Oregon State University

NON-CREDIT BENCHMARK REPORT

2019

Professional and Continuing Education

Contents

Executive Summary

The integration of Professional and Continuing Education (PACE) into the Division of Outreach and Engagement can serve as a catalyst that better equips Oregon State University to meet our state's rapidly evolving and increasingly diverse workforce development needs.

The purpose of this benchmarking study is to investigate non-credit offerings at a number of peer institutions as a way to: evaluate the situation of continuing education units at peer institutions, analyze the financial sustainability of other continuing education units and identify best practices of organizational models for continuing education units.

PACE staff conducted online research into identified peer institutions and conducted phone interviews to gather detailed information on each program. In this document, we hope to summarize some of these findings, glean insights from the data, and make recommendations on how to best support professional and continuing education at Oregon State University.

Through our research, we found a preponderance of successful non-credit benchmarks operating as centralized units. PACE's recent trajectory has followed this path while also aligning with Ecampus' proven model as a university resource and center of excellence for non-credit education.

To that end, we recommend a centralized continuing education unit that receives base funding and is housed within the Division of Outreach and Engagement. Our research shows that such a model will support our collective effort to preserve and extend OSU's academic reputation. If we want to deliver high-quality and affordable offerings, it is imperative that Oregon State catalyzes opportunities for all colleges and partners to collaborate effectively in meeting growing demand for responsive and flexible non-credit education.

Oregon currently has a statewide data network that provides the infrastructure needed to increase access to educational experiences for learners in the state. Further, the regional structure and statewide presence of the OSU Extension Service will serve as a point of intake for new projects and programs offered through the infrastructure of PACE. Our goal of creating a university-wide professional and continuing education platform allows OSU to foster joint relationships with all colleges, divisions, and units across the campus and state.

By building these relationships and expanding our continuing education offerings in a proven and sustainable way, Oregon State University can fill Governor Kate Brown's vision to "close the skills gap for Oregon's students and adults by providing the skills and job training they need to obtain good, family-wage jobs."[1]

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[1]
https://www.oregon.gov/gov/policy/Documents/Future%20Ready%20Oregon%20Governor%20Kate%20Brown.pdf

Purpose of Study

There is a nationwide need for increased and improved access to educational resources—specifically in rural and small town America. Furthermore, these resources take on many forms outside of traditional for-credit education as learners seek specialized training to help them succeed and advance in their professions. Through PACE, Oregon State University is uniquely poised to meet this demand in Oregon and beyond.

This study aims to establish best practices for continuing education operation and budget model that are in line with standards set at peer institutions. Establishing a firm model for continuing education will support Oregon State's land grant mission, establish the University as a leader in statewide workforce training and ultimately best serve all internal university partners looking for course development and delivery support.

Statement of Problem

Currently there is no generally agreed upon model of operation for continuing education at Oregon State University. Since the inception of PACE within the university, multiple models have been presented and acted upon. For the most part, these models have been reactive to changing demands with few clear and consistent guidelines.

Meanwhile, there is a growing demand for this type of training within the state of Oregon. As stated in *Future Ready Oregon*, not every Oregon family feels the economic success occurring in our state and it is critical to provide opportunities for adult Oregonians to "skill-up" and land a better job.

If Oregon State University wants to fill this need in the state (while also providing opportunities for learners across the U.S. and world), then it is critical that we develop a standardized model for continuing education. Failure to establish and enforce these rules results in a fractured learner experience and an inefficient use of time and resources within the university.

Justification of Study

Enrollment for non-credit education continues on an upward trend, creating potential revenue streams for colleges across campus[2]. To ensure alignment with SP 4.0's emphasis on innovation, collaboration, and multidisciplinary outreach, a benchmarking study was conducted to guide policy for governance and operational models at Oregon State University for their continuing education units.

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[2] https://www.jenzabar.com/blog/2015/03/26/rapid-rise-continuing-education/

Methodology

PACE, under the direction of Provost Feser, conducted a qualitative analysis of peer institutions with professional and continuing education departments. These participants were selected from Oregon State University's listed institutions, as well as additional participants that are considered aspirational peers based on their robust non-credit offerings. A complete list of participants and their contacts can be found in Appendix B.

Design and Participation

Universities selected for this benchmarking study are taken from Oregon State's Institutional Research list of Peer Institutions[3]. Orange Peers, two of which were consulted for this study, are land grant universities similar to Oregon State on a number of factors related to student enrollment and admissions, types of colleges / degree programs, instructor employment, and more.

Next Tier Peers and Top Ten Land Grant schools represent aspirational peers, and according to the Office of Institutional Research, this is a key comparator group for SP4.0. Eight institutions from this list were consulted as part of this study. Additional institutions were selected because of their strong presence in the continuing education arena.

PACE staff assembled interview questions (Appendix A) and reached out to 17 institutions with a diversity of continuing education delivery systems. Staff conducted interviews over the phone using the same interview question prompts, and recorded written answers. Some of the interviews were conducted with two PACE staff present, in these instances each interviewer recorded their own answers.

Participants were introduced to the interviewer(s) and given a brief explanation of the institution and purpose of the study. Interviewers gave a timeframe that the interview would last, and asked questions in the same order each time.

Study Limitations

The most substantial limitation impacting this study was time. Provost Feser's directive was shared with the PACE team at the end of November 2018, with the expectation of a final report by the end of January 2019.

Additionally, the PACE team collected qualitative data primarily, and quantitative data collected is minimal. A function of the abbreviated timeline, the team was not able to employ mixed methodology to produce a comprehensive data set.

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[3] https://institutionalresearch.oregonstate.edu/peer-institutions

Literature Review

The field of continuing education continues to grow, and more and more institutions see their departments as an opportunity for further research and community engagement, potential new academic programs, and increased revenue.

The University Professional and Continuing Education Association (UPCEA)[4] creates and promotes standards of excellence in the field for higher education. A report issued by UPCEA in 2017 describes the evolution of continuing education and its increasingly vital role for universities and colleges.

Within the report, a case study was issued showing the evolution of Georgia Tech's division for professional education:

> Identifying a need to better serve the institution's academic and major corporate partners, the unit was transformed into Georgia Tech Professional Education, an academic division reporting to the Provost with a Dean as its leader to interact with other deans. Over the past five years, Georgia Tech Professional Education has been a national and international leader in innovative graduate and professional education.

Promoting excellence in continuing education means understanding the market and responding quickly to consumer and industry needs. As the demographic of the United States changes with millennials now surpassing the population of baby boomers, it becomes imperative for universities to have a method for responding that is different than the traditional model.

Jason Lemon, Dean of Professional and Continuing Education at University of San Diego, further expounded this concept in his article "Continuing Education as a Strategic Asset

> Institutions of higher education seeking to compete in the 21st century will need to reimagine their professional and continuing education units as something more than just an extension of the university, an outreach effort, or revenue stream. They need to leverage these assets more broadly to create strategic advantages for the entire university.

The strength of professional and continuing education centers lies in their expertise in creating opportunities for the entire university to innovate and deploy professional programs quickly, as well as their firm understanding of the market opportunity for these programs. Continuing education units are far more flexible than traditional college enterprises and are able to respond in a more nimble manner. Further, a hallmark of success for these programs is the concierge style student service which is markedly different than the traditional academic

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[4] www.upcea.edu

environment. Investment in these units creates opportunities for universities to reach the ever-growing audience of adult learners.

> In particular, continuing education programs are less regulated, more responsive to industry and consumer needs, have less restrictive budget policies and procurement systems, operate under lower political pressure, and are often infused with the "startup mentality" that is critical for responding to and pioneering disruptive innovations. (Horn, 2016)

The importance of dedicated professional education units within universities cannot be understated as such operational models should leverage the flexibility to innovate and incubate new ideas, as well as provide centralized expertise in instructional design and adult learning.

A study to that effect was published in February 2017 by the International University Consortium for Executive Education, and their findings show that for executive education models to be successful in a university environment they must be allowed to operate in a very different manner than academic units. Schools that were adapting to this landscape were profiled in the study, with particular emphases placed on the rapid growth and change seen within the last 10 years.

> ...there is inherent tension between the current demands of the market and the organizational capability and structure of the university-based business school. The organizational model of universities, as faculty-driven, research-oriented institutions focused on individual learners, is incongruent with what customers want from university-based executive education providers.

The study goes on to distinguish the different organizational models that are being deployed by universities, and characterized the models into three different categories:
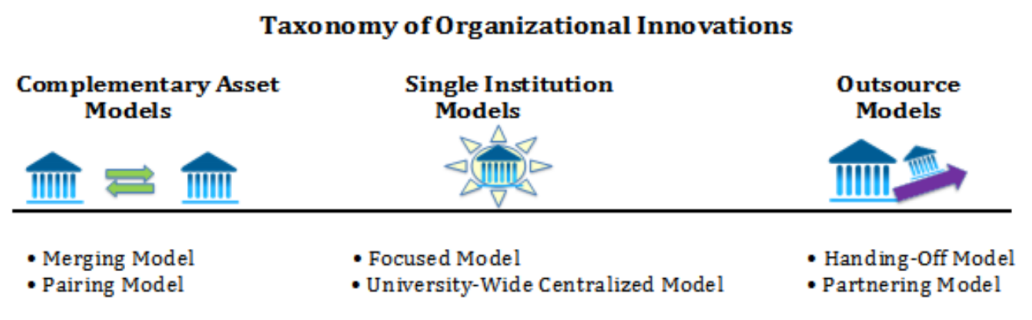

Figure 1: Changing Organizational Models of Executive Education ©2017 UNICON

The organizational models described distinguish between external partnering (complementary asset models and outsource models) and internal development and deployment. The following descriptions are pulled directly from the UNICON report.

- **Complementary Asset Models:** Complementary Asset Models represent formerly independent institutions agreeing to partner or operationally merge because each possesses assets the other lacks. Both institutions are stronger together than either one had been independently.
  - o **Merging Model:** The Merging Model is one in which two organizations with complementary strengths operationally merge, each benefiting from the strengths of the other.
  - o **Pairing Model:** Two organizations, equally grounded in the business of management education, each with its own business model, decide to collaborate to design, market, and deliver executive education as a separate function.
- **Single Institution Models:** The Single Institution Models embrace professional development as their focus, often incorporating corporate clients in their governance structure and providing long-term corporate partnerships and networks that go beyond program-based relationships. The Single Institution Models are designed to integrate easily across disciplines, the Focused Model by having the latitude to expand its teaching force at will and the University-Wide Centralized Model by tapping into the diverse disciplines available from a university.
  - o **Focused Model:** The Focused Model represents a stand-alone business school that concentrates on one activity, executive education
  - o **University-Wide Centralized Model:** This model seeks to bring together all the resources of the university to serve both individuals and client companies as opposed to having executive education as a department within the business school. The University-Wide Centralized Model provides the necessary structure for interdisciplinary collaboration across the university.
- **Outsource Models:** Characterized by the executive education provider finding another organization…to work with. As opposed to the Complementary Asset Models, there is a distance between the school and the activities of their partner.
  - o **Handing-Off Model:** Characterized by the executive education provider spinning off a portion of its business to a separate, arms-length entity. The motivation to do this includes the need to focus on its own business and not to be distracted by trying to provide the market with products and services that are beyond its capability.
  - o **Partnering Model:** One in which a lead organization, which may be a for-profit or non-profit, engages with partner universities to extend the universities reach to new markets with new delivery methods.

When considering these organizational models, there are the many benefits afforded by the University-Wide Centralized Model. The first benefit is economic. By centralizing continuing education, the university is able to "reduce the redundancy of having multiple units across the university provide a similar set of administrative support services for executive/professional programs."

Second, the ability of a centralized unit to fully leverage all the offerings of a university in creating professional programs across disciplines in order to collaborate with many different communities is incredibly powerful.

The third benefit is perhaps the most important. As non-credit education grows, the market demands more and more access in the form of online education. A centralized unit creates a hub for digital learning in the continuing education field, which ensures that the academic excellence of the university maintained and that investments in new technologies are effectively leveraged for maximum impact across the institution.

The research demonstrates a clear need for universities to leverage the adaptability, creativity and innovation found in professional and continuing education centers. The market sector is growing and will continue to do so as millennials and Gen-Z move into the workforce. Lifelong learning has become the reality for the current economy[5], and higher education is uniquely poised to meet those demands if they invest in the executive and non-credit units.

Results and Analysis

A total of 17 of 22 universities originally listed as potential subjects were approached for benchmarking interviews. PACE staff conducted interviews with 14 of 17 universities, with a total response rate of 82%. The five universities that did not participate were ruled out of the benchmarking study due to limited or no presence of continuing education offerings.

Ten of the 14 universities contacted were OSU peer institutions, the remaining four universities were selected for their well-known program offerings.

Operation and Budget

Of the ten Oregon State University peer institutions (Orange and Next Tier Peers and Top Ten Land Grant) interviewed, nine had continuing education units operating in a largely centralized fashion.[6] Of these, five provided the exclusive platform for their respective institutions' non-credit offerings. In regards to the non-peer, additional institutions interviewed, all four have centralized continuing education units, but only one is the exclusive non-credit provider. Of the 10 peer institutions interviewed, only two considered themselves

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[5] https://www.jenzabar.com/blog/2015/03/26/rapid-rise-continuing-education/

[6] In some cases, colleges may also separately offer some specialized forms of continuing education.

fully cost-recovery, whereas the remaining eight received some form of subsidization from central funding in order to provide services to academic units across campus. It is important to note that no financial statements were requested, and definition of cost recovery varied from institution to institution.

Among peer institutions surveyed, only Colorado State University functioned as a fully cost recovery model offering only non-credit education. In line with this budget expectation, CSU develops and manages all of its own programming with full authority over all non-credit offerings. Colorado State University offers a robust portfolio of both online and onsite courses and serve as "the clearinghouse for all non-credit education."[7]

The financial models varied greatly across institutions as well as the type of offerings provided by the non-credit units. Several institutions shared revenue back to colleges, with larger shares

Case Study

University of Wisconsin-Madison Continuing Education and University of California – Davis Continuing and Professional Education are top-ten land grant institutions that carry an extensive non-credit portfolio and are able to function almost entirely as cost-recovery models. University of Wisconsin-Madison operates as one of 8 non-credit centers on their campus, with the Continuing Education center being the third largest of the eight. The Continuing Education unit reports directly to the provost, and receive a small amount of subsidization from the university to cover non-credit costs. They are grossing an average of $4 million in revenue annually and the university has plans to centralize the operation in order to provide a more seamless experience for students, and higher quality curricular oversight.

UC-Davis Continuing and Professional Education functions as an entirely cost-recovery model, however they offer credit and non-credit certificates. This unit also reports directly to the Provost, and is a fully centralized model with a university policy that dictates that any program that has 10% of its participants as non-matriculated students must be operated through their unit.
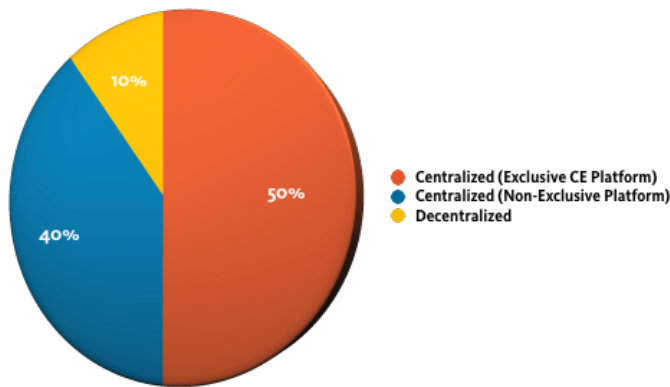
University of Wisconsin-Madison currently manages and develops all of its own programs with almost no revenue share back to colleges other than programs in which there is active participation by faculty.

 In contrast UC-Davis shares 50% of the revenue back to colleges, but all programs are developed in partnership with academic units across campus. About 50% of their business comes from corporate and government contracts, with the other 50% coming from online programs. UC-Davis's ability to offer for-credit certificates helps to offset the cost of the non-credit offerings.
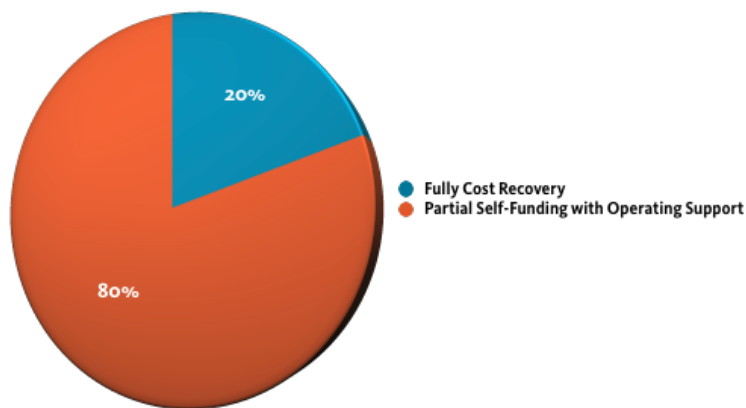
Both of these units employ upwards of 100 staff to support and manage programs and offerings, and their catalogs vary greatly in offerings from business and executive training to agricultural and community-based offerings.

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[7] As quoted from interview with Colorado State University

Organizational Structure

- Centralized (Exclusive CE Platform)
- Centralized (Non-Exclusive Platform)
- Decentralized

50%
40%
10%

Revenue/Funding

- Fully Cost Recovery
- Partial Self-Funding with Operating Support

20%
80%

coming from units that were centrally subsidized.

Several institutions provided revenue share models back to colleges that ran programs through them, but unless the centers were receiving some form of subsidization, they had to charge for direct cost of service to the college or faculty partner; and in the world of online education, these costs can be staggering. Units that developed and managed their own programs would often times partner with faculty to be instructors as well as industry Subject Matter Experts.

Inter-Institutional Collaboration

Continuing education can provide a source of revenue that was previously untapped by colleges and departments across campus. In times of increasing economic uncertainty and downward trending enrollments, the collaboration of non-credit units with traditional academic enterprises becomes imperative for success. This type of collaboration across colleges and units on campus necessitates a neutral third-party who is able to work with all internal partners equally and provide services, support and expertise they may otherwise lack.

Continuing education units that function in decentralized settings tend to align themselves with conference services and provide consultation, enrollment and financial services to colleges that are interested in developing non-credit offerings. North Carolina State-Raleigh is one such institution.

Colleges at NC State are able to create their own accounts and run enrollment and marketing by themselves, but the Office of Continuing Education positions itself as a service for units looking for market research, enrollment support and course support. In addition, NC State owns many of its certificate programs and is able to keep the revenue off any programs they build. They also partner with third-party providers to help support some of the cost of operation, and are the vehicle for the majority of corporate workforce training.

Decentralized models tend to rely heavily on the preferences of faculty and colleges, and only one of the decentralized models interviewed was required to be fully cost recovery. The subsidization of the continuing education unit allowed for flexibility in the services they were able to provide to units across campus for non-credit education.

The centralized models were able to function with more autonomy among colleges and in general seemed to rely on support from university leadership to prevent encroachment. Three of the centralized units were able to function as fully cost recovery by offering business and executive education as well as courses through third party providers.

Offerings, Engagement and Oversight

It is important to note that both the breadth and type of offering provided by each of these institutions varies widely. Oregon State University has a robust and successful Ecampus division with national recognition and is able to leverage the online learning environment in its continuing education services.

Projections for growth of continuing education units indicate a heavy reliance on online course catalogs[8]. Staffing for these units is reflective of that relationship with many continuing education departments employing instructional designers, videographers, technology teams, and program managers to help design, manage, and deliver their online portfolio. As this market demand grows, more universities are attempting to centralize both for-credit and non-credit online offerings.

An example of this move is Purdue University's Professional Development program which only employs five staff but are able to rely heavily on Purdue Online for the creation of course content. In fact, this partnership has resulted in Purdue University moving their professional development unit under Purdue Online while centralizing services across campus. This effort towards centralization aligns resources and allows for oversight in course content.

Several institutions indicated the need for higher staffing as enrollments and offerings increase. Successful continuing education units require a high level of student support, in-depth market analysis, and fast turnaround for program development. Learners who access the resources available from professional development units constitute a very different demographic than the traditional college student.

Navigating continuing education credentialing, employer reimbursements, workforce training offices, and assisting students who are employed full time requires hands on attention throughout the duration of the student's relationship with the unit. This increased workload can often be a cost barrier for departments, and the specialized knowledge and skills to reach non-credit audiences are markedly different than on the academic side.

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[8] https://evolllution.com/managing-institution/higher_ed_business/how-the-rise-of-online-learning-is-impacting-the-role-of-continuing-education-divisions-part-2/

...schools also spend time understanding the prospective students' opinions and preferences for schedule, location and learning modality. Providing the support services required for working adult students is something that professional and continuing education units understand and do (Lemon, 2016)

More and more universities are entering the professional and continuing education area, and standards surrounding quality and academic integrity are more important than ever. Universities compete alongside third-party vendors and for-profit corporations, and it is imperative that we maintain our academic standards and create the best learner experience possible.

Additional layers of consideration come into play when universities offering online education consider how the online courses are taught, and which pedagogical modes are considered best practice. Curricular oversight for non-credit education must walk a fine line between providing the best the university has to offer while also maintaining a flexibility and speed to market not available on the for-credit side.

Decentralized units offering continuing education cited a lack of uniformity in their offerings, as well as no standards of practice at a university wide level. This hampers their ability to present a consistent university brand and learner experience. Centralized units with more formal oversight, on the other hand, sometimes struggle with delays in receiving approval from traditional academic models.

This tension was exemplified by one university describing efforts to centralize their non-credit unit. When asked why they would want to centralize, they responded "if we create a central repository, then we have a common standard for new program development." Additionally, the creation of a centralized hub would allow a more strategic and profitable approach to workforce development training.

One institution described a lack of program and curricular oversight, and while each department maintained their own advisory boards, there was no uniformity in determining viability of new programs.

With the rise in demand for noncredit, skill-based education, there is also a growing need to provide standardized completion credentials. Alternative credentialing or micro credentialing provide learners with proof of mastery, often in the form of digital badges. An example of this would be the University Learning Store[9] – a collaboration between seven state universities including benchmark study participants and peer institutions UC-Davis and University of Wisconsin.

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[9] https://www.insidehighered.com/news/2015/08/14/group-seven-major-universities-seeks-offer-online-microcredentials

These centers of learning allow participants to take different mini-courses from different institutions, collecting complementary credentials which may be combined into a user-determined competency certificate. Centralized noncredit units promote the standardization of these alternative credentials, allowing for modular, interdisciplinary certificates within the University as well as participation in innovative cross-institution projects like the University Learning Store.

Summary

Continuing education entities across campuses are somewhat varied in their structure and method of delivery. Operational models range from fully decentralized with groups across campus offering their own programming and delivery infrastructure to highly centralized organizations providing a one stop shop for learner engagement.

That being said, there is a clear trend among interviewed peers to move towards centralized models. This trend is in line with a higher demand for online education and workforce training. A centralized model provides a seamless experience for potential students, assures quality oversight, and reduces the cost associated with staffing and supporting online curriculum development. Centralized models also encourage higher levels of inter institutional collaboration as traditional revenue streams decrease and outreach efforts show potential for new market engagement.

This collaborative philosophy is most successful in units that were actively supported by university leadership. UC Riverside clearly demonstrated this with their description of needing constant support from the deans and provost in ensuring that they are the single provider of certificates on their campus. Another unique model employed can be seen in Penn State Outreach and Online Education, which has a dedicated non-compete institutional policy, AD03, which requires "all noncredit programming originating at or through any campus or Penn State location…must be offered through Conferences & Institutions."[10]

Another distinguishing factor in the continuing education groups was the overarching mission of the units. Units that were expected to be fully cost recovery were allowed latitude in developing and managing their own programs. Units that received subsidization had less financial burden and were able to engage in community-based outreach training.

Conclusions

State and federal support for higher education continues to dwindle, and student debt is an ever-growing hurdle in attracting new degree program enrollments. An investment in professional and continuing education can create a new landscape for higher education to experiment and innovate new offerings, credentials and pedagogical approaches. Strategic

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[10] Full policy and forms can be found (AD03 Conducting Educational Programs Using the Name of the University, n.d.)

development of continuing education positions the university as being the preferred education provider for new and emerging industries.

Continuing education is a growing field within higher education that has enormous benefits for universities and learners if harnessed in the correct manner. For universities, this avenue provides a new way to present our work and research while increasing revenue streams for the institution. For learners, noncredit education breaks down many of the barriers they would normally face and allows them to pursue the training they need in order to succeed in their career.

That said, it is imperative that universities strategically position these units within their existing ecosystems. No single model will work across all institutions. Universities must consider their culture, ethos and mission when deciding how to best implement policy and practice surrounding continuing education and workforce training. Many universities are moving towards a centralized model in part for standardization in curricular oversight and delivery, but more commonly to reduce redundancy and to optimize the learner experience.

For Oregon State University, a centralized unit housed within the Division of Outreach and Engagement is the logical solution for professional and continuing education. Through this model, Oregon State will be able to expand programs and offerings that showcase OSU's preeminence in research, scholarship, and innovation; provide transformative education that is accessible to all learners; make significant and visible impact in Oregon and beyond; and foster a culture of belonging, collaboration and innovation.

Further Research and Study

This study would benefit from additional research into specific financial models for those units that consider themselves cost recovery or profit centers. For the purposes of this study the interviews were limited to qualitative data. An understanding of organizational and financial structures would create a common language for what a cost recovery or profit center is, and to what degree units are being subsidized.

A deeper understanding into best practices for curricular oversight, division of labor, corporate partnerships, and interdisciplinary access to continuing education would provide insight into the future growth and partnership opportunities for universities exploring the realm of non-credit and lifelong learning.

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Appendix A: Non-Credit Program Governance Benchmarking Questions

Where is your unit situated on the university org chart? I.e., who you do you report into?

> *Follow up: Are there **other units at your university that provide similar non-credit/professional development programs***? *If so, which ones?*

Can you **describe the relationship between your unit and other units at your university** – in conceptualizing, designing and delivering courses?

Where do ideas for your non-credit programs/courses originate? Describe process for review of proposed programs.

Who determines viability and go/no-go for new course? Also, how does your organization decide on continuing to offer or cancel a program?

Do you have advisory boards or other external stakeholders who provide input and guidance? If yes, please explain (e.g., internal folks from the university? Industry? Others?)

Do you offer non-credit programs online, on-site or on a hybrid basis?
> *Follow up: [If the institution offers online programs]*, **what learning management system do you use***?

What is your unit's revenue model? For example, does revenue from your program cover operational costs for your unit/team?

Follow up: *On a related note,* ***can you share a quick overview of staffing for your unit*** *– number of full-time employees and their roles? Also,* ***how many courses/programs do you offer each year?***

Do you offer corporate or workforce training? If so, is the revenue and business model similar to other course offerings?

Appendix B: Benchmark Institutions

University (OSU BENCHMARKS)	Peer Group
Colorado State University[11]	Orange Peer
Oklahoma State University (1 of 2)	Orange Peer
Oklahoma State University (2 of 2)	Orange Peer
University of Nebraska - Lincoln	Orange Peer
Washington State University	Orange Peer
Iowa State University	Next Tier Peer
North Carolina State University - Raleigh	Next Tier Peer
University of California-Riverside	Next Tier Peer
University of Tennessee	Next Tier Peer
Ohio State University	Top Ten Land Grants
Pennsylvania State University - College Park	Top Ten Land Grants
Purdue University	Top Ten Land Grants
University of California-Davis	Top Ten Land Grants
University of Florida	Top Ten Land Grants
University of Illinois-Urbana-Champaign	Top Ten Land Grants
University of Wisconsin-Madison (1 of 2)	Top Ten Land Grants
University of Wisconsin-Madison (2 of 2)	Top Ten Land Grants
University of North Carolina (Friday Center)	N/A
University of North Carolina (Kenan-Flager Center)	N/A
University of Miami	N/A
Arizona State University	N/A
University of Minnesota	N/A

[11] Colorado State University and Washington State University are listed as both Orange Peers and Next Tier Peers