recent graduates who have real-world experiences. We will utilize team-based learning and create practical experiences to engage all students, regardless of major, through the curricular programs such as freshman design and other programs as well as extracurricular experiences such as: Engineers Without Borders, National Academy of Engineering Grand Challenge Scholars Program, Design for America, Startup Weekend, 3 Day Startup, Roosevelt Institute, VentureWell E-Teams, Epicenter University Innovation Fellows. We will urge all students, regardless of major, to participate in one or more of such activities, and we will create networks to help strengthen and coordinate these resources for maximum success.

We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly. TTU maker space is centrally located in our library and is one of a number of spaces available for hands-on work by our students. Our innovation space is unique as it combines engineering design and innovation with virtual reality simulation and marketing and customer discovery. These facilities are open to all students at the TTU campus.

We commit to connecting the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another. Self-motivated faculty and support from our university leadership, in addition to working with Tennessee State supported entities such as the BizFoundary and Launch Tennessee have resulted in a growing culture of innovation and entrepreneurship which is in its infancy but with a significant promise. We will continue to work to create networking opportunities for these campus leaders, encouraging collaboration and mutual support.

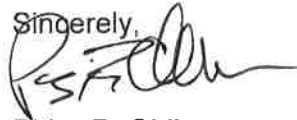
We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes. We recognize that the best innovation and entrepreneurship ecosystems foster a culture of risk-taking and stamp out a fear of failure. We will do this by celebrating all entrepreneurial activity (two faculty fellowships in innovation and techno-entrepreneurship), by holding more demo days, maker fairs, competitions (our TTU Eagle Works launched in 2014), design challenges, hackathons, speakers series and other events.

We commit to expanding programs that require faculty and students to "get out of the building" and talk with potential users of new products or services. Successful innovators are willing to reach beyond the walls of academia to ensure their innovations will be embraced by humanity. Only by understanding the customer's pain points and validating a business model hypothesis can an innovator successfully advance an offering beyond the walls of academia. TTU will do this by expanding on-campus innovation programs, such as NSF I-Corps and Lean LaunchPad for faculty, researchers, students and regional community members. We continue to strive to win NSF I-Corps site and node status.

We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches. TTU will evaluate current faculty incentives to incorporate new teaching methods and build teams of institutional change agents who share and help advance best practices quickly and effectively.

President Obama
Page 3, August 3, 2015

To mark this first-ever Demo Day at the White House, we commit to enhancing and expanding our innovation ecosystems using these principles. Collectively, we will redefine the role higher education plays in ensuring a competitive U.S. economy.

Sincerely,


Philip B. Oldham
President

[1] <http://www.nsf.gov/statistics/2015/nsf15314/>

[2] https://www.autm.net/AM/Template.cfm?Section=FY_2013_Licensing_Activity_Survey&Template=/CM/ContentDisplay.cfm&ContentID=13870

August 3, 2015

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

Our nation's higher education institutions have long held great economic potential. Higher education spending on research and development in FY2013 totaled \$67.2 billion [1]. This resulted in over 24,500 patent applications and 43,300 licenses, a 20% increase in new commercial products from the year prior [2]. While the primary purpose of academic research remains the education of America's next generation of scientists and engineers, it is vital that our innovations are commercialized so they may benefit society and create economic opportunity. Our nation's corporate sector has been the biggest beneficiary of innovation generated by faculty and students. However, we know we can do better.

Early-stage ideas and novel technologies need to be further along before the market is ready to embrace their true potential. We believe higher education has a unique role in supporting students, faculty, and regional community members to advance this innovative potential. Ideas alone do not create economic impact. It is the innovator behind the innovation who makes the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation, and an entrepreneurial mindset can be taught. Moreover, we believe the innovation ecosystem has the potential to engage all students, regardless of major or department.

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to the following to help make that possible:

We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. Until now, a student's success is judged based on individual scores, but their future employers require that they know how to work in teams. They also favor recent graduates who have real-world experiences. We will utilize team-based learning and create practical experiences to engage all students, regardless of major, through the curricular (Engineering Projects in Community Service [EPICS], freshman design) and extracurricular experiences (Engineers Without Borders, National Academy of Engineering Grand Challenge

Scholars Program, Design for America, Startup Weekend, 3 Day Startup, Roosevelt Institute, VentureWell E-Teams, Epicenter University Innovation Fellows). We will urge all students, regardless of major, to participate in one or more such activities and we will create networks to help strengthen and coordinate these resources for maximum success.

We commit to supporting innovative faculty teaching practices that nurture 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches. We will evaluate current faculty incentives to incorporate new teaching methods and build teams of institutional change agents who share and help advance best practices quickly and effectively.

To mark this first-ever Demo Day at the White House, we commit to enhancing and expanding our innovation ecosystems using these principles. Along with our colleagues at other universities, we will redefine the role higher education plays in ensuring a competitive U.S. economy.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric P. Jack". The signature is fluid and cursive, with a long horizontal stroke at the end.

Eric P. Jack, PhD

Wells Fargo Endowed Chair in Business Administration, Professor, and Dean



University of New Haven

Office of the President

Steven H. Kaplan, Ph.D.
President

July 23, 2015

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

Our nation's higher education institutions have long held great economic potential. Higher education spending on research and development in FY2013 totaled \$67.2 billion.¹ This resulted in over 24,500 patent applications and 43,300 licenses, resulting in a 20% increase of new commercial products, from the year prior.² While the primary purpose of academic research remains the education of America's next generation of scientists and engineers, it is vital that our innovations are commercialized so they may benefit society and create economic opportunity. Our nation's corporate sector has been the biggest beneficiary of innovation generated by faculty and students. However, we know we can do better.

Early-stage ideas and novel technologies need to be further along before the market is ready to embrace their true potential. We believe higher education has a unique role in supporting students, faculty and regional community members to advance this innovative potential. Ideas alone do not create economic impact. It is the innovator behind the innovation who make the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation and an entrepreneurial mindset can be taught. Moreover, we believe the innovation ecosystem has the potential to engage all students, regardless of major or department.

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to one or more of the following to help make that possible:

¹ <http://www.nsf.gov/statistics/2015/nsf15314/>

²

https://www.autm.net/AM/Template.cfm?Section=FY_2013_Licensing_Activity_Survey&Template=/CM/ContentDisplay.cfm&ContentID=13870



We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. Until now, a student's success is judged based on individual scores, but their future employers require that they know how to work in teams. They also favor for recent graduates who have real-world experiences. We will utilize team-based learning and create practical experiences to engage all students, regardless of major, through the curricular (Engineering Projects in Community Service (EPICS), freshman design) and extracurricular experiences (Engineers Without Borders, National Academy of Engineering Grand Challenge Scholars Program, Design for America, Startup Weekend, 3 Day Startup, Roosevelt Institute, VentureWell E-Teams, Epicenter University Innovation Fellows). We will urge all students, regardless of major, to participate in one or more of such activities and we will create networks to help strengthen and coordinate these resources for maximum success.

We commit to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation. Research shows that teams can strengthen the innovative potential of the project at hand when they incorporate multiple viewpoints. We will do this by taking a critical look at our current outreach methods and practices, such as prerequisite requirements and declarations of major that serve as artificial barriers to the participation of a diversity of innovators.

We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly. Centrally located innovation spaces, makerspaces and co-working spaces are breeding grounds for a creative culture on campus. This culture is counter to traditional approaches, such as lab facilities that are only open to students taking a certain class or enrolled in a certain major. We will work to maximize the accessibility of such spaces to students of all majors.

We commit to connecting the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another. From learning and venture creation resources to prototyping labs and makerspaces, a high-functioning ecosystem is one in which stakeholders are highly networked and able to leverage one another. We will work to create networking opportunities for these campus leaders, encouraging collaboration and mutual support.

We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes. We recognize that the best innovation and entrepreneurship ecosystems foster a culture of risk-taking and stamp out a fear of failure. We will do this by celebrating all entrepreneurial activity, from small wins and big wins to small failures and big failures, by holding more demo days, maker faires, competitions, design challenges, hackathons, speakers series and other events.

We commit to encouraging the creation of student and faculty venture teams to explore commercialization opportunities, spinning out of the university ecosystem when they are able. We will do this by expanding the number of seed funding opportunities, mentoring and advising resources available to such teams. We will also do this by investigating and changing current policies that inhibit participation in innovative and entrepreneurial activities.



We commit to expanding programs that require faculty and students to “get out of the building” and talk with potential users of new products or services. Successful innovators are willing to reach beyond the walls of academia to ensure their innovations will be embraced by humanity. Only by understanding the customer’s pain points and validating a business model hypothesis can an innovator successfully advance an offering beyond the walls of academia. We will do this by expanding on-campus innovation programs, such as NSF I-Corps and Lean LaunchPad for faculty, researchers, students and regional community members.

We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches. We will evaluate current faculty incentives to incorporate new teaching methods and build teams of institutional change agents who share and help advance best practices quickly and effectively.

To mark this first-ever Demo Day at the White House, we commit to enhancing and expanding our innovation ecosystems using these eight principles. Collectively, we will redefine the role higher education plays in ensuring a competitive U.S. economy.

Sincerely,

Handwritten signature of Steve Kaplan in blue ink.

Steve Kaplan
President

Handwritten signature of Daniel May in blue ink.

Daniel May
Provost

Handwritten signature of Ronald Harichandran in blue ink.

Ronald Harichandran
Dean of Engineering

Handwritten signature of Maria-Isabel Carnasciali in blue ink.

Maria-Isabel Carnasciali
Assistant Professor

Handwritten signature of Jonathan Spiegel in blue ink.

Jonathan Spiegel
Engineering Student and
University Innovation Fellow

August 4, 2015

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama,

Portland has always had a human-centered mindset that has inspired and supported our nation's innovators and entrepreneurs. A great example is its history of transportation. In the 1970's the \$165 million Mount Hood Freeway was planned, which would require neighborhoods and small business to be torn out to make way. Portland citizens were ahead of their time, and favored their neighbors and the environment over big business and commercialization. Thanks to citizen lobbyists, Congress allowed \$23 million of the \$165 million freeway price tag to be relocated to building the region's public transit system [1]. After heavy public protest and pressure, Oregon Governor Tom McCall decided to cancel the planned Mount Hood Freeway in the fall of 1974.

Today, the neighborhoods that were saved are home to miles of locally owned businesses that fulfill most residents' needs. What they can't walk or bike to, they can take public transit to the rest. The public transportation system, TRIMET, is constantly rated among the best in the country [2]. As CNNMoney said in April 2015,

“Portland, Oregon, has been ahead of the innovation curve for a long time. The city created a Bicycle Plan in 1973; turned a freeway into a riverfront park in 1978 and built a light rail (instead of a new highway) in 1986.” [3]

This mindset is what puts the University of Portland in the perfect position to grow and ignite the next generation of human-centered innovators. In the past year, students, faculty, administration, and outside organizations have planned and designed an innovation space for UP's community. This space will act as a hub for student innovators, collating many campus resources and providing new ones. The Entrepreneurship and Innovation Club (EIC) will organize activities and events across campus and in the world to raise interest and knowledge in creating an idea, iterating it with others, and making it a reality. A “Leadership Circle” of EIC board members, University Innovation Fellows, faculty, staff, and administration will work together to make decisions about future entrepreneurship and innovation initiatives across campus.



University of Portland students and faculty are very fortunate to be surrounded with one of the most innovative and entrepreneurial cities in the world. To celebrate the first-ever White House Demo Day, **we commit to expanding programs that require faculty and students to “get out of the building” and talk with potential users of new products or services.** Successful innovators are willing to reach beyond the walls of academia to ensure their innovations will be embraced by humanity. Only by understanding the customer’s pain points and validating a business model hypothesis can an innovator successfully advance an offering beyond the walls of academia. We will do this by hosting interactive events for the community on campus, as well as creating programs to enable students to physically go to other makerspaces and schools to collect opinions, feedback, and data about their ideas. This will enrich our students with real world practice in collaboration, as well as raise awareness about all of our student’s great ideas.

Through these commitments and many more, we will redefine the role higher education plays in enriching the U.S. economy and solving human-centered problems in the world.

Signed,

Peter Rachor
Director for Entrepreneurship & Innovation

Katie Heitkemper
President of Entrepreneurship & Innovation Club (EIC)

Cole Preece
University Innovation Fellow
Design Leader of EIC

Lillian D'Amico
Communication Leader of EIC



August 4, 2015

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

Our nation's higher education institutions have long held great economic potential. Higher education spending on research and development in FY2013 totaled \$67.2 billion[1]. This resulted in over 24,500 patent applications and 43,300 licenses, resulting in a 20% increase of new commercial products, from the year prior[2]. While the primary purpose of academic research remains the education of America's next generation of scientists and engineers, it is vital that our innovations are commercialized so they may benefit society and create economic opportunity. Our nation's corporate sector has been the biggest beneficiary of innovation generated by faculty and students. However, we know we can do better.

Early-stage ideas and novel technologies need to be further along before the market is ready to embrace their true potential. We believe higher education has a unique role in supporting students, faculty and regional community members to advance this innovative potential. Ideas alone do not create economic impact. It is the innovator behind the innovation who make the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation and an entrepreneurial mindset can be taught. Moreover, we believe the innovation ecosystem has the potential to engage all students, regardless of major or department.

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, we commit to one or more of the following to help make that possible:

We commit to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. Until now, a student's success is judged based on individual scores, but their future employers require that they know how to work in teams. They also favor for recent graduates who have real-world experiences. We will utilize team-based learning and create practical experiences to engage all students, regardless of major, through the curricular (Engineering Projects in Community Service [EPICS], freshman design) and extracurricular experiences (Engineers Without Borders, National Academy of Engineering Grand Challenge Scholars Program, Design for America, Startup Weekend, 3 Day Startup, Roosevelt Institute, VentureWell ETeams, Epicenter University Innovation Fellows).

We will urge all students, regardless of major, to participate in one or more of such activities and we will create networks to help strengthen and coordinate these resources for maximum success.

We commit to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation.

Research shows that teams can strengthen the innovative potential of the project at hand when they incorporate multiple viewpoints. We will do this by taking a critical look at our current outreach methods and practices, such as prerequisite requirements and declarations of major that serve as artificial barriers to the participation of a diversity of innovators.

We commit to mapping and highlighting the landscape of available infrastructure, while also urging limited-access facilities to open their doors more broadly. Centrally located innovation spaces, makerspaces and co-working spaces are breeding grounds for a creative culture on campus. This culture is counter to traditional approaches, such as lab facilities that are only open to students taking a certain class or enrolled in a certain major. We will work to maximize the accessibility of such spaces to students of all majors.

We commit to connecting the many resources and champions of innovation and entrepreneurship so they may understand how to better support one another. From learning and venture creation resources to prototyping labs and makerspaces, a high-functioning ecosystem is one in which stakeholders are highly networked and able to leverage one another. We will work to create networking opportunities for these campus leaders, encouraging collaboration and mutual support.

We commit to celebrating all faculty and student innovation and entrepreneurial outcomes, from creative pursuits to big entrepreneurial successes. We recognize that the best innovation and entrepreneurship ecosystems foster a culture of risk-taking and stamp out a fear of failure. We will do this by celebrating all entrepreneurial activity, from small wins and big wins to small failures and big failures, by holding more demo days, maker faires, competitions, design challenges, hackathons, speakers series and other events.

We commit to encouraging the creation of student and faculty venture teams to explore commercialization opportunities, spinning out of the university ecosystem when they are able. We will do this by expanding the number of seed funding opportunities, mentoring and advising resources available to such teams. We will also do this by investigating and changing current policies that inhibit participation in innovative and entrepreneurial activities.

We commit to expanding programs that require faculty and students to “get out of the building” and talk with potential users of new products or services. Successful innovators are willing to reach beyond the walls of academia to ensure their innovations will be embraced by humanity. Only by understanding the customer’s pain points and validating a business model hypothesis can an innovator successfully advance an offering beyond the walls of academia. We will do this by expanding on-campus innovation programs, such as NSF iCorps and Lean LaunchPad for faculty, researchers, students and regional community members.

We commit to supporting innovative faculty teaching practices that nurtures 21st century skills through innovation, entrepreneurship, creativity, design thinking, making and lean startup approaches. We will evaluate current faculty incentives to incorporate new teaching methods and build teams of institutional change agents who share and help advance best practices quickly and effectively.

To mark this first-ever Demo Day at the White House, we commit to enhancing and expanding our innovation ecosystems using these eight principles. Collectively, we will redefine the role higher education plays in ensuring a competitive U.S. economy.

Sincerely,



Vistasp M. Karbhari
President

[1] <http://www.nsf.gov/statistics/2015/nsf15314/>

[2] https://www.autm.net/AM/Template.cfm?Section=FY_2013_Licensing_Activity_Survey&Template=/CM/ContentDisplay.cfm&ContentID=13870

Chapman Hall
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Milwaukee, WI
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414 229-4331 phone
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July 30, 2015

President Barack Obama
The White House
1600 Pennsylvania Avenue NW
Washington, DC 20500

Dear President Obama:

The University of Wisconsin-Milwaukee (UWM) strongly believes that the nation's higher education institutions have great economic potential. In FY2013, higher education spending on research and development in totaled \$67.2 billion, which resulted in more than 24,500 patent applications and 43,300 licenses, which further resulted in a 20% increase of new commercial products from the previous year.

While the primary purpose of academic research is the education of America's next generation of scientists and engineers, it is vital that innovations are commercialized so they may benefit society and create economic opportunity. We believe higher education, and UWM in particular, has a unique role in supporting students, faculty and regional community members to advance this innovative potential. Ideas alone do not create economic impact. It is the innovator behind the innovation who makes the difference between a patent that sits on a shelf and technology that benefits humankind. We believe creativity, innovation and an entrepreneurial mindset can be taught. Moreover, we believe the innovation ecosystem has the potential to engage all students, regardless of major or department.

In the past 12 months at the University of Wisconsin-Milwaukee we have accomplished the following:

- **Student Startup Challenge** – completed third year of this co-curricular program that pairs student entrepreneurs with project teams in existing classes to help entrepreneurs develop their business model and prototype devices while building an entrepreneurial culture at UWM.
- **Launch of NSF I-Corps Site** – UWM has launched an NSF I-Corps site collaborating with four other Milwaukee institutions to teach lean launch methodologies to faculty and graduate student teams; this three year program will ultimately train 90 teams in LLP methods.
- **University Innovation Fellows** – UWM completed a second year of the University Innovation Fellows where four new students joined three existing UI Fellows in this program to create student entrepreneurial change agents with the support of Stanford's Epicenter program.

Going forward, UWM has made these new commitments for the next 12 months:

- **Launch of the Lubar Center for Entrepreneurship** – UWM has just announced a \$25 million program to build programs and facilities to support entrepreneurship thanks to the support of local entrepreneurs, Sheldon B. Lubar and his wife, Marianne Lubar. The Center will provide spaces, programming and resources to train students in entrepreneurial methods and link UWM with the larger Milwaukee entrepreneurial ecosystem.
- **Ideas Challenge** – UWM will launch Ideas Challenge as an umbrella for entrepreneurship programming – it will encompass existing programs such as the Student Startup Challenge and business plan competitions and add new programming such as Ideas Challenge courses – which will adapt existing project based classes from various disciplines to develop entrepreneurial skills.
- **Fresh Ideas** – UWM will pilot programming for incoming freshman that will introduce entrepreneurship and innovation concepts to them early in their career at UWM and serve as a feeder for other entrepreneurial programming.
- **Scale Up** - UWM will partner with the Greater Milwaukee Committee to integrate the Scale Up program as part of the Lubar Center for Entrepreneurship; the Scale Up program helps existing business with revenue in the \$1 million to \$10 million range accelerate the growth of their companies.

Our goal is to provide all students on campus, regardless of major, with access to innovation and entrepreneurship learning opportunities. Today, UWM commits to one or more of the following to help make that possible:

- UWM commits to advancing team-based learning on real-world problems as early and as frequently as possible in a student's academic career. Until now, a student's success is judged based on individual scores, but their future employers require that they know how to work in teams. They also favor for recent graduates who have real-world experiences. We will utilize team-based learning and create practical experiences to engage all students, regardless of major, through the curricular (Engineering Projects in Community Service [EPICS], freshman design) and extracurricular experiences (Engineers Without Borders, National Academy of Engineering Grand Challenge Scholars Program, Design for America, Startup Weekend, 3 Day Startup, Roosevelt Institute, VentureWell E-Teams, Epicenter University Innovation Fellows). We will urge all students, regardless of major, to participate in one or more of such activities and we will create networks to help strengthen and coordinate these resources for maximum success.
- UWM commits to expanding the innovation ecosystem to include underserved populations across campus and encouraging practices that result in more diverse team creation. Research shows that teams can strengthen the innovative potential of the project at hand when they incorporate multiple viewpoints. We will do this by taking a critical look at our current outreach methods and practices, such as prerequisite requirements and declarations of major that serve as artificial barriers to the participation of a diversity of innovators.
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Sincerely,



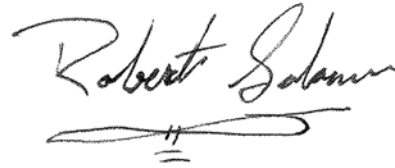
Mark A Mone, PhD
Chancellor
University of Wisconsin-Milwaukee



Brian D. Thompson
President, UWM Research Foundation, Inc.



Ilya V. Avdeev, Ph.D.
Director, I-CORPS Site/Student Startup Challenge
Associate Professor of Mechanical Engineering
College of Engineering & Applied Science
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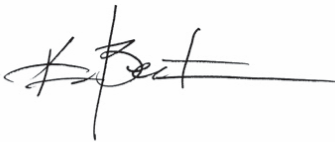
Rob Salamon
Student of Mechanical and Electrical Engineering
University Innovation Fellow
Founder Smallwaukee Properties



Dr. Nathaniel Stern
Associate Professor of Art and Design
Head of Digital Studio Practice
Student Startup Challenge Co-Founder
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Entrepreneur-in-Residence & Adjunct Assistant
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Amin Mojtahedi
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University Innovation Fellow
Co-Founder AIM



Alex Francis
PhD Student of Mechanical Engineering
University Innovation Fellow
Founder Isopoint Technologies



Garry Jean-Pierre
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