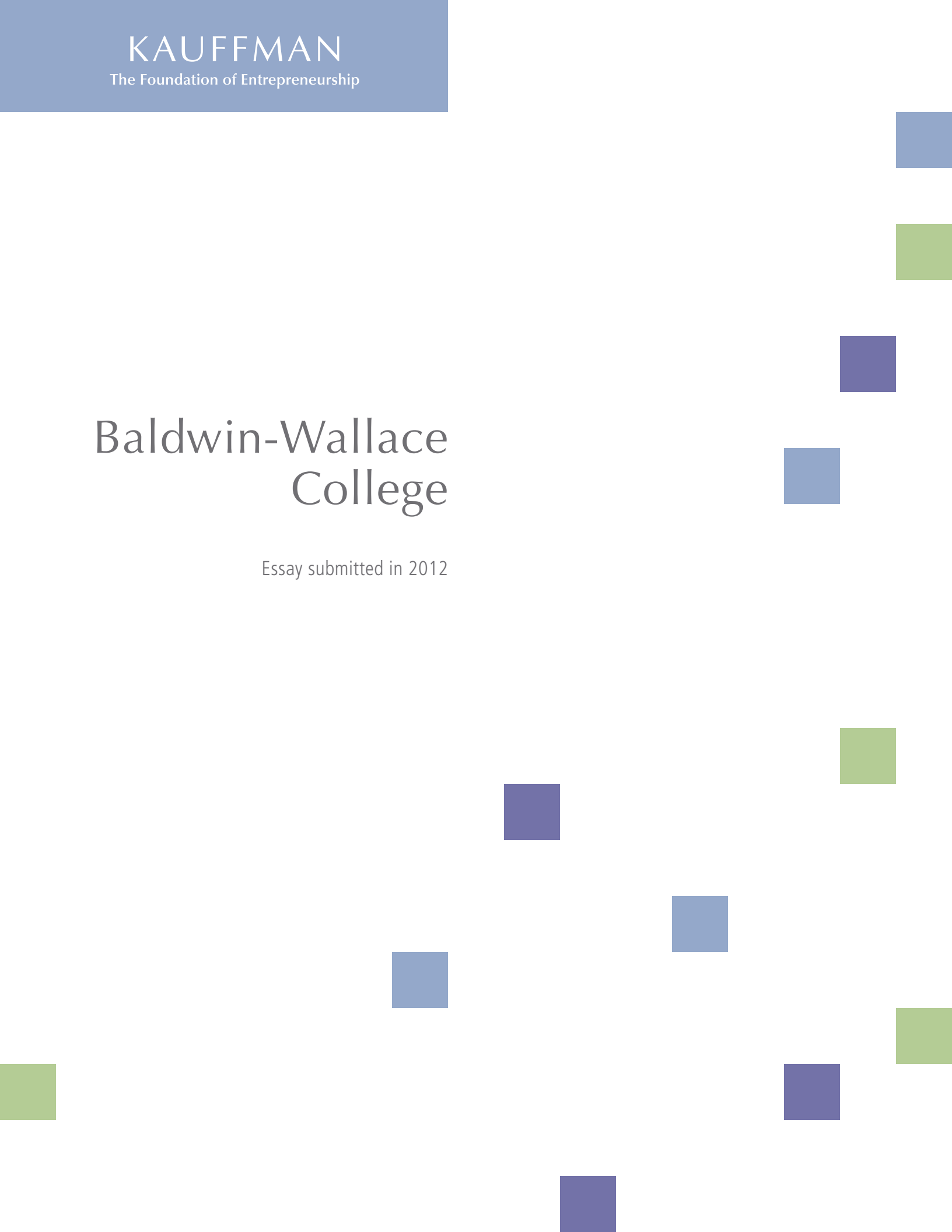


Baldwin-Wallace College

Essay submitted in 2012



Impact of the Kauffman Campus Initiative on Baldwin-Wallace College

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The image of an iceberg illustrates the impact of the Kauffman Campuses Initiative (KCI) on Baldwin-Wallace College (B-W). Above the waterline are tangible programs that have been created and that can be observed since B-W received KCI funding. Below the waterline is KCI's impact on the B-W culture that is not easily observed, but is nonetheless quite real and critical to the success of the college's entrepreneurship programs.

Above the Surface: Tangible, Observable Entrepreneurship Programs and Mission

The most significant observable result of KCI was the creation of the Center for Innovation & Growth (CIG), which has a twofold mission. CIG helps infuse the spirit of entrepreneurship throughout the campus with students of every major and also helps ignite the economy throughout the region with companies and organizations of every description. The two elements of the mission come together in its Growth Practice, where CIG staff and student interns help organizations develop innovative approaches to the growth challenges they face.

Annual KCI reports have provided the Ewing Marion Kauffman and Burton D. Morgan Foundations with ample data to evaluate the impact of KCI funding on the creation of the co-curricular programs that CIG has led and the curricular entrepreneurship programs that it has supported. Programmatic highlights made possible by KCI include:

CIG Student Fellows Program - The CIG Student Fellows Program is designed to provide B-W students the opportunity to experience and explore what entrepreneurship and innovation can mean in their lives and careers. They meet global and local leaders in innovation, create plans to test the feasibility of their new ventures ideas, and explore concepts of innovation and entrepreneurship with other CIG Student Fellows and CIG Faculty Fellows.

Students Fellows are nominated by Faculty Fellows for a year-long fellowship to recognize opportunity, manage risk, know who they are, and invest in social capital rather than simply select a singular career objective. Faculty Fellows have been critical to CIG's mission to infuse entrepreneurship campus wide. They have increasingly developed ways that entrepreneurship can help prepare students in their major to think and behave more innovatively. Some have also integrated the concept of innovation and entrepreneurship into the courses that they teach.

The Student Fellows program reveals to students from all academic disciplines that entrepreneurship is a viable career option. Prior to KCI, the CIG Student Fellows Program didn't exist. Twelve students were selected for the program the first year of B-W's KCI program, and the number grew each year. As of 2011-12, about 40 new students are involved. An additional 30 students who were CIG Student Fellows in the past remain on campus. As a result of their fellowship, many have enrolled in entrepreneurship courses.

CIG Student Athlete Fellows Program - In fall 2010, the CIG team involved every B-W varsity coach in creating a CIG Student Athletes Fellows program to help student athletes consider entrepreneurship and innovation guided by integrity. Incredibly, the program was conceived and launched over the course of one semester. An experimental course was designed and approved in fall 2010, and 18 athletes were enrolled by spring 2011. Coaches are convinced that the program will further differentiate their athletic programs while providing great opportunities to their athletes. In 2011-12, about 40 student athletes will participate in the program.

B-W MBA in Entrepreneurship Program - Prior to KCI, B-W's MBA in Entrepreneurship program enrolled about 20 students. Post-KCI that number has doubled, with an increase in the number of students in the major who did not study business as undergraduates.

All MBA Entrepreneurship students produce two products. First, they develop an innovation leadership development plan. This plan involves students completing a gap analysis on their innovation skill set and mindset guided by integrity. Second, students create a business plan for a new venture. Completing these two projects integrates the incubation of a student and the incubation of a business so the student can align their passion and strengths with market opportunities.

B-W Innovation and Entrepreneurship Major - Pre- KCI, there was limited interest in entrepreneurship among Liberal Arts faculty. Largely as a result of CIG's Faculty Fellows program, non-business faculty helped conceive and gain approval for a new major in Innovation and Entrepreneurship. Non-business faculty took an initiative to go beyond any goal outlined in the original KCI proposal to create this program. In spring 2011, the new undergraduate major was passed unanimously by academic divisions such as Humanities and Social Science in addition to Business.

Below the Surface: Culture Change – A College Embraces Entrepreneurship

Let this fact sink in. Primarily Liberal Arts faculty designed and then unanimously approved an entrepreneurship major that will be housed in the Business Division. The culture has changed significantly over the past several years, as Liberal Arts faculty view entrepreneurship as a way for students to convert their passion for

their discipline into opportunities. Post-KCI funding, B-W's culture has embraced entrepreneurship!

Infusing Entrepreneurship across Campus

B-W's KCI proposal acknowledged B-W's business faculty and students as important constituents to entrepreneurial programming. Business students had and should continue to benefit from entrepreneurial programming. However, the explicit purpose of B-W's KCI was to expand entrepreneurship beyond business students to encourage all students to learn about entrepreneurship through the creation of CIG. With this goal in mind, CIG adopted its mission to infuse entrepreneurship campus-wide while contributing to regional development.

Pre-KCI initiative, the concept of CIG was outlined in our proposal, but the concept was only on paper. Five years ago, the entrepreneurship programs that were available were largely limited to business students. Liberal Arts faculty and students viewed entrepreneurship as a business program. There was no active hostility toward entrepreneurship, but also no clear sense of how entrepreneurship was related to B-W's liberal arts heritage. Pre-KCI, there was no vision to infuse entrepreneurship campus-wide. Curricular programs included an entrepreneurship minor and MBA focus in entrepreneurship, both of which were designed for business students.

Pre-KCI, co-curricular entrepreneurship programs include the Business Division's Business Clinic and Students in Free Enterprise (SIFE) chapter. The Business Division launched the Business Clinic in 2003 after a pro bono study conducted by Ernst & Young for B-W revealed that business planning was a vital need in northeast Ohio. The Clinic engages undergraduate and graduate students as consultants who are trained to understand the elements of a business plan in addition to managing client relationships. Executive Volunteers, who are prominent area business leaders with a passion for educating students and for regional economic development, work with students to support current or aspiring entrepreneurs.

For 15 years, the Business Division has delivered a yearlong program to African American business owners who operate ventures with high growth potential. This program has provided B-W faculty with distinct insights into the challenges that African American business owners face in starting and growing a business.

In the '90s, the Business Division established a SIFE chapter. For the past 10 years, B-W's chapter has participated actively in SIFE competitions. More recently, the Business Division has provided leadership for the Entrepreneurship Educational Consortium Immersion week. The Business Clinic, SIFE and Entrepreneurship Educational Consortium Immersion week have all been highly successful with a focus largely limited to business students.

KCI made it possible for CIG to expand entrepreneurship beyond business students through the creation of its Growth Practice and Network, the CIG Student Fellows and CIG Student Athlete Fellows programs, the CIG Faculty Fellows program, the inclusion of entrepreneurship into Liberal Arts & Sciences (LAS – a required course for all students), expansion of non-business students enrolled in the existing entrepreneurship minor, and the creation of a new major in Innovation and Entrepreneurship. The following chart demonstrates KCI’s profound impact at B-W by comparing curricular and co-curricular program pre- and post-KCI funding:

<p style="text-align: center;">Pre-KCI Funding</p>	<p style="text-align: center;">Post-KCI Funding</p>
<p style="text-align: center;"><u>Curricular</u></p> <ul style="list-style-type: none"> ✓ About 10% of students enrolled in Introduction to Entrepreneurship were non-business students ✓ Entrepreneurship Minor ✓ MBA in Entrepreneurship <p style="text-align: center;"><u>Co-Curricular</u></p> <ul style="list-style-type: none"> ✓ SIFE Chapter ✓ Business Clinic 	<p style="text-align: center;"><u>Curricular</u></p> <ul style="list-style-type: none"> ✓ About 50% of students enrolled in Introduction to Entrepreneurship are non-business students ✓ Entrepreneurship class required by Conservatory students ✓ Integrated entrepreneurship into LAS 200 (campus-wide common course) ✓ New major in Innovation and Entrepreneurship launched in fall 2011 ✓ New entrepreneurial seminars created for all MBA students <p style="text-align: center;"><u>Co-Curricular</u></p> <ul style="list-style-type: none"> ✓ Growth Practice: In 2010-11, sold and delivered about a dozen projects. CIG Student interns gained practical experience in leading growth and CIG generated critical funding to support program post-KCI funding. ✓ CIG Network <ul style="list-style-type: none"> ○ Created bi-annual Innovation Summits ○ Created Innovation Salon program, an entrepreneurial speaker series ○ Continue to add partners and sponsors that seek access to

	<p>students educated in entrepreneurship while providing additional funding support for CIG post-KCI.</p> <ul style="list-style-type: none"> ✓ CIG Student Fellows <ul style="list-style-type: none"> ○ About 40 students per academic year ✓ CIG Student Athlete Fellows <ul style="list-style-type: none"> ○ About 40 students per year ✓ Faculty Fellows <ul style="list-style-type: none"> ○ About 20% of faculty have participated in the program.
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B-W's KCI program has made it possible for any B-W student at anytime during their college career to enroll in an entrepreneurship course. In fact, entrepreneurship is the only academic program that is available to all B-W students. Both curricular programs supported by CIG and co-curricular initiatives led by CIG continue to ascend into a robust comprehensive campus wide entrepreneurship program.

In 2011, CIG's Growth Practice successfully sold and delivered a dozen projects to large companies such as PNC, Cliffs Natural Resources, GOJO, RPM and Parker Hannifin and small privately held companies such as OEConnection. The CIG Network continues to attract and retain new partners, sponsors and clients. Bi-annually, the CIG Network holds Innovation Summits, which are attended by a mix of partners, sponsors, students and faculty. In spring 2011, P&G co-sponsored a program with CIG on Open Innovation that helped large and small organizations understand and experiment with ways to grow together. The event sold out in four days. In fall 2011, CIG created a summit on Culture and Innovation: Myths and Realities. A program committee that includes representatives of our partner and sponsor organizations helps to create these summits.

B-W honored its commitment to limit KCI funds to support programming initiatives. However, B-W's selection to be part of the KCI helped attract donor interest in funding a new facility. In other words, B-W was able to leverage KCI's commitment to B-W's entrepreneurship program to raise additional philanthropic support to fund a new facility.

During the recession, many colleges and universities placed campus construction and renovation projects on hold. In 2009, B-W celebrated the opening of a new \$4 million CIG facility that houses entrepreneurship courses and co-curricular programs. The need to support the education of the next generation of entrepreneurs and innovators generated financial support from The Thomas Family

Foundation, Parker-Hannifin, PNC Foundation, Laura Bickimer '36, Lubrizol, John P. Murphy Foundation, Forest City, Agnes '76 and "Jack" Dover, The George W. Codrington Charitable Foundation, Lincoln Electric and Westfield Insurance. The new CIG building represents a permanent physical identity and commitment to entrepreneurship. The fact that the facility is located on the other side of campus from the Business Administration program is a powerful symbol that supports our mission to infuse entrepreneurship campus-wide.

The creditability of Ewing Marion Kauffman as a preeminent leader in entrepreneurship education helped secure programming support from foundations such as GAR and, more recently, from the Ratcliffe Foundation, Blackstone Foundation in addition to continued support from Burton D. Morgan. Foundation support played a critical role in CIG achieving its objective of financial sustainability:

1) GAR Foundation

In 2008, CIG received a capacity building grant to test the feasibility of its Growth Practice. A \$250,000 grant enabled CIG to “practice what we preached” by launching a new business. CIG needed to start and grow a consulting business that provided B-W students with practical experience and that also generated net income to create a financially sustainable model. Over a period of about three years, CIG developed core competencies in project management, voice of the customer methodology, secondary market research and strategic insight to help client and partner companies vet new market opportunities or lead change.

2) Ratcliffe Foundation

In December 2010, CIG received a \$1 million dollar grant from the Ratcliffe Foundation to fund its two signature programs: CIG Student Fellows and its CIG Growth Practice. For the next 10 years, CIG will receive \$100,000 per year to make it possible to continue funding these two programs. For the past two summers, the Ratcliffe Foundation provided CIG with \$10,000 to fund student intern stipends to work on growth projects. This investment provided resources to test student ability to add value on projects and CIG’s ability to add value to partners and clients vetting a growth opportunity. Based on the CIG’s demonstrated ability to prove the educational and economic feasibility of its Growth Practice, the Ratcliffe Foundation has provided 10 years worth of funding to support this initiative.

3) Blackstone and Burton D. Morgan Foundations

In November 2010, the Blackstone and Burton D. Morgan foundations announced that B-W was selected to create the Blackstone LaunchPad program in partnership with the University of Miami. The purpose of this initiative is to support students launching new ventures. CIG demonstrated success made possible by the KCI program was the critical reason for Blackstone and Burton D. Morgan to extend B-W an invitation to submit a proposal that was eventually funded.

4) Partner and Sponsor Support

In addition to foundation support, B-W's KCI program attracted private sector support. CIG partners include Cliffs Natural Resources, Parker Hannifin Corp., GOJO Industries, Ernst & Young, PNC Bank, and Westfield Group. For \$35,000 per year, CIG partners receive one growth project annually, seats at CIG Network events, access to CIG Student Fellows and a CIG Advisory Board seat. CIG program sponsors, such as OEConnection, Oswald Companies, and University Hospitals, receive seats at CIG Network events and program sponsorship credit in exchange for \$2,500 per year. Partners and sponsors have enabled CIG to realize its vision to act as a gathering place where students from all majors and faculty from all disciplines meet with entrepreneurs and innovators to learn about launching new ventures and reinventing mature organizations. Importantly, private sector support also gives market validation to CIG's programs.

Net income from growth projects and sponsorships are used to fund two professional positions. Students benefit from staff expertise needed to deliver KCI programs that is funded externally rather than by requiring B-W use operating funds. In other words, the cost of two professional staff positions is completely covered by external funds.

CIG's Unique Approach – applying virtue to value

Facts, evidence and results convince us. Culture makes it possible to achieve results. Creating a culture that embraces entrepreneurship or recognizes the link between entrepreneurship and the liberal arts is the foundation on which all CIG programs and financial sustainability is built. More specifically, the unique way in which CIG integrates the liberal arts and entrepreneurship is through the application of the classical virtues as the foundation to creating economic value. Importantly, the virtues became the common language enabling Liberal Arts and Professional Faculty to create a shared vision.

The benefits of a culture embracing a shared vision for entrepreneurship are clear enough. This is not so easy to achieve since academics and entrepreneurs need to become bi-lingual to understand each other. Typically, entrepreneurship is considered without a foundation of character offered by the liberal arts or the practical benefits of entrepreneurship. A central theme through all CIG program is to encourage undergraduates, MBAs, entrepreneurs and business leaders to struggle with the question: how do we get worthy people to create worth?

Integrating the liberal arts and the practical aspects of commerce is not a new challenge. Benjamin Rush, close friend of John Adams, signer of the Declaration of Independence and founder of Dickinson College wanted higher education to produce citizen leaders. Rush and Thomas Jefferson shared a practical vision for liberal arts studies to prepare responsible young graduates to work in commerce and government as well as cultural and religious institutions.

Rush rejected the elitist English system of education that preserved the advantage of the wealthy and acknowledged no responsibility to advance society. Rush was harsh in his criticism of colonial institutions that did not accommodate the fact that, “the business of the principal part of the inhabitants is to obtain the first and most necessary means of subsistence.” Rush called for a useful education to be grounded in the liberal arts while exploring political and commercial activities of the day. Graduates would possess the “virtue needed to build a just, compassionate, economically sustainable democracy.” Rush advocated a liberal arts education that would be “useful and applicable” to all students, and he explicitly expressed concern for the business sector: “there is but one expedient left whereby we can save our sinking country, and that is by encouraging American manufacturers. Unless we do this, we shall be done forever.”

More than 200 years later, President William Durden of Dickinson University concluded it was time to prepare students for commercial leadership by rejecting both the narrowly focused vocational education common to most business schools and ideological liberal arts programs that eschew practical applications. He says, “It is time to educate graduates whose hubris and exaggerated ambition are tempered and balanced by studies that aim to challenge one’s understanding of oneself and to prepare one to function intellectually and morally in a complex world.” A liberal arts education does not ensure integrity or selflessness, but offers a foundation for the development of character. However, compartmentalizing of liberal arts and entrepreneurship inhibits the intellectual and moral development of students.

Our contemporary culture treats character and entrepreneurship as separate attributes, although CIG contends that they are intertwined and cannot be pulled apart. This forced separation then leads to disparate disciplines of study. The study of character falls into the arenas of philosophy, religion and psychology. The study of entrepreneurship falls into the arenas of business and economics. The goal of CIG is to integrate concepts that focus on enduring wisdom (virtue and character) with concepts that focus on entrepreneurship issues (create, deliver and capture economic and social value). Character is about identity – who we want to be and how we can make a life that is bigger than ourselves. Entrepreneurship is about action – what we need to know and how we put our ideas into action to add value. Entrepreneurial leadership must be broader than typically offered by business, and more practical than what either business or liberal education tend to offer. Formal schooling plays an important role, but worthy people learn how to add worth in the school of hard knocks.

The world needs people who know how to convert ideas into organizations that create social and economic value. An entrepreneurial education is an empowering education that turns community problems into a laboratory. Entrepreneurship provides a practical forum for students to put to work their liberal arts skills such as problem solving, critical thinking, creativity and communication.

B-W graduates need support to be prepared for a world that is far more turbulent than the one in which most administrators and faculty came of age. Today's graduate enters a world that is volatile, uncertain, complex and ambiguous (VUCA). The U.S. military coined the term VUCA to describe the challenge of creating strategies for unclear situations. Businesses adopted this concept to describe economic turbulence caused by the financial crisis. CIG's mission is to prepare students to add social and economic value in a VUCA world.

CIG equips students to develop the art and science of entrepreneurship. The science of entrepreneurship is about skill, competency, and knowledge associated with growth and new venture creation. The art of entrepreneurship is about the mindset of imagination, commitment and passion associated with innovation. At its best, entrepreneurship encourages students to be intentional about making meaning in addition to making money. We rely on the classical virtues to help students get clear about making meaning. By encouraging students to live a purposeful life that solves human challenges, a natural union between the liberal arts and entrepreneurship is formed.

The classroom can be a vehicle to encourage students to reflect on ways they can develop an entrepreneurial mindset and skill set. The classroom is also an appropriate forum to encourage student understanding of the impact of entrepreneurship on public policy.

In the end, entrepreneurship is practiced. A coach can only teach so much field strategy in a classroom. Athletes develop their craft by competing. Artists develop their abilities by performing. Entrepreneurs develop their mindset and skill set by creating, growing or reinventing organizations. Entrepreneurship is a participation sport that is learned through programs such as CIG's Growth Practice.

CIG supports growth and innovation by aligning the analytical tools of business with the soft tools of social capital; by creating sustainable margins guided by noble missions; by developing business plans that generate profits and also benefit people; by creating wealth and corporate social responsibility; and by developing the competence provided by a business education and the character formed by a liberal arts education.

B-W's KCI program contributed to the evolution of an entrepreneurial culture that was housed within its business programs to a campus culture that recognizes the value of connecting the process of entrepreneurship with subject domain expertise. CIG encourages students to convert their passion for their discipline or co-curricular activities into opportunity by developing their entrepreneurial skill set and mindset guided by integrity. Conservatory and theatre students who are performers need help in developing businesses. Science students need help commercializing inventions. Education students need help creating community financial support for schools. Students learn firsthand about the challenges of corporate and community

leadership, gain skill in new venture growth and innovation, and build relationships with successful leaders.

Entrepreneurs and business leaders also need a place to learn about growth and innovation. All-sized firms struggle with globalization: competing with offshore companies; entering new markets; accessing international talent. All-sized firms struggle serving customers better than competitors at a reasonable profit in a responsible way.

CIG builds bridges between small businesses and large; between new ventures and mature businesses; between business and education. CIG relies on collaboration among students, executives, small businesses and faculty to compete.

In a broad sense, entrepreneurship defines peoples' perspectives of the world around them. The entrepreneur sees change as an opportunity and not a threat to be avoided. The entrepreneur is not risk-adverse, but must manage risk with discipline. The entrepreneur has a healthy dose of impatience and has the courage and commitment to execute ideas into reality. An entrepreneurial perspective will bring value to all organizations both large and small and profit and non-profit. Ironically, it may be easiest for the entrepreneurial perspective to manifest itself in small business while the need for the entrepreneurial perspective may be greatest in our largest corporations and nonprofits, including higher education, now competing in a rapidly changing global economy.

The health of the region is enhanced when those who have succeeded in starting new businesses, in growing existing businesses and in responding effectively to outsourcing help others follow in their paths. CIG's applied focus, openness to partnerships, global outlook and commitment to ethics provides the region and state with a unique resource to "build bridges."

Here is the important point to make. A one- or two-year grant can create a program. A five-year grant made possible by KCI was essential to create a campus culture that embraces entrepreneurship. At B-W, a culture of entrepreneurship was best achieved by integrating value and virtue. The integration of a classical approach with entrepreneurship and innovation relied on an ancient tradition (the virtues of Plato's Academy) to adapt Darwinian flexibility to respond to contemporary market turbulence.

Failing Our Way to Success

A five-year grant also enabled CIG to fail its way to success. CIG treated KCI funds as seed capital that needed to be leveraged from day one so that at the end of the funding period a sustainable educational and economic program was achieved.

CIG's approach was outside in. The ideas and programs that CIG delivered in the classroom were field tested and piloted with businesses externally. This section will outline how our failures ultimately created our successes.

The creation of an internal business now entitled Growth Practice did not come easy. CIG experienced the same ups and downs of any startup. At the start of the Kauffman Campuses Initiative, CIG worked with our partners to create a "Rapid Commercialization Program." The idea was for CIG to vet viable business plans among our partners that were not aligned with their strategic priorities. Challenges around perceived and real intellectual property issues made it more difficult for non-competing companies to share ideas than was anticipated.

In 2008, faculty and students from multiple disciplines collaborated with community leaders to complete a "how to" manual to consolidate services for seven communities in a way that enhances public safety. Students learned about politics from area mayors; hazardous chemicals from fire chiefs; logistics from a business professor; legal issues from area law firms; labor issues from union leaders and polling issues from political science and public relations faculty and leaders.

From a learning and financial perspective this project was a huge success. CIG created a model that taught undergraduate students, MBA students and area executives about entrepreneurship and innovation through practical experience. This project demonstrated CIG's ability to teach students practical skill in leading change under the guidance of mentors and interdisciplinary teams. The project aligned with CIG's goal to develop the next generation of innovators and entrepreneurs that this region so desperately needs.

From a financial perspective, the project was a huge success. Funds generated to deliver the project helped B-W meet and eventually exceed its KCI match requirements.

From a results perspective, the project failed. Citizens polled from each community and the firemen's union supported the change. The fire chiefs and mayors stated they supported consolidation, but at the end of the process, a plan that would have increased community safety and contained cost was rejected by the city councils of five communities. Only two communities went forward with the plan. Perceived loss of power among leaders led to the demise of a plan endorsed by the community.

This failure turned out to be a fantastic learning opportunity for CIG. While it did build confidence and capability to deliver growth services, the CIG team was not convinced that consolidating government was a sustainable model, and concluded better opportunities were available in the private sector through long-standing relationships established with members of the CIG Advisory Board. Here is a brief summary of what was learned from the emergency consolidation project that led to the successful creation of a CIG Growth Practice:

- 1) Create a client-centered rather than educational-centered model. If clients were satisfied, the educational value to students would be authentic and powerful. If clients were satisfied, a sustainable growth practice could be built.
- 2) Create a sustainable staffing model. CIG learned that it needed to build a staffing model that did not rely on faculty for full-time project management. Faculty can offer excellent supplemental expertise, but their full-time teaching responsibilities appropriately precluded them from offering a client-driven model.
- 3) Create a consulting practice that served the needs of large companies and large nonprofits in addition to middle market companies. Prior to launching its Growth Practice, CIG conducted six months of research to test the market need for the practice. CIG followed its own medicine to vet whether its value proposition solved client pain points better than competing alternatives. The value proposition that has been validated by CIG's partners and clients is based on CIG's ability to answer the following questions:
 - What new offerings might best serve the needs of your customers?
 - Which new markets are fertile ground for your products and services?
 - Who will fill the talent pipeline to lead your organization in the future?
 - How can you structure your organization to achieve sustainable growth?
- 4) CIG learned that even the most successful organizations at times encounter frustrating bottlenecks caused by a lack of resources. When a company's innovative workforce is stretched too thin, CIG adds to the bench strength needed to vet a new market opportunity. CIG's expertise in market research, project management, and team facilitation helps take the burden off our client's team when they need it most.
- 5) CIG learned that growth projects that relied on methods such as the voice of the customer, secondary market research and project management could involve all of B-W's majors. The majors of CIG Student Fellows who have participated in CIG's Growth Practice have included fields such as philosophy, Spanish, political science, science and business. CIG Student Fellows learn the skill set and mindset needed to deliver growth projects in a one-year course. The CIG Student Fellows program is CIG's minor league system to staff the Growth Practice.
- 6) CIG learned that partners and clients wanted access to students who had the mindset and skill set to grow. CIG Students Fellows are actively being sought by employers for internships and full-time positions. Student Fellows who

never considered entrepreneurship as a career choice have started to consider the kind of company they could start.

Initially growth projects were conducted with the client being trained in methods such as voice of the customer by CIG. We learned that managers lacked the expertise, interest or time to conduct voice of the customer interviews. CIG's ability to add to a firm's bench strength to vet ideas faster than they could do on their own has proven to be valued highly.

Through our growth projects, CIG successfully tested a process entitled Real, Win and Worth, a methodology developed by Schrello Associates, Inc. This process has proven to be an effective way to teach liberal arts students how they can test the feasibility of a new venture. The following process learned by working with external clients has been integrated into the CIG Student Fellows program:

- Is it real? Create a value proposition to solve a customer pain point better than any competing alternative.
- Can you win? Acquire the tangible and intangible resources needed to deliver on the value proposition.
- Is it worth it? Capture sufficient economic and social value to warrant the investment of time, talent and treasure.

Through experiences with the Fire Service and Rapid Commercialization projects, as well as coaching clients on ways to vet market opportunities, CIG developed a model that created and delivered value to clients and captured educational and economic value for CIG. The investment in time to deliver 10 to 12 projects per year is significant. CIG staff conduct weekly pipeline meetings to track progress on business development and project delivery. The challenge is to deliver professionally led consulting with a transitory CIG Student Fellow workforce. CIG invests significant time coaching students in how to conduct research, deliver strategic insight and learn to deliver their recommendations to senior leaders. CIG invests significant time to manage partner and client relationships to sell and deliver projects that are high value. CIG follows up on each project to evaluate CIG's impact in solving partner and client pain points. The fact that CIG continues to receive repeat business provides evidence of the value delivered.

The difficult balancing act is operating a business inside a College while leading programs such as Innovation Summits or supporting academic programs such as the MBA entrepreneurship program. Policies that make sense for internal purposes often don't make sense for CIG's role to sell and deliver services to external organizations. CIG will continually struggle to strike the optimal allocation of staff time to internal and external priorities. CIG's future success will depend on the CIG Advisory Council and College Administration asking how they can support the staff in continually resolving the tension embedded in fulfilling an internal and external mission.

So the important take away is this. What CIG learned by working with partners and clients externally defined what CIG taught students internally. The work with clients provided value to them and provided CIG with a living laboratory to field-test what students are taught in our courses. As a result, a skill such as voice of the customer is taught in the undergraduate CIG Student Fellows program and the MBA entrepreneurship program. Running an internal business focused on growth provides CIG with practical insights of what to teach students in our entrepreneurship coursework.

People Matter

Shared visions, cultures that embrace entrepreneurship and leadership that creates programs all depend on people. So a simple truth is that people, their ideas and their perseverance are behind any success - and that surely has been the case with CIG.

The list of people who have played a critical role in the creation and success of CIG is extensive. There is a core group of external and internal leaders who have been involved with CIG since its inception. This core group includes the CIG Advisory Council, CIG Faculty Fellows and CIG Growth Partners and staff.

CIG Advisory Council members took a risk on supporting B-W's KCI project when ideas were limited to our proposal and had yet to be realized. The following leaders provided CIG with projects, funds, and access to their innovation leaders in addition to their advice, support and time:

- ✓ Don Bogus, B-W alum, former President at Lubrizol, B-W Board member. Don funded projects for Lubrizol to build CIG's capabilities to vet new market opportunities. He introduced us to GOJO, which became a partner. He continues to encourage new companies to participate in CIG activities.
- ✓ Pete Buca, B-W MBA alum, Vice President of Innovation and Technology at Parker Hannifin. Pete has been actively involved in conceiving what CIG has become. He helped Rapid Commercialization morph into CIG's Growth Practice. He speaks at CIG Network events and teaches in B-W's MBA entrepreneurship program.
- ✓ Paul Clark, B-W MBA alum, Regional President of PNC Bank, B-W Board member. Paul chaired the CIG Advisory Board for five years. He has played an instrumental and critical leadership role in helping conceive what CIG has become.
- ✓ Chris Farage, Vice President of Corporate Communications at Parker Hannifin. Chris created the support for CIG within Parker Hannifin that resulted in a \$500,000 donation for the CIG building. Similar to Pete he has been active in helping CIG build its programs.
- ✓ Bill Krueger, B-W MBA alum, General Manager at GOJO Industries. Bill has been a wonderful supporter of B-W's Growth Practice and consistently enrolls 10 senior GOJO executives at CIG Innovation Summits.

- ✓ Debra Lyons, B-W alum, former Vice President for Human Resources at Westfield Group, B-W Board member. Debra has personally committed to conceiving CIG since its foundation. When she retired from Westfield, she provided leadership to keep Westfield engaged with CIG.
- ✓ Lee Thomas, B-W alum, Managing Partner at Ernst & Young, B-W Board member. In addition to his ongoing support of CIG since its foundation, Lee has connected CIG with E&Y's *Entrepreneur of the Year* program. Lee helped forge a co-sponsored program with P&G on open innovation.
- ✓ Kelly Tompkins, Executive Leader for Legal, Environment, Government and Sustainability at Cliffs Natural Resources. Kelly has been involved with CIG since he was CFO at RPM. He is a frequent speaker in B-W classes. Recently, he accepted the responsibility to chair the CIG Advisory Board. He is a strong advocate of the value that CIG offers students, its partners and the community.
- ✓ Chris Paterakis, B-W MBA alum, Vice President of Human Resources at Westfield. Chris identified one of the most interesting growth projects in which CIG has been involved – offering financial services to the Amish community. His leadership is critical to building on a longstanding partnership between B-W and Westfield.

In addition to CIG Advisory Board members, three leaders have provided extensive support to CIG throughout the life of the program:

Pierre Everaert

- Former Chairman of InBev and CEO of five multinationals and active in global startups. Pierre has helped plan and deliver CIG Network events. For example, he recruited Randeep Jauhar, our keynote speaker for Kauffman Global Entrepreneurship Week. The introduction to Randeep has led to B-W recruiting Indian students from the universities in which he is involved. He provided pro bono consulting to launch Opportunity Research modeled after Ivy League institutions with which he has worked. This experience helped CIG create the model that resulted in CIG's Growth Practice. He arranged a program in Shanghai to help CIG business partners conduct business in China that generated goodwill and financial support for CIG. He regularly meets with CIG Student Fellows and provides them with advice about innovation and entrepreneurship.

Brian Powers

- Brian is a serial entrepreneur who has taught at B-W for about 10 years. Brian provided early leadership that helped launch CIG's Growth Practice. With Brian's help and support, CIG built a Growth Practice based on voice of the customer and project management. CIG simply could not have advanced its Growth Project without his expertise, involvement and advice.

Deborah Mills-Scofield

- Deb provides strategic planning consulting to clients and is an operating partner at Glengary, an early stage venture capital firm. Deb has played an instrumental role in the creation of CIG's Innovation Summits and Salon Series. This has included securing speakers pro bono and attracting sponsors who have contributed to CIG's educational program while generating a revenue stream.

Pierre, Brian and Deb have increased CIG's expertise and capacity to educate B-W students and deliver services to CIG partners.

CIG's mission to "infuse entrepreneurship campus-wide while contributing to economic development" has been realized by the contributions of the following internal "champions:"

Alan Kolp, Religion Professor

In many ways, Alan has been a co-director of CIG. Throughout the period of the KCI program he has actively engaged and recruited faculty from throughout the campus to create B-W's CIG. He has been a leader in developing and teaching the CIG Student Fellows program. He has extended the program to the athletic department. Since about one-third of all B-W students are athletes, Alan's efforts are critical to "infusing entrepreneurship campus-wide." He has provided overall program leadership since the original grant proposal was conceived to CIG's current program. He has also been involved in fund raising for the program.

Lacey Kogelnik, CIG Practice Manager

CIG's Growth Practice grew faster than we expected. In 2010, CIG's goal was to sell and deliver three or four projects. CIG ended up delivering 10 projects. Lacey joined the CIG team in the spring of 2011 and was critical to building CIG's capacity to sell and deliver projects and to expand sponsorships for the CIG Network. She is highly skilled in coaching students, in telling the CIG story in the community, and in executing co-curricular programming that benefits our partners and sponsors. Put simply, adding Lacey to the CIG team was critical to moving from a startup to a sustainable enterprise. Her skills and contributions have been invaluable.

Lori Long, Business Professor

CIG Faculty Fellows such as Judy Krutky, Political Science, and Alan Kolp laid the groundwork to include entrepreneurship into LAS, a core class required of all students. Lori built on this foundation that resulted in the LAS faculty adopting a learning objective that links creativity and entrepreneurship. The benefit of exposing all B-W students to the concept of entrepreneurship is one thing. It is quite another to have traditional Liberal Arts faculty see the value in creating a learning objective to help students see the link between entrepreneurship and the liberal arts. Lori's contributions helped CIG embed entrepreneurship into the liberal arts curriculum in a sustainable way.

Ann O'Brien, CIG Program Director

Ann acts as CIG's Chief Operating Officer and leads CIG's Growth Practice. She has been with CIG since the beginning and was instrumental in developing the model for making CIG a financially self-sustaining enterprise. Her 15 years consulting experience at E&Y, prior role as a CFO and her service on nonprofit Boards enables her to make a unique contribution to CIG. She has played a critical leadership role in envisioning and creating the Growth Practice as well as the CIG Network. Ann provides a distinct ability to deliver value to clients while still providing students with a powerful practical education in how to grow and reinvent an enterprise. She has an unusual ability to think creatively at a strategic level and then work through the operational details to make a strategy become a reality. She has been instrumental in aligning CIG's education and economic goals in a way that adds value to students and clients. Among her many contributions to CIG is building a sustainable model that includes clarity of goals, roles, systems and processes.

Ven Ochaya, Director of MBA Entrepreneurship and Sustainability Program

Ven has actively integrated CIG into the MBA entrepreneurship program. He discusses CIG at MBA Open Houses. He involves MBA students in Growth Projects. His prior experience as a Vice President for Research and Commercialization at Avery Denison combined with a Ph.D. in Chemistry has been outstanding in adding value on growth projects with technically-based companies such as GOJO and Parker Hannifin. He has created a MBA Student Fellows program modeled after the undergraduate program in which he teaches. He was instrumental in creating the new major in Innovation and Entrepreneurship.

Tom Sutton, Political Science Professor

Tom provided leadership to develop the curriculum for the Innovation and Entrepreneurship major in a way that supported liberal arts programs. Tom involved B-W Liberal Arts faculty throughout the two-year process to ensure the program served the needs of non-business students. In collaboration with Ven, Tom guided the new Innovation and Entrepreneurship major through the curriculum approval process. The Business and Humanities divisions, B-W's faculty Curriculum Committee and Faculty Senate all voted unanimously in support of the program. In May 2011, the Ohio Board of Regents approved the program. In fall 2011, the program has already enrolled a dozen students. Tom has been invaluable aligning academic goals of Liberal Arts faculty with entrepreneurship. Tom has played an ongoing leadership role with the CIG Faculty Fellows.

Varsity Athletics and CIG Student Fellows

Under the leadership of CIG Faculty Fellow Alan Kolp (Religion) and B-W NCAA representative, Kris Diaz, Athletic Director, and Cheri Harrer, Senior Women's Administrator, a CIG Student Fellows program pilot course for athletes was

approved and offered spring 2011. In addition to Alan, Trina Dobberstein, Vice President for Student Affairs, and multiple coaches have taught the course. The pilot course was so successful that the one-semester course will be offered twice in 2011-12. About 40 student athletes are expected to complete the course this academic year.

President Richard Durst

President Durst has been a strong advocate for CIG since its inception. He was a member of B-W's team that presented the proposal to a panel of experts in Hudson, Ohio, in 2006. President Durst provided leadership to raise funds for a \$4 million CIG building. He serves on the CIG Advisory Board. He has been a source of advice and counsel throughout the period of the KCI program. Simply put, CIG and the KCI project would not have been possible without President Durst's leadership.

Next Steps – Build on Existing Strengths and Culture

In November 2011, B-W was selected to receive funding for Blackstone LaunchPad. This program is the next natural progression for B-W's entrepreneurship program. Since the establishment of CIG in 2007, CIG has launched several successful curricular and co-curricular programs that help students take ideas through the feasibility and business plan stage. A small number of students started businesses, but are struggling in ways that would not be as problematic if they had access to Blackstone LaunchPad. Many students have completed some variation of LaunchPad's venture assessment forms. To these students the wall to start a new venture would not look so tall if Blackstone LaunchPad were on campus. In addition, the program will provide a valuable service to the more than 24,000 B-W alumni who reside in northeast Ohio.

Joining a consortium of institutions in Detroit and Cleveland under the leadership of the University of Miami advances the strengths of B-W's KCI project. This partnership will accelerate the creation of Blackstone LaunchPad on B-W's campus and connect our students to like-minded students in Michigan and Florida. A partnership with six schools and two foundations creates something bigger than B-W could do on its own.

The purpose of Blackstone Launch Pad is to incubate and support the next generation of entrepreneurs through inspiring and supporting students and alumni in developing their business ideas from concept to business launch. Blackstone LaunchPad provides resources, one-on-one coaching, access to networks of advisors, and a place where the student entrepreneur can find other like-minded students. The program prepares students to launch new ventures that create jobs the northeast Ohio region needs. The program is practical and engages students with the region's entrepreneurial ecosystem.

Because the success of a campus-wide Blackstone LaunchPad program hinges on broad-based faculty support for entrepreneurship, this new initiative will rely on currently established relationships through the CIG Faculty Fellows program. Faculty from every academic division have participated in CIG Faculty Fellows. In addition, CIG has supported LAS (Liberal Arts and Sciences): Enduring Questions for an Intercultural World (a campus-wide common course required of all students). This course links the liberal arts and entrepreneurship. Faculty participation in the CIG Faculty Fellows and LAS program represent about 40% of the faculty.

Pre-KCI we were not ready for Blackstone LaunchPad. KCI has enabled CIG to create a sustainable educational and economic model that lays the foundation for Blackstone LaunchPad. A new \$4 million building, robust programming, hands-on learning, and opportunities for students to meet and work with entrepreneurs and organizations seeking to grow are among the tangible, observable “above the iceberg’s waterline” impacts KCI has made on Baldwin-Wallace College. “Below the waterline” – and just as significant – is how KCI has made entrepreneurship a permanent part of B-W’s culture. We are grateful for the impact that KCI has had on hundreds of students during the funding period and for the legacy it will leave to serve future students.