

*Cover Sheet:*

1. Name of department/school applying for award:

**Department of Management & Entrepreneurship/ College of Business**

2. Name, title, and university address of primary contact person:

**Dr. Sharon Kerrick, Assistant Professor/Director Entrepreneurship Minor**

**U of L College of Business Office 248, Belknap Campus**

**Louisville, Ky. 40292**

3. Telephone of primary contact: **(502) 852-4683**
4. Email of primary contact: **Sharon.Kerrick@louisville.edu**
5. 100 word summary/abstract of project being nominated (this summary will be used in promotional materials)

**The U of L College of Business Entrepreneurship Minor (EM) was created in 2007. The minor consists of four undergraduate three credit hour courses: MGMT 340 Innovation & Creativity, ENTR401 Business Plan, ENTR 402 Financing, Negotiation, Networking and ENTR 403 Actual Business Startup or Entrepreneurial experiential learning module. The strategy and tactics for the Entrepreneurship Minor from inception have been student centered education and collaboration with community entrepreneurs as well as other entities.**

**EM serves to prepare students to maximize their potentials by exercising their entrepreneurial skills within companies ("intra"preneur) as well as starting and running their own businesses (entrepreneur).**

6. Signature of Dean indicating his or her endorsement of the application



Dr. Charlie Moyer ---Dean, U of L College of Business

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***Application Letter:***

**SECTION 1 - Commitment to Exemplary Teaching:** a) Describe how the teaching in your unit or department is exemplary or unique.

We have established/created from prominent literature, research and best practice, a framework of six core elements in teaching entrepreneurship: Entrepreneurial Context, Search & Discovery, Market Research, New Venture Teams, New Venture Strategy and Networking, Issue Selling & Negotiations. Within these core elements exemplary teaching is comprised of practice driven excellence whereby we bring in community experts in these various areas to demonstrate real life products, services and projects. These are not “canned” case study scenario’s they are current, up to date, relevant to today’s real life business situations and in particular in the areas of interest/industries that are anticipated for growth. Students are challenged to analyze, question, investigate, relate concepts/theory and purpose with options/ideas/direction – applied learning. We utilize YouTube, Twitter, Face book, blogs, wiki’s, Skype, simulations, role play, as well as business plan competitions to innovate/enhance our teaching. Since the inception of the program our teams have won the State business plan competition each year.

b) How do best practices in teaching and learning inform your efforts?

Our best practices in teaching and learning revolve around critical thinking exercises, collaboration, feedback, assessment, transparent communication and stated curricular goals. These have informed our efforts in the areas of stronger academics and academic support, more student-faculty involvement, more community involvement and more relevant business modeling/startups endeavors.

c) How do pedagogical practices reflect best practices in your discipline or field of study?

We are moving from traditional professor roles of “providers of content” now to facilitators of designing learning experiences. Using Facilitation to: engage, question, listen, feedback, provide support, manage discussion, team building, relationship building, motivating, foster positive and creative attitudes, innovation and calibrate risk taking. Differentiation instruction involves modifying the content, process, product or learning environment to effectively address the variety of student interests, learning preferences, affective needs and readiness levels in today's classrooms (Tomlinson, 2003)

d) How do the efforts of your unit or department contribute to teaching excellence at the University of Louisville?

By establishing and assessing core learning outcomes our department has embarked upon a continuous improvement cycle. Each semester assessment reports are now included as part of faculty annual reviews. Assessment reports identify not only student achievement but also faculty's moving forward plans for course improvement. Within the college there is a newly established “Teaching & Learning” group that has initiated seminars of best practice. The Director of the Entrepreneurship Minor, as well as other faculty, have also provided university wide seminars on “Rubric's”, “Working with Groups”, and serving as a panelist for Delphi Center's annual T&L conference.

**SECTION II - Collaboration:** a) Describe how members of your academic unit collaborate to enhance student learning.

The EM director holds semester meetings with various faculty within the university since the minor is interdisciplinary (ie...business plan consists of marketing plan, website

creation, communication plan and all business required financials). There is a special internal EM committee that reviews/discusses/collaborates specially for the minor as well as there is an established Entrepreneurship Council comprised of business owners/community leaders that works with both the undergraduate and graduate entrepreneurship programs. The EM director (as well as other department faculty) has also worked with other national university entrepreneurship faculty to seek collaboration and best practice ideas/implementations. Additionally, we have collaborated with Speed School with joint business plan competition teams, the Office of Technology Transfer (OTT) and with the Law School whom have recently added a cross listing for our entrepreneurship class to add 3<sup>rd</sup> year law students to our business plan class.

b) What is the role that individual faculty play in assuring a rich culture of faculty, student, and staff collaboration?

Each year there is a review of syllabi whereby faculty present not only an overview of the syllabi but also the student achievement outcomes and elements of their course continuous improvement plan. These sessions are conducted in the spirit of providing helpful suggestions, resources, and feedback to instructors. Graduating students are invited to this review session as are key stakeholders from the community and/or businesses that the students have worked on projects with and/or alumni of the program.

**SECTION III - Research-Based and Data-Driven Results:** a) what is the evidence that the work of your unit or department has impacted student learning in the past? b) What is the procedure for collecting and analyzing data to inform ongoing improvements? c) How is impact on student learning measured?

Indirect measures such as student surveys, alumni surveys, student reflection papers and exit interviews have been collected. Direct measures such as pre-post tests, analysis of assignments and observation are utilized. Our intent is to triangulate the data with a range of methodologies. We utilize Blackboard to conduct anonymous survey data throughout the semester. We utilize survey monkey to conduct post graduate survey's as well as paper and pencil methods in addition to face to face interviews. We measure student impact based on the quantitative elements (test grades etc...) and qualitatively via exit interviews, observation of student work etc. A summative assessment is reported annually to the department. Key research data in the areas of: persistence, risk tolerance, flexibility and independence from the Predictive Index assessment are also informing/contributing to our "best practices".

#### **SECTION IV - Evidence of Sustainability:**

Our teaching excellence will be sustained beyond the award period with the establishment of the newly formed "teaching & learning committee" within the College of Business, as well as the requirements of documented student learning outcomes reports, and continuous course improvement reporting which has also been implemented within the past three years. The utilization of technology also enables the self-sustaining efforts. Additionally, we train our PhD entrepreneurship students to teach some of these classes –offering them mentoring, guidance and collaboration. Our Entrepreneurship Minor is ranked 17<sup>th</sup> out of 900 undergraduate entrepreneurship programs nationally and this ranking intrinsically inspires and motives our faculty to continue to build/grow and enhance this program via teaching excellence.

**Appendix Support for Section I – Exemplary Teaching - Examples**

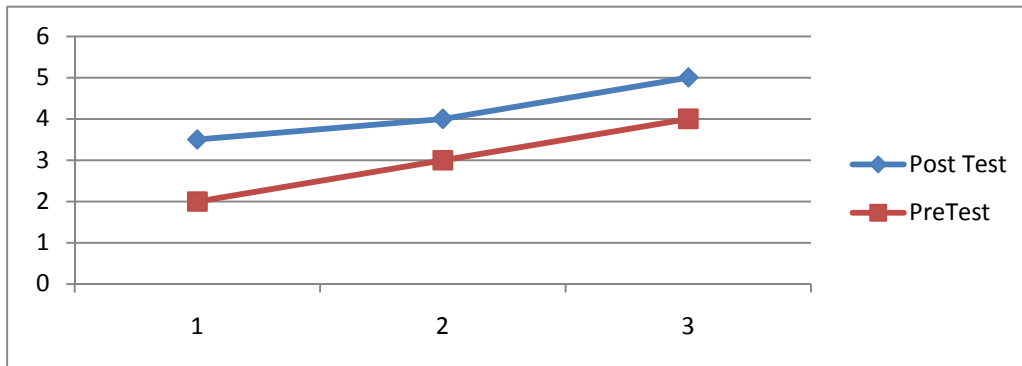
Examples: We are on third documented revision of this new Minor that started in 2007 and have added the State business plan competition and the University of Evansville business plan competition, Negotiations module –which integrates community bankers as the negotiators with our students. We have added an intellectual property component that Office of Technology Transfer and the Law school guest lecture for us. Incorporated team peer assessments as well as outside entrepreneur business plan assessments; added a scavenger hunt whereby teams are given riddles to figure out that requires them to interact with various colleges and department receptionists –the receptionists are given 4 sheets of white paper and 1 colored sheet –the team that works best with the receptionist is given the colored sheet which is worth more points—instilling in them that it’s not just what information you gather but the fashion/way you gather the information. Student teams have also created business plans for the Planetarium and Women 4 Women as well as other projects at Leadership Louisville, Kentucky Derby Festival and various entities at U of L and our community. Identifying real business problems with real solutions.

**Appendix Support for Section II – Exemplary Collaboration**

All disciplines are involved to some extent with our Entrepreneurship Minor since a business plan created involves a Marketing section, a Strategy section, full Financials, a human resource plan so we use all departments at the college. Teams are required to create business brochures, a prototype and a website –which incorporates our Computer

Information Systems department. We collaborate with Speed school for some of the prototyping and Law school for various legal questions and other entities as needed.

### Appendix Support for Section III – Relevant and Significant Assessment Data



Post	3.5	4	5
Pre	2	3	4
	Mgmt340	ENTR401	ENTR402

The chart above represents the Student self-report evaluations regarding confidence in business plan elements. Pretest is taken during MGMT340 the first entrepreneurship class and then again in ENTR402 the last class the students have together as a cohort group because ENTR403 is individualized for each students. Reporting for third year, fall semester, n=24, ratings 5 point Likert scale with 5 as highest level of confidence rating and 1 as the lowest rating. Mean score reported. Other relevant assessment components include: Quizzes, “challenges”, business plan competitions—which are judged and scored, negotiation challenges which are scored quantitatively and qualitatively.

2008 cohort – First place business plan: Green Amy’s; first place concept plan- ThroughBiz ---1 business started from cohort

2009 – Second place business plan: Green Energy, first place -Elevator Pitch—2  
businesses started from cohort

2010 – First place business plan: New Grounds Energy, first place concept plan:  
Biometric Ease & Governor’s innovation Award over all plans (MBA included) –3  
businesses started from cohort

### **Appendix Support for Section IV – Sustainability – Examples**

The program currently has a waiting list and with the College of Business eliminating the Management Major the Entrepreneurship Minor has been inundated with applications (over 100 this past semester for 24 spots). More of the faculty that previously taught in the management major will now be incorporated into the Entrepreneurship Minor. The department and school as a whole are committed to the on-going growth of the program since “Entrepreneurship” is the branding of our college. Our outcomes assessment and process improvement add to the sustainability as well as the spectacular achievement of our students at state and regional business plan competitions. The competition wins puts money into students pockets as well as generates publicity for the college/university—this has interested donors, investors and alumni to get involved with the Entrepreneurship Minor in a variety of ways.

Members of the college attend national “Future World” conferences; sit on planning/advisory committees for IdeaFestival and Delphi Center, visit with and invite companies with Innovation departments into class (ie...GE, Humana & YUM!). We are in a constant learning and growing mode as faculty committed to enhancing our teaching

and learning as evidenced via the wide variety of teaching tools we currently use and have attempted to utilize in the past (ie..Second Life virtual reality).

### **Summary**

The Entrepreneurship Minor is a cornerstone of the aggregate teaching/learning within the College of Business. It encompasses Marketing, Accounting, Finance, CIS, Economics and Management –which are all of our departments. The business plan creation component is a strong experiential learning component as well as the culminating experience class ENTR403 whereby students work to actually launch their own businesses. Consistent effort and energy are focused on collaboration, inclusion, collaboration, outcomes assessments and impact with an overarching theme of innovation. The program will have strong sustainability and growth due to its branding and popularity within the college, community and nation.