REEE 2002 Notes
Session: Best Practices for Teaching: Breakout A
Work/Study Programs
Speaker: Drew Isaacs, MoT, UC Berkeley
Date: October 24, 2002
Time: 10:45 – 12:00 pm
Notes: Bobby Jaros

Decision Points / Variables
1) Are the students paid?
2) Does the corporate sponsor pay the University?
3) Do the students receive college credit?
   What form: class work or independent study?
4) Is there mentorship? From whom?
   a. Corporate sponsor
   b. Faculty
   c. VC investors
   d. Older students
   e. Alums of program
   What is the quality of the mentorship? Does the VC return your phone calls?
5) Is there a selection process? For the students / for the positions of employment
   Do the students apply?
   Who does the selection?
6) Is the program directed? By whom?
   a. Faculty
   b. Career Center
   c. “Outside”
   What is the quality of supervision?
7) Is the program billed as an entrepreneurial program?
   Do students view it as a means to finding a job?
8) How does work/study experience add value? To the student / to the corporation
9) Graduates or undergraduates?
   Will largely determine the maturity and experience of the students
10) What department? Engineering or business?
11) How should the program be scheduled?
   During the summer or school-year?
   Full-time or part-time?
12) Team work or individual?
13) If paid, do you call it a “fellows” program?
   Generally includes a certificate and gives the students an extra line-item on their resumes.
14) Source of the work?
   Faculty, career center, alums, corporations
15) How do you attract students?
   As importantly, what is the perception of students of how they get into the
   program.
16) Who owns the intellectual property? Do the students sign an NDA?
   Isaacs: If the work is paid and there’s an NDA, it’s a contract, not a work-
   study. The university should call it what it is.

Themes in the decision points:
   In deciding these questions, must constantly manage *trade-offs*
   For example, program directors may decide that money would tarnish the
   program and that they want to keep the program academic. But to attract
   the top students, they may decide that the program must at least pay the
   rent – or perhaps must even pay top wages.

   If you try everything, you may not do a good job in anything
   If the program(s) is designed to meet the needs of all sides of these trade-
   offs, it may meet the needs of none.

Motivations & Goals
1) Students
   a. Entrepreneurial experience
   b. Money
   c. Connections (a means to an interview with a possible full-time employer)
2) Corporations
   a. Philanthropy
   b. Screening / recruitment
   c. Get work done (quickly and cheaply)
3) University
   a. Meet these goals of the students and the corporations
   b. Money
   c. Maintain currency and relevance
      i. *Feedback loop* about the applicability and effectiveness of
         entrepreneurial education
      ii. *Virtuous cycle:* attracting better students attracts better sponsors
         attracts better students attracts better sponsors …
      iii. Increase *attractiveness* of entrepreneurial program.

When designing the program, the most difficult part is the deciding the motivations and
goals of the groups involved. If these can be solidified, the answers to the 16 questions
above will mostly fall into place.