

Nomination of

**Syracuse University
Department of Entrepreneurship & Emerging Enterprises and
Falcone Center for Entrepreneurship**

for the

**2005 USASBE
Excellence in Entrepreneurship Education Awards**

in the

National Model Undergraduate Program Category



Submitted by:

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DREAM > BELIEVE > PURSUE

UNITED STATES ASSOCIATION FOR SMALL BUSINESS AND ENTREPRENEURSHIP
ENTREPRENEURSHIP EDUCATION DIVISION AWARDS PROGRAM

NOMINATION FORM: NATIONAL MODEL ENTREPRENEURSHIP PROGRAM
UNDERGRADUATE PROGRAM CATEGORY

SYRACUSE UNIVERSITY

- I. Title of Program:** DREAM > BELIEVE > PURSUE: The Undergraduate Program in Entrepreneurship and Emerging Enterprises at Syracuse University
- II. Purpose of Program:** To instill in undergraduate students a deep appreciation for “entrepreneurship as a lifetime philosophy” by providing an innovative and integrative educational experience, and creating opportunities for them to act on that philosophy.
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IV. Primary Objectives:

Entrepreneurship & Emerging Enterprises (EEE) is the flagship program of the Whitman School of Management, with entrepreneurship designated as a core theme of the School. Recognized by *Entrepreneur Magazine* as one of the thirteen first-tier entrepreneurship programs in the nation for 2004, our program was built on two core precepts: “every student an entrepreneur” and “total entrepreneurial immersion”. Our fundamental objective is to help every student on campus recognize his/her innate entrepreneurial potential and facilitate them acting on that potential. Further, we believe that students should ‘live, eat, and sleep’ entrepreneurship. The program is packed with opportunities for students to immerse themselves in entrepreneurship inside and outside the classroom from their entry day as freshmen through graduation and beyond. We seek to develop within students a fundamental understanding of entrepreneurship as a philosophy for life. The program theme, DREAM > BELIEVE > PURSUE, reflects a focus on one’s ability to recognize opportunity, conceptualize innovative concepts, and champion ideas through implementation. Students are challenged to extend entrepreneurial thinking and acting to all facets of their lives. From a professional standpoint, the relevance of entrepreneurial behavior is emphasized for students who a) plan to start their own ventures; b) want to be part of rapid growth, entrepreneurial ventures started by others, c) intend to take over or work in family-owned ventures, d) desire to champion entrepreneurial concepts in larger organizations, and/or e) want to make entrepreneurial contributions in a non-profit context. It is expected that many students will encounter opportunities in more than one of these contexts over their careers. Just as important is the need to go beyond commercial concerns, and apply entrepreneurship to opportunities and challenges in one’s personal, family, and social life.

Specific program objectives include:

- Provide a profound appreciation for the indispensable role entrepreneurship plays in the global business environment;
- Encourage students to recognize, reflect upon, and act on their innate entrepreneurial potential, and develop within them an appreciation for the value within their lives of opportunity-driven, innovative and growth-oriented attitudes and behaviors;
- Supplement a student’s academic pursuit of any field of study by demonstrating the application of the entrepreneurial process and related concepts in a wide variety of disciplines and contexts;
- Enhance student’s analytical abilities in evaluating all facets of an entrepreneurial idea or venture;
- Draw from a variety of disciplines and functional areas in order to facilitate the student’s ability to identify and assess opportunity, create and capitalize on unique business concepts, and manage and harvest ventures;
- Have students put together a “portfolio of entrepreneurial products” (e.g., business plans, marketing inventions, consulting projects, entrepreneurial audits, interviews of entrepreneurs, feasibility studies, etc.) during their undergraduate years;
- Ensure students actually experience aspects of entrepreneurship while enrolled in the undergraduate program;
- Infect the campus with the spirit of entrepreneurship.

V. Principal Customers and Stakeholders:

The success of the EEE Program is built around a number of key stakeholders. These include:

- **Students.** The program currently includes 130 declared majors in entrepreneurship, 60 non-business students pursuing the entrepreneurship minor and approximately 890 students enrolled in entrepreneurship courses during the

academic year. The students range from freshmen to seniors, with about 65% pursuing majors within the Whitman School of Management, and 35% pursuing a diverse range of majors around the campus.

- **Entrepreneurship Faculty.** 28 faculty members are involved in the undergraduate entrepreneurship program. This includes 5 full-time faculty members in the Department of Entrepreneurship & Emerging Enterprises, 8 faculty from other business disciplines who regularly teach in the program, an top notch team of 10 adjuncts with substantive entrepreneurial experience, and involvement of 5 faculty members from across the campus. Beyond teaching entrepreneurship courses, faculty members are responsible for advising students, supporting the E Club, and working on such initiatives as the Entrepreneurial Mentors Program, the Experiential Classroom, our business plan competitions, and taking student teams to national competitions, among others. They are also actively engaged in research on entrepreneurship-related topics, and provide editorial support for two academic journals that we publish.
- **Members of the Entrepreneurial Community** (entrepreneurs, VC's, angels, legal & accounting firms that focus on entrepreneurial firms, economic development agencies, non-profits that foster start-ups by women, minorities, and others, SCORE, SBA and SBDC officials, etc.). Over 175 of these individuals play an active role in the Syracuse Entrepreneurship Program each year. Principal roles include mentoring students, serving as entrepreneurs-in-residence, acting as judges for our three business plan competitions, guest lecturing, teaching courses, providing internships, serving as consulting clients for student teams, acting as case studies, and debating in the 'Dilemmas & Debates' course, among others. Individuals performing 2 or more of these services for 3 years are designated as Falcone Entrepreneurial Fellows. We give back to these constituencies through outreach and information sharing.
- **Alumni.** The School of Management was established over eighty years ago. An extensive network of alumni exists who support the entrepreneurship program financially, with jobs and internships for students, by serving on the Falcone Center Advisory Board, and by providing regular feedback. A database of 1300 alumni entrepreneurs has been created by the EEE Program and is regularly updated. These individuals are sent our Entrepreneurship Newsletter and periodic communications, and are invited to participate in the program.
- **Employers.** Local employers provide 25 internships and 18 consulting projects annually. Further, the majority of our graduates do not start ventures right out of school. For them, we receive a number of inquiries from firms that seek students who bring an innovative, risk-taking, proactive perspective to the workplace.
- **Local/Regional Community.** We work hard to be meaningfully engaged in our community. Examples include the annual Syracuse Entrepreneurs Bootcamp (6 Saturdays in the Fall); the Women Igniting the Spirit of Entrepreneurship (WISE) Program (425 attendees annually); our Syracuse Distinguished Entrepreneur Program; and the South Side Entrepreneurial Development Project, targeting the economically devastated inner city.

VI. Program History and Description of Program Model:

Entrepreneurship at Syracuse has a history of continuous growth and continuous. Formal efforts began in the early 1990's. Driving forces included alumni, the School's Corporate Advisory Council, a core committed group of faculty in various disciplines, and student demand. The first undergraduate course, *Introduction to Entrepreneurship*, was launched in 1994. Twenty-one additional entrepreneurship courses were added over the ensuing years. An academic area entitled "Entrepreneurship & Emerging Enterprises" was created in 1996, and courses were given an EEE prefix. An undergraduate major and a minor in entrepreneurship (the latter targeted to non-business majors) were established in 1998. In 1999, 'Strategic and Entrepreneurial Management' was made a requirement for all undergraduate business majors, to be taken at the end of their academic program. An MBA concentration in Global Entrepreneurship was established in 1998. An annual Entrepreneurship Research Program was initiated in 1997, with grants awarded to faculty pursuing substantive research projects. The Falcone Center for Entrepreneurship was endowed in 1998. A \$1 million endowment from another alumnus enabled the creation of the Syracuse Panasci Business Plan Competition, attracting over 80 entries each year. Launched in 1999, the Couri Summer MBA Program accepted an equal number of SU and Babson students to a Summer retreat. In 2000, Syracuse hosted a major conference titled 'Global Entrepreneurship for the New Millennium' and the Kauffman Entrepreneurial Internship Program was also implemented. In 2001, the Entrepreneurial Finance Conference was hosted, Syracuse became the home of the *Journal of Entrepreneurial Finance and Business Ventures*, and the MBA capstone was added (*Project in Global Entrepreneurial Management*). Also, the Witting Endowed Chair in Entrepreneurship was established, followed by the addition of two tenure track lines in entrepreneurship and the Whitman Professor of Entrepreneurial Practice a year later. In 2002, Syracuse also became the editorial home of the *Journal of Developmental Entrepreneurship*. In addition, Syracuse began hosting the Experiential Classroom, an annual clinic for faculty from around the country on best practices in the teaching of entrepreneurship. Also launched were the Syracuse Entrepreneurs Bootcamp and the

Women Igniting the Spirit of Entrepreneurship (WISE) symposium. A formal academic Department of Entrepreneurship was approved and implemented in 2003, the Creativity, Innovation and Entrepreneurship Learning Community (dormitory) was launched, and the Orange Hatchery (student incubator) was approved. In 2004, a grant enabled the launch of the SU Tech Commercialization Program, and the Ph.D in Entrepreneurship was implemented.

The program today is organized around an integrated model consisting of six key components: *a dynamic curriculum, substantive experiential learning, innovative outreach, research that matters, sustainable infrastructure, and national leadership* (see **Exhibit 1**). The curriculum supports our Major and Minor in EEE (see **Exhibit 3**). The curriculum is a moving target, subject to continued experimentation. Fifteen courses constitute the current undergraduate curriculum:

- **EEE 100 : Discovering the Entrepreneur Within (for members of CIE Learning Community)**
- **EEE 370: Introduction to Entrepreneurship (both live and on-line versions are available)**
- **EEE 375: Entrepreneurial and Family Business Management**
- **EEE 378: Imagination**
- **EEE 382: Entrepreneurial Marketing**
- **EEE 439: Entrepreneurship and Digital Commerce**
- **EEE 442: Emerging Enterprise Law**
- **EEE 443: Emerging Enterprise Consulting**
- **EEE 444: Dilemmas and Debates in Entrepreneurship**
- **EEE 451: Finance for Emerging Enterprises**
- **MAR 444: New Products Management**
- **EEE 470: The South African Entrepreneurship Practicum**
- **EEE 490: The Kauffman Entrepreneurial Internship**
- **EEE 457: Strategic & Entrepreneurial Management (required capstone for all business students)**
- **EEE 458: The Business Plan Laboratory**

Syllabi for each course can be found on our website (<http://www.som.syr.edu/eee/>). The curriculum was designed around the framework presented in **Exhibit 2**, where a distinction is made between the ‘context’ of entrepreneurship and ‘facilitators’ of entrepreneurship. The former includes content dealing with differing contexts (i.e., start-up, growing small businesses, family firms, larger organizations), while the latter includes coursework on facilitating activities such as marketing, finance, creative problem-solving, and technology.

The undergraduate EEE program is designed to provide students with a total immersion in entrepreneurship, with ongoing interactions with students from before their first semester as a freshman through each of their 4 years and after they graduate. A cornerstone of this immersion is our commitment to experiential learning (see **Exhibit 4**). Students are given opportunities to build a portfolio of entrepreneurial experiences by conducting feasibility studies, developing business models, writing business plans, performing ‘entrepreneurial audits’ of firms, developing product prototypes, creating ‘marketing inventions’, completing consulting engagements, participating in social entrepreneurship projects, and interviewing entrepreneurs, among others. Immersion is further fostered through the **Orange Hatchery** (an incubator for student-initiated businesses), the **E Club**, the **Kauffman Entrepreneurial Internship Program**, the **Capstone Business Plan Competition**, the **Panasci Business Plan Competition**, participation in national business plan competitions (4 teams/year), and the **Syracuse Entrepreneurial Mentoring Program**. A major facilitator of immersion was the launch of the **Creativity, Innovation and Entrepreneurship (CIE) Learning Community**, which includes a dormitory devoted to entrepreneurship. The key to the CIE dormitory is aggressive programming that includes ideation sessions, speakers, jam sessions, entrepreneurial movies, mentoring sessions, innovation challenges, and a major social entrepreneurship project. Students live and breath the entrepreneurial experience (see **Exhibit 6**).

We fundamentally believe that great entrepreneurship programs are rooted in the entrepreneurial community. As such, innovative outreach programs are another program cornerstone. They provide another opportunity for student involvement and exposure to entrepreneurs. Key outreach efforts include (see also **Exhibit 5**):

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| <ul style="list-style-type: none">-Incubator Partnership Program-Syracuse Entrepreneurs Bootcamp-Technology Commercialization Program-The Enterprise Creation Competition
(nat'l undergrad competition we co-sponsor) | <ul style="list-style-type: none">-Women Igniting the Spirit of Entrepreneurship (WISE)-South Africa Entrepreneurship Exchange-Syracuse Distinguished Entrepreneur Awards Program-The South Side Entrepreneurial Development Program (inner city renewal) |
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Another core program principle is the value we place on research. We believe that research should inform both the classroom and entrepreneurial practice. Each faculty member is engaged in substantive academic research, with our clinical faculty focusing on writing case studies and managerial pieces. The **Entrepreneurship Summer Research Grants** provide \$15,000 in support to faculty from a wide array of disciplines. We are the editorial home for the **Journal of Developmental Entrepreneurship** as well as the **Journal of Entrepreneurial Finance and Business Ventures**. A speaker series brings in leading academics, including the annual **Falcone Distinguished Scholar**.

Experience suggests that entrepreneurship programs often grow or decline based on one faculty member or a dean. As such, we have worked to ensure the entrepreneurship is institutionalized at Syracuse for the long term. This is reflected in our emphasis on a sustainable infrastructure. Key infrastructure elements include a) a formal Department of Entrepreneurship with tenure track faculty, b) the Falcone Center for Entrepreneurship, c) a full-time secretary and support team of 8 graduate assistants, d) endowment of the Center, the Business Plan Competition, the CIE dormitory, and two chaired positions; e) the major, minor, MBA concentration and Ph.D. program; and f) the Advisory Board; and g) outstanding marketing collateral, an exciting website, an informative newsletter, and regular marketing efforts.

The final component of our program is a commitment to providing national leadership based on a philosophy of sharing. Our **Experiential Classroom** is a highly successful faculty development initiative that attracts 45 faculty delegates from around the country each Fall, and brings together master teachers to share leading edge teaching practices. Our syllabi and program materials are made available on our website for all to share. We championed the creation of USASBE's '**Syllabus Exchange**' and continue to manage the program, and we put together USASBE's '**Innovative Teaching Practices**' site. Syracuse faculty regularly visit other university campuses to aid in program development. This past year we worked with Drake, Bowling Green, Berea, and the U. of Hawaii, among others.

VII. Unique Aspects or Features of the Program:

The Entrepreneurship Program at Syracuse has nine distinguishing characteristics. These include:

1. Our unique structure involving two parallel units: a) a formal academic Department of Entrepreneurship & Emerging Enterprises (we are one of two schools in the country with an academic department) to manage curriculum, research and academic matters; and b) the Falcone Center for Entrepreneurship, responsible for all outreach programs at the campus, community, regional, national and international levels. As an academic department, we can both hire and tenure faculty members, create clinical professorships, award faculty status to individuals from across the campus who are doing entrepreneurial things, and control our curriculum.
2. A major and a minor in EEE supported by an innovative 15-course undergraduate curriculum that is comprehensive, inter-disciplinary, complements a student's other studies, and reflects the range of contexts in which the graduating student is likely to find herself. Courses are delivered in a creative style from an outstanding faculty team. Each course also entails creative projects where students get "entrepreneurial experience". In addition, every business student is required to take our capstone business plan course, "Strategic and Entrepreneurial Management".
3. Planned interactions with students throughout their undergraduate career. Complete immersion in entrepreneurship through a model of ongoing interaction from when a student first arrives at Syracuse through their graduation.
4. A 'portfolio approach' with strong emphasis on experiential learning. We have carefully crafted the curriculum to include experiential opportunities in each course, designed in a manner to complement one another and ultimately produce a student portfolio of entrepreneurial achievements.
5. The Creativity, Innovation and Entrepreneurship (CIE) Living and Learning Community, which is one of the few dormitories in the nation dedicated to entrepreneurship. We have built a state-of-the-art facility and expose the students to an exciting and challenging programming regimen that is very hands-on.
6. An outstanding core team consisting of 28 faculty members, a full-time secretary, a Ph.D. student, 8 graduate assistants, two undergraduate student workers, and a supporting infrastructure that ensure program sustainability.
7. High impact outreach programs that make a difference on our campus (e.g., the Syracuse Business Plan Competition), in our community (e.g., the South Side Project, Women Igniting the Spirit of Entrepreneurship, the Syracuse Bootcamp), and in our profession (e.g., the Experiential Classroom, our two academic journals)
8. A highly individualized program. Students apply to the program, complete an essay, are personally interviewed, and complete a detailed self-analysis inventory that addresses entrepreneurial issues. The data helps us better understand the student so as to facilitate their development. Exit interviews are conducted at program completion, where the inventory and portfolio are revisited. Each student is also eligible for a mentor.

9. An academic environment that exudes the entrepreneurial spirit in a manner that is infectious for students, faculty, staff, and external stakeholders.

VIII. Sources of Funding and Support:

The success of the program is tied to a balanced financial strategy built around four components. *First*, private contributions, principally from alumni, have been responsible for endowing the Falcone Center, establishing the Witting Entrepreneurship Chair and the Whitman Professorships of Entrepreneurial Practice, creating the Syracuse Panasci Business Plan Competition, paying for a ‘Dilemma and Debates’ coordinator, and underwriting operations of the Creativity, Innovation and Entrepreneurship Learning Community. In addition, about \$150,000 in private contributions provide operating monies for EEE program operations each year. These funds also help pay for the Falcone Center Director and our secretary. The *second* source of financial support has been an aggressive grants program. In the past three years, the EEE Program has received grants totaling over \$430,000, from the Kauffman Foundation, the Coleman Foundation, the National Collegiate Inventors and Innovators Alliance, and the Gifford Foundation. Our *third* source of funding is profits from fees and sponsorships associated with outreach programs such as WISE and the Syracuse Entrepreneurs Bootcamp. The *fourth* financing source has been the University itself. The Whitman School provides funding for 2 tenure track lines in entrepreneurship, 5 adjunct faculty members each semester, and 2 fully funded assistantships. Also important from a resource standpoint is our team of volunteers, with over 175 members of the entrepreneurial community actively involved in the program.

IX. Program Benefits:

For Students: a) enhanced professional potential, as students are encouraged to develop a lifelong orientation that emphasizes opportunity, innovation and responsibility for implementation; b) a skill set that facilitates the development of innovative products, services, and processes and the creation of new markets; and c) the ability to recognize and overcome obstacles and resource constraints in implementing entrepreneurial concepts;

For the Community: a) a number of technologies are moved forward and new businesses started based on this program, while the growth and development of many existing ventures are fostered. These firms create jobs, innovate, purchase goods and services, and produce related social benefits; b) the community also benefits from the presence of proactive young men and women who take responsibility for themselves and their destinies;

For Established Companies: future employees who are well prepared for the challenges of leading rather than following customers, contributing to the continuous revitalization of the company that employs them, and competing in an environment of ongoing innovation and high levels of environmental turbulence;

For the Whitman School of Management and Syracuse University: a) exposing students to leading edge knowledge from a cross-disciplinary perspective; b) furthering of Syracuse’s image as a premier undergraduate institution; c) enhanced ability to recruit outstanding students to the University as a function of a world class program;

For Program Faculty and Faculty with the Discipline Nationwide: a) development and extension of their own knowledge base, professional skills, and research output; b) a sense of fulfillment and contribution from significantly touching and re-directing the lives of talented young men and women; c) shared insights on program development.

X. Program Outcomes:

A number of success measures are employed to ascertain whether objectives are being met and determine ways to modify and improve the program. In addition to student evaluations for each course, the above-mentioned exit interviews and review of student portfolios are conducted as students graduate. Focus groups of students who pursue the program are conducted annually to identify problems, opportunities, and gaps. Also, a panel of entrepreneurs is organized annually and asked to conduct a critical audit of the program. This is in addition to regular feedback from the Falcone Center Advisory Board, the Student Advisory Group, and the Faculty Advisory Group. Metrics are also maintained and compared to goals for such variables as numbers of students in our courses and in the CIE Learning Community, mentoring relationships created, ventures entering and graduating from the Hatchery, internships sponsored, consulting clients served through the South Side Project and the Emerging Enterprise Consulting effort, women and minority-owned ventures served, and business plans screened, among others. Specific financial goals are monitored, including alumni contributions, outreach revenues, and dollars from grants. In terms of students, all EEE students are assessed with the Hermann Brain Dominance Instrument, and, in concert with our Center for Support of Teaching and Learning, we are now tracking attitudinal changes as well. Further, we attempt to monitor program graduates annually in terms of businesses started, growth in existing businesses, new products, services and processes that they have championed, and social entrepreneurship initiatives in their communities.

Exhibit 1: Overall Program Model

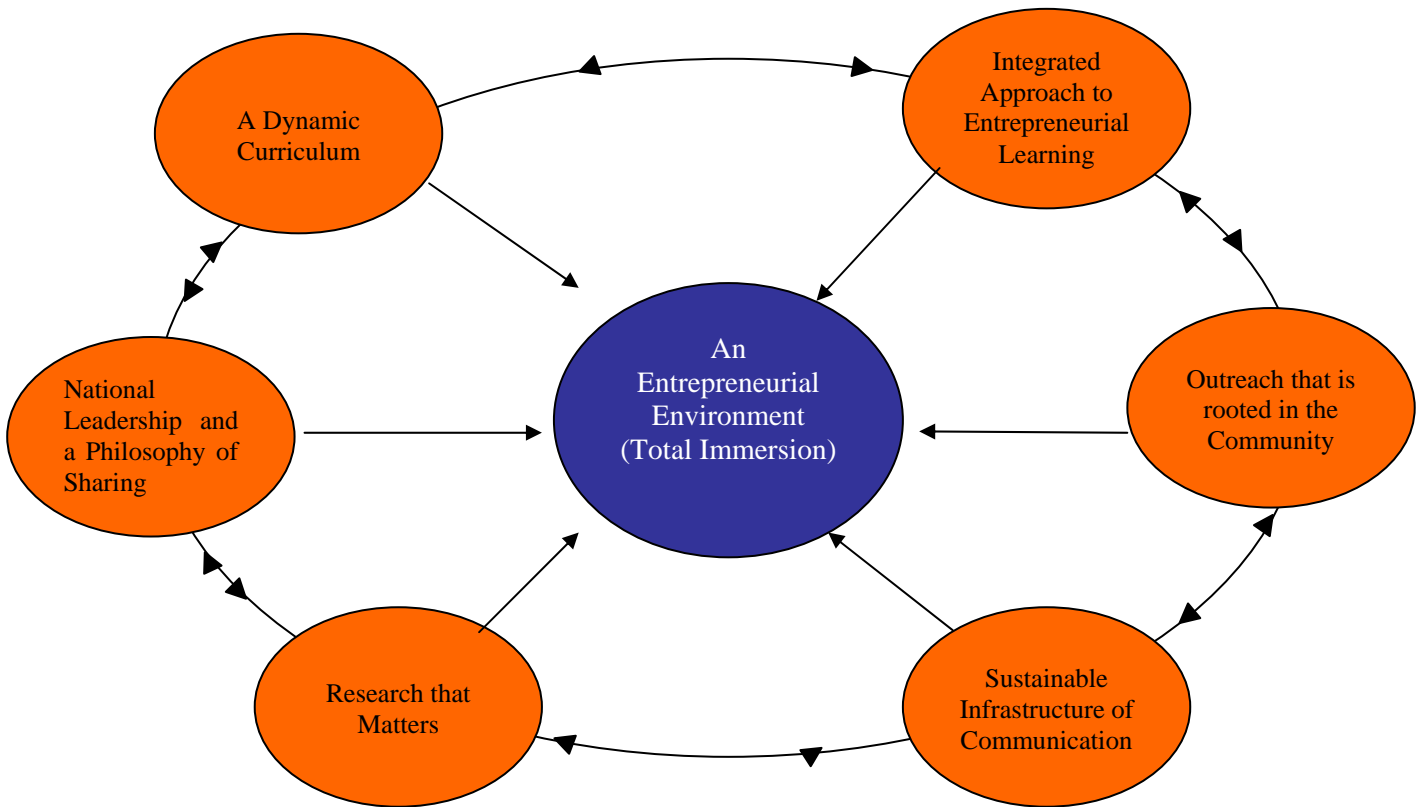


Exhibit 2: Model Underlying Curriculum Development

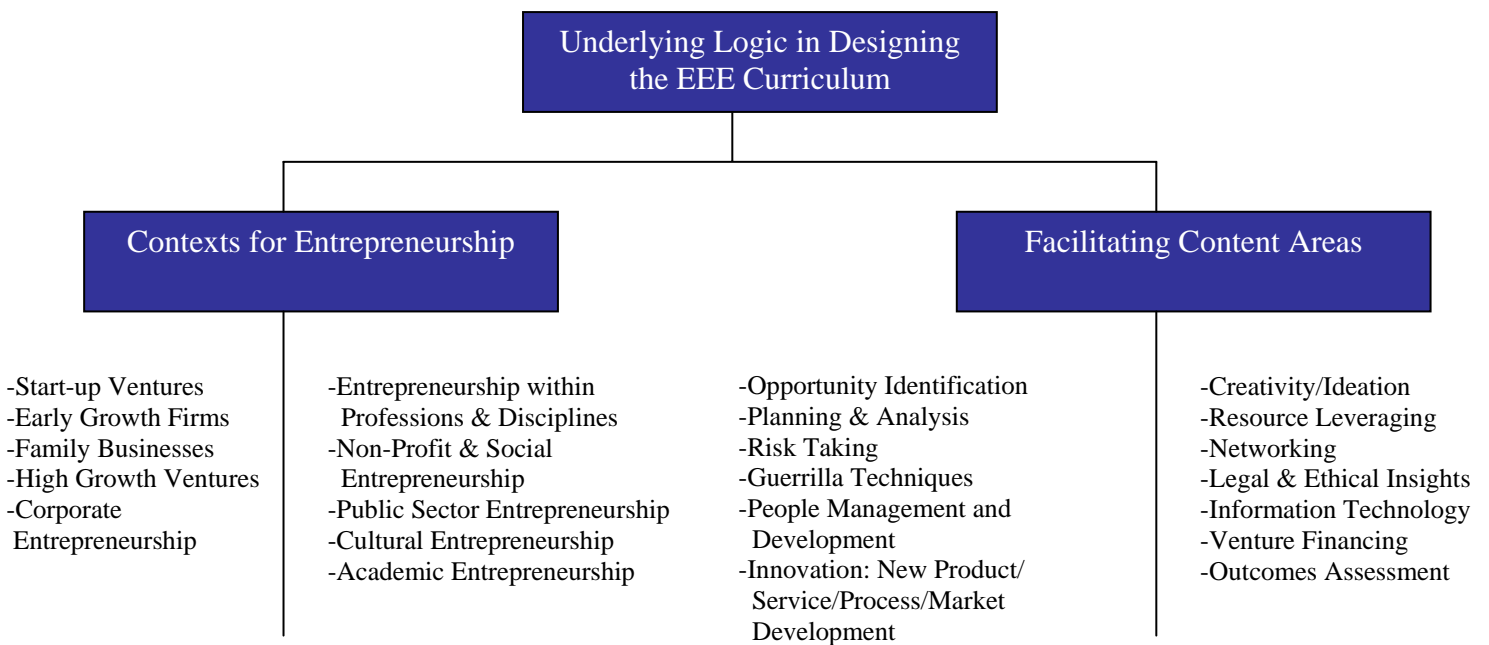


Exhibit 3: The Major and The Minor in Entrepreneurship

The Application

All students must formally apply to both the Major and the Minor in Entrepreneurship. Application packages can be obtained from the Entrepreneurship Department in Room 215 of the School of Management Bldg. In the application, students must demonstrate their interest in entrepreneurship and willingness to apply themselves to entrepreneurial learning and doing.

Major Course Requirements

Students in the EEE major must complete required foundation courses in Analytical and Quantitative Skills (21 hours), Communication Skills (12 hours), Environmental Studies (15 hours) Behavioral Studies (9 hours) and Arts and Humanities (6 hours) (see University Catalog). They also must complete the Management Core. This includes SOM 122, ACC 151, ACC 252, SHR 247, SOM 354, FIN 256, MAR 255, SCM 265, and SHR 355 and six credit hours of management electives.

Within the major, they must complete
EEE 370 Intro To Entrepreneurship

Plus three electives from the following list:
EEE 375 Entrepreneurial & Family Business Management
EEE 378 Imagination
EEE 382 Entrepreneurial Marketing
EEE 425 Venture Capital
EEE 439 Entrepreneurial and Digital Commerce
EEE 442 Emerging Enterprise Law
EEE 451 Finance for Emerging Enterprises
EEE 443 Emerging Enterprise Consulting
EEE 444 Dilemmas and Debates in Entrepreneurship
MAR 444 New Project Management

Plus the following capstone required of all business majors: EEE 457 Strategic and Entrepreneurial Management

Minor Course Requirements

ACC 151 Introduction to Financial Accounting
FIN 301 Finance for Non-Business Students
EEE 370 Introduction to Entrepreneurship

Plus 3 electives from the following list:

EEE 370 Introduction to Entrepreneurship
EEE 375 Entrepreneurial and Family Business Management
EEE 378 Imagination
EEE 382 Entrepreneurial Marketing
EEE 425 Venture Capital
EEE 439 Entrepreneurial and Digital Commerce
EEE 442 Emerging Enterprise Law
EEE 451 Finance for Emerging Enterprises
EEE 443 Emerging Enterprise Consulting
EEE 444 Dilemmas and Debates in Entrepreneurship
MAR 444 New Project Management
EEE 457 Strategic and Entrepreneurial Management
EEE 400 Business Plan Laboratory EEE (offered as a 1 credit for non-business students)

Note: EEE 100 Discovering the Entrepreneur Within does not count towards the major or the minor.

Options for Students

Students in the major are eligible to apply for a **Kauffman Entrepreneurial Internship**. These paid internships involve three hours of credit. Students work in high growth entrepreneurial firms for a semester. Students with ideas for new ventures are also eligible to apply for space in our **Orange Hatchery**, an incubator where students run their own businesses. Another opportunity for students is the **Creativity, Innovation, and Entrepreneurship Learning Community (CIE)**. A residence hall is dedicated to students who have an interest in entrepreneurship, and a very unique package of programs surrounds the learning community. All students are also encouraged to join the **Entrepreneurship Club**, an active group of students from around the campus who are interested in entrepreneurship. **Study abroad opportunities in entrepreneurship** are also open to select students.

**Exhibit 4: The Portfolio Approach: The Use Of Experiential Learning
Across the Syracuse EEE Curriculum**

-----Undergraduate Curriculum-----

Undergraduate EEE Courses	Experiential Project	Cases
<i>Discovering the Entrepreneur Within (EEE 100)</i>	Social entrepreneurship project Lemonade Challenge	-----
<i>Introduction to Entrepreneurship (370)</i>	Interview of an Entrepreneur; Original Business Model	13 Short cases from Vesper
<i>Entrepreneurial Marketing (382)</i>	Five Marketing Inventions	11 Harvard and Ivey marketing cases
<i>Emerging Enterprise Consulting (443)</i>	SEE Model for a venture; Final Consulting Report	-----
<i>Entrepreneurial and Family Business Management (375)</i>	Interview & report on a family business	11 Cases in Longenecker text
<i>Imagination (378)</i>	Individual Product Design; Concept for a new business; “A Brand Called You.”	-----
<i>Venture Capital (425)</i>	Concept Presentation to Investor	7 Harvard-type cases
<i>Digital Commerce and Entrepreneurship (439)</i>	Two Projects on Opportunity Identification in the Digital Commerce Realm	----
<i>Emerging Enterprise Law (442)</i>	Research Report on Legal Aspect of an Actual Entrepreneurial Venture	1 Harvard Case
<i>Finance for Emerging Enterprise (451)</i>	Krispy Kreme Research Project; Financial Projections for an Original Business Idea	10 Harvard Cases
<i>Dilemmas and Debates (444)</i>	Critique of Entrepreneur; Research Paper on a New Dilemma Confronting Entrepreneurs	5 live cases
<i>Business Plan Lab (458)</i>	Five sections of a business plan	-----
<i>Strategic & Entrepreneurial Management (457)</i>	Comprehensive business plan	12 Babson & Harvard cases
<i>Kauffman Internship (490)</i>	Business model and five value creating deliverables for the host company	

Exhibit 5: Partial Synopsis of Non-Curricular and Outreach Components of the EEE Program

Experiential Classroom: An intense 3-day program where faculty members from around the country are exposed to leading edge practices in teaching entrepreneurship. Master teachers share insights and perspectives. Targets individuals who are new to the entrepreneurship classroom, including those retooling from other disciplines, new Ph.D. graduates, and practitioners. Delegates teach while here, and are filmed and critiqued. Now in its 6th year.

South Side Entrepreneurial Development Project: South Side is an economically depressed inner-city community. Based on staged model of entrepreneurial development, university resources are applied to help minority individuals start and grow ventures in the South Side. Students and faculty work with entrepreneurs and others in the community. Key aspect is the University's role in connecting various resource providers and sources of support to the community.

Women Igniting the Spirit of Entrepreneurship: A celebration of women's entrepreneurship, this full-day program attracts over 400 women from the Central New York Region. Thirty women entrepreneurs share their experiences, approaches, and perspectives in plenary sessions, panels, and breakout sessions. The day provides a balance of motivation, insights from lessons learned, and substantive content on issues relevant to women in their own ventures, and those wishing to start ventures. Held in April each year.

Syracuse Entrepreneurs Bootcamp: An intense exposure to core issues in creating a growth-oriented company. Takes place over six Saturdays in the Fall. Approximately fifty delegates from the region participate. Involves the EEE Program's top teachers as presenters, together with a number of guest entrepreneurs and subject matter experts.

The Incubator Partnership: Syracuse has partnered with two major incubators in the region. MBA students act as consultants to the ventures housed within each incubator. Some of the ventures also host Kauffman Internships. Faculty periodically give presentations on relevant topics for the incubator client firms.

Technology Commercialization Program: Top senior and graduate design projects, together with faculty technology projects from the engineering and science disciplines on campus are assigned to business teams for the purpose of research, market analysis, and business plan development. The goal is to move the technology toward a new venture.

South Africa Entrepreneurship Exchange: Two faculty members and ten students go to the University of South Africa in the Summer. The Syracuse faculty help coordinate a program where student teams go into the Black Townships and work with entrepreneurs in helping them grow their businesses.

Syracuse Entrepreneurial Mentors Program: A structured program where qualified entrepreneurs and students are put together in a mentoring relationship for a year. Both parties have agreed upon responsibilities.

Syracuse Distinguished Entrepreneurs Awards: Three outstanding entrepreneurs from the community and one student entrepreneur are recognized based at the EEE Annual Banquet based on a competitive review process.

Falcone Distinguished Scholar: Each Fall an internationally prominent scholar in the field of entrepreneurship is invited to campus and conducts a symposium for faculty and graduate students.

Orange Hatchery: An incubator for pre-start-up and very early stage ventures started by students while they are enrolled at Syracuse. Space and various forms of support are provided to the businesses. Housed within the Falcone Center for Entrepreneurship.

Capstone Business Plan Competition: All business students at Syracuse must take the entrepreneurship capstone course. At the end of each semester, the students in the various sections of the capstone course (usually about 40 teams) compete by presenting plans before panels of local entrepreneurs and investors.

Syracuse Panasci Business Plan Competition: The Syracuse campus-wide competition. \$40,000 in prizes are awarded. Winners received free legal and accounting assistance from co-sponsoring firms. Over eighty teams enter from throughout the Syracuse and adjacent SUNY-Environmental Sciences and Forestry campuses. Judges are nationally prominent entrepreneurs and investors. Begins in December and culminates with the finals in April.

Enterprise Creation Competition (ECC): A national business plan competition for undergraduate teams. A partnership between Ball State U., Syracuse U. and Indiana U. Ernst and Young perform the first round of screening. \$30,000 in prizes are awarded. ECC is held in March of each year.

Exhibit 6: An Overview of the CIE Learning Community/Residence Hall



Why CIE: Our Focus

CIE was established by a group of faculty, staff and students committed to fostering the entrepreneurial spirit on the Syracuse campus and beyond. The goal was to create an environment where students could literally “eat, sleep and breath” innovation and entrepreneurship. We believe in the power of individuals and groups to innovate, develop better ways, and make positive change happen. It is the creative potential of individuals that represents the best hope for solving society’s most vexing problems, and ultimately for making this a better world.

Which Students is CIE for?

Students at every level and in every discipline are welcome...from entering freshmen to graduate students, from majors in architecture and philosophy to future teachers. The only requirement is a desire to discover your own creative, innovative and entrepreneurial potential, and to act on that potential. Applications can be obtained from the Department of Entrepreneurship & Emerging Enterprises.

Students accepted into the CIE learning community are expected to:

- take a one credit hour course (“Discovering the Entrepreneur Within”);
- dedicate at least ten hours per week to learning community activities;
- maintain a personal portfolio of their creations and accomplishments in the community, and present these at the end of the academic year;
- apply their creative, innovative potential on a regular basis;

CIE Programs and Activities

It features a mix of classroom, dorm-based, campus-based, and community-based initiatives like,

- Entrepreneurship and creativity speaker series
- Mentoring sessions
- Student assessment using the Hermann Brain Dominance Instrument (HBDI)
- Participation in ‘Innovation Challenges’
- Participation in small business consulting projects
- Movie nights featuring films and discussions with a creative or entrepreneurial theme
- Engagement in ‘Ideation Lab’ sessions
- Involvement in concept ‘Jam Sessions’ and competitions
- Outings and site visits
- Meaningful contribution to a major Social Entrepreneurship Project each semester

The CIE Residence Hall

Our home is the Dellplain Residence Hall. Centrally located on the hill, it houses 405 undergraduate men and women, eight floors, coed by alternating rooms. Floors 3 and 4 are dedicated to CIE.

The CIE Faculty Support Team

Eric Alderman, Minet Schindehutte, Craig Watters, Arthur Brooks, William Coplin, Norm Faiola, Carlos Hartmann, Michael Morris, Nola Miyasaki, Elizabeth Liddy, Marcene Sonneborn.