EXECUTIVE SUMMARY
Proposal for Cross Campus Entrepreneurship at Marquette University
May 2007

This is a proposal to create a new Center for Entrepreneurship and Innovation at Marquette University. Its purpose will be to give students and faculty opportunities to learn and practice the process of entrepreneurship and innovation.

Introduction.
About three in four students of Jesuit institutions will work in a business for some or all of their working lives. This idea – to teach the process of innovation – simply said, is good for our students. By assisting our students in learning and understanding the process of innovation, we give them the tools to succeed more fully in the transformational process. In doing so, they will have the means to infuse the world with the values that they learn and refine here. This success is at the center of the values based education we provide for all of our students.

Our definition of entrepreneurship.
We define entrepreneurship as the process of innovation that individuals and groups use to build creative solutions to social problems and to the formation of new enterprises. It encompasses elements of creativity, risk management and resource allocation.

Goals. The goals of this initiative are to:
Instill entrepreneurial thinking across campus in many disciplines.
Foster the emergence of social entrepreneurship for the greater good.
Provide learning opportunities for students in developing their own entrepreneurial ideas and ventures and working on cross functional teams.
Reach out to the community to provide entrepreneurial learning opportunities.
Develop experiential student learning programs.
Assist faculty in research and curriculum development in entrepreneurship, as well as in their own entrepreneurial endeavors.

Our method.
During this past semester we have interviewed and visited university faculty across the United States engaged in teaching entrepreneurship and building campus wide programs.

Description of the proposed Center for Entrepreneurship and Innovation.
The center we envision will be decentralized and supportive of colleges and faculty. Programs will be supported by the center and largely based in schools and colleges. It will be a sustainable enterprise, responsible in partnership with the University for its own fund raising. Its progress will be built upon Marquette’s rich tradition of entrepreneurship among alumni.

Major components of the Center’s programs would include cross disciplinary curricular and extra-curricular activities; support for research and teaching; community outreach programs; social entrepreneurship initiatives; and support for faculty entrepreneurs.

Next Steps.
We propose that The University:
• Decide to move forward by June 15, 2007
• Appoint a director, devise a board structure and leadership group, and create and announce the Center for University Entrepreneurship by Fall 2007
• Assign the director and leadership group committee to develop program plans with colleges and their faculty
• Begin the process of seeking initial and ongoing funding
• Plan for a full scale first phase rollout in Fall 2008
A PROPOSAL FOR CROSS CAMPUS ENTREPRENEURSHIP AT MARQUETTE UNIVERSITY

“...We see students for four years, but the real question is ‘what will the next fifty to seventy five years of their lives be like?’ They will go through many careers in their lifetime and there will be a great demand for entrepreneurial thinking. Our challenge is building the capacity for leadership so that our graduates will change the world for the better.”

--Provost Madeline Wake, April 2007

This is a proposal to create a new Center for Entrepreneurship and Innovation at Marquette University. Its purpose will be to give students and faculty opportunities to learn and practice the process of innovation.

INTRODUCTION.

About three in four students of Jesuit institutions will work in a business for some or all of their working lives.¹

The idea to teach the process of innovation is good for our students. By assisting our students in learning and understanding the process of innovation, we give them the tools to succeed more fully in the transformational process. By working alongside them, we model a way to infuse the world with the values that they learn and refine here. This success is at the center of the values-based education we provide for all of our students.

To succeed in teaching the process of innovation, we believe that we must also create a culture of innovation at The University that is real and visible to the university community.

We see enormous opportunity for our students and faculty. The spirit and concept of innovation will enable our community to bring new ideas to fruition more quickly and more sustainably.

At this time in our history, we can bring together Marquette University’s long tradition of alumni engaged in entrepreneurial careers, the ongoing 125-year commitment to St. Ignatius’ Magis, and an emerging body of academic knowledge, in an initiative to make the process of innovation available to every student in every school and college. When successful, it is an invaluable gift of our stewardship to those that come after us.

PROPOSAL.

This task force proposes to organically foster a program of entrepreneurship education and practice focused on the innovation process coordinated by a new University Center for Entrepreneurship. It will be accessible to all students and engaging to faculty through a university wide culture of innovation.

¹“Business Schools in Jesuit Education, Four Reflections,” Dean Andre Delbecq, Leavy School of Business, Santa Clara University, 1983.

By The Cross Campus Entrepreneurship Task Force, May, 2007
OUR DEFINITION OF ENTREPRENEURSHIP.

We define entrepreneurship as the process of innovation that individuals and groups use to build creative solutions to social problems and to the formation of new enterprises. It encompasses elements of creativity, risk management and resource allocation.

GOALS.

The goals of this initiative are to:

• Instill entrepreneurial thinking across campus in many disciplines
• Foster the emergence of social entrepreneurship for the greater good
• Provide learning opportunities for students in developing their own entrepreneurial ideas and ventures and working on cross functional teams
• Reach out to the community to provide entrepreneurial learning opportunities
• Develop experiential student learning programs
• Give faculty assistance in research and curriculum development in entrepreneurship, as well as in their own entrepreneurial endeavors.

This is an ambitious vision

It will take several years to implement and will involve many members of the Marquette University community. It will allow future generations to more fully implement the social good that embodies our aspirations for them, and for the world. Whether a scientific medical breakthrough that benefits humankind directly, a new sustainable model for a human rights initiative, or a new business venture that supports the economic well being of our communities, Marquette University can create dramatic change.

Social Justice

At the center of Marquette University’s mission is the call for social justice. This initiative is an opportunity for our students to learn to apply entrepreneurial processes and skills to the task of creating sustainable social enterprises, especially those that support social justice initiatives. (A sustainable social enterprise, in our view, is a financially self-supporting business, including not for profit businesses, focused on addressing unmet social needs.) This idea, to assist our students in transforming social organizations on a more permanent basis, will carry the Magis imperative forward for generations to come.

Influence on Diversity

Promoting an entrepreneurial spirit will not only influence existing undergraduate and graduate students, it will have a great potential to attract new minority students. African Americans and Hispanics start businesses at a much higher rate than whites in the United States. These numbers were about 16% for minorities versus 10% for whites in 2003. This fact suggests that the proposed program has a potentially high impact in attracting and retaining minority students in a wide range of disciplines through both on campus activities and post-college connections. We echo the comments of Associate Provost Grenell that the Milwaukee community, in particular, needs more minority entrepreneurs and that our resource to provide skills and networks to this community can be invaluable. We agree.


By The Cross Campus Entrepreneurship Task Force, May 2007
THE TEAM.

This proposal has been developed by a group of faculty representatives from each school and college at the request of the Dean of the College of Business Administration and The Provost of the University. We have studied best practices across a wide range of US Universities to formulate recommendations and outline a plan of action. 3

OUR METHOD.

We have investigated successful programs using interviews and report reviews. During this past semester we have interviewed and visited university faculty across the United States engaged in teaching entrepreneurship and building campus wide programs. Our inquiries included both a review of current programs and questions intended to help us understand major barriers to success, based on experience. The universities with whom we spent the most time were those who had received one of sixteen grants from the Kauffman Foundation in 2003 and 2005 to implement cross campus entrepreneurship programs. 4

REPORTS. 5

Major report reviews include:

- Kauffman Requests for Proposal for each of the sixteen awarded campuses.

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3 Team members include: David Baker, College of Health Sciences; Peg Bernhard, College of Business Administration; Todd Campbell, College of Education; George Corliss, College of Engineering; Drew Dentino, School of Dentistry; Mark Eppli, College of Business Administration; Jay Goldberg, College of Engineering; Bob Griffin, College of Communication; Tim Keane (chair), Entrepreneur in Residence; Julian Kossow, Law School; John LaDisa, College of Engineering; Charles Ries, Advancement; Dan Sem, College of Arts and Sciences (Chemistry); Leona VandeVusse, College of Nursing.

4 Schools included: (visited in bold)
  - University of Illinois, Champaign-Urbana (Griffin)
  - University of Texas El Paso (Corliss)
  - Arizona State University (Baker, Keane)
  - Syracuse University (Bernhard, Ries, LaDisa)
  - University of Rochester (Eppli, VandeVusse)
  - Washington University (Bernard, Keane, Ries, Sem, Kossow)
  - MIT (Eppli)
  - UNC (Dentino, Kossow)
  - SLU (Keane)
  - Howard University (Bernhard)
  - Georgetown University (Bernhard)
  - Wake Forest University (Keane, Bernhard)

5 The group’s research notes, reports and reviews – over 500 documents – are available on the Sharepoint website used as the research repository by the Task Force.

By The Cross Campus Entrepreneurship Task Force, May 2007
TASK FORCE FINDINGS.

1. The management and structure of entrepreneurship initiatives is a critical issue for every university we studied.

In all cases, one of two models have emerged for each program – centralized or decentralized.

In centralized models, boards and Center Directors lead the initiative, and they make decisions about most programs. These include curricular development and other program elements. University-wide acceptance is faster, but more superficial in our view. There is a "structure" in place, but less substantive cross-campus participation, because individual colleges/departments seem to gain less sense of ownership in the programs.

In decentralized models, colleges develop their own activities in collaboration with each other. The Center staff in each of these universities provides critical support and assistance in this collaboration process: funding, networking, outside resources, best practices reports, and so forth, but do not have curricular or faculty responsibility. In other words, they serve to facilitate programs for all colleges. While this method may lead to slower university-wide acceptance, (due to the need for champions to emerge in each college) it strikes us that it is “stickier”, and achieves a more permanent and sustainable level of activity. It is both entrepreneurial in its approach (an important element of the required cultural change needed, in our view) and follows more closely the university faculty view of program development.

Collaboration with other centers at decentralized universities is an important part of the initiative’s responsibility. The initiative’s purpose in these places is to support and facilitate, rather than control. This was especially effective when the initiative was independent of any College and had university-level leadership at the executive committee level.

In some cases, especially in decentralized models, colleges that would seem to be compelling choices for program involvement have not yet chosen to participate. In decentralized models, participation is based upon the encouragement and emergence of champions, rather than by a central management structure. This potentially leads to lower levels of early participation.

On the other hand, in highly centralized environments, while there is more centrally directed programmatic activity, faculty express less interest in the program, and are cautious about its sustainability. It is a common comment that these centralized programs are perceived by faculty as closely tied to current administration leadership. Some faculty seem to feel that the program will “depart with the leader.”

Of course, there are centralized elements in every program, especially around responsibility for implementation, fund raising, and sustainability.

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6 We are struck by the level of widespread enthusiasm at Washington University (a decentralized model) for their program. Without exception, the opening comment of participants we interviewed began with a discussion of how well this model has served the growth of their program.

7 One example would be a College of Performing Arts at one campus.
2. **Entrepreneurship activities offered across this group of schools include a group of common components.**

The elements common to all of these programs include:

- Curriculum development at undergraduate and graduate levels
- Co-curricular activities
- Research opportunities for faculty, including incubators
- Faculty development and technology transfer programs
- Strong implementation of network opportunities for faculty members to meet, share research interest, make new connections and build collaboration
- Involvement in the community
- Alumni programs

3. **Campus-wide awareness, interest and participation varies.**

In both models, significant efforts to raise levels of awareness and participation in entrepreneurial programs included:

- Expanding the definition of entrepreneurship to underscore its relevance, especially in social entrepreneurship
- Developing a base of supportive and involved faculty
- Increasing availability of entrepreneurship activities for students, including clubs, community service activities, networking events, and competitions, in addition to classes
- Using marketing strategies to publicize events and activities.

4. **Sustainability of the Centers for Entrepreneurship depends on initiative leadership, university governance and a shared responsibility for fund raising.**

Leaders of initiatives characteristically have strong ties to the entrepreneurial community, as well as to alumni. They share an ability to help develop champions and support programs across colleges, and to network effectively with colleagues in other universities. Fund raising is a significant part of their responsibility.

All believe that the definition of entrepreneurship is a major part of creating awareness and inclusiveness on campus. It also underlies the appeal to funding sources whose support is necessary for building the initiative.

Governance structures, in most cases, include a university level steering committee responsible for the initiative and a strong advisory group, which includes external participants, such as alumni and prominent entrepreneurs.

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8 Washington University awards curriculum development grants of about $250,000 annually, as one example.
9 At Washington University, yearly cross disciplinary research grants, with funds sourced by the Center, totaled $254,000. These are awarded to faculty by interdisciplinary faculty committees from the University.
10 As we have mentioned elsewhere, we are struck by how this has worked for us, a diverse group of faculty across all Colleges and at various career stages.
5. Each of these programs is evolving in a multi year process and has strong university-level leadership.

The oldest of these programs report an evolution of concepts and programs. Especially in decentralized environments, projects emerge from a variety of colleges in response to newly perceived needs. Stakeholders, responsible for fund-raising for these programs, report that the unwavering support and involvement of university leadership is a critical component to both the success of fund raising and the evolution of the initiative. They do not believe they can succeed in their goals if this critical element is not strongly present.
PROPOSED ELEMENTS OF THE UNIVERSITY CENTER FOR ENTREPRENEURSHIP AND INNOVATION AT MARQUETTE UNIVERSITY:

We acknowledge that the size and scope of this recommendation is bold and daring, and that the programs envisioned will take great effort to fully come to fruition. We also believe that to teach entrepreneurship and innovation, we must ourselves be innovative and supportive of a culture of innovation at Marquette. Therefore, this University Center for Entrepreneurship and Innovation, to be long lasting, must itself be entrepreneurial in its approach to collaboration, sustainability, funding and innovation.

The initiative we envision is:

1. **Decentralized.**

   In our view, a decentralized structure is the environment that fosters the promise of innovation in these programs. Innovation demands the encouragement to think outside the bounds of hierarchical constraints, and a sense that the participants can create change that makes a difference.

   We do not envision a program with curricular responsibility or with a faculty. Rather, we see a facilitative approach to helping faculty implement programs with entrepreneurial content in their own schools and colleges.

2. **Supportive of Colleges and Faculty.**

   Marquette University has entrepreneurial champions and innovators who, when connected, will emerge as a leadership force in their own right. (As noted earlier, many of us are struck by the fact that we as a group were not well acquainted until we came together for this purpose. The energy and thinking that has emerged is a small example of what this approach can provide.)

   By providing significant support, built on trust, collaboration and a common set of goals, this initiative will have a better chance to be long-lasting and highly effective.

   As part of this process, it is our strong belief that we must be able to support the essential research required to make cross disciplinary innovation relevant to our students and supportive of our faculty’s academic goals.

3. **Action oriented.**

   Cross campus success can best be accomplished by implementing rather than planning for change. We expect that this implementation will be progressive, building upon each success as it grows in sustainability and involving a broad constituency of stakeholders to support these efforts.

   Each of these successes must be collaborative and built upon growing levels of trust.

   A program of the scope we envision has striking similarities to founding a new venture. Leaders must evaluate the market, identify team members in various colleges, pursue sustainable financial resources (for we cannot ask people to implement programs for which there are no funds!) implement a strategy, and make adjustments when necessary.

   In addition to the commitment of the University’s leadership, the strong commitment of faculty, to be champions, to devote time and energy, to work to grow entrepreneurial learning and practice, will be a critical component of this initiative.
4. **Responsible, with the University, for its own sustainability.**

In the entrepreneurial environment we envision, the University Center for Entrepreneurship and Innovation would have a goal of being supported by endowment income and would operate within the parameters dictated by the size of the endowment. The responsibility for the fund raising efforts connected with this goal would be the responsibility of the University Center for Entrepreneurship and Innovation, in collaboration with university leadership as previously noted. Additional fund raising beyond the endowment can then be directed at specific programs.

It is important to note, again, that a large advantage of decentralized models is that the majority of the initiative’s budget is focused on supporting activities of all the colleges, therefore not only assuring implementation but also cementing ongoing relationships with champions and key leadership in these colleges.

In addition, this university-wide appeal engages the hearts and minds of alumni across all of the colleges, including the many who do not have lifelong ties to their own individual colleges based on their career paths.

5. **Built upon a rich tradition and an emerging interest.**

Marquette University has a long tradition of entrepreneurship among alumni in all of its schools and colleges. Many major donors over the years have been entrepreneurs. In the Colleges of Engineering, Arts & Science, and Business Administration, there has been an “entrepreneur of the year” named each spring from amongst the alumni.

This is not an entirely new concept on campus at Marquette University. In fact, it would be very difficult to contemplate success without the base of many successful entrepreneurial activities over recent years that provide a strong foundation upon which we can build. These include:

- A business plan competition that is growing in prestige and whose winners this year are faculty and staff in Health Sciences and Athletics
- A recently announced Social Entrepreneurship Plan Competition beginning in Fall 2007
- The new multi-specialty nurse managed health center practice at 19th St. and Wisconsin Ave. acquired from a physician by the College of Nursing, which has the potential to incubate entrepreneurship in the College
- An increasing number of faculty exploring new ventures, including several task force members
- The longstanding Coleman Chair in Entrepreneurship, resident in the College of Business Administration
- The 7Cs Community Counseling Clinic run by the School of Education
- Bridging the Gap – Afterschool program partnership with School of Education
- An emerging interest in the dozens of entrepreneurs addressing students in many programs each year; (as an example, Mark Gehring, Eng ’86, who addressed the annual Biomedical Engineering Conference as a keynote, and who has been the founder of several very successful businesses)
- The Business Leader’s Forum in the College of Business Administration, last year hosting Herbert V. Kohler, Jr. on campus

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11 Four of the most recent gifts to the University – among the largest ever received – have come from Entrepreneurs.
12 See Appendix IV, Case Statements
13 See Appendix IV, Case Statements
14 See Appendix IV, Case Statements

By The Cross Campus Entrepreneurship Task Force, May 2007
• Entrepreneurial Alumni Awards in The Colleges of Engineering, Arts and Sciences, and Business Administration
• Increasing enrollment of entrepreneurship and real estate majors in the College of Business Administration
• Entrepreneurship content in the “Introduction to Biomedical Engineering” Course
• The growth of the Kohler Center for Entrepreneurship in the College of Business over the past nine years, hosting the business plan competition and the Ernst & Young Entrepreneur of the Year Initiative
• The new Greenheck Chair in the College of Engineering with an entrepreneurial emphasis
• Growing graduate enrollments in entrepreneurship classes, including graduate students from law, engineering, and other disciplines
• The growth of the Golden Angels Network\textsuperscript{15}, now considering its third chapter in Minneapolis-St. Paul, in addition to Milwaukee and Chicago. More and more network members are now coming from many Colleges beyond Business Administration, and the network’s non-alumni membership continues to grow
• Involvement of the Entrepreneur in Residence in the founding and direction of the Angel Capital Association, a national organization begun by the Kauffman Foundation
• The growth of the Associates in Commercial Real Estate (ACRE)\textsuperscript{16} program, now with 88 graduates in three years
• Ongoing Social Entrepreneurship programs in The Institute for the Transformation of Learning, dedicated to improving the sustainability of charter schools (Quest)
• The student led MARDI GRAS\textsuperscript{17} program to improve conditions in the City of New Orleans
• The GasDay program, assisting power utilities to predict natural gas consumption requirements, in the College of Engineering
• The opportunity presented by the new Initiative for Human Rights in teaching social entrepreneurship to its students
• Efforts to create multi-disciplinary capstone design project teams in the College of Engineering
• High levels of undergraduate interest in entrepreneurial education opportunities. At the request of the Provost, a new course, “The Entrepreneurial Experience,” an undergraduate course for non-business majors, is being offered experimentally in Fall 07. It is full - at 20 students - about half from Arts & Sciences, and half from Health Sciences, as well as one from communications and one from engineering. It is striking that the initial level of interest in this class is so large among students in the College of Health Sciences

These are examples of a spirit of entrepreneurship that has begun to grow organically at Marquette University. This initiative hopes to add support, sustainability and resources in these and similar efforts.

\textsuperscript{15} A group of alumni and friends who assist high potential entrepreneurs to start and grow new ventures
\textsuperscript{16} A program that introduces minority students to the real estate industry in a two semester graduate environment. It has as its goal the placement of these graduates in the industry.
\textsuperscript{17} See Appendix IV, Case Statements

By The Cross Campus Entrepreneurship Task Force, May 2007
PROGRAM COMPONENTS.

As previously mentioned, we believe this program is best sustained by organic, phased implementation based on collaboration between and among the university’s colleges. As such, these components are, at this stage, a guide for exploration based on our findings during this past semester, rather than the components of a plan. For each to be implemented, (or for other, better ideas to take their place) initiative leadership must find and support champions in each of these areas, prioritize them, and begin implementation based on collaborative goals.

Components to be considered include:

**CURRICULAR DEVELOPMENT**

- Undergraduate core class option in entrepreneurship, focused on an examination of the process of starting and growing new ventures and connecting students with appropriate resources, including networking. (This idea is being explored in the previously cited experimental class being taught Fall 2007.)
- Undergraduate minor in Entrepreneurship available to non-business students
- Special emphasis on Social Entrepreneurship in conjunction with The Initiative for Human Rights
- For credit internships and co-ops in all disciplines, focused on innovation and entrepreneurship
- Undergraduate classes with entrepreneurial components in various colleges (such as Introduction to Biomedical Engineering; Biotechnology lab and lecture)
- Interdisciplinary Ph.D. programs
- Faculty grants for developing entrepreneurial content in both courses they currently teach and in new courses in colleges across the university
- Minor in entrepreneurship, with special emphasis areas unique to a department or college’s specific program (e.g., Biotechnology Entrepreneurship); M.S. in entrepreneurship, again with special emphasis areas
- Graduate certificate programs in entrepreneurship and a combination of other disciplines, for example:
  - Biotechnology
  - Communications
  - Dentistry
  - Education
  - Engineering across all disciplines
  - Health Sciences
  - Liberal arts, including life sciences
  - Law
  - Nursing
  - Theatre
- Leadership in Entrepreneurial Education program with Howard Fuller’s Institute for Transformational Learning and the College of Education
- Nursing Entrepreneurship Programs in collaboration with the new nurse-managed
practice of the College of Nursing: The Marquette Neighborhood Health Center

**Faculty Research Grants for Research on Entrepreneurship in Cross-Disciplinary Categories**

- Cross disciplinary grants to faculty based on proposed research, with grant funds sourced by the University Center for Entrepreneurship and Innovation and granted by faculty committees from the involved colleges
- Academic conference on social entrepreneurship supported by center funds
- Technology and health care social entrepreneurship research supported by center funds
- Research support efforts in entrepreneurship at Marquette to include support (e.g., a course buyout for a semester and a small stipend) to help interested, cross-disciplinary faculty prepare research proposals for external funding (e.g., NSF, NIH, etc.). This will complement any available pool of funding with external grants. That will also help us drive the quality of the research effort in entrepreneurship at MU
- Grants to faculty for time to write external proposals for research
- Support faculty research both in entrepreneurial endeavors and in studying this process itself
- Student research assistant stipends
- Academic conferences

**Technology Innovation Initiatives for Faculty**

- Assistance for faculty interested in technology transfer activities, with a focus on start-ups
- Incubator resources to support innovation
- Seminar / speaker series
- Lab space for the natural sciences entrepreneurial work
- Access to an Intellectual Property (IP) clinic
- Grants for faculty and students to receive seed money to start ventures in the incubator
- Access to shared Marquette resources already in place (e.g., Chemical Proteomics Facility at Marquette (CPFM) magnet resources; drug discovery chemical library; computer clusters)
- Access to experts for mentoring, coaching and startup assistance
- Appropriate educational activities to support faculty innovation
- Facilitating networking with external interested parties
- Technology transfer best practices conference, sponsored by Marquette University

**Visiting Programs for Academicians and Practitioners Across All Colleges**

- Tap College of Professional Studies connection to *Future Milwaukee* and other programs
- Source business leaders in transition to serve in practitioner/visitor/mentor roles
- Provide support for recruiting Entrepreneurs in Residence for Colleges as they develop practitioner roles in their programs
- Recruit a University Social Entrepreneur in Residence
COMMUNITY OUTREACH ACTIVITIES

• Pursue opportunities for faculty to serve on boards and in advisory roles in their fields of interest
• Idea discussion programs for community entrepreneurs
• A mentoring program as an extension of graduate classes in appropriate disciplines and the Golden Angels Network. This might be envisioned as a formal incubation program on an ongoing basis for which businesses would apply. Accepted businesses might be on the scale of several per year
• Executive education opportunities for entrepreneurs, nascent investors, and leaders of social entrepreneurship programs, as well as existing business owners who wish to grow their business
• Build appropriate connections to community programs to multiply the effect of Marquette’s entrepreneurial abilities in the community, and in turn generate learning opportunities for students and faculty
• Use the University’s purchasing power to grow and support urban entrepreneurs
• Expansion of campus speaker programs to bring entrepreneurs to campus to speak with students

EXTRA-CURRICULAR STUDENT ACTIVITIES

• Internships in entrepreneurial companies
• Immersion opportunities for students in the practice of innovation
• Grant programs for internships to allow students to work for companies that could not otherwise pay them, with an emphasis on social entrepreneurship programs
• Venture Capital internships for students interested in venture finance
• IP internships at local firms
• Programs for graduate students in entrepreneurial internships in their fields
• Social Internships helping build enterprises in places like South Africa (our program) and the American Indian Missions
• Center supported grants to students engaged in building sustainable social enterprises
• A new focus on student operated businesses in university owned retail space on campus in a structured program environment
• Active support for student business concepts, including incubator space, connection to mentors, and networking opportunities
• Active Entrepreneur’s Campus Association to allow students to network across disciplines and provide connections to national events
• Integration of alumni and friends as advisors
• Strengthen and diversify participation in the Business Plan Competition to highlight achievement by students, alumni, faculty and friends
• Develop a new Social Entrepreneurship Business Planning Competition for sustainable social enterprises. Provide substantial pre-entry support for social entrepreneurs
ALUMNI ACTIVITIES

- Expand the Golden Angels Network and its investing activities both vertically to more cities and horizontally to alumni from more colleges
- Enlist alumni and friends as entrepreneurial advisors and mentors for students and faculty
- Provide judges and mentors for Business Plan Competitions
SUMMARY

At this time in our history, we have an opportunity to help our students increase their ability to transform for good the organizations in which they will work in their lives. To succeed, this initiative will be required to build trust and collaboration, raise significant funds, and marshal champions in the university’s colleges and faculty. Success has the potential to move Marquette University to the head of the list of the best Catholic colleges in America and to make an enormous difference to all those that will come after.

The University calls for a “comprehensive and interdisciplinary learning environment” that prepares students for the world they are entering and for a transformative life with a commitment to social justice. According to Father Pedro Arrupe, SJ,18 justice in the world, the love of our fellowman manifest in “works of justice,” is the manifestation of the love of God. “Love of God that does not issue in justice for men is a farce,” he says.

"The more universal the good is, the more it is divine. Therefore preference ought to be given to those persons and places which, through their own improvement, become a cause which can spread the good accomplished to many others who are under their influence or take guidance from them...For the same reason, too, preference ought to be shown to the aid which is given to...universities, which are generally attended by numerous persons who by being aided themselves can become laborers for the help of others."

St. Ignatius to Fr. Aaroz

It is clear that now is the time for this initiative. It will position Marquette University at the forefront of the best Catholic Universities in America.

NEXT STEPS.

We propose that the University:

1. Decide to move forward by June 15, 2007
2. Appoint a director, devise a board structure and leadership group, and create and announce the Center for University Entrepreneurship by Fall 2007
3. Assign the director and leadership group committee to develop program plans with colleges and their faculty
4. Begin the process of seeking initial and ongoing funding
5. Plan for a full scale first phase rollout in Fall 2008

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Cross Campus Task Force on Entrepreneurship, May, 2007

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**APPENDIX 1**

Table of Possible Initiative Metrics

Entrepreneurship Courses and enrollment growth by year:
- Number of courses with mostly entrepreneurial content and enrollment statistics
- Some entrepreneurial content and enrollment
- Courses with collaborative teaching component and enrollment
- Courses resulting from curricular development grants and enrollment (Students enrolled per year as a function of the granting asset)

Entrepreneurship faculty involvement:
- Endowed chairs
- Tenured or tenure track
- Adjunct

Research activity segmented by:
- Endowed Chairs
- Tenured or tenure track
- Adjunct

Faculty, Administration, Alumni and Staff Involvement:
- On Entrepreneurship Council(s)
- Steering Committee
- Curricular committees
- Research committees
- Center Advisors

Additional metrics:
- Enrollments in outreach programs, such as ACRE and Owner-Manager
- Entries in Business Plan Competition
- Entries in SE Business Plan Competition
- Feedback from/research about graduates at 1-5-10 year intervals
- Student participation in clubs and student run enterprises
Appendix II

Comments from the all-University meeting held on campus April 25, 2007 to review the proposals of this Task Force.

Linda Menck, Communication

Excited
Already do some but could do more
Over past several months, working with students to design inter-disciplinary majors and we always seem to include classes in entrepreneurship.
Would love to see a minor in entrepreneurship.
Good opportunity to see cross-campus collaboration.

Jean Grow, Communication

I think we are really a College of Branding Communications
Very integrated
Students produce work for a real-world client
Would love to work with other colleges to promote clients

Keenan Grenell, Vice Provost, Diversity

Challenge the group to include the entire community. Milwaukee is 48th in the nation in black business development and 49th in the nation in Hispanic business development.
Do programs to include minority business partners, not just social entrepreneurship
Can we also put together a graduate curriculum that includes entrepreneurship, and especially with minorities

Bob Deahl, College of Professional Studies

CPS has intellectual property and Future Milwaukee programs and already doing some stuff within.
Nationally, many business leaders are becoming “professionals in transition” and could certainly be tapped as mentors.

Alex Stewart, Business

Help to generate more wealth in urban city.

Cura Personalis also fits with the development of entrepreneurs. Some will naturally gravitate toward social entrepreneurship and some toward business entrepreneurship. We shouldn’t “force” the direction to social entrepreneurship.

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19 Compiled by Debra Reeder and Peg Bernhard.

By The Cross Campus Entrepreneurship Task Force, May 2007
Bill Wiener, Graduate School
Decentralized model of entrepreneurship across the entire university is wonderful.
At the graduate level, might have certificates that would take courses from various colleges.
With the tech transfer component and pre-patent component, how do we know what we want to invest in? A program that would introduce students and faculty to that process is valuable.
Fully supports, but emphasizes that we certainly need resources in order to accomplish.

Beth Furumo, Engineering
Teaches new product development
Decentralization and an open collaborative environment is critical.
Entrepreneurship and innovation are not the same. It is possible to be one without the other.
Are there measurable goals?
Is this about starting businesses? Initially said it wasn’t, but then talk about ideas as though that is what it is about.
Keane response:
At some point there will be measurable goals.
Yes, it is partly about starting businesses, but the reality is that it is about applying entrepreneurial concepts to all kinds of ventures.

Madeline Wake
If we are really about building capacity for leadership, then entrepreneurship should be a part of our core curriculum.

David Baker, Health Sciences
Arizona State had a law school class for any graduate student; learning about tech transfers and entrepreneurship – familiarizing them with the steps required. Fundamentally involved performing due diligence for the University.

Lea Acord, Nursing
Put the nursing health center together by the seats of our pants. Cross-campus entrepreneurship would have been a wonderful resource.
In developing new Doctorate in Nursing Practice, believes that entrepreneurship courses should be part of the core.
Entrepreneurship is the future of Nursing and Healthcare.

Curtis Carter, Philosophy
Gentleman who gave most of the art to begin the Haggerty Museum said he was giving art to stimulate creativity in business students.
A good area for concentration is not-for-profits; directors and board members are often starved for the skills necessary to “run a business.”
Donna Gastevich, Advancement
How will we know when we’ve been successful?

Keane Response:
Good question which belongs in the discussion, but we don’t want to get ahead of ourselves.

Andy Nunemaker, Golden Angels Network, Adjunct in Business, CEO EM System
Decentralization model is good, but a word of caution – don’t become fragmented! Collaboration is vital and necessary.

Mike Gousha question to Andy Nunemaker:
How does this concept fit with the needs of this community?

Nunemaker Response:
As a generalization, Milwaukee is ultra-conservative, afraid of its own shadow. In Milwaukee in particular, this program can be a shining star! It is really needed here and if done well, could be emulated in other institutions to improve the Milwaukee community.

Mark Eppli, Business
Incubator space is intended to provide some centralization of all efforts and activities.
To add to Nunemaker response…this community is risk averse; perhaps we can help it learn to manage the risk.

Alex Stewart, Business
Courses offered in entrepreneurship are okay for any student to take.

Dave Shrock, Business
This fits with Marquette’s efforts to “Be the Difference”
Ideas can come from anywhere, and this program 1) provides a forum for ideas and 2) offers the possibility that the ideas will become a sustainable entity

Bill Henk, Education
Will require a cultural shift. Students will know the courses are available
Program can set us apart with the Jesuit network.

Mark Gehring (Alum, ENG 86)
Regarding measuring success, bear in mind that the core curriculum idea is a good one. Most businesses will fail, but the core education values will remain.

Jay Kutka, Administration
Necessary to prepare exit strategies for when businesses fail. Don’t want/need the negative
publicity we (MU) might have when that happens.

**Dan Idzikowski, Law**

How does everything fit together? He heard everything, but still wonders how it will all fit together.

We’re thinking big, important not to lose sight of details.

**Kris Ropella, Engineering**

Before we can expect students to be entrepreneurial, MU leaders (faculty and admin) need to also model as entrepreneurs.

MU is traditionally conservative and spends a lot of time being “managers.”

Perhaps some entrepreneurial training for the leaders might be in order.

**Michelle Nettles (Institute for Transformation of Learning)**

Echoes Kris Ropella’s comments about role modeling and Bill Henk’s comments that cultural changes are necessary. And directly said that we need to recruit more minorities into the process of administration and outreach.
## Appendix III

*Attendees April 25, 2007, Task Force Review*

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<tr>
<th>Lea Acord</th>
<th>Scott Kilrea</th>
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<td>Rana Altenburg</td>
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By The Cross Campus Entrepreneurship Task Force, May 2007
APPENDIX IV

CASE STATEMENTS

The 7Cs Community Counseling Clinic
The 7Cs Community Counseling Clinic is a partnership between the Department of Counseling and Educational Psychology - Marquette University and the Guest House of Milwaukee, Inc., a shelter for homeless men in Milwaukee. Located within the Guest House, the 7Cs Clinic provides addiction-mental health treatment. Through this clinic, individuals facing difficult circumstances - e.g., homelessness, joblessness, co-existing psychiatric disorders, family disturbance - receive comprehensive mental health services, master students in counseling and counseling psychology doctoral students receive "real world" clinical training, and research is conducted that informs others in this important endeavor to provide the most effective treatment.

Promentis Pharmaceuticals
Promentis Pharmaceuticals is a venture recently founded by Marquette faculty. The goal of this company is to synthesize and develop novel treatments for schizophrenia and other neuropsychiatric disorders. At this stage, we have recently incorporated, assembled a management team and advisory board, and completed a preliminary business plan that won the Marquette Business Plan Competition and, as a result, is in the finals for the Governor's Business Plan Competition. In addition, we are currently in the process of filing two patents and designing/synthesizing the first round of compounds, assembling our management team and advisory board. Our technology has been developed by grants from NIH and the top award provided by the Biotechnology Alliance of Southeast Wisconsin. As a scientist attempting to start-up of an early stage venture, I can attest to the value of the initiatives contained within this proposal. We lacked the training needed to develop a strategic plan as well as the skills to implement it. In addition, we continue to have mentoring, networking, and strategic needs that are currently unfulfilled that have considerably slowed the development of our venture. As a sign of the potential for establishing an entrepreneurship environment, other faculty within Biomedical Sciences have begun to examine their research programs for venture possibilities.

Chemistry Department
Dan Sem in the Chemistry Department has started a venture that is expected to generate license fees for the university. His program involves a collection of chemical probes that have already been synthesized and tested for use in the detection of a biological condition known as oxidative stress. These probes have great scientific, medical and commercial potential, as they permit the diagnosis of cellular malfunctions in diseases ranging from cancer, inflammation, alzheimers, bacterial infection, and possibly even exposure to chemical warfare agents. Patents have been filed to protect the technology. Scale-up production is in progress, and licensing activities are being actively pursued with a number of leading supply companies, as well as researchers at Harvard, the CDC and a diagnostic startup in France. On the scientific front, these probes are being used to characterize the mechanism by which embryos are protected from their environment, during development. They are also being explored for use in detecting kidney dysfunction in children. This technology was funded by a grant from the Biotechnology Alliance of Southeast Wisconsin. As an indicator of potential student involvement in these activities, several students were awarded travel grants to present this work at a scientific conference in Washington DC (5/07).
MARDI GRAS

Stephanie Treffert, a student in Biomedical Sciences, has recently formed MARDI GRAS (Making a Real Difference in the Gulf Region and Areas Surrounding), which is an organization dedicated to long-term, self-sustaining solutions to the rebuilding efforts in New Orleans. MARDI GRAS has been responsible for directing the efforts of over 100 Marquette students in the rebuilding process. The goals she has for this organization is to integrate within low-class neighborhoods to empower the local residents to lead in the rebuilding efforts. Along these lines, they hope to raise funds to build a community center which would be used as a focal point for coordinating rebuilding efforts, as well as formulating neighborhood-specific evacuation plans (which are still lacking). While she is eligible for assistance from Marquette University Student Government to defer the cost of sending Marquette students to New Orleans, her classification as a student organization has impeded her ability to raise funds for the community center. She has indicated that the initiatives in this proposal would greatly enhance her ability to start a sustainable venture that would be better able to solicit funds.